



ผลของการใช้รูปแบบการสอนแบบเน้นเนื้อหาต่อทักษะการพูดภาษาอังกฤษของนักเรียนไทย
ระดับชั้นประถมศึกษาตอนปลายที่เรียนภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศ
EFFECTS OF CONTENT-BASED INSTRUCTION ON ENGLISH SPEAKING SKILL OF
THAI EFL STUDENTS AT UPPER PRIMARY LEVEL

นายอัศวิน ลิมชัยเจริญ *

Atsawin Limchaicharoen

อ.พันธุ์ ดร.ราเชน มีศรี **

Major Ra-shane Meesri, Ph.D.

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาผลของการสอนแบบเน้นเนื้อหา (CBI) ที่มีผลต่อทักษะการพูดภาษาอังกฤษของนักเรียนไทยระดับชั้นประถมศึกษาตอนปลายซึ่งเรียนภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศ และ (2) ศึกษาทัศนคติของนักเรียนไทยระดับชั้นประถมศึกษาตอนปลายซึ่งเรียนภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศที่มีต่อการใช้การสอนแบบเน้นเนื้อหาในการเรียนภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 6 ซึ่งเรียนในหลักสูตรภาษาอังกฤษแบบ Mini English Program ภาคเรียนที่ 2 ปีการศึกษา 2560 ของโรงเรียนคาทอลิกแห่งหนึ่งในจังหวัดกรุงเทพมหานคร จำนวน 9 คน งานวิจัยนี้เก็บข้อมูลโดยการสอนแบบเน้นเนื้อหาเป็นเวลา 4 คาบๆละ 60 นาที โดยมีเครื่องมือในการวิจัยคือข้อสอบก่อนเรียน ข้อสอบหลังเรียน แบบประเมินตนเอง และการสัมภาษณ์แบบกึ่งมีโครงสร้าง

ผลการวิจัยในครั้งนี้พบว่าการใช้การสอนแบบเน้นเนื้อหาที่มีผลต่อทักษะการพูดภาษาอังกฤษของนักเรียนไทยระดับชั้นประถมศึกษาตอนปลายซึ่งเรียนภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศอย่างมีนัยยะสำคัญที่ระดับ 0.000 นอกจากนี้ การประเมินทัศนคติของนักเรียนยังให้ผลไปในทิศทางบวกต่อการใช้การสอนแบบเน้นเนื้อหา ผู้เรียนมากกว่าร้อยละ 77.8 เห็นด้วยต่อการใช้การสอนแบบเน้นเนื้อหา มองว่าการสอนดังกล่าวช่วยให้การเรียนคำศัพท์และไวยากรณ์ประสบผลสำเร็จ และมีทัศนคติที่ดีขึ้นต่อการพูดภาษาอังกฤษในการเรียน

* Master's Degree Student in Teaching English as a Foreign Language (International Program)

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: boat_lim@hotmail.com

** Advisor and Lecturer, Division of Foreign Language Teaching, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: rashanemeesri@gmail.com

ISSN1905-4491

Abstract

The objectives of the study were to: (1) investigate the effects of content-based instruction (CBI) on English speaking skill of Thai EFL students at upper primary level; and (2) explore Thai EFL students at upper primary level's attitudes towards the application of content-based instruction. The sample consisted of 9 grade-6 students who were studying in the Mini English Program (MEP) in the second semester of the academic year 2017 at one of the catholic school in Bangkok, Thailand. The data collection was based on the content-based instruction class that was conducted over four periods; each period consisted of 60 minutes. The instruments used were a pre-test, a post-test, a self-assessment questionnaire, and a semi-structured interview.

The results indicated that the application of the content-based instruction had a significant effect at a level of 0.000 on the English speaking skill among Thai EFL students at upper primary level at a significant level of .05. In addition, the investigation of the students' attitudes yielded the positive results: more than 77.8% of the students agree on the application of the content-based instruction, the success of the instruction on vocabulary and grammar, and the favorable role of English speaking in the instruction.

คำสำคัญ: การสอนแบบเน้นเนื้อหา/นักเรียนชาวไทยซึ่งเรียนภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศ/ทักษะการพูดภาษาอังกฤษ/ทัศนคติ

KEYWORDS: CONTENT-BASED INSTRUCTION / THAI EFL STUDENTS / ENGLISH SPEAKING SKILL / ATTITUDES

Introduction

In response to the globalized society and the exigency in boosting up the English language proficiency among Thai students, not only a new form of English Education reform viewing the use of English language as a medium for communication to the community and to the world was introduced to the Thai schools in 2002 by the Ministry of Education of Thailand, but there is also a launch of the regulations enacted to promote and reform the teaching of the English language in Thailand by establishing the special project for English language teaching among Thai schools namely the provision of the English Program (EP), Mini English Program (MEP), and English for Integrated Studies (EIS); where the English proficiency and exposure to the target language in many learning areas among students participating in the program will be enhanced.

These programs, designed to learn the English language through the contents in many subjects, resemble the characteristics of the content-based instruction (CBI) approach. Content-based instruction, which draws the methodologies from its prototype – the communicative language teaching (CLT) – and is considered “the stronger version” of communicative approach (Shabani & Ghasemi, 2014), integrates the learning of language with the learning of some other content (Larsen-Freeman & Anderson, 2015). It suggests that in the classroom context where the integration between the target language (TL) and the motivating and meaningful content coincides, the optimal conditions for learning a certain language occur. The status of the language, thus, is shifted as it is not only an object of the study in itself, but also a medium for subject matters to be learned (Duenas, 2004). This goes hand in hand with the real usage of the language: people use language to talk about what they know and what they want to know more about, not to talk

about language itself (Snow, Met, & Genesee, 1989). Therefore, instead of teaching students the grammar rules, vocabulary, or the functions of language in each discursive pattern, content topics become the framework for instruction, as well as the students' exposure towards the integrative language skills which prepare them for the range of academic tasks they are about to encounter (Brinton, Snow, & Bingham, 1989).

The use of the content to be integrated with the learning of the language in the content-based instruction approach has been implemented and received the ample favorable responses, regardless of the students' age (Schreooegrell et la, 2004; Shamsudin & Nesi, 2006; Fernandez, 2009). As for the application of the content-based instruction in the EFL context of Thailand, most research has displayed the positive effects. Suwannoppharat (2014) conducted the mixed-method research with 120 participants to investigate the effectiveness of CBI approach in developing Thai EFL non-English major undergraduates' academic reading and writing skills at Mae Fah Luang University. The results showed that after the instruction, students received higher score in post-test of academic writing and reading skills. Another research was aimed at determining the efficacy of the content-based instruction towards English reading comprehension ability among 28 grade 11 students in Roi-Et province, Thailand (Bowonmot, Siriwan, & Prasongsook, 2017). The finding concluded that the results of the post-test in terms of reading comprehension ability was significantly higher than pre-test which denotes that content-based instruction enhanced students' English reading comprehension. The study also probed into the aspect of students' satisfaction towards the application of content-based instruction in developing their English reading comprehension ability: the students had positive attitudes towards the content-based instruction used in improving their reading performance. Suwannabubpha and Pinyonattagarn (2008) also designed the content-based computer-assisted language learning (CALL) software to test whether the understanding of English reading texts regarding Karma, a Buddhist principal concept of actions and reactions, can be enhanced. The participants are a group of Buddhist monks studying at Buddhist University. The results indicated that the learners' achievement was higher after the content-based CALL activity was applied, and that they also expressed positive attitudes towards the use of the content-based CALL in relation to the enhancement of their performance of reading.

Since most of the research concerning the content-based instruction in Thailand mostly aims at investigating the effects of its application in terms of reading comprehension, reading/writing skills, and receptive skills, it would be of great importance to explore how this approach can affect the students' speaking skill. Richards & Rodgers (2001) claimed that content-based language teaching draws the principles of communicative language teaching: this means that the classroom where CLT and CBI are applied should focus on real communication and the exchange of information, "an ideal situation for second language learning [that] the subject matter of language teaching was not grammar or functions or some other language-based units of organization, but content, that is, the subject matter from outside the domain of language" (2001).

This statement is in relation to the characteristics of content-based instruction proposed by Brinton et al. where in this approach students will be exposed to study skills and learn a variety of language skills which prompt them for the range of academic tasks they are about to come across (2004). The content-based instruction approach lends itself quite naturally to the integrated teaching of the four traditional language skills: considering the content-based reading task where students have to understand information and to interpret and evaluate it with the hope that they can respond orally (speaking) or discuss it with their classmates (listening and speaking) or even write it down to perform the assignment. As for the relevance towards the speaking skill, the theoretical assumption of content-based instruction has been bolstered by the second language acquisition theory by Krashen along with Swain and Johnson. The hypothesis that language is best acquired incidentally through exposure to extensive and meaningful input forms the basis for the use of content-based instruction: students are given many opportunities to process comprehensible input and rehearse in CBI classes and it is very important in second language acquisition to provide students with the opportunities of interaction with teachers and peers as well as the strategies and content in continuing phases to enhance both the input and practice which relate closely to the oral productive skill like the speaking skill (Bozdoğan & Karlıdağ, 2013). CBI classes seem to enrich language learning with scaffolding and meaningful activities on basic language skills through real life examples and situations using authentic materials. It would be, hence, interesting to investigate the application of content-based instruction, especially exploring and shedding light on this type of instruction in the part of the speaking skill.

Research Objectives

1. To investigate the effects of content-based instruction (CBI) on English speaking skill of Thai EFL students at upper primary level, and
2. To explore Thai EFL students at upper primary level's attitudes towards the application of content-based instruction (CBI).

Research Methodology

This research was designed as a mixed-method study in order to see the effects of content-based instruction on Thai EFL Primary 6 students' speaking skill. The researcher selected the pre- and post-tests as the research instruments to compare the results before and after the application of content-based instruction. Apart from the effects, the attitudes of the students towards the approach were also explored. The researcher utilized a self-assessment questionnaire to gather students' attitudes toward their learning and a semi-structured interview to clarify the effects of the integration of content-based instruction in the English classroom among each individual. With this manner, the data collection using both qualitative and quantitative method will be multifaceted and thorough, augmenting reliability and validity for the results of the study.

Participants

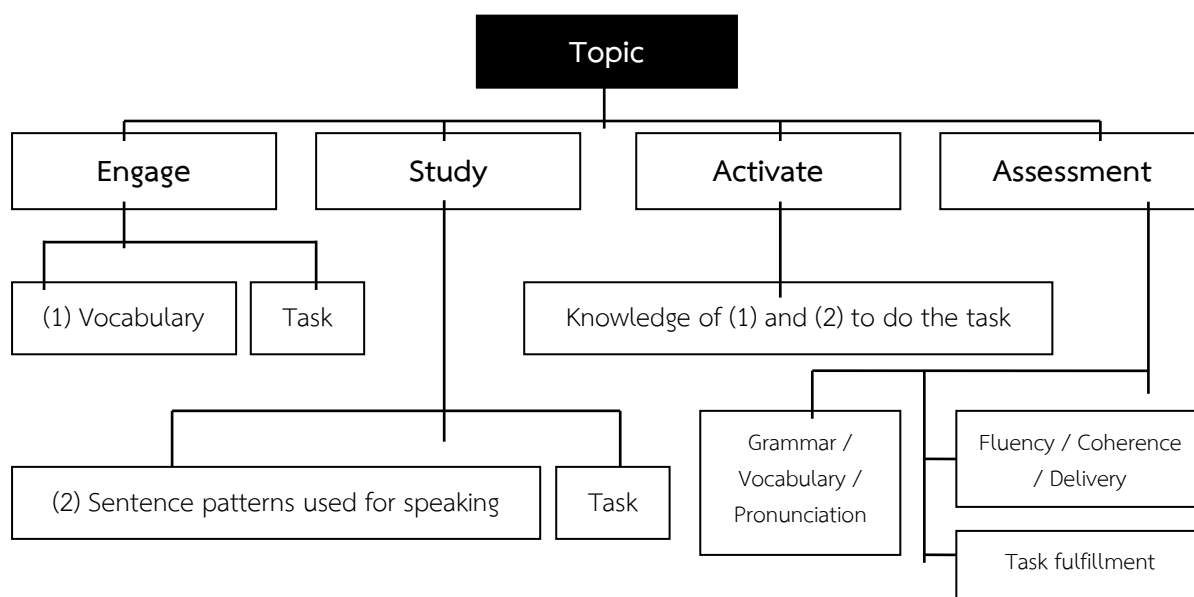
The participants in this research study were 9 students who study in primary 6 in Mini English Program (MEP) of Phramaemaree Prakanong School, a catholic school in Bangkok, Thailand. They have different proficiency levels in English language. 9 students of the sample come from the 3 different English proficiency groups: 3 students were in the high ability group, 3 students were in the middle ability group and 3 students were in the low ability group; in order that they can represent the authentic situation in the general classroom. The reason why the participants were quite small was due to the fact that the test design for each test takers lasted about 30 minutes for one student, hence the representatives from each group of students above would make the sample generalizable and more valid. In the instruction implementation, all students will study 4 lessons each day. The lessons are specifically designed in the content-based instruction with the theme-based type to enhance speaking skill. The research was conducted during the second semester in November 2017.

Research Instruments

1. Instructional instruments

The instructional instruments in the research consisted of the course materials and the lesson plans. The course materials used in the research were designed based on the Six-T's approach proposed by Grabe and Stoller (1997). This approach encompassed six components which are: Themes, Topics, Threads, Texts, Tasks and Transitions and they were used as the main source of material design and planning for students in order that the content-based instruction helps promote the students' speaking skill. The arrangement of the theme in Six-T's approach will scaffold the students in the certain topic with the constructivist facet until the students possess the language repertoire and fluency sufficient for their production: the students gradually learn the variety of necessary 'themes' including the various language aspects which are conducive the enhancement of the students' speaking skill. The selected content of the course materials was in the theme "Money Matters", which was subdivided into another four related topics.

As the model of the content-based instruction used in the study was the theme-based model using the Six-T's approach, variety of topics in the theme were to be presented to the students which then helped promote students' speaking skill. To clarify the structure of how each lesson in one period class was running, the concept mapping of the topic could be portrayed in the following diagram:



According to the concept mapping, the structure of each class was run between the combination of the contents and the tasks for students to bring the learnt contents into action. The class started with the “engage” part where students’ attention was drawn by the multimedia visual and auditory presentation in order to supply students with the repertoire of vocabulary. After having learnt about vocabulary, the knowledge would be retained by the fact that students had to use it to perform the tasks. In this regard, it matches well with the CBI characteristics proposed by Richards and Rogers (2015) which stated that lexis is central in integrating language and content. Since specialized vocabulary register were used to convey the meaning of different subjects or content areas, acquisition of subject-specific vocabulary was an important strand of CBI courses. Then, the class went on to the second step “study” where the combination between content knowledge presentation and tasks for students to use the language was outlined as well. In this part, students were equipped with how to speak by learning the provided sentence pattern used for communicating the specific content learnt. This resembles to the idea of CBI courses where the role of the language is addressed as a vehicle for learning content as well as the role of the content in the learning of the language. Students were exposed to how meaning and information were communicated and constructed through texts and discourse, which in this sense encompassed the aspect of both grammar and lexis. Lastly, the class ended with the last step “activate”, where students had to use the knowledge to perform the speaking tasks. The tasks presented in each step might vary depending on the topics and subtopics. Students experienced and performed many kinds of speaking tasks which forced them to be more proficient in their speaking skill.

In addition, four lesson plans were constructed to use in the course as a role model in guiding the CBI instruction in this research. It was developed based on the objectives

prescribed by the Basic Education Core Curriculum B.E. 2551, the Twelve Values announced by the Head of the National Council for Peace and Order (NCPO), and the content-based theme that can widen students' experience towards many types of subject areas. Each lesson plan lasted for 60 minutes which were the time for one period of study for the course in each day. Each lesson plan included the title of the lesson, date and time allocation, terminal and enabling objectives, level and tentative number of students, background knowledge of each lesson, materials or equipment, evaluation, and procedures for instruction. The lesson plans used in the study were created based on the teaching procedure called ESA: Engage, Study, and Activate (Harmer, 2007), which was practiced in the design of the course materials as well. The IOC result of the lesson plan was equal to 0.86.

2. Research instruments

Apart from the instructional instruments, this present study employed three research instruments including the speaking pre- and post-tests, the self-assessment questionnaire, and semi-structured interview. The descriptions of each instrument are as follows:

1. Speaking pre- and post-test were the same format of the test used before and after the instruction. It is a kind of test which aimed at assessing students' speaking skills. It is a 4-part speaking test, conducted in the face-to-face interaction manner between the teacher and the test-takers. The students were summoned one by one to take the test. The test was designed based on the speaking construct, the contents studied, the types of tasks used in the classroom; and compared to the level of knowledge of Bloom's Taxonomy. The format of the tests includes four speaking tasks: dialogue-completion tasks, picture-cued tasks, giving instruction tasks, and question-and-answer tasks. It takes not more than 20 minutes for each test-taker to be tested. During the test, the conversation between the teacher and the test-taker were videotaped in order that the teacher could assess the results afterwards. To score, the researcher awarded different score for each question, depending on the difficulty level of each task. The speaking scoring rubrics adapted from Saricoban & Larakurt (2016) that had been used to assess the speaking skills in task-based activities were used as a marking scheme. The speaking test criteria where students were assessed encompassed fluency, coherence, and task fulfillment; grammatical accuracy; lexical resources; delivery; and pronunciation. The total score of the test was 40 points. The IOC of the pre- and post-tests was equal to 0.95.

2. Self-Assessment Questionnaire aimed at examining the students' opinions on learning through content-based instruction on the day before the teaching would be finished. The questionnaire was created by the researcher by adapting some parts from Chou's (2013), and then got it approved by the experts with the IOC of 1.00. The self-assessment questionnaire includes 15 self-assessment items which were translated in Thai, the first

language of students. Students needed to answer whether they agreed or disagreed on those self-assessment items.

3. The semi-structured interview form was adapted from the interview questions in research Content-Based and a Method-Based Approach conducted by Weiland and Morrison. There were 3 questions which explored students' thought and opinion towards the application of CBI in their lessons. The interviews were conducted after the course had been completed.

Data Analysis

There are two types of data that were acquired in this research study.

1) Quantitative analysis: Pre- and Post-test and a self-assessment questionnaire

The participants' pre-test and post-test scores were analyzed by SPSS to interpret the descriptive statistics namely Mean and Standard Deviation. A dependent sample T-test was also used to analyze the quantitative data in order to see the differences between the Pre- and Post-Test scores. The data obtained through the questionnaire was calculated by using frequency and percentage to see students' assessment of their learning.

2) Qualitative analysis: Semi-structured interview

All students were interviewed in Thai language concerning the generality of the application of the content-based instruction. The questions focused on students' learning through the application of content-based instruction in their English classes. Content analysis and descriptive analysis techniques were used to analyze and to present students' thoughts and opinions. Answers from the participants' interview were coded and categorized by the key main points, and counted from the frequency of their answers according to their similar and/or different features.

Results

1. Results of the pre- and post-tests

The pre- and post-tests were used as a research instrument to answer the first research question: to find out whether the application of content-based instruction affects the English speaking skill of Thai EFL students at upper primary level. The results of each test will be portrayed as follows:

Table 1: Pre-test score of Thai EFL students at upper primary level on the speaking skill

Test	Number of Sample	Total Score	Minimum	Maximum	\bar{x}	S.D.
Pre-test	9	40	1.76	26.52	12.93	9.81

Table 1 shows the score of the pre-test in terms of students' speaking skill. There were 9 participants who sat in the exams representing the 3 groups of the students equally: high ability, middle ability and the low ability. The total score was 40 points. The minimum score came from the group of those low ability students which was equal to 1.76 from 40 points

while the maximum score came from the group of high ability students which was equal to 26.52 points. The mean score was 12.93 while the standard of deviation was equal to 9.81.

Table 2: Post-test score of Thai EFL students at upper primary level on the speaking skill

Test	Number of Sample	Total Score	Minimum	Maximum	\bar{x}	S.D.
Post-test	9	40	24.90	35.30	29.70	3.65

Table 2 indicates the score of the post-test on students' speaking skill. There was the improvement among three groups of the students while each group represented their own group very relatively. There were 9 participants who took the post-test. According to the result provided, the total score was 40 points. The minimum score was equal to 24.90 signifying that all students achieved more than 50 percent of the test score. The maximum score was equal to 35.30 scores. The mean score was 29.70 while the value of the standard of deviation was 3.65.

Table 3: Paired Sample Test: Comparison of pre- and post-test scores of Thai EFL students at upper primary level on the speaking skill

Tests	\bar{x}	S.D.	<i>t</i>	<i>p</i>
Pre- and post-test	-16.77	6.40	-7.86	0.000**

** $p < 0.000$

Table 3 shows the data of the t-test dependent sample of the pre- and post-test scores of the students' speaking skill to examine whether post-test scores were more than pre-test scores at a statistically significant level ($p < 0.05$). To compare two groups, the t-test is computed to assume that the observed difference reflects any 'real' difference: to check whether there is a generalizable result of whether the score is likely to be merely an artefact of random variation. The column \bar{x} or the mean was the difference between the two means i.e. the means of the pre-test score and post-test score which was equal to -16.77. The negative number of the mean indicates that the mean of the pre-test was less than the mean of the post-test score. The standard of deviation showed how deviant the mean scores of both tests were which in this case was equal to 6.40. The column 'Sig' refers to the two-tailed *p* value associated with the test which in this research was equal to 0.000. It implied that the students' speaking post-test score after the application of the content-based instruction was more than the pre-test score at a significance level of 0.05. It can be summed up that content-based instruction had a significant effect on the speaking skill of the students at upper primary level.

Even though there was the exact improvement on students' English speaking skill among all students who attended the instruction, there was some interesting implication from the result of the pre- and post-tests. As the research purposively selected the sample from the 3 different English proficiency groups which are high, middle and low; there was the tendency that each group, though holistically developed, gained more scores in different marking scheme. As for the high ability group, all of them outperformed the other

groups but they tended to gain more scores in the lexical resources and pronunciation. As for the middle and low ability group, the marking schemes in the parts of the fluency, delivery and lexical resources had dramatically increased at a significant level: this shows that by equipping them with the speaking tasks during the content-based instruction, students tended to be more fluent in speaking with no anxiety and louder, reflecting their automaticity in terms of the language production.

2. Results of the self-assessment questionnaire and semi-structured interview

Table 4: Self-assessment questionnaire of the application of content-based instruction on students' speaking skill.

No.	Items	Agree	Disagree
1.	I could understand the lessons.	100%	0%
2.	The lessons were not difficult for me.	77.8%	22.2%
3.	I gained more knowledge of vocabulary in class.	77.8%	22.2%
4.	I could understand the contents.	88.9%	11.1%
5.	The lesson contents helped me understand the contexts.	77.8%	22.2%
6.	The contents were very interesting and attracted my attention.	100%	0%
7.	I could orally answer the questions related to the contents.	100%	0%
8.	I could understand the texts used in class.	100%	0%
9.	The lessons helped me understand grammar more.	77.8%	22.2%
10.	Learning in class makes grammar easier.	77.8%	22.2%
11.	I enjoyed doing speaking tasks.	88.9%	11.1%
12.	I had more chances to speak in class.	100%	0%
13.	In-class activities improved my speaking skills.	100%	0%
14.	The teaching instruction involved me in the contexts.	100%	0%
15.	The teaching procedure helped me understand the topics.	100%	0%

According to Table 4, the results of the self-assessment questionnaire were presented. Most of the students who attended the instruction were unanimously agreeable that the application of content-based instruction made them understand the lessons more with 10 items out of 15 items receiving 100% implying that students claimed that the statements were true for them. We can separate the items in the questionnaire into 4 main categories based on: (1) students' attitudes towards the learning in the content-based instruction (items 1,4,5,8,15), (2) students' attitudes towards the metalinguistic knowledge gained from this application (items 3,9,10), (3) students' attitudes towards the role of the speaking on the instruction (items 7,12,13), and (4) students' affective domain towards the application of the content-based instruction (items 2,6,11,14).

As for the semi-structured interview, there were 3 questions for the participants to answer as follows:

Could you please tell me about your class? What did you do in the class?

6 of them said that in the classroom, they had many chances to get involved in many kinds of activities, for example, brainstorming, word guessing, asking and answering, word building, betting game, 20 questions game etc. They had got the opportunities to communicate and participate in the lessons in English. 3 of them said that they had many times to do the activities in front of the classroom that made them feel confident and active. 7 out of 9 students said that the instruction was quite different from the traditional classroom as they did not have to learn English from the books. 3 of them said it was good when they did not have to write or do exercises all the time in the textbook.

How does CBI affect your learning?

4 out of 9 students said that the classroom offered variety of learning and was interesting because they had many chances to participate in many kinds of lessons. They said that sometimes they did not know that they study English or other subject areas. Students said that they learned a lot of interesting content through many themes that equipped them to be eager to learn English. In the CBI class, they studied English language in a way which differed from the normal classroom because the teacher always spoke in English and asked them to communicate in English. Students could understand and recognize English vocabulary naturally and automatically because they did not need to translate those words into Thai language but they perceived them through the learning.

What challenges have you faced in the classroom?

Two out of 9 students said that sometimes they could not understand the contents because they did not have enough vocabulary in their mind. Some technical terms caused some difficulty for them and therefore they needed to try hard to understand those words. When they encountered long passages or a lot of contents, they could easily lose their attention from the lessons. One student said that they did not want to speak that much in the classroom as the teacher always asked all students to engage in the speaking tasks.

Discussion and Recommendation for future research

The findings in the present study showed that the content-based instruction could enhance the students' English speaking skill. The current study was consistent with studies conducted by Suwannoppharat (2014) and Chang and Gao (2009), which supported the application of the content-based instruction in promoting the students' English proficiency. The results from the study also showed that the content-based instruction gave the positive effects on both students' content-area knowledge and their English language skills which had been improved with more salient manifestation. The data derived from the research showed that

after having received the content-based instruction, students gained more post-test scores in terms of their English speaking skills.

The study by Murphy (1997) also showed that students who attended the content-based instruction were reported to have higher motivation. This corresponded to the results gained from the questionnaire and interview where students claimed that the content-based instruction made them understand the content, text, and context more. The interview with the students also probed into their attitudes towards the types of learning in the content-based instruction class as “different” from their traditional English classroom.

In addition, the results of the pre- and post-test scores were supported by the self-assessment questionnaire which showed that the majority of students agreed that they had improved their speaking skill and the English language learning. The results of the interview completely supported the idea that CBI lessons were less teacher-centered; students engaged in more interactional situation and had more opportunities to participate in second language learning. Overall, almost all students who participated in the instruction agreed that they had better improvement in their English metalinguistic knowledge such as lexical items and grammar while their speaking skill was activated and enhanced when learning and doing exercises in the classroom. In conclusion, the present study went hand in hand with the previous study where the application of content-based instruction was proven effective while at the same time the type of the instruction was conducive to the students’ positive towards the instruction and the language learning in general. Based on the positive results seen in the current study, the researchers interested in the content-based instruction would be recommended to further the study and explore the aspects as follows:

Firstly, as the subjects of this study were limited in number and level, further study can be conducted in a larger sample size and in other levels of students, for example, all secondary students or high school students in the school.

Secondly, this study examined only students’ speaking skill in terms of the application of the content-based instruction. Further study research might investigate other English skills, for instance, listening, reading or writing skill, with CBI learning.

Thirdly, other EFL classroom contexts such as Thai EFL classrooms taught by native speakers, or Thai EFL classrooms in the government schools, should be explored.

Fourthly, there should be the application of the content-based instruction in other subject areas, such as science and mathematics, so it can be studied to promote students’ learning in those content areas.

Lastly, for further research, the time should be extended in order to ensure best the results from investigating, the experiment, for example to 1 semester or 1 year.

The present study delineated that content-based instruction was proven effective in promoting the English speaking skill of the students at upper primary level. English language

teachers should take into consideration in integrating the content-based instruction in the English classroom. The application of the content-based instruction corresponded to the policy of the Ministry of Education in establishing the special project for English language teaching among Thai schools and also reflected the natural usages of the language where form is used to communicate the contents. The findings of this study confirmed the effectiveness of the content-based instruction in developing the students' speaking skill and also the students' positive attitudes towards the English instruction and English language learning in general.

References

- Bowonmot, T., Siriwan, M., & Prasongsook, S. (2017). *The Improvement of English Reading Comprehension Ability by Using Content-Based Instruction for Mathayomsuksa 5 (Grade 11) Students*. Paper presented at the 2nd Graduate Research Presentation and Conference at Mahasarakham University, Thailand.
- Bozdoğan, D., & Karlıdağ, B. (2013). Neglected Productive Skills in Content-based Classes. *Procedia - Social and Behavioral Sciences*, 70, 1152-1162.
- Brinton, D. M., Snow, M. A., & Wesche, M. (2011). *Content-Based Second Language Instruction* (5th ed.). Michigan: The University of Michigan Press.
- Brinton, D., Snow, M. A., & Bingham, Marjorie. (1989). *Content-Based Second Language Instruction*. Boston: Heinle & Heinle Publishers.
- Duenas, M. (2004). The Whats, Whys, Hows and Whos of Content-Based Instruction in Second/Foreign Language Education. *International Journal of English Studies*, 4(1), 73-96. Retrieved August 24, 2017.
- Fernandez, D. J. (2009). CLIL at the University Level: Relating Language Teaching with and through Content Teaching. *Latin American Journal of Content & Language Integrated Learning*. 2(2), 10-26.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). England: Pearson Education Limited.
- Larsen-Freeman, D., & Anderson, M. (2015). *Techniques & Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press.
- Murphy, T. (1997). A CBI curriculum innovation: Nanzan's revolving six-week workshops. *The Language Teacher Online JALT 21*, Retrieved August 24, 2017.
- Schrepppegrell, M., Achugar, M., & Oteiza, T. (2004). The Grammar of History: Enhancing Content Based Instruction through a Functional Focus. *TESOL Quaterly*, 38(1), 67-93.
- Shamsudin, S. & Mesi, H. (2006). Computer-mediated Communication in English for Specific Purposes: A case study with computer science students at University Teknologi Malaysia. *Computer Assisted Learning*, 19(4-5), 317-339.
- Snow, Marguerite Ann., Met, Myriam., & Genesee, Fred. (1989). A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction.

- Tesol Quarterly*, 23(2), 201-217. Retrieved August 24, 2017.
- Suwannoppharat. K. (2015). Utilization of Content-Based Instruction: An Overhaul of English Language Learning for Non-native English learners, *International Journal of English Language Education* , 3(1).
- Stoller, F. & Grabe, W. (1997). A Six-T's Approach to Content-Based Instruction. In M. A. Snow & D. M. Brinton, *The content-based classroom: Perspectives of integrating language and content* (pp. 78-94). White Plains, NY: Longman.