



# “Using a Content and Language Integrated Learning (CLIL) to Enhance Students’ Vocabulary Development”

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## ABSTRACT

The main purpose of this study was to explore the impact of ESP teachers’ instructional practices especially in the view of literacy on the effectiveness of students’ vocabulary development.

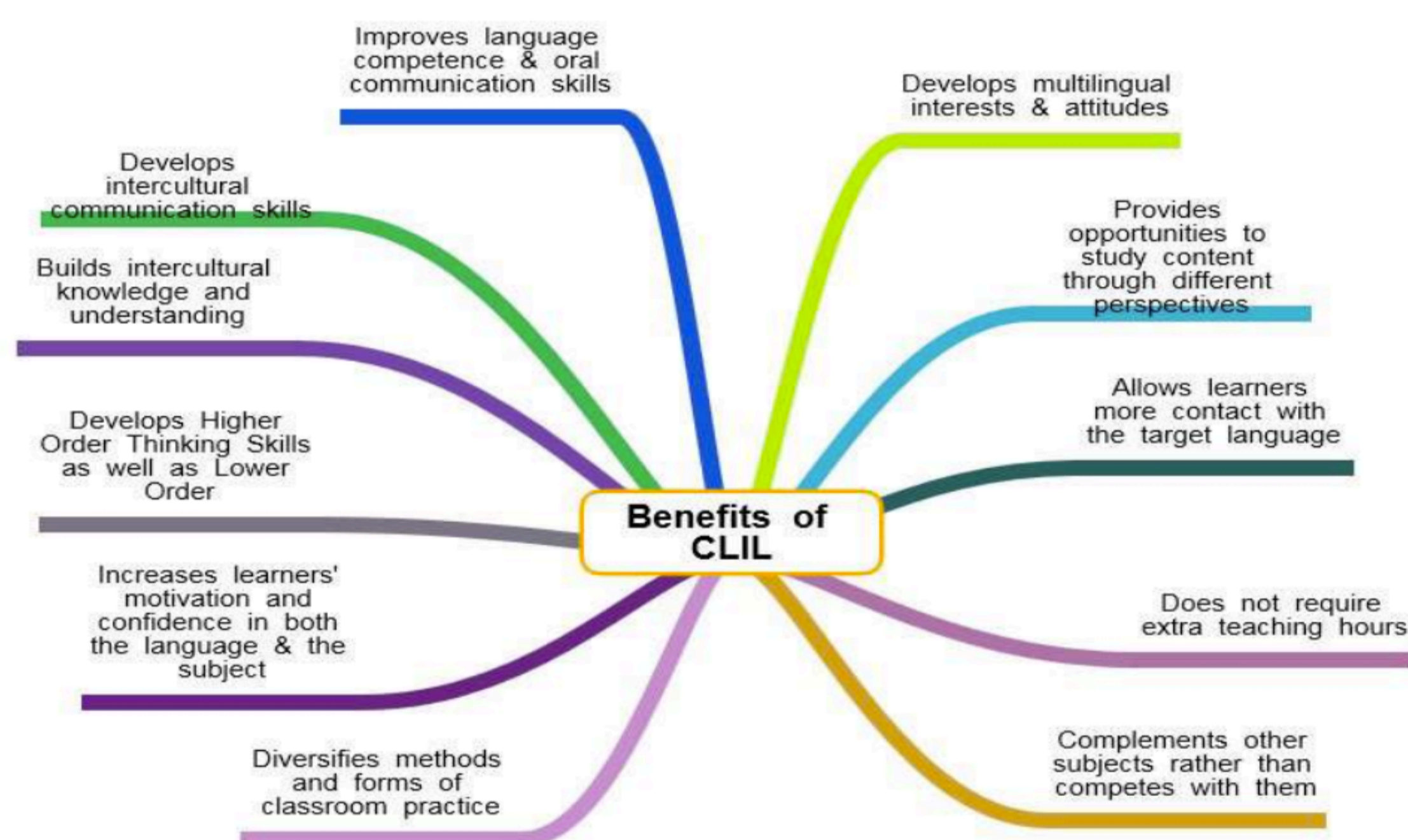
In line with the goal of this study, a formative and design experiment method was implemented. Teacher and student participants were recruited according to their willingness to volunteer to be involved in the project.

In order to collect data from every dimension, various kinds of materials were collected in this study. The instruments of this study consisted of a unit design instructional plan, questionnaires and interviews, class observations, baseline lesson plans, baseline students’ writing samples, and final product students’ writing samples.

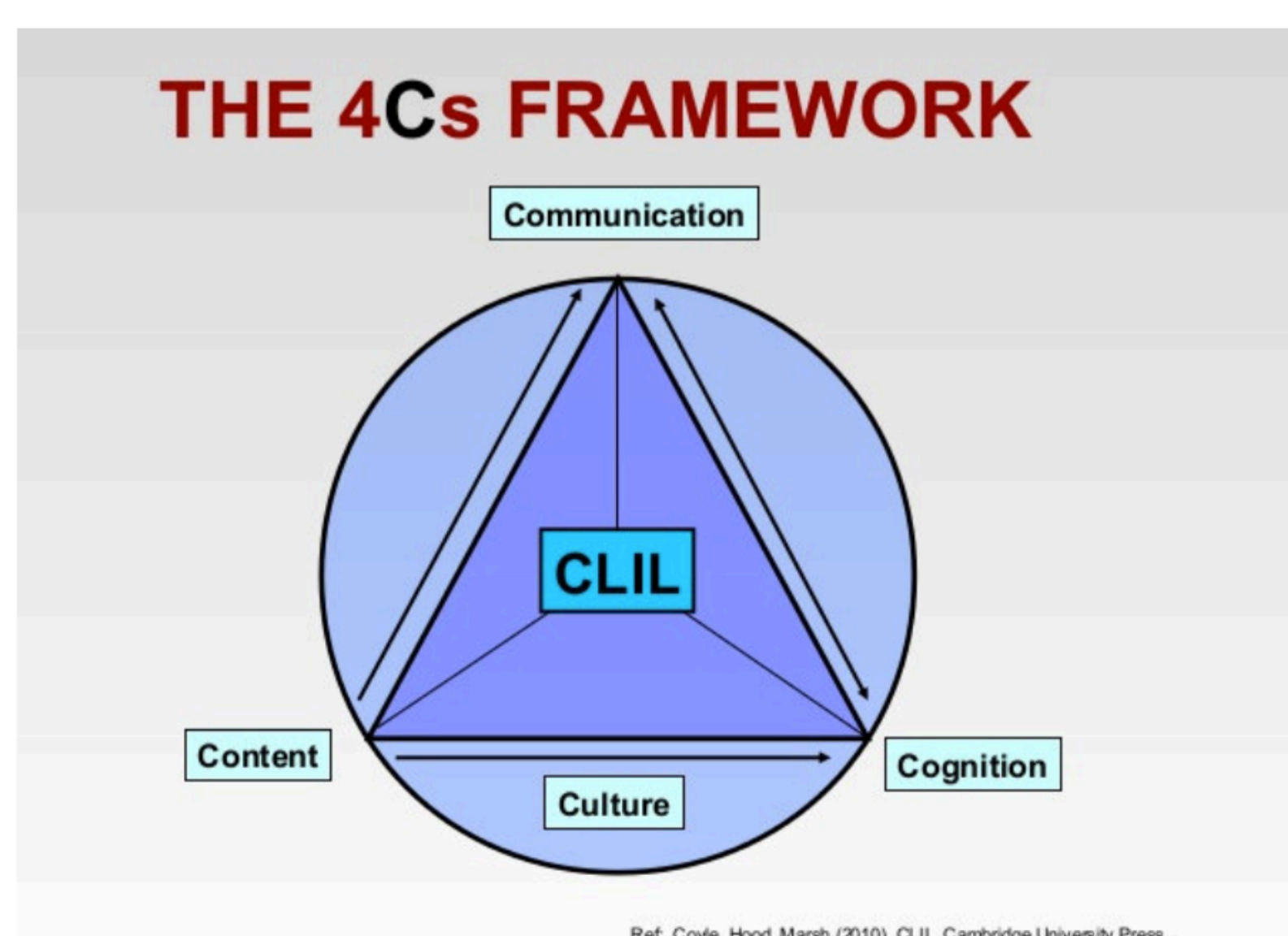
Data from the interview sessions was transcribed verbatim and explored to find emerging themes. Text analysis for the lesson plans was conducted to examine the organization of the lesson plans, the alignment of the course objectives, language objectives and assessment. The field notes derived from class observations were categorized into themes to see the development of the teacher’s practice, students’ interactions and classroom practices. Text analysis for the base line lesson plan was conducted to examine the organization of the lesson plan, the alignment of the course objectives, language objectives and assessment. Text analysis for students’ writing samples was conducted to examine complexity of vocabulary, sentence structure, and ideational content of the writing products.

A preliminary result showed that well alignment of teachers’ instructional plans, objectives and text types related to students’ content areas promotes students writing ability as well as vocabulary development.

## BACKGROUND AND FRAMEWORK



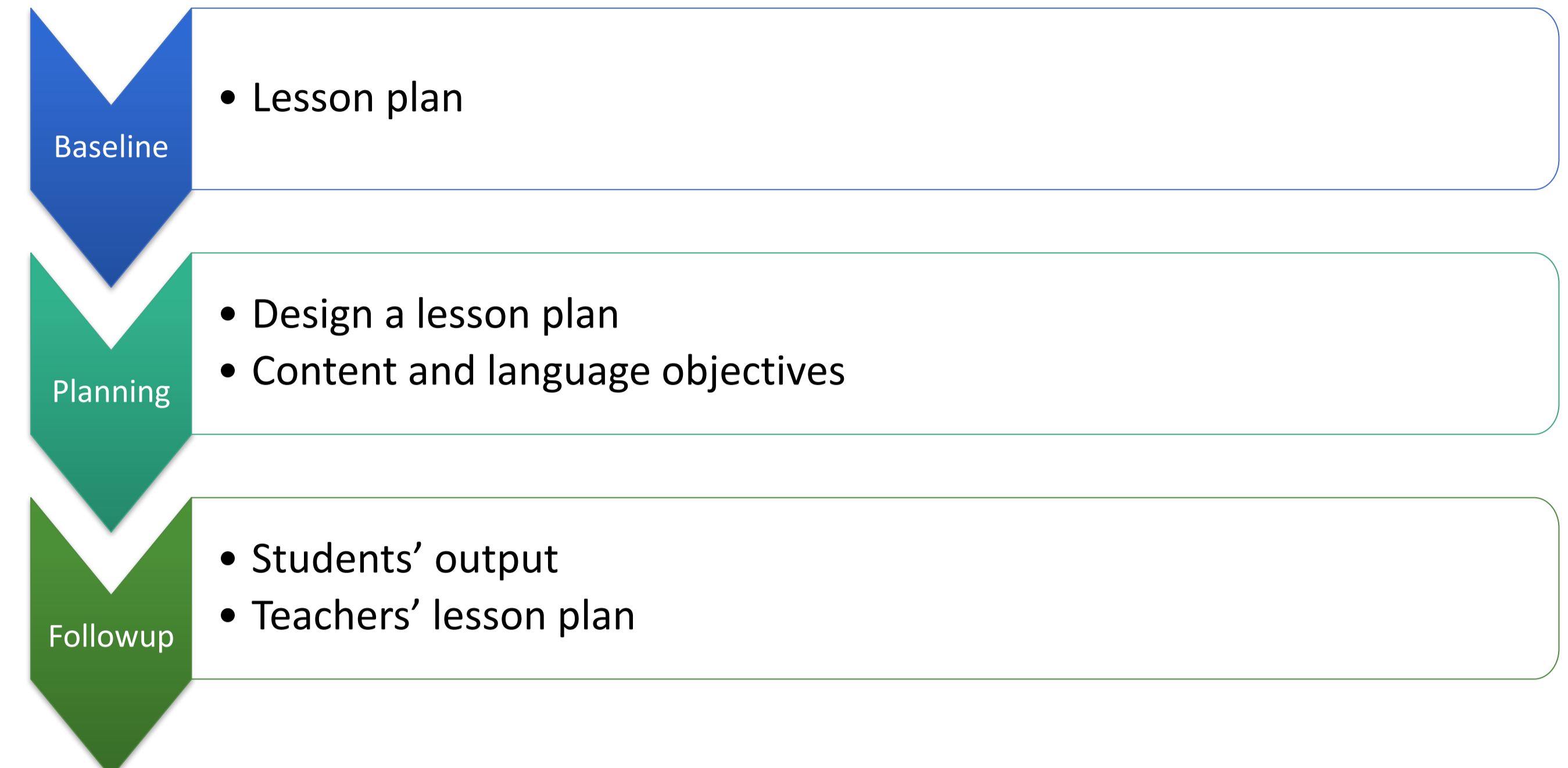
[http://www.clil4children.eu/wp-content/uploads/2017/02/Guidelines\\_Use\\_2A5\\_rel01.pdf](http://www.clil4children.eu/wp-content/uploads/2017/02/Guidelines_Use_2A5_rel01.pdf)



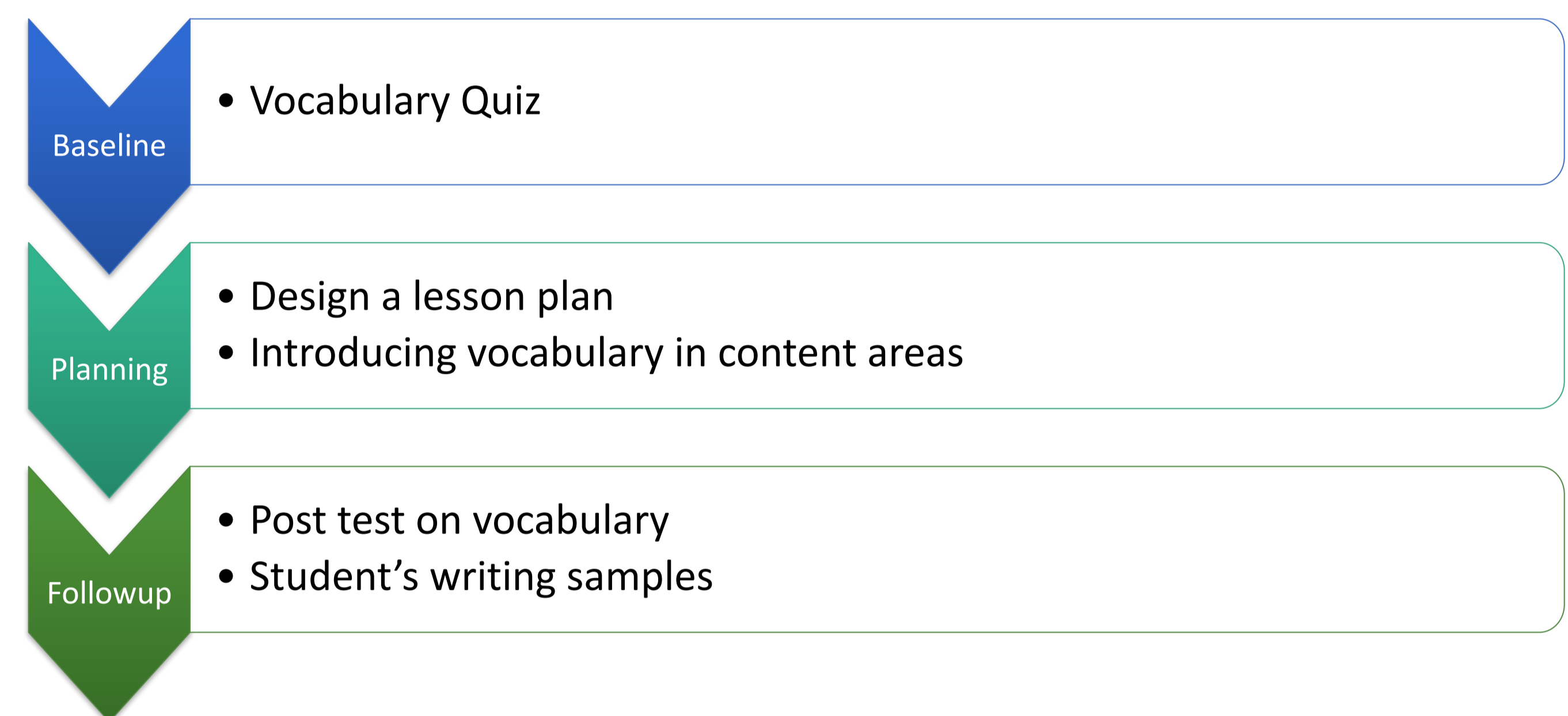
Coyle, Hood, Marsh (2010). CLIL Cambridge University Press.

## METHODS

### Teachers :



### Students



## PRELIMINARY RESULTS

### Themes from the teachers

- ❖ Affective domains as inner drives
- ❖ Self Efficacy.
- ❖ Self Esteem.
- ❖ Self directed learning.

“In order to successfully teach Physics whether use English or Thai language, I think the key success depends on experience. For example, if I have a lot of experience, I will be able to anticipate what will happen in the classroom. I will be able to foresee that students might have a hard time understanding the particular topic or content. The reason why I know that is because of I based that on my experience when I was a kids. I used to encounter that situation. Therefore, with the prior knowledge and experience, I could adapt it on my future classroom. I won’t use the teaching technique that won’t work with me in the past. If I have that in mind, I think I will be successful in teaching in my content area.” (Physics)

### Themes from the students

- ❖ Inspiration portrays academic goals
- ❖ Content literacy and creativity in the classroom

“Whether or not we understand the content also relies on how well the instructor teaches us” (Earng)

“I like to study English using English language because it is a good opportunity to practice and use language in the classroom. So in the future, I will teach my students in English, and I will use a lot of authentic materials, for example; games, movies, and songs other than PowerPoint.” (Kwan)

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