

การพัฒนาหลักสูตรภาษาอังกฤษเพื่อการสื่อสารโดยการเรียนการสอนภาษาที่เน้นเนื้อหา สำหรับผู้เรียนวัยผู้ใหญ่ จังหวัดนนทบุรี ประเทศไทย*

กิตติยา เกิดปลั้ง**

(วันที่รับนบกความ: 5 กุมภาพันธ์ 2563; วันแก้ไขบกความ: 7 มิถุนายน 2563; วันตอบรับนบกความ: 13 กรกฎาคม 2563)

บทคัดย่อ

การวิจัยครั้งนี้มุ่งศึกษาการจัดการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสารที่เน้นเนื้อหาผู้เรียนวัยผู้ใหญ่ จังหวัดนนทบุรี ประเทศไทยเพื่อส่งเสริมและพัฒนาความสามารถในการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารโดยใช้การสอนที่เน้นเนื้อหา (CBI) การวิจัยครั้งนี้นำเสนอประสิทธิผลที่จำเป็นของหลักสูตรภาษาอังกฤษเพื่อการสื่อสารสำหรับผู้เรียนวัยผู้ใหญ่ โดยวัดคุณประสิทธิภาพของการศึกษานี้คือ เพื่อตรวจสอบประสิทธิผลของการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารผ่านการสอนที่เน้นเนื้อหาของผู้เรียนวัยผู้ใหญ่ งานวิจัยนี้เป็นการวิจัยเชิงคุณภาพและเชิงปริมาณ เก็บข้อมูลโดยใช้แบบสอบถาม และ การสัมภาษณ์เชิงลึก เพื่อแสดงประสิทธิผลของหลักสูตรที่มีต่อผู้เรียนวัยผู้ใหญ่ เพื่อให้ได้ผลลัพธ์ที่มีคุณค่าสำหรับการจัดการเรียนการสอนแบบเน้นเนื้อหา ผู้เรียนวัยผู้ใหญ่ จำนวน 28 คน ได้เข้าร่วมการศึกษาในครั้งนี้ ผลการวิจัยพบว่า (1) การเรียนการสอนภาษาอังกฤษที่เน้นเนื้อหา (CBI) ของผู้เรียนวัยผู้ใหญ่นั้นมีนัยสำคัญ ต่อกระบวนการเรียนการสอนที่เน้นเนื้อหา (2) ปัจจัยทั้งหมดมีนัยสำคัญ ในการตั้งค่ามาก ผลลัพธ์นี้จำเป็นต่อการปรับปรุงและพัฒนาทักษะด้านภาษาของผู้เรียนวัยผู้ใหญ่ ในการออกแบบหลักสูตรที่เน้นเนื้อหา ดังนั้นเทคนิคที่สำคัญของวิธีการสอนภาษาควรเน้นเนื้อหา เนื่องจากเป็นการสอนที่บูรณาการเนื้อหา กับวัตถุประสงค์ของการสอนภาษาเพื่อการสื่อสารอย่างมีประสิทธิภาพ การศึกษาครั้งนี้ยังนำเสนอช่องว่างของการสอนและการเรียน ที่จำเป็นและมีความสำคัญบนพื้นฐานของการเน้นเนื้อหาสำหรับผู้เรียนวัยผู้ใหญ่ ผลลัพธ์ของการวิจัยนี้ใช้เป็นข้อเสนอแนะการต่อธุรกิจการศึกษาหรือสถาบันการศึกษาในการจัดการหลักสูตรภาษาอังกฤษเพื่อการสื่อสาร อย่างมีประสิทธิภาพและบูรณาการการเรียนการสอน

คำสำคัญ: ภาษาอังกฤษเพื่อการสื่อสาร, ผู้เรียนวัยผู้ใหญ่, การสอนภาษาอังกฤษที่ใช้ภาษาอังกฤษเป็นภาษาที่สอง, การสอนที่เน้นเนื้อหา

* งานวิจัยนี้ได้รับทุนสนับสนุนจากนิพัทธ์จากสถาบันการจัดการปัญญาภิวัฒน์

** สาขาวิชาภาษาอังกฤษธุรกิจ คณะศิลปศาสตร์ สถาบันการจัดการปัญญาภิวัฒน์, E-mail: kittiyakead@pim.ac.th

Development of Communicative English Course through Content-Based Instruction for Adult Learners, Nonthaburi Province, Thailand ^{*}

Kittiya Keadplang ^{}**

(Received: February 5, 2020; Revised: June 7, 2020; Accepted: July 13, 2020)

Abstract

This research investigated learning and teaching through content-based instruction (CBI) of 28 the adult learners in Nonthaburi province in Thailand. The learners were encouraged to improve their communication abilities when learning English through the content-based instruction. The main aim of this study was to examine the effectiveness of learning communicative English through content-based instruction of the adult learners. The qualitative and quantitative methods were used in this study. The research instrument included a questionnaire and in-depth interview. The findings revealed that the English course based on CBI of the adult learners was critical and must have CBI in teaching and learning. The results showed all factors were rated at the highest level, and these results showed requirements for the improvement and enhancement of the adult learners' language skills in the aspect of designing content-based course for adult learners. Therefore, the essential techniques of language teaching methods should emphasize content in teaching that integrates content with the purpose of language teaching for communication. This study presented gaps regarding necessary and significant components when teaching and learning English implementing CBI for the adult learners in the educational business or institutions to organize communication course effectively and sustainably.

Keywords: Communicative English, Adult Learner, English as a Second Language (ESL),
Content-based Instruction (CBI)

^{*} The research was funded by Panyapiwat Institute of Management

^{**} Communicative English for Business, Faculty of Liberal Arts, Panyapiwat Institute of Management, E-mail: kittiyakea@pim.ac.th

Introduction

The holistic theories of communicative English of adult learner phenomenon explain the significant situations and trend that happen in the English language teaching in a modern society. The importance of the study describes the justification and scope of study. The development of communicative English learning contributes to learners' communicative language communication. Consequently, numerous English language courses have been developed increasingly because of the business growth, competitive advantage, and increasing entry of foreign visitors. This chapter determines the holistic understanding of English language that is integrated with adult learning and focuses on the significance of communicative English ability. The significant rationale and the scope of the research were planned. The particular growth of global businesses especially, competitive advantages have contributed economic benefits to all organizations, for instance, private and governmental sectors throughout the country. Therefore, many organizations and communities have initially been improved and developed because of their English language ability and attractive resources for enhancing the quality of human life. As we know communication by using English is important thing in human life (Muna, 2019), especially, for the learners learning communicative English as an interest or relaxation (Smithers & Gray, 2020).

Many studies have been examined regarding the importance of English language in numerous perspectives during the past decades, due to the rapid business growth. As a result, many organizations attempt to develop the competencies of human resources in various ways; especially communicative English listening, speaking, reading, and writing skills are needed to communicate with the foreign visitors effectively. Nowadays, foreign visitors are seeking the information to visit different places for a short or long term. Therefore, teaching English for adults should be organized, it is important to realise on a modern society. The adults has characteristic distinguish features hence should be considered of the learning processes (Lytovchenko, Ogienko, Sbrueva, & Sotska, 2018). Researches in communicative English skills for adult learner are urgently required to fulfil adult learners' needs in modern society.

Nowadays, world society is changing rapidly in all fields of information technology, economics, politics, and education (Crosby, 2015; Drucker, 2017). The previous mentioned factors have completely contributed to the way of life, community and society. Governments in each country need to inform their population to be continually aware of change, including Thailand. In the era of modern society, the

individuals need to develop their lives continuously (Banks, 2014; Boas, 2017; Lefebvre, 2017). The number of adults gradually returning educational system has increased. According to National Statistical Office of Thailand (NSO), in October 2018, there were 38.08 million workers, 364,000 unemployed, and 1,000,000 waiting seasoned workers. The Labor Force Index for the same period in 2017 is 95,000 workers. There were 317,174 people studying in higher education during 2007–2016. Therefore, the large number of people are working age or adulthood. This group of population has various roles in the society (Arnett, 2000; Bachman et al., 2014; Bee & Bjorklund, 1996). If the involved sectors develop this age group with a high quality, the country will develop in the right direction.

Based on the previous statistics, in today's society, people need to develop themselves constantly through life (Lifelong Learning), which is a major reason for the gradual return of adults to the educational process to suit needs of individual learners. The progress will make the individual development for potential learners (Longworth & Davies, 1996; Ward, 2018). Many educational institutions, both public and private have conducted various studies to meet the needs of the target learners in the various levels. The educational management for the returnees is different from the general education, especially in teaching activities. Ordinarily, teaching is called child teaching (Pedagogy) (Samuelsson & Carlsson, 2008; Van Manen, 2016; Walkerdine, 2003). Teachers need to have methods and processes that focus on teaching, in terms of knowledge, skills and attitudes, respectively. The teacher is the one who determines what the learner who should learn. The teacher is the trainer and decision maker instead for the learner. In contrast, a new study of lifelong education of adult learners (Andragogy) is completely different (Brundage & MacKeracher, 1980; Knowles, Holton III, & Swanson, 2012). The learners will learn according to their needs, teachers will be responsible for organizing the situations or learning experience for the learners. The learners participate in class activities with the teachers, which is a truly self-directed and autonomous learning course. Therefore, the teachers who teach the adult learners need to have knowledge in the area of adult teaching methods to achieve the perception and cater to the demand of adult learners effectively (Blondy, 2007; Cercone, 2008; Kerka, 2002; Pratt, 1993).

In a modern society as mentioned, business industry also has a significance to develop our country and bring the profitability increasingly and continuously, for example, hotels, transportation, wellness tourism, tourism, to attract an international visitors. According to business reports, Thailand obtains high

revenues from an entry of foreign visitors who have specific purposes, such as for business, education, entertainment, leisure, and religious purposes throughout the country (TAT, 2017a, 2017b). Consequently, the population should have basic language skills to communicate with the foreigners in various situations. English language is an important tool that can gain positive attitudes and satisfaction of visitors as a primary stage in the terms of successful communication (McArthur, Lam-McArthur, & Fontaine, 2018; Pinter, 2017). The challenges of English as a Foreign Language (EFL) and English as a Second Language (ESL) courses have a significance to the country development, especially, using ESL in various situations and content-based instruction (CBI) gain the profitability as alternative models in the language development (Chapple & Curtis, 2000; Williams, 1995; Yang, 2017). Though certain CBI concepts have been operated in various programs in Southeast Asia, it has lacks a deep investigation in adult learning environments.

English language is recognized as a passport to enhance employment and educational opportunities. It has a significant role to boots business growth in the world. English is used as a second language in Thailand and many other countries. To obtain an effective communication in English, the adults need higher competencies to improve and develop English skills and engage in lifelong learning. English language is a necessary skill, which needs to be practiced and applied as much as possible. The goal of learning English language is directly beneficial for the adult learners (Cook, 2016; Hall, 2017; Harmer, 2001). Communicative English is a universal communicative process that has influenced related activities of people in a small or large community. The development of social and business world can be a push feature for effective methods of communication for a sustained growth and development. The requirement of learning communicative English is increasing from a perspective view of productivity, adaptability, teaching ability, effectiveness, and universality (Ellis, 1996; Hamid & Honan, 2012; Shaw, 1992; Slobin, 1982). Communicative English teaching is a guideline or knowledge which is shared to the learners, studying communicative English can be educated as personal skills (listening, speaking, reading, and writing) in a nature (Farrell, 2003; Wang, Fan, Freeman, & Zhu, 2017). As world needs insist, people share thoughts to each other. People need to interact through the communication processes as motivation, suggestions, informing, ordering, presentation, and sharing opinions or ideas to have premium relationship to build the meaningful and understanding. Therefore, teaching communicative English becomes an important tool in the education, daily life and workplace simply and dynamically (English, Lee, John, & Gross, 2017; Mann & Walsh, 2017; Thornbury,

2016). Teaching communicative English is essential for communication understanding in a transformation of human and society, especially, learning English in Thailand is no longer purely politics but businesses, technologies, and sciences. Therefore, English language is the most powerful international language that becomes a global communicative language in the modern competitive world. According to the 1999 National Education Act (NEA), because of the increase of modern business world, Thai government has pushed into industries and communities the use of English, for example tourism, education, hospitality, trading, and etc. to support massive growth of visitors or investors (Baker, 2012; Wiriyachitra, 2002; Wongsothorn, Hiranburana, & Chinnawongs, 2002).

However, the ability of adult learners in English skills has been a matter of concern among educators significantly. Learning English in Thailand has become more interesting not only in university but also in the communities and workplaces to support the Thailand 4.0 policy. According to Thailand 4.0, Ministry of education supports the development of English language skills, as English is the global language for communication, knowledge exchange coordination and commerce. For these reasons, each community needs to develop its organization by providing English language learning for their people (Chusanachoti, 2009; Jones & Pimdee, 2017).

According to this, the researcher investigated the adult learners' English language learning who wanted to develop themselves through the English short courses at Chollapratarn Rangsarit Temple, Bangtalad district, Nonthaburi province. The abbot, he has attempted to develop life-long learning for adults and interested people who providing an English learning course which can be applied in real life to support the community and the country.

Aim of Study

To study the teaching and learning in communicative English through content-based instruction (CBI) of adult learners.

Scope of Study

Scope of content

This study focuses on an communicative English course of the adult learning using content-based instruction (CBI). CBI is explained in this study as “the combination of the specific content with the objectives of language learning” (Brinton, Snow & Wesche, 2003: p.2). CBI is studied as an effective

approach for foreign language learning necessary to enhance the learners' communication in the 21st century (Lytovchenko et al., 2018; Waller, 2018). The investigation and analysis of the results will be used to develop adult learning and/or education as an effective model in Thailand.

Scope of Area

The study area is at Panyapiwat Institute of Management and learning centers in the temple, Nonthaburi province.

Scope of Demography

The population in this study is divided into three groups: 1) 40 adult learners who study communicative English course at Panyavichalai Institute; 2) 200 learners at Panyapiwat Institute of Management (PIM), and 3) five teachers in charge of adult learning at the temple, Nonthaburi province.

Scope of Duration

The research was conducted from 14 February, 2018 till 14 February, 2019. The processes of study consisted of literature review, research design, data collection, data analysis, and results.

Research Methodology

This research combined quantitative and qualitative methods.

Sample size: All the data of language learning of adult learners were synthesized. The participants in this study included 28 adult learners, aged between 23 to 60.

Research Instrument

The research instrument included a questionnaire and in-depth interview. The interview was planned and structured so that the interview questions were in the same order for each participant. The in-depth interview was employed in this study because the researcher wanted the participants to feel more comfortable or relaxed (Marshall, 1996; Trier-Bieniek, 2012).

Data Analysis

For the quantitative method, were analyzed using a systematic process. The numerous analytic processes provide the technique of inductive inferences and a distinguishing occurrence of interests (Ormston, Spencer, Barnard, & Snape, 2014; Shamoo & Resnik, 2009). The data from qualitative provided contents from in-depth interview and structured interview and were analyzed by using content analysis. The transformed data can provide the contextual knowledge and facts (Hsieh & Shannon, 2005).

Ethical Consideration

The research ethics were observed throughout the study: from the beginning to the end of research, before the questionnaires was distributed and before the interview sessions. The researcher asked for permission from the participations to avoid the bias and personal information. The purposes and research explanation process were explained to respondents. The researcher kept all the information from the participants confidential. The collected data from the respondents were stored in a secured place.

Results

This part presents the results which the researcher collected from both the interview and survey questionnaire. The data analysis involved to all the research questions related to the objective in this research. The results of adult learners were divided into two sections: demographic data, and structured communicative English course using CBI. The results revealed that 28 adult learners: 17 females (60.7%) and 11 males were (39.3%) at Panyawichalai Instituted attended communicative English course. Fourteen participants were over 45 years old, (15%); 11 were between 41 to 45 years old (39.3%), and 3 were between 36 to 40 years old (10.7%). Twenty-four participants (85.7%) were bachelors degree holders and 4 (14.3%) were master's degree holders. All the participants (100%) believed that CBI was necessary for adult learners.

Table 1 Content-Based instruction (Pattern)

Pattern	\bar{X}	S.D.	Meaning
1. Fonts are easy to read.	4.11	0.96	Very Satisfied
2. The pictures in accordance with the contents.	4.11	0.96	Very Satisfied
3. The activities are presented noticeably.	4.18	0.94	Very Satisfied
Total	4.13	0.94	Very Satisfied

The results in table 1 reveal that most adult learners were very satisfied with the CBI pattern with the mean score of 4.13. The learners were highly satisfied with the presentation of learning activities.

Table 2 Content-Based instruction (Content)

Content	\bar{X}	S.D.	Meaning
1. The level of content is appropriate with the learner.	4.21	0.74	Extremely Satisfied
2. The number of contents/chapters are suitable for the time allocated.	4.25	0.70	Extremely Satisfied
3. The contents motivate learners to learn.	4.39	0.63	Extremely Satisfied
Total	4.29	0.66	Extremely Satisfied

Table 2 shows that most adult learners were extremely satisfied with the learning contents with mean score of 4.39. The motivation of the learning contents were ranked the highest by the learners.

Table 3 Content-Based instruction (Activities)

Activities	\bar{X}	S.D.	Meaning
1. The learning process can help me to get ready before starting a class.	4.54	0.64	Extremely Satisfied
2. The learning process is well-arranged.	4.64	0.56	Extremely Satisfied
3. The learning activities are interesting and diverse.	4.68	0.55	Extremely Satisfied
4. After finishing class activities, I have better comprehension.	4.61	0.63	Extremely Satisfied
Total	4.53	0.60	Extremely Satisfied

Table 3 reveals the adult learners were extremely satisfied with CBI activities the total mean score of 4.53. The learning activities and assignments were ranked the highest.

Table 4 Content-Based instruction (Benefits)

Benefits	\bar{X}	S.D.	Meaning
1. CBI can develop my language skills.	4.54	0.64	Extremely Satisfied
2. I feel more energetic when I am taught by CBI.	4.46	0.64	Extremely Satisfied
3. The learning content, vocabulary, and idioms are useful.	4.39	0.69	Extremely Satisfied
4. I can integrate the content from other courses into communicative English at a higher level.	4.71	0.66	Extremely Satisfied
Total	4.53	0.60	Extremely Satisfied

Table 4 reveals that CBI was very beneficial to the adult learners who are also with the total mean score of 4.53. The “integration of context from other courses into communicative English at a higher level” was ranked the highest by the learners.

Discussion

The teaching and learning of communicative English of the adult learners through CBI was found to be effective. Most numbers adult learners have developed and improved their communicative language skill using content-based instruction. They were extremely satisfied with the pattern, contents, activities, and learning styles. Moreover, the participants stated that they were extremely satisfied with CBI because they could integrate the content from the other courses into communicative English at the higher. These results were in line with studies by Ahmadi-Azad and Kuhi (2018); (Rohmah, 2017) in that adult learners will improve their skill when they have learning motivation and life goals. Moreover, CBI affects to the learners successfully in the learning process when the contents are presented together with informative activities. This assists and supports the adult learners when they learn English. In addition, the results of adult learners’ expectation of the teachers or instructors in the areas of passion, and providing activities in the classroom were highly favourable. Moreover, the results revealed that the learners were extremely satisfied with all CBI aspects that included course content, teaching materials, course duration, teacher/instructor, and teaching and learning process. This is in line with the studies by according to Ovando and Combs (2018) and (Tomlinson, 2014).

Recommendations for further research

There are a few recommendations for the further research that will be useful for the teacher or instructor, course organizers, and all involved the educational businesses both government and private sectors as follows:

- a) There should be a study of factors affecting learner motivation, satisfaction and attitude, in addition to a morale in the performance of teachers in the communicative English language course. There are some factors that encourage the enthusiasm in the teaching and other factors do give the teacher discouragement, lack of morale and encouragement to perform their duties or teaching to achieve the course objectives.
- b) There should be a study of the development of teaching based on CBI in order to give adult learners encouragement, comfort, and warmth when they are frustrated during classroom learning.

References

Ahmadi-Azad, S., & Kuhi, D. (2018). ESP vocabulary instruction: A comparison of CBI vs. GTM for Iranian management students. *Asean Journal of Teaching and Learning in Higher Education (AJTLHE)*, 8(2): 35-50.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5): 469.

Bachman, J. G., O'Malley, P. M., Schulenberg, J. E., Johnston, L. D., Bryant, A. L., & Merline, A. C. (2014). *The decline of substance use in young adulthood: Changes in social activities, roles, and beliefs*: Psychology Press.

Baker, W. (2012). English as a lingua franca in Thailand: Characterisations and implications. *Englishes in Practice*, 1(1).

Banks, J. A. (2014). Diversity, group identity, and citizenship education in a global age. *Journal of Education*, 194(3): 1-12.

Bee, H. L., & Bjorklund, B. R. (1996). The journey of adulthood. Prentice Hall, Upper Saddle River, New Jersey.

Blondy, L. C. (2007). Evaluation and application of andragogical assumptions to the adult online learning environment. *Journal of interactive online learning*, 6(2): 116-130.

Boas, F. (2017). *Anthropology and modern life*: Routledge.

Brundage, D. H., & MacKeracher, D. (1980). Adult learning principles and their application to program planning. Ontario Government Bookstore, 880 Bay Street, Toronto, Canada

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. *AACE journal*, 16(2): 137-159.

Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28(3): 419-433.

Chusanachoti, R. (2009). *EFL learning through language activities outside the classroom: A case study of English education students in Thailand*: Michigan State University.

Cook, V. (2016). *Second language learning and language teaching*: Routledge.

Crosby, A. W. (2015). *Ecological imperialism*: Cambridge University Press:Cambridge.

Drucker, P. (2017). *The age of discontinuity: Guidelines to our changing society*: Routledge.

Ellis, G. (1996). How culturally appropriate is the communicative approach?. *ELT journal*, 50(3): 213-218.

English, T., Lee, I. A., John, O. P., & Gross, J. J. (2017). Emotion regulation strategy selection in daily life: The role of social context and goals. *Motivation and emotion*, 41(2): 230-242.

Farrell, T. S. (2003). Learning to teach English language during the first year: Personal influences and challenges. *Teaching and Teacher Education*, 19(1): 95-111.

Hall, G. (2017). *Exploring English language teaching: Language in action*: Routledge.

Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum*, 25(2): 139-156.

Harmer, J. (2001). The practice of English language teaching. Longman Pearson Education ESL. (3rd ed.). (April 10, 2001). London/New York. Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9): 1277-1288.

Jones, C., & Pimdee, P. (2017). Innovative ideas: Thailand 4.0 and the fourth industrial revolution. *Asian International Journal of Social Sciences*, 17(1), 4-35.

Kerka, S. (2002). Teaching Adults: Is It Different? Myths and Realities.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The adult learner*: Routledge.

Lefebvre, H. (2017). *Everyday life in the modern world*: Routledge.

Longworth, N., & Davies, W. K. (1996). *Lifelong Learning: New Vision, New Implications, New Roles for People, Organizations, Nations and Communities in the 21st Century*: ERIC.

Lytovchenko, I., Ogienko, O., Sbrueva, A., & Sotska, H. (2018). Teaching English for specific purposes to adult learners at university: methods that work. *Advanced education*, (10): 69-75.

Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices*: Routledge.

Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526.

McArthur, T., Lam-McArthur, J., & Fontaine, L. (2018). *Oxford companion to the English language*. United Kingdom: Oxford University Press.

Muna, L. L. (2019). *IS ENGLISH SO IMPORTANT FOR GENERATION Z WHEN FACING REVOLUTION*. Paper presented at the The 7th Undergraduate Conference on ELT, Linguistic and Literature (2019).

Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice: A guide for social science students and researchers*, 2: 52-55.

Ovando, C. J., & Combs, M. C. (2018). *Bilingual and ESL classrooms: Teaching in multicultural contexts*: Rowman & Littlefield. New York, NY: McGraw Hill.

Pinter, A. (2017). *Teaching young language learners*: Oxford University Press.

Pratt, D. D. (1993). Andragogy after twenty-five years. *New directions for adult and continuing education*, 1993(57): 15-23.

Rohmah, I. I. T. (2017). *APPLYING CONTENT-BASED INSTRUCTION IN ENGLISH FOR MATH TOWARDS THE STUDENTS ENGLISH ACQUISITION*. Paper presented at the UNNES-TEFLIN National Seminar.

Samuelsson, I. P., & Carlsson, M. A. (2008). The playing learning child: Towards a pedagogy of early childhood. *Scandinavian journal of educational research*, 52(6): 623-641.

Shamoo, A. E., & Resnik, D. B. (2009). *Responsible conduct of research*: Oxford University Press.

Shaw, P. (1992). Variation and universality in communicative competence: Coseriu's model. *TESOL quarterly*, 26(1): 9-25.

Slobin, D. I. (1982). Universal and particular in acquisition. *Language acquisition: The state of the art*: 128-170.

Smithers, R. W., & Gray, J. W. (2020). Enhancing the quality of life in lifelong learners: The influence of a meaning-order approach to pedagogical grammar on motivation and self-efficacy. *Applied Linguistics Review*, 11(1): 129-149.

TAT. (2017a). Statistic Food Tourism. Retrieved from <http://www.etatjournal.com/web/menu-read-tat/menu-2017/menu-12017/756-12017-foodie>

_____. (2017b). TAT's marketing plan 2018. Retrieved from <https://www.tatnews.org/tats-marketing-plan-2018-to-heighten-thailand-as-a-preferred-destination/>

Thornbury, S. (2016). Communicative language teaching in theory and practice. *The Routledge handbook of English language teaching*: 224-237.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*: ASCD.

Trier-Bieniek, A. (2012). Framing the telephone interview as a participant-centred tool for qualitative research: a methodological discussion. *Qualitative Research*, 12(6): 630-644.

Van Manen, M. (2016). *The tone of teaching: The language of pedagogy*: Routledge.

Walkerdine, V. (2003). Developmental psychology and the child-centred pedagogy: the insertion of Piaget into early education. In *Changing the subject* (pp. 166-216): Routledge.

Waller, T. A. (2018). Content-Based Instruction. *The TESOL Encyclopedia of English Language Teaching*: 1-5.

Wang, D., Fan, D., Freeman, S., & Zhu, C. J. (2017). Exploring cross-cultural skills for expatriate managers from Chinese multinationals: Congruence and contextualization. *Asia Pacific Journal of Management*, 34(1): 123-146.

Ward, F. (2018). Lifelong learning: Theological education and supervision. London, United Kingdom.

Williams, J. (1995). Focus on form in communicative language teaching: Research findings and the classroom teacher. *TESOL journal*, 4(4): 12-16.

Wiriachitra, A. (2002). English language teaching and learning in Thailand in this decade. *Thai TESOL focus*, 15(1): 4-9.

Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English language teaching in Thailand today. *Asia pacific journal of education*, 22(2): 107-116.

Yang, W. (2017). Tuning university undergraduates for high mobility and employability under the content and language integrated learning approach. *International Journal of Bilingual Education and Bilingualism*, 20(6): 607-624.
