วิทยภาษาบูรณาการในการสอนนาฏยศัพท์สำหรับเด็กประถม
IMPLEMENTING CLIL IN A THAI TRADITIONAL DANCE CLASS
FOR PRIMARY SCHOOL LEARNERS

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บทความวิจัย

บทคัดย่อ

การวิจัยในครั้งนี้เป็นงานวิจัยเชิงคุณภาพ มีวัตถุประสงค์เพื่อศึกษาวิธีการสอนแบบวิทยภาษาบูรณาการ (CLIL) ในวิชา
นาฏศิลป์ไทยกับผู้เรียนระดับชั้นประถมศึกษาปีที่ 4 ในการเรียนออนไลน์ (Google Meet online platform) กลุ่มตัวอย่างใน
การวิจัยในครั้งนี้คือผู้เรียนระดับชั้นประถมศึกษาปีที่ 4 จำนวน 23 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอนโดย
มีแบบทดสอบเป็นสื่อการสอน บันทึกของผู้วิจัย วีดิทัศน์บันทึกกิจกรรมการเรียน วิธีการวิเคราะห์ผลการวิจัยเชิงคุณภาพใน
ครั้งนี้ใช้วิธีการวิเคราะห์เนื้อหา (content analysis) มีวัตถุประสงค์เพื่ออภิปรายข้อมูลเชิงพรรณนา เครื่องมือในการวิจัย เช่น
แผนการสอน มีวัตถุประสงค์ในเชิงทดลองนำไปปฏิบัติกับกลุ่มตัวอย่างเพื่อศึกษาประสิทธิผลของวิธีการสอนแบบวิทยภาษา
บูรณาการ (CLIL) จากวีดิทัศน์บันทึกกิจกรรมการเรียนในวิชานาฏศิลป์ไทยโดยใช้ภาษาอังกฤษเป็นเครื่องมือในการสื่อสารกับ
ผู้เรียนระดับชั้นประถมศึกษาปีที่ 4 ตลอดระยะเวลา 8 คาบเรียน

    ผลการวิจัยพบว่า

    การใช้วิธีการสอนแบบวิทยภาษาบูรณาการ (CLIL) ในวิชานาฏศิลป์ไทยแบบการเรียนออนไลน์กับผู้เรียนระดับ
ชั้นประถมศึกษาปีที่ 4 โดยใช้ภาษาอังกฤษเป็นเครื่องมือในการสื่อสาร จากการวิเคราะห์เนื้อหาจากวีดิทัศน์บันทึกกิจกรรม
การเรียน พบว่าผู้เรียนสามารถเข้าใจและได้รับเนื้อหาวิชานาฏศิลป์ไทยที่จัดการเรียนการสอนในห้องเรียน CLIL แบบออนไลน์
โดยผ่านการใช้ภาษาอังกฤษเป็นเครื่องมือในการสื่อสารเพื่อให้ได้มาซึ่งเนื้อหาจากการเรียนแบบบูรณาการเนื้อหาและภาษา

คำสำคัญ: วิทยภาษาบูรณาการ, วิชานาฏศิลป์ไทย, ระดับประถมศึกษา, การเรียนออนไลน์, เนื้อหาของบทเรียน

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Abstract

This research is a qualitative study aimed at exploring the implementation of Content and Language Integrated Learning (CLIL) in Thai traditional dance with Grade 4 students during online learning sessions (using the Google Meet platform). The sample group consisted of 23 Grade 4 students. The research tools included lesson plans with quizzes as instructional materials, the researcher's notes, and video recordings of learning activities. The method used for qualitative analysis in this study was content analysis, with the objective of discussing descriptive data. The lesson plans were used as experimental tools implemented with the sample group to study the effectiveness of the CLIL teaching method gained from the video recordings of learning activities in Thai traditional dance used English as a medium with Grade 4 students over eight periods.

The research findings indicated that:

The implementation of the CLIL teaching method in Thai traditional dance classes conducted online with Grade 4 students, using English as a medium, resulted in students understanding and acquiring the content of the Thai traditional dance lessons. The content analysis of the video recordings showed that students were able to comprehend and understand the Thai dance content taught in the CLIL online classroom through the use of English as a medium, thereby achieving integrated learning of both content and language.

Keywords: Content and Language Integrated Learning, CLIL in Thai traditional dance subject, primary education, e-learning, Content learning

Introduction

CLIL (Content and Language Integrated Learning) is an educational approach. It is commonly known that CLIL "is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, p. 1). The concept of learning content through a foreign or additional language has a long history. For instance, around 5,000 years ago, the Akkadians, who conquered the Sumerians in what is now modern-day Iraq, found it necessary to learn the local Sumerian language to use it as the language of instruction for various subjects, including theology, botany and zoology (Mehisto et al., 2008).

CLIL has emerged as a significant educational initiative within the European Union (EU) (Eurydice, 2006 as cited in Pokrivčáková and Hanesová, 2015). The term CLIL was coined by David Marsh in 1994 and gained recognition in multilingualism and bilingual education. Its initial implementation occurred at the University of Jyväskylä in Finland (Marsh et al., 2001). Finland and The Netherlands were among the first European countries to embrace CLIL at the primary and secondary school levels, acting as pioneers in its development. Subsequently, it spread to other countries including Hungary, Czech Republic, Germany, Poland, Slovakia (Hanesová, 2015), as well as Romania, Latvia, Sweden, Turkey, France, Bulgaria, Spain, and more (Quartapelle, 2012).

More recently, CLIL has gained popularity in Asia, with countries such as Thailand showing increased attention to its implementation. In its efforts to enhance global English proficiency, Thailand has incorporated the Common European Framework of Reference for Languages (CEFR) as an assessment tool. The Thai government has also emphasized the utilization of e-content and learning applications, enabling learners to access a broader range of information (Office of the Basic Education Commission, 2014).

Thailand acknowledges the significant of implementing an affective CLIL teaching approach. While CLIL is commonly applied in universal subjects such as math, science, and physical education, it is one institution in Naknon Rachasima that conducted research on project work instruction with Thai dances lesson aimed to enhance second year students in the use of English. The finding has shown that students' English achievement had been improved and reveled positive opinions towards project work (Ploypermpoon and Dechsubha, 2015). Nonetheless, it is still rarely utilized in subjects specific to national wisdom, such as Thai traditional dance known as 'Natasin' in Thai, is a non-universal subject and is compulsory, being widely taught at all levels in public and private schools. It holds immense cultural value as "a symbol of the ancient and highly developed civilization of Thailand" (Wattanasombat, 1981, p.1), with Thai traditions having persevered and evolved across different eras (Soongpankhao, 2019).

This study focuses on the implementation of CLIL (Content and Language Integrated Learning) that had been integrated in Thai traditional dance to fourth-grade learners. Specifically, aimed to investigate how CLIL can support the development of the 4Cs, namely Content, Communication, Cognition, and

Culture. By exploring the impact of CLIL on these competencies, the research aims to provide valuable insights into the benefits and challenges of integrating CLIL in non-universal subject areas, thus contributing to the understanding of effective teaching and learning methods for Thai traditional dance. Thai traditional dance has a long story about the tradition of performing arts for more than a century and is passed down through a generation. The process of being transferred is from numerous channels, for example, from words of mouth to literature, from a story of one person or family to an educational affair. Nevertheless, Thai traditions have survived and developed through the decadence and civilization era (Soongpankhao, 2019). There are several styles of Thai traditional dance and they can be classified into four types, for instance, Khon, Lakon, Rabum and Rum, folk dance (Rabam Puenmuang). Thai traditional dance requires the amount period of time to practice until it is stable on the physical process. The human body needs to repeat the same moves and postures. In Addition, the muscles will be recognized, memorized the gestures and movements. Once, learners get through the process. Their dance moves will be correct, smooth and beautiful, along with inner emotions.

The Ministry of Education in Thailand had been considered Thai traditional dance subject as a compulsory subject in public and private schools, according to Basic Education Core Curriculum A.D. 2008 It is requiring learners to study for 12 years in the educational system. The regular basis of the learning procedure in Thai traditional dance subjects based on traditional teaching method focuses on teacher-center-learners-follow. Prior research had been conducted the study on Thai traditional dance subjects. One of the studies used the adaption of a notation system to describe Thai dance and introduce a learning tool for facilitate students to understand the notation. The investigation of the results claims that about 70% of subjects think that the software has usability, desirability, creativity, and fun. Teachers in Thai dance shows more desirable to use the tool than those from students, and less than 5% of the subjects are unwilling to use the tool (Choensawat et al., 2013). Another study used a learning toolkit, comprising microcontroller and 3D-scanned media to enhance the learning efficiency of traditional Thai dancing in a visually impaired group of learners. Based on the finding the students in experimental group had significant improvement between pre-tests and post-tests on both the practical test and the multiple-choice test compared to the control group, indicating that the use of the toolkit was proven effective at improving student performance for the study group (Sucharitakul et al., 2023).

Charoensing and Daungkamnoi (2021) applied Direct Instruction Model to improve grade 9 students' skill in the basic Thai dancing movements and study the students' satisfaction with instructional activities. The finding reported that the students made a mean achievement score 90.77% of the full marks in basic Thai dancing movements skill and received "Highest" level of satisfaction from participating in the learning activities. Charoensuk and Sarasa (2020) developed Thai classical dance skills for Grade 5 learners by media use in learning management (Thai classical dance E-book) found that its increase the academic achievement but failed to achieve student objectives in at similar levels. Niyomsuk (2022) use TikTok application and Davie's theory to enhance Grade 5 learners on Thai traditional dance skills by presented dance moves of

learners on TikTok publicly. Results was found that learners' learning ability and satisfactions were increased. Ruangjan (2018) developed video lesson on dance terminology for fourth grade learners to assess the effectiveness and learners' satisfaction on Thai traditional dance skills after the use of video lesson. Study was reported that the enhancement of video lesson impact Thai traditional dance skills and fourth grade learners' gratification positively.

Purpose

1. To investigate the implementation of CLIL in the context of Thai traditional dance within a primary classroom.
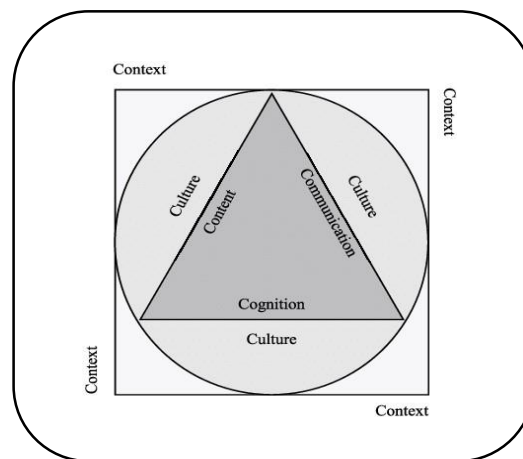
Conceptual framework

Figure 1 The 4Cs framework for CLIL (Adapted from Coyle et al., 2010)
Framework of the 4C: content, communication, cognition, and culture.

Methodology

Sample group

The sample group consisted of 23 fourth-grade students, aged 9-10, comprising boys and girls. These participants were enrolled in a private school in Eastern Thailand at the primary level. The research instruments utilized in this study included lesson plans, quizzes as a teaching material, researcher field notes, classroom video observation recordings.

Research instrument

The research was conducted in an online classroom setting using the Google Meet online platform.

Mean Range Meaning

The raw data from researchers' field notes, online classroom video observation recording that were taken during eight sessions from the observation process in CLIL online classroom

Data collection

This study investigates the implementation of CLIL in an online classroom environment, specifically employing Google Meet platform. Through participant observation of eight sessions, the researcher examines the extent to which CLIL implementation contributes to the development of the 4Cs framework. The findings from the analysis shed light on how CLIL supports the enhancement of the 4Cs, namely Content, Communication, Cognition, and Culture, within the online classroom context.

The findings of this study are based on data collected from researchers' field notes, online classroom video observations, recording schemas. In addressing the research question regarding the effectiveness and challenges of implementing CLIL in teaching Thai traditional dance to fourth-grade young learners using English as an additional language, the study revealed that exploring CLIL implementation yielded positive outcomes in certain aspects. The CLIL instruction of Thai traditional dance encompassed theoretical and practical dimensions, focusing on Natayasub postures and standard Ramwong songs. The study's exploration was discussed within the framework of the 4Cs: content, communication, cognition, and culture (Coyle et al., 2010).

C for content

Regarding the content aspect (C) of CLIL implementation, the data analysis revealed that learners in the observed setting had opportunities to engage in content-related negotiations with both their peers and the teacher. In the theoretical dimension, some learners independently accessed content through activities such as reading, listening, and watching performance videos from learning materials. These activities facilitated their understanding of the meaning of the content with the guidance of the teacher. As a result, they demonstrated comprehension and the ability to apply their knowledge by actively participating in online classroom tasks, quizzes, group work, and content presentations. In the practical dimension, some learners displayed the capability to independently practice Thai traditional dance movements using various resources, such as imitating dance moves from performance videos and observing pictures of Thai dance poses, or mimicking dance moves demonstrated by the teacher. While some learners were able to perform dance movements confidently in the CLIL classes, others exhibited a lack of confidence in physical performance. Consequently, those who felt less confident opted to present their creative ideas for dance movements by drawing dance poses on paper and utilizing English to articulate their ideas within the online class setting.
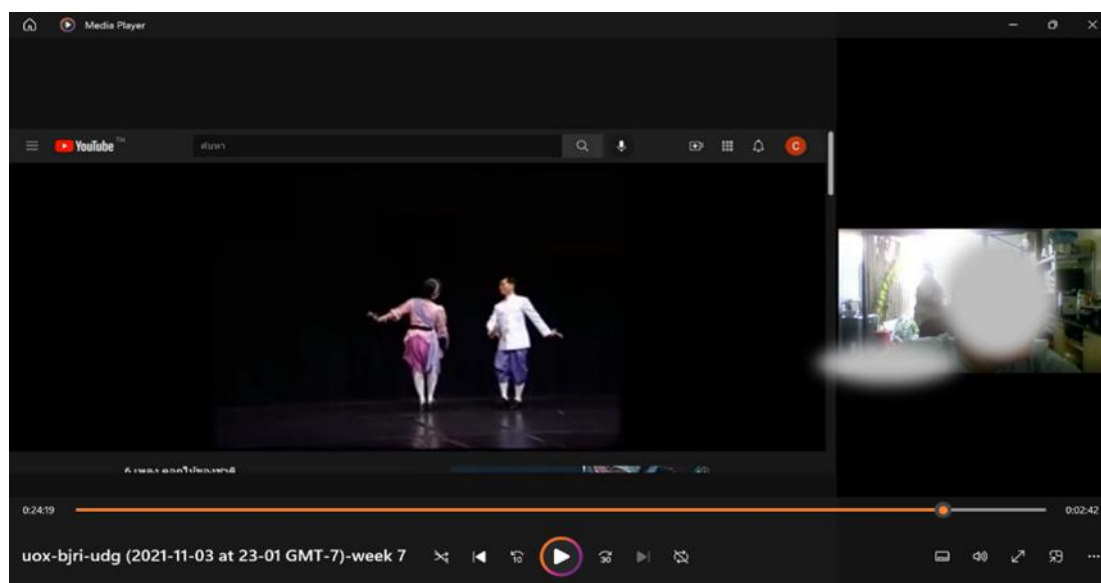
Figure 2 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

In session one, learners independently engaged in words pronunciation while imitating Natayasub postures, such as using the thumb and the index join together while the rest of the fingers expand, then, flip downwardly to the floor. This autonomous content input allowed learners to explore new knowledge freely and demonstrate their concentration to the lessons taught. Learners collaborated to provide accurate answers within the CLIL online classroom platform and content-related questions pertaining to Natayasub and standard Ramwong songs. For example, one question asked whether the term "Natayasub" is specifically used for communication within Thai traditional dance society then learners responded "true." Another question inquired about whether a circular dance formation is required when performing standard Ramwong songs, and learners correctly answered "true." Additionally, learners were asked to identify the instrument responsible for producing the beat of "Tone" in "Ramthon," and they responded with "Thai drum." From the exploration, it was observed that a few learners within the group answered all questions correctly and capable to comprehend the content. Some young learners gathered content knowledge and created mind maps, primarily focused on summarized the definition of Natayasub and names lists of standard Ramwong songs to deliver their explanations. Learners then presented the content they had acquired in the additional language (English) to their peers, teacher and summarized their overall content knowledge.

In the second session, the exploration of content revealed that young learners were able to practice dance moves and sing the Ngam Saeng Duean song independently. They demonstrated their creativity by creating and sharing their dance styles that corresponded to the Ngam Saeng Duean song. For instance, Learner 1 opted to express his dance style idea by drawing three related pictures on paper rather than physically performing the dance movements. Learner 3, on the other hand, presented her unique dance movements that creatively aligned with the rhythm of the song. The exploration indicated that a

few learners could generate and share their presentations within the online classroom platform through actions or visual representations.
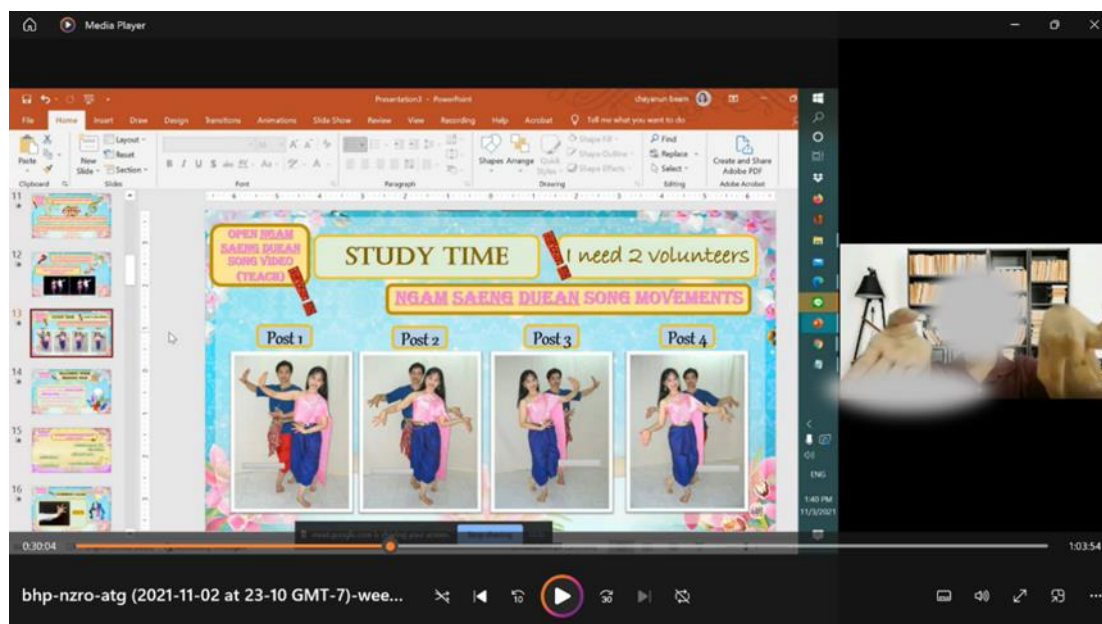

Figure 3 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Moving to the findings of the third session, a group of learners successfully presented the accurate original dance movements of the Ngam Saeng Duean song alongside the teacher. These young learners independently studied the dance moves to acquire the content. They imitated the original Ngam Saeng Duean dance movements from presented pictures, consisting of four posts and a performance video of the Ngam Saeng Duean song. Learners mimicked and enacted the dance positions individually, with the teacher guiding to ensure the correct execution of the original dance movements.

In the fourth session, the exploration revealed that several learners could identify three Natayasub postures from the Ngam Saeng Duean performance, namely, Chip Ngai, Chip Khwam, and Wong Bon. These learners were capable of rearranging the explanations of the five steps required to execute the three Natayasub poses. Additionally, they completed online classroom tasks by answering three quizzes on a Google Form. Most learners achieved high scores, meeting the expectations for the fourth session. Consequently, after their study time in lesson four, young learners could accomplish the tasks independently with the teacher's support.

Figure 4 Chip Ngai

(Source: Soongpankhao, 2019)

Figure 5 Chip Khwam
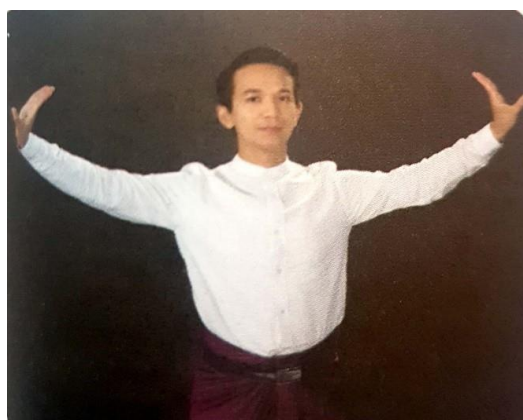
(Source: Soongpankhao, 2019)

Figure 6 Wong Bon

(Source: Soongpankhao, 2019)

Moving to the fifth session, some young learners were willing to perform the original dance movements of Chao Thai songs. They independently watched, listened, and imitated the dance moves from performance videos and dance pose pictures with the teacher's guidance.

In the sixth session, a group of fourth-grade young learners engaged in collaborative work. It successfully identified and performed two Natayasub postures found in the Chao Thai performance: Chip Prok Khang and Wong Na. Some learners could restructure incomplete sentences containing detailed explanation steps for acting out the Chip Prok Khang and Wong Na poses. This activity took place through quizzes on the Gamilap game-based learning online platform. Certain learners showcased their talents by independently completing the online classroom activity after studying the content.
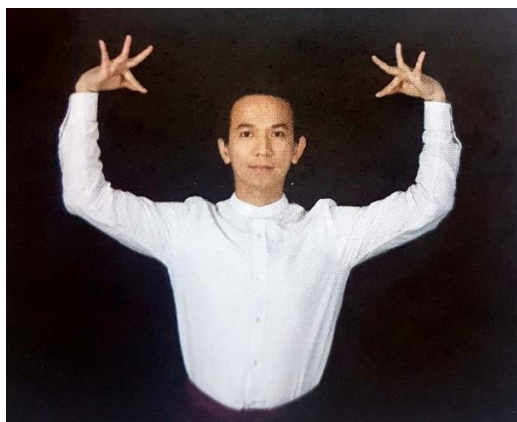

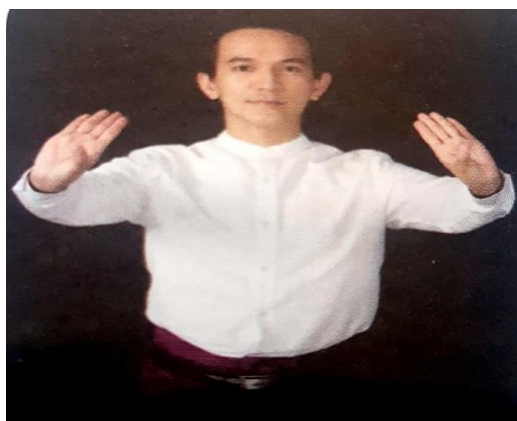**Figure 7** Chip Prok Khang
(Source: Soongpankhao, 2019)

Figure 8 Wong Na
(Source: Soongpankhao, 2019)

Moving on to the seventh session, some learners acquired content knowledge by actively engaging in dance movements from the Dok Mai Kong Chat performance, with the teacher's support. Through a "learning by doing" approach, learners watched the Dok Mai Kong Chat performance video and began

imitating the dance moves independently. Some learners successfully performed the original dance movements of the song, with the assistance of their peers. While most learners performed well and accurately replicated the dance styles, a few needed helps to follow the lyrics and dance moves. In such instances, the support of the teacher and peers was crucial.

In the eighth session, learners in a group successfully identified and performed two Natayasub postures, namely Wong Lang and Chip Song Lang, from the Dok Mai Kong Chat performance. They rearranged disorganized sentences in quizzes describing the dance steps for the two Natayasub poses. These quizzes were part of an online classroom activity created using the Gamilap game-based learning online platform. Some learners demonstrated their ability to achieve the content goals independently, with minor assistance from their peers and the teacher, after completing the learning process on the content matter.
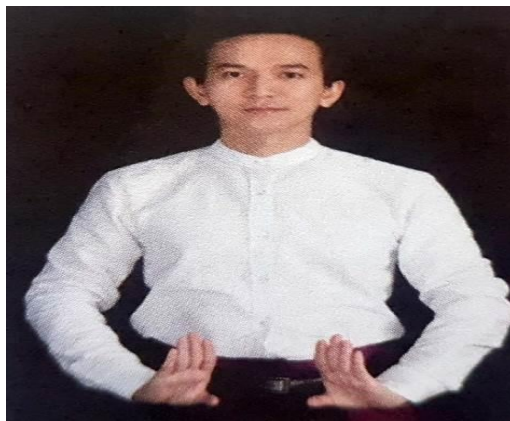
Figure 9 Wong Lang
(Source: Soongpankhao, 2019)

Figure 10 Chip Song Lang
(Source: Soongpankhao, 2019)

CLIL learning outcomes from eight session seemingly to shed a light on similarities in acquiring Thai traditional dance content in an online class thoroughly on independent and supported learning CLIL environment. Begin with session one until eight. Learners input content directly from reading, listening, watching, mimicking dance poses via teaching materials or peers' and teachers' support. In class activities mainly focus on asking and answering questions to encourage learners to work as a team without bias. Natayasub and standard Ramwong songs play a huge role on content driven, in session four, six, eight learners needed to discover Natayasub postures from standard Ramwong songs to act out and sequence poses explanation which were similar in learning process. In addition, session three, five, six creatively on physical training of learners to study original dance movements of three standard Ramwong songs to perform and described using English. Besides, the differentiation of learning tactics could be spotted in session one on mind mapping creation from learners that design independently using English. Second session, asked for learners' creativity associated with standards Ramwong songs performance. The combination of eight session on C for content gathered to provide the exploratory of CLIL learning outcomes.

C for cognition

The cognition dimension of fourth-grade young learners, as conceptualized by Anderson and Krathwohl (2001) and cited in Coyle, Hood, and Marsh (2010), primarily manifested in lower-order thinking processes. These cognitive processes encompassed activities such as remembering, recalling, explaining, applying, and understanding the content, enabling the students to complete various classroom tasks and activities. These tasks included comprehension of the meaning, elements, and Natayasub postures (such as Chip Ngai, Chip Khwam, Wong Bon, Chip Prok Khang, Wong Na, Wong Lang, Chip Song Lang) within Thai traditional dance, as well as grasping the significance and historical background of standard Ramwong songs (such as Ngam Saeng Duean song, Chao Thai song, Dok Mai Kong Chat song).

Conversely, higher-order thinking processing, characterized by analytical and critical thinking aspects, did not prominently emerge in the integration of CLIL in Thai traditional dance when using an additional language (English) with this particular sample group in the CLIL online classroom platform. The exploratory perspective reveals that participants demonstrated cognitive engagement primarily focused on lower-order cognitive activities during both individual and group work. Despite this, young learners exhibited a heightened awareness of the flexibility of content in a non-judgmental online classroom context. Using English as an additional language empowered the learners to freely express positive and appropriate opinions and ideas related to the content, ultimately facilitating the creation and memorization of their classroom task presentations in the CLIL classes. For example, L1 volunteered to share his computer screen via google meet using a paint program to present his work and describe the meaning of the Natayasub words in English.
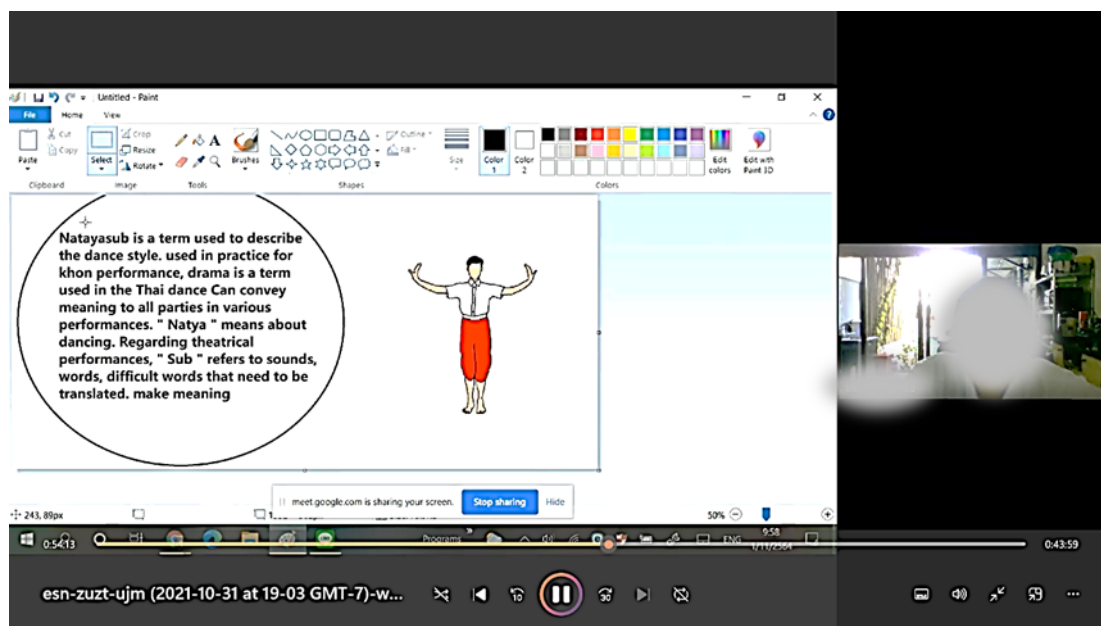
Figure 11 Screen capture of L1 work in CLIL online classroom

(Source: Classroom conversation in Google meet, November 1, 2021)

The overall perspectives of cognition on the integration of CLIL contrasted from the first session till the eighth session similar in terms of learners obtained on lower-order thinking processes precisely on the memorization and understand the knowledge. Excluding, C for cognition was not included the occurrence of higher-order thinking processing from the exploratory of the study with this sample group. Which was aimed to discover the progress of CLIL implementation.

C for culture

Culture played a prominent role in the CLIL online classroom platform, as fourth-grade young learners became aware of both their own cultural identity and the diversity of others through their participation in the CLIL teaching approach. Throughout the sessions, learners engaged in the study of Thai traditional dance knowledge, encompassing aspects such as Natayasub and standard Ramwong songs content, and actively practiced authentic dance movements. This process not only allowed them to preserve and understand Thai identity and culture but also encouraged an open-minded approach towards learning new dance moves. Learners embraced various sources, including pictures, video performances, peer interactions, and teacher guidance, to enhance their understanding and presentation of dance moves during online classes.

Moreover, using a foreign language, particularly English as an additional language, served as a fundamental tool for the learners to explore and absorb aspects of other cultures. This exposure fostered international understanding and an appreciation of cultural diversity, transcending the boundaries set by language and content-driven learning. The learners' acceptance and adherence to the online classroom

culture established in the Google Meet platform were noteworthy. They actively supported and followed the teacher's guidance, contributing to a positive and respectful environment. Embracing differences, they demonstrated openness to diverse opinions and ideas from various perspectives, which enhanced their ability to interact effectively in the online classroom setting.

The comparison of culture identity in CLIL online classes could be identify the similar dimensions from eight session on Thai culture preservation through learning Natayasub and standard Ramwong songs topic in Thai traditional dance subject. The content driven stimulate learners' awareness to realize the open-minded learning culture in CLIL online classes on the needed to promote international understanding and CLIL classroom culture flexibilizations aimed to the utilization of positive learning outcomes.

C for communication (communicative competence)

In the context of the exploration results, the aspect of communication or communicative competence, often defined as the ability of a language user to effectively use language for communication purposes, was observed among the fourth-grade young learners. As they engaged in the CLIL online classroom platform, these learners demonstrated a considerable level of proficiency in employing the additional language (English) to convey their ideas, thoughts, and responses. They exhibited a competent grasp of basic language skills, enabling them to construct short and meaningful answers to successfully complete various classroom tasks and activities.

Throughout the sessions, the learners displayed their communication competence by actively utilizing their listening skills to comprehend instructions and content information. Moreover, they demonstrated the ability to imitate language patterns and structures, effectively reproducing language elements they had encountered during the learning process. For instance, one of the learners figured out to rearrange Natayasub quiz (Chip Ngai).
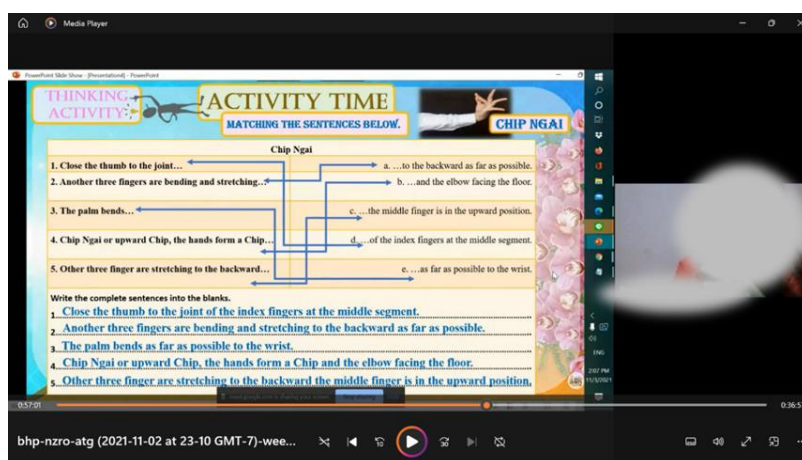

Figure 12 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

The learners also demonstrated their communicative proficiency through the use of concise and focused questions, indicating their desire to seek clarification or further understanding of specific concepts. For example, (1) How many standard Ramwong songs do they have? Learners answered 10 songs. (2) We have to dance in a circle, when we perform standard Ramwong songs, true or false? Learners said true. (3) The beat of "Tone" in "Ramthon" was produced from what kind of an instrument? Learners answered Thai drum. Another example was from online classroom communication, as follow.

Thai traditional dance:

> **T:** "Ok, first one"
>
> **L:** "Oh, look at that"
>
> **T:** "Wong is related to letters?"
>
> **L:** "Letter b."
>
> **T:** "Open the arm the...related to letters e., a., d., c., or b.?"
>
> **L:** "a."
>
> **T:** "L3 can you help us read number 3?"
>
> **L:** "Lift the forearm upward and to the front to form a curve with
>
>   the upper arm"
>
> **T:** "What we have left?"
>
> **L:** "Chip Song Lang"
>
> (Classroom conversation, November 4, 2021)

However, it was noted that the learners encountered limitations in engaging in extensive and prolonged conversations with the teacher. Although their proficiency in basic language skills was evident, the learners faced challenges in expressing themselves in extended discourse, where more complex language structures and vocabulary usage would be required. This suggests a need for further development in their ability to engage in sustained interactions and elaborated communication with the teacher.

Conclusion

Content and Language Integrated Learning (CLIL) is a potent pedagogical approach that effectively enhances learners' language proficiency and content comprehension through classroom discourse. The findings of this study demonstrate a significant increase in young learners' learning outcomes, and

engagement with both the Thai traditional dance subject and the English language, facilitated by well-prepared CLIL lesson plans.

The success of CLIL implementation relies on thoughtful consideration of classroom tasks, activities, and teaching materials, considering young learners' interests, previous experiences, ages, content knowledge, and language background. Effective implementation also necessitates promoting extra classes, cultivating a supportive school context, and encouraging teacher collaboration. The readiness and training of CLIL teachers are paramount in achieving the desired learning outcomes. Ensuring that teachers comprehensively understand the CLIL concept before integration is essential for the approach's effectiveness.

This study's primary purpose was to explore the implementation of CLIL in Thai traditional dance within a primary classroom, specifically examining the extended outcomes resulting from CLIL lesson plans guided by the 4Cs framework. The findings shed light on CLIL's impact on content delivery and acquisition.

The integration of CLIL led to the development of learners' cognition, primarily in the realm of lower-order thinking skills, such as memorization and understanding during individual work, and higher-order thinking skills through social interaction, collaboration, brainstorming, idea creation, question-asking, and research during group work. Effective communication skills were pivotal in young learners' ability to use English (L2) to express themselves among their peers and teachers, aligning their efforts towards common goals in the online classroom community.

This study contributes valuable insights to CLIL implementation, showcasing its potential to empower young learners and promote an inclusive and engaging learning environment. As educators continue to explore and develop the CLIL approach, its benefits and significance in fostering comprehensive language development and content comprehension will continue to grow.

Suggestion

Suggestions for applying research results

The interconnectedness of content, communication, and cognition fostered an online classroom culture that demanded adherence and respect, enabling learners to become integral members of the CLIL approach.

Suggestions for future research

Moreover, the integration of Thai traditional dance content and English language in CLIL provided young learners with a means to be more aware of their own and other cultures, enriching their understanding and appreciation of diversity.

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