Academic Article

Learning Management in Integrating CLIL through ASEAN Folktales for Empowering English Listening-Speaking Skills and Cultural Competence among High School Students

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Abstract

Content and Language Integrated Learning Approach (CLIL) is a method of teaching in which a foreign language is utilized to convey teaching topics linked to other subjects. It assists students in simultaneously improving their English language skills and content knowledge. Coyle, Hood, and Marsh (2010) assert that there is no specific model for CLIL teachers to follow. As a result, teachers can build and adapt their teaching models to their students' needs and instructional contexts. This article provided an overview and discussion of how to use ASEAN folktales as teaching material in content and language integrated learning (CLIL) to support high school students to improve their English listening and speaking skills, as well as their cultural competence. The teaching materials adapted from the ASEAN folktales are developed based on the 4Cs framework namely content, cognition, communication, and culture together with the CLIL matrix by Coyle, Hood, and Marsh (2010).

Keywords: Content and Language Integrated Learning Approach (CLIL), English Listening-Speaking Skills, ASEAN folktales, Cultural Competence

บทความวิชาการ

การจัดการเรียนรู้ที่บูรณาการเนื้อหาและภาษาผ่านการใช้นิทานพื้นบ้านอาเซียนเพื่อพัฒนาทักษะการฟัง-พูดภาษาอังกฤษ และสมรรถนะเชิงวัฒนธรรมของนักเรียนชั้นมัธยมศึกษาตอนปลาย

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บทคัดย่อ

การสอนภาษาแบบบูรณาการเนื้อหาและภาษา (CLIL) เป็นการจัดการเรียนการสอนที่ครูผู้สอนใช้ภาษาที่สองหรือภาษาต่างประเทศเป็นสื่อกลางในการสอนวิชาที่มาจากกลุ่มสาระการเรียนรู้อื่น ๆ กับนักเรียน เป็นวิธีที่ช่วยให้นักเรียนได้รับความรู้ทางภาษาไปพร้อมกันกับการเรียนรู้เนื้อหาในกลุ่มสาระอื่น โดย Coyle, Hood, & Marsh (2010) ได้กล่าวว่า การจัดการเรียนการสอนแบบ CLIL นี้ ไม่มีรูปแบบที่เฉพาะหรือตายตัว ด้วยเหตุนี้ ผู้สอนสามารถสร้างและปรับใช้การจัดการเรียนการสอนของตนตามความต้องการของนักเรียนและบริบทของห้องเรียนได้บทความนี้มุ่งนำเสนอ การนำนิทานพื้นบ้านอาเซียนมาประยุกต์ใช้ในการจัดการเรียนรู้ภาษาอังกฤษเพื่อพัฒนาทักษะการฟังและพูดภาษาอังกฤษ รวมทั้งสมรรถนะเชิงวัฒนธรรมของนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย โดยการนำนิทานอาเซียนมาใช้เป็นสื่อการเรียนรู้นี้ ได้ถูกปรับเพื่อใช้ในการจัดการเรียนการสอนตามหลัก 4Cs ได้แก่ เนื้อหา (Content) ความรู้ความเข้าใจ (Cognition) การสื่อสาร (Communication) และวัฒนธรรม (Culture) รวมทั้ง CLIL matrix โดย Coyle, Hood, & Marsh (2010)

คำสำคัญ: การสอนภาษาแบบบูรณาการเนื้อหาและภาษา (CLIL) ทักษะการฟัง-พูด ภาษาอังกฤษ
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Introduction

In today's globalized world, people all over the world communicate to exchange in business, science, technology, medicine, as well as politics. Since they speak in different languages, people need to choose a language that acts as a medium to communicate with each other which is called a lingual franca. According to Ethnologue (2021), English is the world's most widely spoken language with 1,348 million speakers. Therefore, English has become a lingua franca among speakers of different languages (Crystal, 2003). In Thailand, English is viewed as a lingua franca or an international language that is used to communicate between Thais and people from different countries, especially in Asian countries (Boonsuk & Ambele, 2019; Kongkerd, 2013). Besides, Thailand has become a member of the ASEAN community since 2015. English as well as intercultural understanding is significant for preparing students for ASEAN involvement. Office of the Basic Education Commission (2008) states that students are required to have the ability to use English to communicate in a variety of contexts, gain knowledge, earn a living, and pursue higher education. Then, learners will be able to productively express Thai concepts and culture to the global society as a result of their understanding of stories and cultural diversity of the world community. To achieve the learning goals, English teachers must create their lessons focusing on encouraging students to speak English and use it in everyday situations. Moreover, English should be used as a medium for learning content in other subjects so that students will have more opportunities to use English outside of the English classroom. Teachers should also encourage students to gain knowledge and understanding of the diverse cultures of the international community.

Additionally, in Thai education, English is a compulsory subject at schools which means that Thai students have to study English for several years. Nevertheless, in 2020, Education First (EF) published the EF English Proficiency Index (EF EPI). The data was collected from 2.2 million adults who took the EF Standard English Test (EF SET) or EF English placement tests in 2019. The result showed that of all 100 countries, including 8 ASEAN countries, Thailand ranks 89th out of 100 countries which means that Thailand is classified as having a very low level of English competence (Index, 2020). As a result, it might be argued that Thai students' English language skills should be improved urgently to keep up with ASEAN and the global community. The Ministry of Education has anticipated the issue as it appears in the essence of Fundamental Education (2008) that teachers should concentrate on teaching English for communication by motivating students to communicate in English. Opasri (2011) as well as Liu & Long (2014) claimed that the traditional way of teaching English tends to focus mainly on correcting grammar and memorizing vocabulary. This tends to make the learning environment stressful. Furthermore, students do not have the opportunity to speak English in everyday life. They are thus unfamiliar with the use of English because their teachers and classmates interact in their native language.

Content and Language Integrated Learning (CLIL) is a teaching approach that will assist students in improving their language competence. Also, it will resolve the problems of traditional teaching which is considered an unnatural way of learning a language as it focuses on memorization, grammatical structures, and vocabulary (Tothes, 2008). In addition, CLIL is a teaching and learning

concept in which teachers are encouraged to use foreign languages as a medium for teaching topics linked to other subjects. It helps students improve their English language abilities so that they can communicate naturally and effectively in class. Communication also encourages students to be aware of cultural differences. They learn about themselves and others (Coyle, Hood, & Marsh, 2010). It can be seen that CLIL is especially ideal for teaching English as an International Language (EIL) paradigm. Moreover, CLIL can be applied to teach listening and speaking skills which are critical for English learners.

CLIL materials come in a variety of forms. Teachers are accountable for (1) developing and evaluating appropriate texts and worksheets that assist students in meeting content and language objectives, and (2) creating a learning environment that is both linguistically accessible and cognitively demanding for students (Coyle, Hood, & Marsh, 2010). Students can study grammar and vocabulary through the use of stories. Additionally, Garcia-Barrero (2019) asserts that a fairy tale, as a meaningful type of story, should be used to teach students both language and cultural diversity. The reason is that fairy tales convey not only exciting contexts for language learning but also the culture of the society represented by the story, including traditions, lifestyles, beliefs, and values. Similarly, folktales, as Piandijana (2008) points out, are an excellent resource for readers to learn about a variety of topics, including beliefs, morals, values, and the indigenous way of life. Furthermore, popular folktales could be an effective language teaching material since the authors of the stories utilize simple language and generally have universal themes that the readers can easily relate in their cultures (Sayeef, 2019). Additionally, students

can debate their knowledge, beliefs, and attitudes about the culture depicted in the folktale. As a result, folktales can be an excellent material for CLIL.

In the Thai educational system, integrating CLIL and ASEAN folktales is viewed as a complementary way of teaching English alongside the cultural components provided by ASEAN folktales. Students' language competence will be enhanced as a result of listening to stories, exploring language use, and exchanging opinions with others. Additionally, they will gain a better understanding of their own culture in comparison to that of the other ASEAN countries. Nonetheless, instructional models for incorporating ASEAN folktales into CLIL remain underutilized. Thus, this study aims to provide an overview and discussion of how to use ASEAN folktales as CLIL teaching materials to support high school students to improve their English listening and speaking skills, as well as their cultural competence.

Content and Language Integrated Learning (CLIL)

CLIL began in Europe in 1978 when the European Commission (EC) released a proposal that attempted to "encourage the teaching of more than one language in schools" (Marsh, 2002, p. 51). Later, in 1994, David Marsh, a member of a team working on multilingualism and bilingual education, developed the abbreviation CLIL, which stands for content and language integrated learning (Marsh, Maljers & Hartiala, 2001). It is a method through which teachers utilize a second or foreign language to teach non-linguistic school subjects such as science, mathematics, art, and history to their students. According to Marsh and Langé (2000), CLIL has dual-focused aims which are (1) to teach students the content of a particular subject,

and (2) to improve students' competence in a second or foreign language. Moreover, Coyle, Hood, & Marsh (2010) pointed out that CLIL creates the setting for an engaging learning environment where students have to construct their knowledge by using L2 or target language and doing activities such as group work and problem-solving at the same time.

Furthermore, various significant learning principles support and promote the use of CLIL including language learning in context, natural language learning, and innate motivation. For language learning in context, CLIL provides communication contexts where students can communicate their thought, idea, and opinion using L2 or a foreign language. Students feel the need to learn L2 or a foreign language to communicate with others. In addition, Long's (1981) interaction hypothesis claimed that language acquisition requires not only one-way exposure to the target language but also conversational interactions in the target language.

CLIL also promotes natural language learning as students learn to use language to interact with others in a relevant context provided in the classroom. Thus, language competence is acquired by the actual use of language in everyday life, not rote memorization. Additionally, CLIL encourages students' motivation to study language because teachers teach a subject's content that students are interested to learn. Hence, students will find the lesson interesting and have a passion to explore the content and acquire the use of language at the same time. Moreover, it raises students' awareness of the importance to acquire the target language to communicate and explore the selected topics of various subjects.

Picture 1

The 4Cs framework(Adapted from Coyle, Hood & Marsh, 2010)
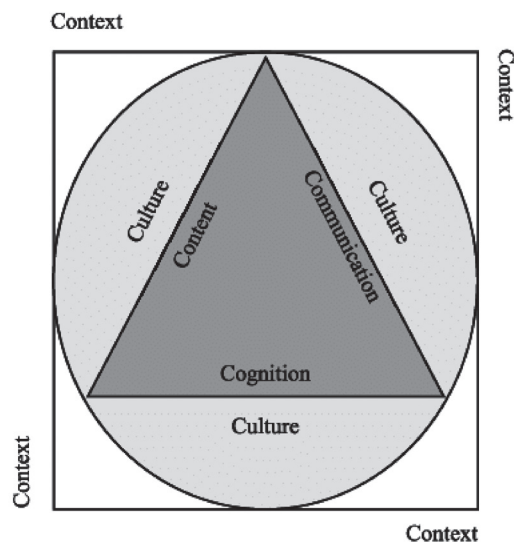
Framework of CLIL

According to Coyle, Hood & Marsh (2010), employing CLIL in classrooms is based on the 4C framework, which consists of four components: content, cognition, communication, and culture. These four aspects are interrelated in the teaching context.

(1) Content refers to the study of subject matter that drives students to investigate a variety of subjects such as mathematics, geography, and art while also encouraging them to develop their critical thinking skills.

(2) Cognition refers to the process of thinking and learning in a classroom setting. Students make connections between new knowledge and skills and prior knowledge or experiences to get a more thorough understanding of a particular subject.

(3) Communication focuses on how students apply their language expertise when communicating or interacting with others. Additionally, they learn how to communicate in specific circumstances involving semantics and pragmatics, rather than simply a series of words and sentences.

(4) Culture or Community reflects how pupils develop intercultural awareness and global citizenship.

Scaffolding in CLIL

Cummins & Early (2015) argue that CLIL students have more difficulty learning materials than L1 students since they study L1 students' materials but with greater language deficiencies in the language learning. Thus, teachers are sometimes required to assist students when they study or perform new tasks that are slightly beyond their abilities. Scaffolding has been shown to be effective in assisting language learners (Gibbons 2015; Van de Pol, Volman & Beishuizen 2010). By incorporating scaffolding tactics into topic subjects, CLIL teachers can explore meaning negotiation and linguistic support in the classroom (Pawan, 2008). This is essential for the construction of learners' language (Kayi-Aydar, 2013). Furthermore, since CLIL focuses on both content and language knowledge, teachers should ensure that students meet both objectives. In doing so, Coyle, Hood & Marsh (2010) adapted Cummins' Matrix to create the CLIL matrix which will assist teachers in recognizing the dual objectives that students must accomplish.

Picture 2

CLIL Matrix (Adapted from Cummins' Matrix in Coyle, Hood & Marsh, 2010)
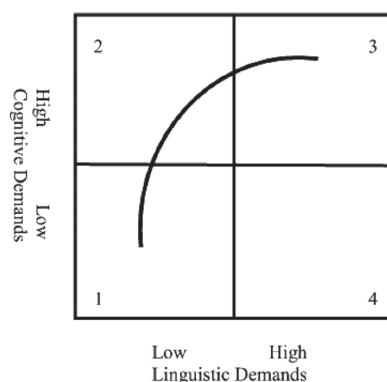
The x axis is devoted to the linguistic demands of CLIL texts and tasks. This is determined by a student's vocabulary and grammar-syntax proficiency. In other words, it shows the students' ability to use grammar and vocabulary correctly. Quadrant 1 and 2 show the students' low level of linguistic demands whereas quadrant 3 and 4 show the students' high level of linguistic demands. In addition, the y axis is devoted to task-related cognitive demands. Generally, these cognitive demands are understood in terms of Bloom's taxonomy (Anderson & Krathwohl, 2001). Quadrant 1 and 4 show the students' low level of cognitive demands whereas quadrant 2 and 3 show the students' high level of cognitive demands. These quadrants will assist teachers in developing learning activities that are appropriate for the students' learning objectives. For example, in quadrant 1, classroom activities are cognitively basic and the terminology is simple for students to understand and learn. The teacher can help the students build their ability to be in the quadrant 3, where the tasks require a high degree of linguistic and cognitive skills, by using scaffoldings including tactics such as activating students' background knowledge, offering examples of outcomes before assigning a task, establishing an inspiring atmosphere, and enabling student engagement (Guerrini, 2009).

Teaching materials as scaffolding

Teaching materials such as worksheets, tales, audio tapes, videos, infographics, and PowerPoint presentation are considered parts of scaffolding which can support students to gain content knowledge and language competence (Coyle, Hood & Marsh, 2010; Banegas, 2017). It promotes students' cognitive thinking to analyze and solve the tasks. Moreover, students develop their language skills as they have to use their second or foreign language to communicate with their friends and teachers during the class. Furthermore, Moore and Lorenzo (2007) argue that CLIL teachers should develop their own materials to fit their teaching contexts, as market-available materials frequently do not meet the needs of learners and are designed for L1 learners. Thus, they provide three strategies for teachers to design CLIL materials: (1) developing materials from scratch; (2) utilizing authentic sources without alteration; and (3) altering authentic sources to meet their teaching objectives. Additionally, teachers can use technology to produce online teaching resources. For instance, Liveworksheet is an excellent example of a platform where teachers can generate worksheets and invite students to participate in online classroom instruction. Also, Kahoot, Quizizz, Socrative, and Booklet are the programs that help students become more engaged in class. They can respond to questions in a more enjoyable and exciting game environment.

The studies regarding the effectiveness of CLIL

Since CLIL was introduced to be an effective teaching approach focusing on both teaching language and content (Marsh, Maljers, & Hartiala, 2001), there is the number of research regarding the implementation and the effectiveness of CLIL in various classroom contexts. In Thailand, the CLIL approach was initially adapted in English classes in 2006, and it was proved to be beneficial for language teaching in Thai context (MacKenzie, 2008). Subsequently, the implementation of CLIL in classrooms is of interest by many Thai scholars and teachers (Prasongporn, 2009; Samawathdana, 2010; Suwannoppharat & Chinokul, 2015; Srichandorn, Jansem & Rattanawich, 2017).

Suwannoppharat & Chinokul (2015) studied the effectiveness of CLIL in improving Thai undergraduate students' English communication ability in an international program as well as their attitudes towards the CLIL course. The study revealed that the students have developed their communication skills throughout the course since the posttest scores were significantly higher than the pretest scores. Also, the students have positive attitudes toward the CLIL course in terms of improving their English communication skills. Likewise, Srichandorn, Jansem, and Rattanawich (2017) evaluated the effectiveness of CLIL in improving grade 8 students' English listening and speaking performance, as well as their desire in studying English, when compared to the traditional teaching method. The research showed that students' English listening and speaking performance in CLIL teaching class tended to be better than that of students in traditional teaching class. Furthermore, students in the CLIL teaching class were more eager to learn English than students in the traditional teaching class.

Those studies demonstrated the effectiveness of CLIL, especially in Thai contexts. It could be said that CLIL encourages students to use language to communicate with others, increases students' motivation to study English as a means to explore a particular content, and improves students' language competence and knowledge of subject contents. Therefore, Thai schools should employ CLIL in the classroom. Moreover, language teachers, as well as content teachers in Thailand, should work together to design and improve materials used in CLIL classrooms.

The use of stories for teaching and learning in CLIL

According to Coyle, Hood & Marsh (2010), stories contain the 4C framework in CLIL which are content, cognition, communication, and culture. For content, stories provide grammar, vocabulary, and meaningful context for students to study. The stories help students to extend their knowledge related to their school subject. For cognition, stories are considered a scaffolding tool for language learning by helping students to construct and reconstruct their knowledge through the use of interesting storylines. Sometimes, the use of sound and pictures is included in the stories which enables students to fully understand the content. For communication, students react to the stories by using language to communicate with teachers and classmates. Students participate in the storytelling and share their opinion and thought with their teachers and friends. For culture aspect, based on Loannou-Georgiou & Verdugo (2011), stories suggest various views from different cultures. Students will gain a better understanding and awareness of different cultures in the stories. In order to improve intercultural awareness among primary school students in Lisbon, Portugal, Logioio (2010) investigated the use of storytelling, which includes traditional stories and folktales from many cultures, as a CLIL resource. The research found that using storytelling in CLIL to stimulate young learners' interest and curiosity about different countries and cultures, as well as prompting reflection on their values, behaviors, and beliefs, is beneficial. In addition, Sim & Kim (2016) examined the general viewpoints of 39 Korean college students towards the use of CLIL with local culture as content and how it supports

students' content and language learning. Furthermore, they explored the factors that help the students to study more effectively through the course. The result revealed that students improve their language competence as well as subject knowledge which is about Korean cultures. Moreover, the facilitating factors that promote students' learning include a content-driven approach, communication practice through interacting with others, and a cognitive engagement process. Additionally, using CLIL in the classroom increases students' motivation to learn and explore new knowledge in class. Moreover, Santos (2022) employed children's literature as teaching materials for CLIL classroom. The researcher found that using children's literature could motivate students' meaningful language learning and encourage students to communicate more to exchange their opinions of the learning contents. However, the researcher highlighted that it might be difficult for teachers to find a suitable material for students' L2 level as well as cognitive level. Teachers may collaborate to discuss and share their ideas to develop a meaningful course.

The use of folktales for teaching and learning in CLIL

For decades, folktales have been used in young learner classes to aid students in improving their target language and increasing their multicultural awareness. (Papadopoulos & Shin, 2021). Many scholars have underlined the advantages of using folktales to promote students' language learning. Yumnam (2020) explored the scopes of the Content and Language Integrated Learning (CLIL) approach to teach language skills together with culture. She used an indigenous folktale, Poireiton Khunthok, as the main teaching material for 86

students from one of the schools in Imphal, Manipur. The study indicated that employing the indigenous folktale through the CLIL approach helps students enhance their English language abilities as well as knowledge of the culture. Besides, in Thailand, Dhamajong & Torut (2016) developed English reading materials based on Thai central region folktales to teach reading comprehension and to raise students' ethics awareness among students in grade six at Nakprasith School, Nakhonpatom Province. The findings showed that using Thai central region folktales as reading materials improves students' English reading skills and moral consciousness. Furthermore, the students have positive opinions about the suitability of the materials used in the class.

As can be seen, Folktales are considered one of the appropriate teaching materials used in CLIL classrooms since folktales foster students' language and communication skills as well as develop their knowledge related to the history, culture, and morals portrayed in the folktales. Additionally, intercultural folktales can facilitate students' multicultural awareness development. Students learn about other cultures compared to theirs. More importantly, students are motivated to learn English language as a means of global communication.

Assessment in CLIL

Due to the fact that CLIL focuses on both subject and language comprehension, teachers must develop a tool which assesses language, content, and skills for a practical purpose in a proper setting (Coyle, Hood & Marsh, 2010). Otto (2017) emphasizes the importance of implementing Formative Assessment tools that are appropriate for the CLIL environment in general, as well as effective collaboration

between subject and language teachers. She discusses many methods for assessing students' content and language comprehension, including portfolios, student journals, performance-based assessment, and self and peer assessment. Teachers will then get an overview of their students' performance as well as their feedback. Additionally, subject teachers and language teachers should collaborate to develop an effective assessment tool. Furthermore, teachers have to consider students' limited knowledge before making an assessment tool and scaffold the lessons to the students where it is necessary (Lo & Fung, 2018).

Applying ASEAN folktales in CLIL to empower English listening-speaking skills and cultural competence

This article attempts to present the concept of integrating subject and language learning in order to teach high school pupils English listening-speaking skills and cultural competence. The content, which is integrated into language instruction, is derived from folktales translated into English from ASEAN member countries. The reason for using ASEAN folktales as teaching materials is because it is critical for Thai students to learn and comprehend the cultures of other ASEAN countries as members of the ASEAN community. Students will get an understanding of the cultural differences depicted in each folktale while also improving their listening and speaking abilities via class communication with their peers and teacher. In addition, the 4c framework and the CLIL matrix are employed to create meaningful and effective materials and lessons. The content and language that will be taught in the class can be analyzed based on the 4c framework as follow:

Table 1

Applying ASEAN folktales in CLIL following 4Cs framework

The 4Cs framework	Concept of teaching	Example of the lesson "Abadeha: The Philippine Cinderella"
Content	The teacher introduces folktales from diverse cultures in English to students through narrative, pictures, and videos. Folktales depict cultural facets such as values, beliefs, characters, and environment. Additionally, students can investigate the use of language in a variety of contexts, such as tenses, sentence structure, and vocabulary. Occasionally, teachers will provide students with a sequence of sentences to assist them inVexpressing their thoughts in class.	The teacher introduces the Philippine folktale "Abadeha: The Philippine Cinderella" by using a YouTube video. Students increase their listening skills by watching the video. After watching, the teacher assists students in examining the story's use of vocabulary and sentence structure. Technology can be utilized to generate worksheets that encourage students to participate more actively in their learning.

Table 1

Applying ASEAN folktales in CLIL following 4Cs framework

The 4Cs framework	Concept of teaching	Example of the lesson "Abadeha: The Philippine Cinderella"
Cognition	According to Bloom's taxonomy, students can develop either low-order thinking or high-order thinking depending on the tasks given. To illustrate, the teacher promotes students' low-order thinking by asking students to make a timeline of events, summarize stories, identify cultural features in the stories, and explore a list of vocabulary and grammar. Moreover, to promote students' high-order thinking, the teacher may require students to express their opinions about cultural differences, compare and contrast their culture to that of other cultures, analyze moral lessons found in the folktales, and create their own folktales. Then, students can exchange their thoughts and perspectives through their presentations in the classroom.	The teacher begins by asking about the students' prior knowledge of the Cinderella narrative. Then, students are encouraged to compare the Philippine Cinderella story to the original. Students can practice low order thinking by summarizing the story and identifying cultural characteristics, as well as higher order thinking by comparing and contrasting cultural factors found in the story and expressing their opinion about it. The teacher can scaffold students in these activities by asking questions, developing new knowledge from the students' responses, and asking students' opinions through an online tool such as the Mentimeter application.
Communication	Students engage in a group discussion activity in which they exchange ideas and opinions in their L2 or target language with their classmates. Also, group activities help children improve social skills and listening-speaking abilities. This way, children are motivated to use the target language and develop good attitudes toward its use. Additionally, students gain linguistic competencies implicitly through their group interactions.	The teacher asks the students to participate in a group discussion. They are encouraged to use English language to discuss their viewpoints. Following that, students present in groups what they've learned and their opinions on the cultural elements of the story. The teacher supports students in expressing their ideas by providing speech patterns and occasionally assists them in translating their ideas from Thai to English. For example,

Table 1

Applying ASEAN folktales in CLIL following 4Cs framework

The 4Cs framework	Concept of teaching	Example of the lesson "Abadeha: The Philippine Cinderella"
		the speech pattern includes "I think that _____ is _____" or In my opinion, _____ should _____. Students are encouraged to use a variety of tools during discussion and group presentations, including PowerPoint Presentation and Canva.
Culture	Students can examine and reflect on cultural differences seen in ASEAN folktales, as well as communicate their thoughts in class. They can draw comparisons between their own cultures and those of ASEAN member countries. Additionally, students learn to accept one another's differences through group work and discussion. Students will be well prepared for global citizenship with this approach.	The teacher prepares a chart and urges students to compare and contrast cultural elements from the story with their own. The teacher supports students in examining various cultural elements of the story by offering images of the story's significant cultural elements via a PowerPoint presentation. For instance, in the story, the word "buntot pagi" refers to a weapon used by the Filipinos to fight demons. The teacher shows a picture of a "buntot pagi", asks students to discuss why Filipinos use this type of tool, and urges them to compare it to Thai weapons.

CLIL matrix

In the cognitive domain, ASEAN folktales support students' low and high order thinking. For low order thinking, students are asked to memorize plots, respond to questions about the stories, and discover cultural differences. For high order thinking, students are asked to evaluate characters' behaviors in the folktales, distinguish cultural aspects, and produce their own folktale based on their cultures. Furthermore, students will develop cultural competence as a result of the group discussion exercise. In addition, in the linguistic domain, students can develop their speaking and listening skills through class communication. Also, they acquire vocabulary and grammar usages through authentic

materials. Furthermore, scaffolding is needed when students find it too difficult for them to solve the tasks. Also, it will benefit students' understanding of cultural diversity when the teacher selects ASEAN folktales based on their shared themes, so the students may see clearly how each country represents the same topic differently depending on their cultures. For instance, as Table 1 shown, teachers might combine a range of folktales with similar storylines, such as Cinderella, from diverse regions.

CLIL assessment

Furthermore, in term of the CLIL assessments, students can be assessed both cognitive and language knowledge gained from the lessons. For cognitive parts, teachers can assign students to write down what they have learned in the class and their reflections, perform a group presentation on their opinions towards the lesson, or write a short folktale that illustrate their cultures. The teacher can construct questionnaires to assess students' cultural competence on three aspects: cultural awareness, cultural knowledge, and cultural skills (Chantarasenanon, 2010). Meanwhile, teachers can assess students' pronunciation, speaking and listening skills, and their use of vocabulary and grammar while they are doing the activities.

Conclusion

CLIL is a teaching approach in which a foreign language is used as a medium for teaching topics linked to other subjects. It helps students improve their English language abilities and content knowledge simultaneously. According to Coyle, Hood & Marsh (2010), there is no single model for CLIL teachers to follow. As a result, teachers have the opportunity to design and customize their teaching model to suit their students and teaching contexts. Besides, integrating CLIL and ASEAN folktales is viewed as a complementary way of teaching English. ASEAN folktales could be one of the effective CLIL teaching materials as they help students gain a better understanding of cultural diversity while also providing inspiring environment for language learning. Thus, the materials can help high school students improve their listening and speaking skills in English, as well as their cultural competence. Students' listening and speaking skills will be enhanced as a result of listening to the stories, exploring language use, and exchanging opinions with others. At the same time, the student will gain a better understanding of their own culture in comparison to that of the other ASEAN countries. Additionally, this article may shed light on the idea of making CLIL materials from folktales to teach English language together with cultural competence.

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