Phrasebook: A Way Out for CLIL Teachers in Thailand

Phrasebook: una salida para los maestros de CLIL en Tailandia

Phrasebook: uma saída para os professores de AICL na Tailândia

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ABSTRACT. Content and Language Integrated Learning (CLIL) is an alternative approach for English teaching and learning that is in focus in Thailand today. Preparing Thai content teachers to confidently use English as a means of instruction in the English integrated classroom just as they do in the Thai monolingual classroom takes time and long-term financial investment. Creating a classroom language manual for mathematics teachers to promptly use is a way out for those professionals who struggle with language. This article aims to examine the possibility of providing prefabricated classroom language sentences to Thai content teachers who need language support in order to identify the appropriateness of the components of the manual and the language for classroom use, in order to create a motif of language support for other subjects. In addition, this paper aims to explore Thai mathematics teachers' perception toward the CLIL classroom. The phrasebook design was based on a unit of mathematics at the primary level for 25 Thai mathematics teachers to implement in their classes. The results revealed that the designed prefabricated phrasebook could be a way out. Prefabricated phrases should respond to the specification of mathematics concepts for each level. Ultimately, the CLIL concept should be clearly established for Thai content teachers to make CLIL classes effective and possible.

Keywords: CLIL in Thailand; English integrated classroom; bilingual education in Thailand.

RESUMEN. El aprendizaje integrado de contenidos y lenguas (AICLE) es un enfoque alternativo para la enseñanza y el aprendizaje del inglés muy usado actualmente en Tailandia. Preparar a los profesores tailandeses para hacer uso del inglés como medio de instrucción en el aula de inglés integrado, como lo hacen de manera confiada en el aula de inglés monolingüe, requiere tiempo e inversión financiera a largo plazo. La creación de un manual de "Lenguaje para el salón de clase", para que los maestros de matemáticas lo usen con rapidez, es un atajo para facilitar las labores de aquellos que luchan con el uso apropiado de la lengua. Este artículo tiene como objetivo examinar la posibilidad de proporcionar frases de lenguaje prefabricadas en el aula a profesores tailandeses de AICLE que necesiten apoyo lingüístico; esto con el propósito de identificar la conveniencia de los componentes del manual y el tipo de lenguaje para uso en el aula, para crear un modelo de apoyo lingüístico para otras asignaturas. Además, este trabajo tiene como objetivo explorar la percepción de los profesores tailandeses de matemáticas acerca del aula AICLE. El diseño del manual de frases se basó en una unidad de matemáticas para nivel primario para que 25 maestros de matemáticas lo implementaran en sus clases. Los resultados revelaron que el libro de frases prefabricadas podría ser una herramienta para que los docentes hagan un uso más efectivo del lenguaje. Las frases prefabricadas deben responder a la especificación de los conceptos matemáticos para cada nivel. En última instancia, el concepto AICLE debería estar claramente establecido para que los profesores de contenido puedan hacer que las clases AICLE sean efectivas y posibles.

Palabras clave: AICLE en Tailandia; aula integrada en inglés; educación bilingüe en Tailandia.

RESUMO. A Aprendizagem Integrada de Conteúdos e Línguas (AICL; em inglês Content and Language Integrated Learning, CLIL) é um enfoque alternativo para o ensino e a aprendizagem do inglês muito usado atualmente na Tailândia. Preparar os professores tailandeses para fazer uso do inglês como meio de instrução na sala de aula de inglês integrado, como o fazem de maneira confiante na sala de aula de inglês monolíngue, requer tempo e investimento financeiro em longo prazo. A criação de um manual de "Linguagem para a sala de aula", para que os professores de matemática o usem com rapidez, é um atalho para facilitar o trabalho daqueles que lutam com o uso apropriado da língua. Este artigo tem como objetivo examinar a possibilidade de proporcionar frases de linguagem pré-fabricadas na sala de aula a professores tailandeses de AICL que precisem de apoio linguístico; isso com o propósito de identificar a conveniência dos componentes do manual e o tipo de linguagem para uso na sala de aula, para criar um modelo de apoio linguístico para outras matérias. Além disso, este trabalho tem como objetivo explorar a percepção dos professores tailandeses de matemática a respeito da sala de aula AICL. A elaboração do manual de frases baseou-se numa unidade de matemática para nível primário para que 25 professores de matemática o implementassem em suas aulas. Os resultados revelaram que o livro de frases pré-fabricadas poderia ser uma ferramenta para que os docentes façam um uso mais efetivo da língua. As frases pré-fabricadas devem responder à especificação dos conceitos matemáticos para cada nível. Em última instância, o conceito AICL deveria estar claramente estabelecido para que os professores de conteúdo possam fazer com que as aulas AICL sejam efetivas e possíveis.

Palavras-chave: AICL na Tailândia; educação bilíngue na Tailândia; sala de aula integrada em inglês.

Introduction

Content and Language Integrated Learning (CLIL) is a heteroglossic type of bilingual education which has been implemented in most European countries for more than two decades. CLIL is considered a teaching method for using another language in the non-language classroom form of bilingual education (Eurydice, 2006; Nikula, 2016). Many European countries have been implementing the integration of language and core subjects into their school systems; for example, France, (Taillefer, 2013), Italy (Cianflone & Coppolino, 2011; Cinganotto, 2016), Netherlands (Denman, Tanner, & de Graaff, 2013; van Kampen, Admiraal, & Berry, 2016), Spain (Guillamón-Suesta & Renau Renau, 2015), and Sweden (Paulsrud, 2016; Sylvén, 2013). In the teaching and learning process, there are two objectives for content and language being integrated in some kinds of mutually beneficial way so as to provide learners' with positive learning outcomes (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008). CLIL is well known throughout European countries, however, for other countries, adaptation is required for different cultures and educational contexts.

This paper aims to determine whether prefabricated English sentences are really the best way to create professional support for subject teachers using English in their content classes and how Thai subject teachers can best be supported in changing over to CLIL. We could probably use the components of the designed handbook as a template for an English classroom language manual for the subject teachers. Despite Thai content teachers are familiar with the learning context and it is indicated in the official program, one important aspect is Thai content teachers should expand their language proficiency to be able to use two languages in class. Foreign language proficiency is required for content teachers to be able to switch from one language to another (Muñoa Barredo, 2011; Nikula, Dalton-Puffer & Llinares, 2013; Pérez-Cañado, 2016). The rationales of this study are to find a solid solution for Thai content teachers and identify their perceptions toward the CLIL approach. Professional development takes time and is a long-term process; therefore, creating prefabricated English sentences that resemble a traveller's Thai-English phrasebook in

which teachers can select sentences that suit-learning situations could be a practical solution for content teachers.

Background

English is a global language and becoming more and more crucial in the Thai educational system since Thailand is stepping into a period of social, trade and economic changes. In 2016, the 10 South East Asian countries formed the ASEAN Economic Community where English will be the ASEAN "working language" (Flores & Abad, 1997). English will become the dominant language in an area where the Thai educational system is traditionally monolingual. Are Thais ready for this change or capable of living in an English speaking society? Are schools ready for forming future English proficient ASEAN citizens? Are teachers trained for English integrated classrooms? These are the starting questions for this research, and I believe in using English as a medium of instruction in Thailand. So, where are we now in using English in content classrooms?

The bitter truth is Thailand was ranked very low in English proficiency, 62nd on English proficiency out of 70 countries by the Education First Institution in 2015, or 14th out of 16 countries in Asia (Education First, 2015). The ranking was based on the results of an Internet based English Proficiency test taken by 910,000 adults people participating in an online English test in 2014. According to the Education First global ranking, Singapore, Malaysia and Vietnam, our neighbors, ranked 12th, 14th, and 29th, respectively. Singapore has implemented bilingual education to their educational stream since 1960, making English the official language. In Malaysia, which is ranked 11th on English proficiency, English has been the language of the government since British colonialism; despite their mother tongue always being Malay (Chan & Ain Nadzimah, 2015). For that reason, Thailand needs to promote English language teaching standards to elevate competitiveness in the ASEAN community. Promoting English language teaching is another administrative question that is in focus in the teaching profession as to where we should start.

In 2014, after realizing the important of developing English teaching and learning, the Ministry of Education planned to transform Thai-instructed content classrooms into English integrated classrooms. The

plan of promoting the teaching of content subjects in English, communication language teaching, and reinforcing English integrated education was formally launched in order to make CLIL more active in teaching and learning activities in class and to elevate the Thai learners' English proficiency. Science, mathematics and computer technology should be instructed in English and follow the learning content in Thai as indicated in the official program, in order to intensify Thai students' English language acquisition as stated in the Guideline of Teaching English Reform (Office of Basic Education Commission, 2014). Subjects instructed in English should follow the learning content in Thai as indicated in the official program; Thai content teachers are administratively challenged. Thai content teachers have to be aware of the balance between the development of language skills and learning skills. It involves teaching approaches in the classroom that use an additional language for instruction and teachers' English language proficiency. This appears to be a new challenge and a gigantic struggle that needs to be solved.

Referring to the Guidelines of Teaching English Reform of the Office of Basic Education Commission, the reform focuses merely on students' language learning achievement, and attention is rarely paid to the Thai content teachers. Without any substantial support for content teachers, it would be difficult for them to master another language and understand new teaching approach. It is the content teachers as well who need a way out to make the English instructed classroom possible. Nikula et al. (2013) stated, "Like their students, CLIL teachers are normally second language speakers of the instructional language and tend to be subject specialists rather than having qualifications as language teachers." MacKenzie (2008) affirmed that Thai content teachers have very low English language proficiency and struggle to conduct their content classes in English. Language skills could be considered as a personal and professional obstacle (Pérez-Cañado, 2016). Language is a basic need for teaching content to cope with this change through a foreign language.

Thai content teachers, who are experts in subject matter, have needs not only in language support, but also needs in adapting subject-specific methods to accommodate the additional language focus. CLIL has the 4Cs framework (communication, cognition, culture and context), and these four aspects are interchangeably related involving

learning to use the additional language to communicate effectively (Coyle, Hood, & Marsh, 2010). The 4Cs framework is the main reason that CLIL is so relevant to professional development as teachers should understand CLIL and integrate the 4Cs to develop students' learning and language skills. Shifting from a monolingual classroom to a content and language integrated classroom does not mean adopting the role of a language teacher but opening alternative ways of operating methodologies that can be achieved for both the teachers and learners to convert from a monolingual class to an English integrated classroom.

It is a big change for Thai content teachers and professional development programs. It's difficult and challenging for Thai content teachers who have been using Thai for their entire professional career to adopt English in their classrooms (Suwannoppharat & Chinokul, 2015). Implementing content and language integrated classroom could consider the needs of teacher training, since it is not only changing the language but also teaching method that counts (Muñoa Barredo, 2011). Therefore, language training for Thai content teachers should be considered. As professional development programs take time and cost money, designing a subject content handbook in English for content teachers as a reference could be a possible solution.

Pre-service and in-service CLIL teacher training

There is no official pre-service training program for CLIL teachers or bilingual teachers, and no official professional development program has been proposed for changing from regular to CLIL based classes. Suwannoppharat and Chinokul (2015) stated that, "[…] professional development projects for both Thai content teachers and language teachers are required. The CLIL approach represents the most up-to-date teaching approach that has yet been tried in Thailand; it has been less than a decade since CLIL and its complex principles began to be trialed in the country, where there are as yet few CLIL experts". Converting from a monolingual class to an English integrated classroom necessitates teachers who possess both language skills and new teaching approaches. Prepared teachers are the key to success; however, professional

development should be a long-term process that requires continuous training (Cabezuelo Gutiérrez & Fernández Fernández, 2014). The lack of English language skills or basic interpersonal communication skills becomes a professional obstacle for Thai content teachers. Despite there are some in-service training programs, workshops and seminars that have been implemented recently, these take time, follow-up, budget and need extra sessions for coaching and mentoring.

There are needs for creating a practical content teacher's English classroom language manual, which focuses on classroom language and concerns for the purpose of the subject content. It is assumed that a classroom language manual will facilitate and motivate content teachers to use English as an instructional language.

Method

Context of the study

This study was conducted at a primary school that provides bilingual and monolingual programs. Native English speaking teachers instruct mathematics, sciences and physical education paralleled with Thai teachers in the bilingual program. For monolingual programs, all subjects are taught by Thai teachers; however, to provide students with exposure to English, mathematic teachers are encouraged to teach their classes in English. These mathematic teachers have no experience in using English, and they expect to have support for their content and language integrated classes.

Research questions

1. Can a prefabricated English phrasebook be a proper teacher's manual in English integrated classrooms?
2. What are teachers' perceptions toward the designed phrasebook and the CLIL classroom?

Data Collection and participants

The data came from 25 Thai math teachers who were encouraged to use English as a medium of instruction in their classes with Thai learners (primary level, grades 1-4, and aged 7-10 years old). The participating teachers used the designed phrasebook by themselves during the lesson of 'Telling Time'. After implementing the designed phrasebook, the teachers had to rate the phrasebook with a set of survey questions.
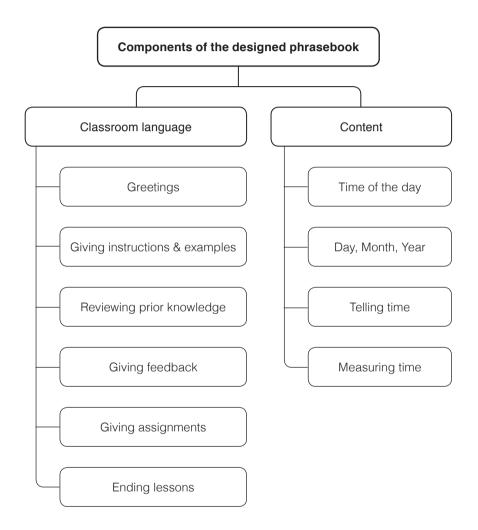
Instruments

The research instruments were divided into two types. There was a designed handbook and a set of survey questions. The phrasebook for this research is not similar to other teacher manuals, which teachers use for ideas on classroom activities, but it is similar to a travel language phrasebook for mathematics teachers.

The teacher's classroom language phrasebook

As mentioned above, designing a classroom language phrasebook was my attempt to facilitate using English as a medium of instruction in the Thai content classroom. The main notion that I borrow to design the phrasebook comes from the 4Cs Framework that is the main key of the CLIL approach as defined by Coyle et al. (2010), which consists of four dimensions: Content, Communication, Cognition and Culture. The 4Cs are the principle components of the CLIL concept, creating sentences that put CLIL in context for the unexperienced teachers could make them understand what kinds of language they should employ to boost students' learning and language skills in the CLIL classroom and relate to the CLIL concept. I explored the mathematics subject content from the official program indicated in Thai and selected a learning unit about "Telling Time" whose content was concerned with grades 1-4 learners, aged between 7-10 years old. Therefore, the learning content was preferable to make the first attempt of designing a phrasebook. The designed phrasebook pointed out learning outcomes as emphasized in the official program, proposing English classroom language that mathematics teachers could use in class during the lesson of

'Telling Time' including learning content, keywords and exercises, as shown below.

Figure 1. Components of the designed phrasebook

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                    ┌─────────────────────────────────────┐
                    │ Components of the designed phrasebook│
                    └─────────────────────────────────────┘
                         │                          │
            ┌─────────────────────┐        ┌─────────────────────┐
            │  Classroom language │        │       Content       │
            └─────────────────────┘        └─────────────────────┘
               ┌──────────────────┐           ┌──────────────────┐
               │    Greetings     │           │  Time of the day │
               └──────────────────┘           └──────────────────┘
               ┌──────────────────┐           ┌──────────────────┐
               │Giving instructions│          │ Day, Month, Year │
               │   & examples     │           └──────────────────┘
               └──────────────────┘
               ┌──────────────────┐           ┌──────────────────┐
               │ Reviewing prior  │           │   Telling time   │
               │   knowledge      │           └──────────────────┘
               └──────────────────┘
               ┌──────────────────┐           ┌──────────────────┐
               │ Giving feedback  │           │  Measuring time  │
               └──────────────────┘           └──────────────────┘
               ┌──────────────────┐
               │Giving assignments│
               └──────────────────┘
               ┌──────────────────┐
               │  Ending lessons  │
               └──────────────────┘
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Classroom language was composed of greetings, introductions for the lesson, reviewing prior knowledge, giving feedback and encouragement, giving examples, giving assignments and ending the lesson, which teachers can generally do during classroom activities. The phrasebook was fabricated for the lesson on 'Telling Time' so the

elements proposed in the phrasebook consisted of time of the day, vocabulary for day, month and year, Telling Time and measuring time and relevant exercises. Schneider and McCollum (1991) suggested that open-ended questions required students to use their study and language skills. Therefore, the prefabricated phrasebook focused on contextualized questions that require students to communicate open-ended questions and problem solving-type questions that students can use content information to respond to the teachers' questions. Classroom language and other elements in the phrasebook were prefabricated sentences, keywords and related sentences that the learners and teachers could use during the lesson in out-of-class situations followed by Thai translations, as shown below.

Figure 2. Prefabricated sentences with Thai translations

Beginning with revision

- Can anyone remember "the days of the week" that we practiced last time?
  มีใครจำวันในหนึ่งสัปดาห์ที่เราฝึกไปคราวที่แล้วได้บ้าง

- Please say it out loud one more time together before we start the lesson today.
  เรามาพูดพร้อมกันดังๆอีกครั้งก่อนที่เราจะขึ้นเรื่องใหม่วันนี้

- Can you tell me how long a year is?
  มีใครบอกครูได้บ้างว่าหนึ่งปีนานแค่ไหน

- Does anyone know how many months there are in a year?
  มีใครรู้ว่าหนึ่งปีมีกี่เดือน

- In which month is your birthday?
  วันเกิดของคุณอยู่ในเดือนไหน

- In which month does the first semester start?
  เปิดภาคเรียนที่หนึ่งเดือนใด

b) Set of survey questions

Likert scale questions were combined with open-ended questions as I aimed at the participating teachers expressing their satisfaction with the designed phrasebook, and their perception toward using English in their mathematics classroom. The participating teachers were

asked to rate: 1) content of the manual, 2) language proposed in the designed manual, 3) components and 4) the use of the manual. Likert scale questions were used to get the participants' levels of satisfaction. They had to indicate their agreement on a five-point scale regarding the prefabricated phrasebook as follows;

    5 – highly favorable
    4 – favorable
    3 – neutral
    2 – unfavorable
    1 – very unfavorable

In addition, open-ended questions were added so that the participants could express their opinions about using English in class and to complete the Likert scale questions on the weak and strong points of the designed manual.

Both the classroom language phrasebook and the set of survey questions were submitted in Thai, then edited and validated via a pilot process with five external experts. They were experts in mathematics and English language from primary, secondary, and higher education. The external experts unanimously agreed on the content correlating to the official curriculum, order of learning content, suitable prefabricated classroom language suggested in the phrasebook, and length of sentences. They suggested minor modifications that enabled me to refine the sentences.

Data analysis

The data of this study came from Likert-scaled questions combined with written open-ended questions. The quantitative data was analyzed with descriptive statistics to understand suitable components of the manual for primary mathematics teachers. The content analysis was used to analyze qualitative data from the open-ended questions in order to understand the teachers' perceptions on the manual and offer the teachers the possibilities to express their feelings and attitudes toward the English integrated classroom experience using the designed manual.

Findings

This section presents the results obtained according to the two main areas of interest, which are 1) the prefabricated phrasebook and 2) mathematics teachers' perceptions toward the phrasebook and the CLIL classroom.

Prefabricated phrasebook

The survey asked the participating teachers about the content of the phrasebook, proposed prefabricated sentences, components, and the classroom language. Most of the participating math teachers generally found the elements of the manual were appropriate and the content was correct. That means the content follows the official program; the prefabricated English sentences with Thai translations were clear and relevant to primary level learners. The form of the manual complies with learning sequences, this shows that the content starts from a lower to higher level, and could be a proper and expedient classroom language reference. The designed teacher phrasebook could be language support for mathematics teachers at the primary level. However, regarding the language usage, there were different satisfaction levels between Grades 1-3 teachers and Grade 4 teachers.

Table 1 shows the satisfaction levels of the language usage in the designed classroom language phrasebook of the respondent teachers. The averages of all elements of grades 1-3 clearly show that mathematics teachers consistently found that the language aspects of the manual were highly favorable and suitable for the use in a mathematics English integrated classroom. It could be gleaned from the table that Grade 4 teachers had a 'lower' descriptive ranking compared to the teachers in other grade levels in all elements. The Grade 4 teachers' satisfaction shows that the language usage is clear and understandable and can be employed in the actual classroom. The language usage motivates learners to practice English had a mean of 3.75, while the third element, the language usage suits primary level learners was ranked the lowest with a mean of 3.50 that was less satisfied. The main objective of the phrasebook was to be a language support for

classroom language, not specifically for the subject matter. In other words, there were limitations of the prefabricated phrasebook on the descriptive learning content. Possibly, teachers might expect this designed manual is another commercial ready-to-use teacher manual.

Table 1. Satisfaction levels of the respondent teachers on the language usage of the designed phrasebook

Language usage in the classroom language manual				
X	Grade 1	Grade 2	Grade 3	Grade 4
1. The language usage is clear and understandable	4.43	4.43	4.71	3.75
2. The language usage suits primary level learners	4.29	4.29	4.71	3.50
3. The language usage can be employed in the actual classroom	4.86	4.57	4.71	3.75
4. The language usage motivates learners to practice English	4.71	4.29	4.57	3.75

The designed phrasebook, destined to be language support for content teachers, provides English interrogative sentences that offer learners opportunities to engage in mathematics skills through English. The way that teachers employed English in mathematics classes would engage not only students' foreign language capacities and cognitive skills, but also expand intercultural communication skills (Lasagabaster & Sierra, 2010; Schneider & McCollum, 1991). Dalton-Puffer (2008) stated that learners are able to conveniently connect learning content with the additional language, and at the same time, their language skills would be actively functional. The designed phrasebook is aimed at boosting interaction between the teachers and learners that traditionally tend to be a teacher-led classroom. The teachers could use open and closed questions to create CLIL conditions in the classroom to engage students in learning activities and talk, which is considered a key for foreign language learning (Lantolf, 2000).

Teachers' perceptions of the phrasebook and CLIL

According to the responses of the open-ended questions through mathematics English integrated learning, the responses could be divided into two parts. First, the usage of the manual, teachers found the manual useful; the suggested sentences were suitable for both primary learners and teachers. Learners felt comfortable to learn and practice English in the mathematics classroom and the English sentences with Thai translated sentences made teachers felt more confident to accurately instruct in English. In addition, the designed phrasebook could be used as a practical mathematics classroom language reference manual. Teachers were favorably satisfied with the components of the manual.

Second, the teachers' supplementary remarks after using the manual showed that the teachers needed lesson plans along with the designed manual. For example, teachers normally spent seven hours for the Telling Time lesson and the manual should supposedly propose seven lesson plans. In addition, a pronunciation guide or pronunciation practice tool is required. A participating teacher highly concerned about her pronunciation, claimed that "I just cannot do the whole session in Thai, I do not want to poison [my students]", and this seems to be a considerable struggle for content teachers. Alternatively, worksheets should be integrated into the designed manual with examples and answer keys, and teaching kits such as flashcards, pictures or other relevant learning activities.

Consequently, the results show that inquiry questions and cognitive questions should be strengthened, as there are features indicated in the mathematic official learning program. It also shows that grade 4 teachers needed more complex content and complex exercises than other levels. Grades 2 and 3 teachers need more cognitive questions that engaged students with the concept of time. This could be considered that there is a specification of mathematical concepts for each level, and the participating teachers were discerning these indicated learning skills.

Some teachers had common misconceptions about the manual, considering teachers asked about the lesson plans, worksheets and teaching package that were not the main purpose of the designed

manual. Therefore, I can take into account that hands-on support or teaching material is required. Moreover, according to the participants' point of view, using English in class with weak English learners would cause learning difficulties. The participating teachers were concerned about creating uncomfortable learning situations for students, for example, the students are not familiar with English, or do not know the vocabulary. Besides, the teachers also asked for the necessary pronunciation training. However, the study was on a small scale, so generalizations should be made with caution. By attempting to develop language support, I realize that there are radical problems involved that take time to adjust. This shows that the concept of content and language integrated learning should be clarified.

Discussion

The designed phrasebook was highly favorable and the participating teachers were generally satisfied with the components of the handbook; the learning content, language used, form and interest of the handbook. After using the phrasebook, the participating teachers concurred in the function of the handbook as a hands-on reference. The components of the designed handbook could be a functional template of classroom language for Thai primary mathematics teachers for further lessons. Proposing prefabricated sentences in English and in Thai facilitates content teachers to select what context is appropriate for classroom management to boost leaners' motivation in using English in real situations (de Graaff, Koopman, Anikina, & Westhoff, 2007; Rattanawit, 1990). Yet, this is just the first pace of designing a manual to examine the possibility of inserting this kind of shortcut-material support for CLIL teachers. Analyzing what really happens in class and how the designed manual facilitates teaching through English in content subjects should be conducted subsequently.

From my experience as a teacher trainer in English, a teaching approach in the mathematics classroom is required to enhance this language support. Working with mathematics experts or mathematics teachers about how mathematics classes should be conducted could

be another possibility to propose relevant prefabricated sentences that lead both teachers and students to learn skills and learning goals. In addition, after collaboration with mathematics experts, I could propose lesson plans but this might reduce teacher's creativity, since CLIL is what fits learners' interests and this could vary from one teacher to another and from one group of students to another. Teachers should step out of their comfort zone, and create challenging learning activities by reinforcing students to learn from the community. Conducting longitudinal observation for how the phrasebook helps content teachers to refine their communication efficiency and teaching practices could be taken into consideration. This research was implemented with 25 participants, did not emphasize a teaching approach, neither on students' response, nor on generalizations that the designed manual would be appropriate for all academic context. I could extend the number of participants and learning levels to examine in which aspect the manual has to be redesigned and focus on teaching approaches and students' classroom interaction.

Consequently, it seems that Thai content teachers see the English language as an obstacle, particularly on pronunciation. As mentioned previously, participating teachers suggested a pronunciation practice tool since they do not have a native-like accent. This could be considered that participating teachers lacked confidence in their pronunciation and are aware of minor aspects. Marsh and Wolff (2007) described that content teachers do not need to speak as a native speaker but the most important thing is the language accuracy used in the content class. Since learners will learn from teachers in class, teachers should enhance their language skills in order to develop their confidence. A native-like accent is not required for CLIL class but language correctness is. This is because the teacher-centered classroom is where the teacher governs the class and they have to speak most of the time. Changing from what they practice in Thai to English integrated classes means they have to conduct in English most of the time, and how they will cope with English for the whole session becomes a significant fear. Actually, the role of the teachers in a CLIL class is facilitator and the students are actors. It shows the misunderstanding of the CLIL approach among teachers. I principally aimed to provide English phrases for mathematics with a Thai translation that was not concerned with

the pronunciation. In any case, I could consider designing a pronunciation practice tool along with a classroom language manual to make a complete audio-phrasebook. In addition, it seems that content teachers underestimated what students could understand in class, as they were concerned with putting the students in learning difficulty by using English in class. The perception that the teachers give to their students could retard the English integrated classroom. Teachers should give positive, reachable and adequate expectations to the students and when the students confront trouble, it is the teacher who supports them to meet the learning achievement (Coyle et al., 2010; Mehisto et al., 2008). Teachers might focus on learning difficulties and the means of problem solving.

CLIL is not a new form of language learning in Europe but it is in Thailand. It is not about translating from Thai to English, and the students are not always passive learners. To achieve this, the content teachers will need to adapt subject-specific methods to accommodate the additional language focus and understand the CLIL concepts. Therefore, an official CLIL training program or handbook that can help teachers deal with the teaching content subject in English is required to make CLIL classes possible in Thailand.

More specifically, I have endeavored to investigate if this designed phrasebook can be practically used in an English instructed classroom and identify the components of the manual for other learning content. The second objective of this study is to identify the teacher's satisfaction level of the phrasebook. It is assumed that this manual could facilitate and motivate content teachers to use English as an instructional language.

Conclusion

Proposing the prefabricated English phrasebook is a possible solution that content teachers could use the phrasebook for learning situations much like a traveler uses one to communicate in a place where they do not speak the language. The phrasebook for Thai mathematic teachers should provide practical mathematical terms that the teacher could literally use in class and be based on the characteristics of the learning achievements in each level. However, to be able to use the language,

a traveler could learn another language and content teachers should practice a content-compatible language to be able to use English properly. This designed phrasebook could be a temporary way out for content support of primary teachers, whereas CLIL teacher training should be officially organized in order to train content teachers to have academic language proficiency. Moreover, understanding the CLIL concept is crucial. Teachers should understand that in the CLIL classroom they should balance both content and language by promoting communication in classrooms. The concept of a CLIL classroom should be clarified among Thai content and language teachers. CLIL is not about a teacher who shows how they have mastered the English language but instead a stepping out of traditional teacher-center instruction into a new teaching and learning environment and how the teaching method and learning content meet the students' needs.

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Appendix A

Mathematics Phrasebook Satisfaction Survey

Please choose one box to assess your overall satisfaction.

    5 = Very Favorable
    4 = Favorable
    3 = Neutral
    2 = Unfavorable
    1 = Very unfavorable

What grade do you teach? Grade _____

Components	1	2	3	4	5
A. Content					
1. The content covers the entire lesson of « Telling time »					
2. The content is correct					
3. The content follows the learning objectives					
4. The content is appropriately organised and easy to follow					
B. The classroom language manual					
1. The language used is clear and understandable					
2. The language used suits elementary school students					
3. The language used can be employed in the classroom					
4. The language used motivates students to practice English					
C. Phrasebook sequence					
1. Content sequence Content - Key words - prefabricated sentences - learning activities					
2. Language sequence Line-by-line translation					

Components	1	2	3	4	5
D. Interest in the manual					
1. Questions encourage students to improve their mathematical skills					
2. Questions encourage students to improve learning skills					
3. Questions support inquiry learning					
4. Teachers can use it as a teaching reference					

Remarks: _____
_____
_____
_____
_____

Strong points of the designed phrasebook: _____
_____
_____
_____
_____

Weak points of the designed phrasebook: _____
_____
_____
_____
_____

How do you deal with using English in the classroom? _____
_____
_____
_____
_____

What other support do you need for your English integrated classroom? _____
_____
_____
_____
_____

Thank you

Appendix B

Samples from the designed phrasebook

DAYS, MONTHS and YEAR วันเดือนปี

Beginning with basic knowledge

- What day is today? วันนี้วันอะไร

- Today is (let the students say whatever the day is) วันนี้วัน_____

- How many days in a week do we go to school?
  เราไปโรงเรียนสัปดาห์ละกี่วัน

- We go to school five days a week. เราไปโรงเรียนสัปดาห์ละห้าวัน

- On which days do we go to school? เราไปโรงเรียนวันไหนบ้าง

- On which days of the week do we not go to school?
  วันไหนบ้างในหนึ่งสัปดาห์ที่เราไม่ไปโรงเรียน

- We stay at home two days a week; Saturday and Sunday
  เราหยุดอยู่บ้านสองวันต่อสัปดาห์คือวันเสาร์และวันอาทิตย์

Beginning with revision

- Can anyone remember "the days of the week" that we practiced last
  time? มีใครจำวันในหนึ่งสัปดาห์ที่เราฝึกไปคราวที่แล้วได้บ้าง

- Please say it out loud one more time together before we start the
  lesson today.
  เรามาพูดพร้อมกันดังๆอีกครั้งก่อนที่เราจะขึ้นเรื่องใหม่วันนี้

- Can you tell me how long a year is? มีใครบอกครูได้บ้างว่าหนึ่งปีนานแค่ไหน

- Does anyone know how many months there are in a year?
  มีใครรู้บ้างว่าหนึ่งปีมีกี่เดือน

- In which month is your birthday? วันเกิดของคุณอยู่ในเดือนไหน

- In which month does the first semester start? เปิดภาคเรียนที่หนึ่งเดือนใด

- When is your summer vacation? เราปิดภาคฤดูร้อนเมื่อไหร่

- So what we are going to do today is knowing 12 months of the year
  ดังนั้นวันนี้เราจะมาทำความรู้จักกับ 12 เดือนในหนึ่งปี

Sentence support

- What is the first school day of the week? วันแรกของสัปดาห์คือวันอะไร

- What is the first school day of the week?
  วันแรกของสัปดาห์ที่เราไปโรงเรียนคือวันอะไร

- The first school day of the week is Monday
  วันแรกของสัปดาห์ที่เราไปโรงเรียนคือวันจันทร์

- What is the second school day? วันที่สองที่เราไปโรงเรียนคือวันอะไร

- The second school day is Tuesday. วันที่สองที่เราไปโรงเรียนคือวันอังคาร

- The last school day is _____. วันสุดท้ายที่เรามาโรงเรียนคือ_____

- The weekend is Saturday and Sunday. วันสุดสัปดาห์คือวันเสาร์และวันอาทิตย์

- We go to school on Monday to Friday. เราไปโรงเรียนวันจันทร์ถึงวันศุกร์

- On which day do we have math class? เราเรียนวิชาคณิตศาสตร์วันอะไร

- We have Math class on _____ . เราเรียนคณิตศาสตร์วัน _____

- Please read aloud the days of the week. อ่านวันทั้งเจ็ดพร้อมๆกัน

Sentence support

- Can anyone tell me which month has 30 days?
  มีใครบอกครูได้ไหมว่าเดือนไหนมี 30 วัน

- April, June, September and November has 30 days.
  เดือนเมษายน มิถุนายน กันยายนและพฤศจิกายนมี 30 วัน

- And which months are longer than 30 days?
  และมีเดือนไหนที่มีวันมากกว่า 30 วัน

- January, March, May, July, August, October and December.
  เดือนมกราคม มีนาคม พฤษภาคม กรกฎาคม สิงหาคม ตุลาคม และเดือนธันวาคม

- How many days are there in those months? เดือนเหล่านั้นมีจำนวนกี่วัน

- There are 31 days. มี 31 วัน

- So we have only 11 months, how many months are there in the
  calendar? เรามีแค่ 11 เดือนเท่านั้น ลองนับดูว่ามีเดือนทั้งหมดกี่เดือนในปฏิทิน

- Do we miss a month? Which month do we miss?
  เราข้ามเดือนไหนไปหรือเปล่า

- Look at the calendar, what makes Febraury different from other months?
  ลองดูในปฏิทินเดือนกุมภาพันธ์ต่างจากเดือนอื่นๆอย่างไร

- February is the shortest month, there are 28 days and 29 days every 4 years. (Leap year)
  เดือนกุมภาพันธ์เป็นเดือนที่สั้นที่สุด มี 28 วันและ 29 วันทุกๆ 4 ปี (ปีอธิกสุรทิน)

- So 12 months make 1 year. ดังนั้น 12 เดือนคือหนึ่งปี

- Do you think a year is a long period of time?
  พวกเราคิดว่าหนึ่งปีเป็นช่วงเวลาที่ยาวนานไหม

- Look at the calendar, the last day of this month is on which day?
  ดูปฏิทิน วันสุดท้ายของเดือนตรงกับวันอะไร

- The last day of the month is on Monday. วันสุดท้ายของเดือนตรงกับวันจันทร์

- In the next six months, what month will it be?
  ในอีกหกเดือนข้างหน้าจะเป็นเดือนอะไร

- Can I have the month of Christmas/Valentine/ Summer Vacation?
  เดือนที่มีวันคริสมาต/วาเลนไทน์/ปิดภาคฤดูร้อน คือเดือนอะไร

- When is your birthday, please show us. เกิดวันอะไร โชว์ให้พี่อนๆดูหน่อย

- Whose birthday is in January, please put your hand up?
  วันเกิดของใครอยู่ในเดือนมกราคมบ้าง ยกมือขึ้น

- Is the year 2014 a leap year? ปี ๒๕๕๗ เป็นปีอธิกสุรทินหรือไม่

- Which month do we look at to see if the year is a leap year?
  เราดูได้จากเดือนไหนว่าปีนี้เป็นปีอธิกสุรทินหรือไม่