การพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ
โดยใช้รูปแบบการเรียนการสอน
ที่ยึดแนวคิดการบูรณาการเป็นฐาน

English Learning Achievement Development through
the Instructional Model Based on Integrated Approach

ปรีชา ศรีเรืองฤทธิ์ [1,*], นิคม โยกัญญา [1,**] และอัญชนา ศรีเรืองฤทธิ์ [1,**]
Preecha Sriraungrith [1,*], Nikom Yakanya [1,**], and Anchana Sriraungrith [1,**]

บทคัดย่อ

การวิจัยครั้งมีมีวัตถุประสงค์เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษาที่เรียนตามรูปแบบการเรียนการสอนที่ใช้แนวคิดการบูรณาการเป็นฐาน โดยทำการทดลองกับกลุ่มเป้าหมาย 2 กลุ่มที่ได้มาโดยการเลือกแบบเจาะจง กลุ่มแรกเป็นนักศึกษาที่เรียนรายวิชาบูรณาการทักษะภาษาอังกฤษ และกลุ่มที่สองเป็นนักศึกษาที่เรียนรายวิชาภาษาอังกฤษเพื่ออาเซียนศึกษา เครื่องมือที่ใช้ได้แก่ ชุดเนื้อหาและกิจกรรมการเรียนการสอนตามรูปแบบการเรียนการสอนที่ใช้แนวคิดการบูรณาการเป็นฐาน และแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test แบบ dependent ผลการวิจัยพบว่า ผู้เรียนทั้งสองกลุ่มมีผลสัมฤทธิ์ทางการเรียนภายหลังการเรียนสูงกว่าก่อนการเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยมีผลต่างของคะแนนเฉลี่ยสูงกว่า 30 และคะแนนเฉลี่ยของผลสัมฤทธิ์ของทั้งสองกลุ่มภายหลังการเรียนมากกว่าร้อยละ 50 ซึ่งสูงกว่าก่อนการเรียนมากกว่าร้อยละ 30

คำสำคัญ: แนวคิดการบูรณาการ รูปแบบการสอนภาษาอังกฤษ ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

[1] คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเพชรบูรณ์ อำเภอเมือง จังหวัดเพชรบูรณ์ 67000

[1] *Faculty of Humanities and Social Sciences, Phetchabun Rajabhat University, Muang District, Phetchabun Province, 67000 Thailand*

[*] *Researcher, corresponding author, e-mail: spreecha04@gmail.com*

[**] *Co-researcher, 1 Faculty of Humanities and Social Sciences, Phetchabun Rajabhat University, Muang District, Phetchabun Province, 67000*

12

Ratchaphruek Journal Vol.17 No.3 (September – December 2019)
วารสารราชพฤกษ์ ปีที่ 17 ฉบับที่ 3 (กันยายน – ธันวาคม 2562)

ABSTRACT

The purpose of this research was to discover the English learning achievement of the students learning through the instructional model based integrated approach. The experiment was implemented with 2 subject groups of students, selected with purposive selection method, in the second semester of academic year 2016; the first group consisted of 22 students enrolling to study the Skill-Integrated English course and the second groups comprised 35 students enrolling to study English for ASEAN Studies course. The instruments were the set contents and the teaching and learning activities of the instructional model based on integrated approach, and English learning achievement test. The statistics used for analyzing the data in the research were percentage, mean, standard deviation, dependent t-test. The results revealed that both subject groups had significantly higher achievement after learning through the instructional model at statistical level .01, the difference of average achievement score between before and after learning was over 30, and the average achievement scores of both groups after learning were over 50%, which was higher than before learning over 30%.

Keywords: Integrated approach, English instructional model, English learning achievement

Introduction

It is obvious that to learn English is to develop 4 skills; reading, listening, speaking, and writing. The students who learn English need to acquire both receptive and productive skills in integrated ways. English learning should not be limited to only a single skill in a separate practice because other skills are reciprocally related, that is, one skill would facilitate learning of another skill. Especially, most English courses provided in the educational institutions do not specify any skills to develop in the students. They are commonly perceived as to promote all four skills in the integrated methodsbecause they will be enhanced to connect skills and knowledge from multiple sources and experiences as the integrated-skill approach can exposes EFL learners to authentic language and challenges them interact naturalistically in the language employed for communication (Oxford, 2001). The idea shares the common concept with integrated approach which is considered as the mean applied

to fulfill an English instructional model. The Integrated approach is similar to what Richards& Rodgers (2001) called the Whole Language Approach, which enhances students learn all necessary aspects of content, that is, all the skills of language: writing, reading, listening and speaking should be integrated in learning and teaching (Beatrice, 2014). It also shares characteristics with content-based approach which is modeled to help the students learn a particular issue that commonly happens and associates with their discipline or life context. The classroom activity is very important to enable students to keep speaking and practicing their English as much as possible so that the students can apply the use of grammatical functions in their activities in order to improve their productive skills (Idaryani, 2017).

The integrated approach is believed to enhance students to realize reality, to acquire real-life skills as the approach helps them link learning contents among

subject areas, and to develop several skills using the same topic (Candy, 2016). In the context of teaching English as a second language (ESL) or English as foreign language (EFL), the integrated approach is intended to provide an authentic language environment for learners to develop listening, speaking, reading and writing skills in a meaningful context. In a language classroom based on the integrated-skill approach, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication and teachers are able to track students' progress in multiple skills at the same time. In addition, integrating the language skills also promotes the learning of real content, not just the dissection of language forms (Oxford, 2001).

Basing on the theoretical beliefs, the group of researchers developed the instructional model by applying the key attributes of integrated approach to formulate practical stages, teaching and learning activities, and other supportive components, and to implement the instructional model for two courses in the second semester of the academic year 2017 to discover how much the students' learning achievement was improved.

Purposes of the research

To discover how the students' English learning achievement after learning through the instructional model based on the integrated approach

Literature Review

English is widely regarded as an essential skill for the globalized economy by governments around the world which devote considerable resources to its teaching in formal education, though often with limited success in terms of achievement levels (Hayes, 2014). Harmer (2007), Harmer (2003),and Spratt (2005) classify English skills into two main categories; receptive skills and productive skills. The receptive skills incorporate reading and listening skills while the productive skills consist of writing and speaking skills. All four skills also contain their sub-skills and they have certain ways of teaching and learning. Reading and listening skills contains the similar sub-skills; such as predicting and guessing meanings of vocabularies or expressions, identifying the topic and main idea, general information, specific information, detailed information, purposes of authors or speakers, tone of the texts, text organization, etc. Meanwhile, speaking consists of sub-skills including pronouncing words and sentences, using stress and intonation, applying grammatical structure in making sentences, using relevant and appropriate vocabularies, using appropriate gestures and interaction, etc. Writing skill consists of such sub-skills as spelling vocabularies, handwriting, using punctuation, applying grammatical structure, and using the right layout.

To develop English language skills, Harmer (2007), Harmer (2003), and Spratt (2005) argue that, for reading, skimming and scanning are commonly used to find general idea andother sub-skills. Critical reading, intensive reading and extensive reading are also vital for developing reading skill. For speaking, controlled practice, less controlled practice, and free practice are needed for teaching process to develop accuracy and fluency in the learners, while writing is developed through the process of prewriting, brainstorming, drafting, revising, and editing in the process (Anker, 1995). English skills are interrelated and have reciprocal relationship. Receptive features exist in reading and listening skills while the matter of

sounds appears in listening and speaking skills, meanwhile, written text are created in writing and reading skills. Especially, Harmer (2007) cites that each skill cannot be separated because all language skills facilitate one another. For example, speaking skill needs writing and reading skills to prepare the information, and writing skill needs the information obtained from reading and listening skills. Therefore, in teaching English, skill-integrated approach is necessary and the learning task also has to be integrated as Aljiffri (2010) argues that all language skills are interrelated. Norton and Toohey (2002) stated that learning language does not only involve the mental process in our mind but it is also a part of socioculturally situated social practice. Learning English as a foreign language (EFL) is also influenced by learner's motivation, that is, the learners can be motivated and demotivated in learning because of some social factors. In second language acquisition, the social factors can encourage or impede the learners' motivation in learning.

In the attempt to improve English learning, integration approach has played a key role in English language instruction, especially ESL and EFL instruction, in many countries. Integrated approach is categorized into two main types; one is content-based approach and the other is task-based approach. Khairi (2016) points out that content-based approach in language teaching and learning is well known as content-based instruction (CBI). In this instruction, focus on learning process is content that should be learned by the learners based on need stated in curriculum. Language is used by the learner to discuss or learn the content given, not focus to learn the language which is learned indirectly by the learners but will be learned toward the content of learning.

Content as input in language learning should be considered by the teacher in providing it when they conduct teaching and learning process. Content provided by the teacher should easy to understand and based on the learner need in term of age (Pessoa, Hendry, Donato, Tucker & Lee, 2007). Task-based approach is one of approach in language teaching and learning designs learning activities that encourage learners to involve in task provided by the teacher. It emphasis in how learners do the task and process to get the goal of learning language. Besides, task-based instruction allows students to participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989). The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels (Khairi, 2016; Nunan, 1989; Brinton, 2003; stroller, 2002).

In the context of teaching ESL or EFL, the most outstanding form of the integrated approach is content-based language instruction. The content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but for higher level, the content

Ratchaphruek Journal Vol.17 No.3 (September – December 2019)
วารสารราชพฤกษ์ ปีที่ 17 ฉบับที่ 3 (กันยายน – ธันวาคม 2562)

15

can become increasingly academic and complex (Davies, 2003; Stoller, 2002; Brinton, 2003; Grabe & Stoller, 1997). In CBI, students practice all the language skills in a highly integrated so the content-based language instruction is valuable at all levels of proficiency (Oxford, 2001). Mudfida, Mukhaiyar & Raadjab (2015) supports that CBI a powerful innovation in acquiring and enhancing a language. In its best form, language lessons are blended with stimulating content. Supporting students' success by engaging them in challenging and informative activities helps them learn complex skills and learn language automatically and keeping the students motivated and interested in the language training is the profound advantage of CBI. The key characteristic of CBI lesson elaborated by Peachey (2017) is that, in the stage of preparation, the activity may begin with selection of a subject of interest to students, and they finding three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people. During the lesson, the class is divided into small groups and each group is assigned to carry out a small research task and provided with a source of information to use to help them fulfill the task.

Integration in teaching a foreign language by its conceptualization can be classified into two main aspects. The first aspect is areas of content integration which means bringing the contents of different areas to be a part of curriculum for students to learn with the purpose to make them encounter a broader range of knowledge in connection to the real world. For example, in a course, the teacher may compile the course book or work book by putting together of the contents in different areas such as geography, business, education, entertainment, administration, politics, etc. for students to read, listen to, write and speak about. The second aspect is language skill integration which refers to the practice of all four skills; reading, listening, speaking, and writing, through the same or a similar topic of contents. For instance, the teacher may take the topic of content of "weather" for the students to learn, and he or she makes students read the weather written forecast information, then makes them listen the spoken weather report, after that teacher them how to ask and answer about weather, finally makes the students write a report of the weather in their cities (Snow, 2001; Stoller, 2002; Davies, 2003; Brinton, 2003; Mudfida, Mukhaiyar & Raadjab, 2015).

According to Brinton, Snow & Wesche (1989), there are two types of models in CBI. The first is a theme-based model in which selected topics or themes provide the content for students to learn. From these topics, EFL teachers should extract language activities which follow naturally from the content material. For example, teachers can select the topic of "advertising" and have students engage in a variety of activities, such as designing and administering a marketing survey, comparing and contrasting consumer attitudes, etc. Under such circumstances, students would be more familiar with the content and the meaning of the topic. Krashen& Terrell (1983) suggest that EFL teachers must choose reading texts at an appropriate level of complexity and the topic has to hold students' interest to increase their motivation for learning. The other type of the content-based approach is the adjunct model which emphasizes the importance of concurrently teaching the academic subject matter and foreign language skills (Brinton, Snow & Wesche, 1989). EFL teachers have to design

various teaching activities that combine four modes (i.e., speaking, listening, reading, and writing) in order to enhance students' literacy, oral development, and thinking skills positively. In addition, Scarcella & Oxford (1992) argue that there are at least three general models of content-based language instruction existing: theme-based, adjunct, and sheltered. The theme-based model integrates the language skills into the study of a theme, which must be very interesting to students and must allow a wide variety of language skills to be practiced. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

The integrated-skill approach provides a lot of advantages. Candy (2016) put that the integrated approach helps students get a unified view of reality, and enhances their capability to acquire real-life skills. It does this by linking learning content between and among subject areas. It exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. This approach also allows teachers to track students' progress in multiple skills at the same time. Peachey (2017) puts that CBI is advantageous in many ways. It can make learning a language more interesting and motivating, that is, students can use the language to fulfil a real purpose that can make students both more independent and confident. Mudfida, Mukhaiyar & Raadjab (2015) points out that CBI is beneficial in many ways. Learners are exposed to a considerable amount of language through stimulating content and they explore interesting content so they are engaged

in appropriate language-dependent activities, which make learning language becomes automatic. Furthermore, in CBI, complex information is delivered through real life context for the students to grasp well and leads to intrinsic motivation, and the information is reiterated by strategically delivering information at right time and situation compelling the students to learn out of passion. In teaching ESL or EFL with the integrated-skill approach, Oxford (2001) argues that it exposes the learners to authentic language and challenges them to interact naturalistically in the language, which make them rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

In application the content-based approach into ESL or EFL teaching practice, Scarcella & Oxford (1992) suggest that teachers learn more about the various ways to integrate language skills in the classroom, reflect on their current approach and evaluate the extent to which the skills are integrated, choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills such as syntax, vocabularies, etc., integrate the other language skills through appropriate tasks, and teach language learning by enhancing performance in multiple skills. In the same way, Aljiffri (2010) provides the followings implications and recommendations based on his research findings for improving integrated teaching of the English language skills with other content-based subject areas:

1. An integrated curricular approach to teaching language arts and other subject areas such as Social Studies, should be adopted and associated with a range of student projects and group work activities.

2. Over-emphasis on disciplinary text-books should be reduced and teachers should be given more opportunity to create their own integrated curriculum units based on their students' needs.

3. Language instructors should employ language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills, and reflect the integration of the skills in any language evaluation test.

However, there may be some problems in implementing content-based instruction. Peachey (2017) points out the possible problems in CBI and proposes the ways to solve the problems. In monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. So, we can solve the problem by trying sharing our rationale with students and explain the benefits of using the target language rather than their mother tongue.It can be hard to find information sources and texts that lower level students can understand and the sharing of information in the target language may cause great difficulties. A possible way to solve the problem is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. In addition, some students may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use.

Productive effects of English learning resulted from CBI have been proved and confirmed by many researchers. Shang (2006) pointed out that CBI was effective for teaching academic subject matter and foreign language skills, EFL teachers should collaborate CBI and literature study in order to make students gain knowledge of vocabulary, grammar, and paragraph structure, interactive communication skills, and types and styles of writing. Sriraungrith (2014) implemented the integrated-approach based instruction with 2 groups of students in the second semester of academic year 2014. The result revealed that both groups had significantly higher achievement after learning through the instructional model at statistical level .01 and that the average achievement scores of both groups after learning were over 70%, which was higher than before learning over 30%. Sriraungrith (2015) implemented the integrated-approach based instruction with the EFL students with with 2 groups of students in the second semester of academic year 2015. The result revealed that both groups had significantly higher achievement after learning through the instructional model at statistical level .01, that the average achievement scores of both groups after learning were over 70%, which was higher than before learning over 30%, and that the learning satisfaction was found at a high level.

Methodology

This experiment research was carried out with 2 groups of subject students in the second semester of academic year 2016; the first group consisted of 22 students enrolling to study the Skill-Integrated English course and the second group comprised 35 students enrolling to study English for ASEAN Studies course. All students in both groups were selected with purposive selection method.

The instruments used were the syllabus of the instructional model based on integrated approach which consists of the following teaching and learning stages and activities:

Stages and Activities	Brief Descriptions
Stage 1: Creating awareness of learning: (1) Sharing common learning objectives (2) Stating what and how to learn	The teacher makes clear to the students of what language skills they are expected to achieve and what roles they are going to take in the instruction process.
Stage 2: Planning for the information: (3) Selecting learning sources of receptive skills (4) Collecting information for communication	The teacher discusses with the students on what topics of content they want to learn and shares the sources of the information in both written texts and spoken texts to practice reading and listening skills.
Stage 3: Learning through reading or listening (5) Reading and listening for information (6) Developing new knowledge and language skills	The teacher makes the students read and listen to the contents on the selected topics and provides supports and facilitations, and help them elicit the new knowledge or information from the texts.
Stage 4: Making a dialogues (7) Creating a dialogues in pair and in group (8)Making conversation with about the content	The teacher has the students create a dialogue by using the information from the written and spoken texts, which they read and listen to, and take turn to ask and answer the questions.
Stage 5: Making a presentation (9) Creating the written presentation of the content (10) Making an oral presentation of the content	The teacher asks the students to write a paragraph or an essay by using the information from the written and spoken texts, which they read and listen to, and makes them give oral presentation.

Data Collection procedure

The instructional model based on integrated approach was implemented with the subjects for 10 three-hour weeks. The instruments used were a set of contents and teaching and learning activities of the instructional model, and the English learning achievement test, which covered all 4 skills. The content-based method was also applied in the model by selecting the topics of reading materials for the students to read, listen, write, and speak about.

Ratchaphruek Journal Vol.17 No.3 (September – December 2019)
วารสารราชพฤกษ์ ปีที่ 17 ฉบับที่ 3 (กันยายน – ธันวาคม 2562)

19

Data Analysis

Data of English achievement scores of the students were analyzed with percentage, mean, standard deviation (S.D.), and dependent t-test.

Research results

1. The English learning achievement of the students learning through the instructional model based on integrated approach for Skill-integrated English course reveals in table 1.

Table 1:   The scores of English learning achievement of the students learning through the instructional model based on integrated approach for Skill-integrated English course

Experiment	N	$\overline{X}$	Percentage	S.D.	D	T	Df	Sig
Before experiment	22	22.27	22.27	1.22	35.67	4.48	21	0.00**
After experiment	22	57.95	57.95	1.35				

Table 1 shows that the English learning achievement of the students after learning through integrated-approach based instruction for Skill-integrated English course was significantly higher than that before learning at statistical level .01, with the progress score of 35.67, and the average score after learning was 57.95%. The English achievement scores before learning was 22.27 while the after learning scores as 57.95, which showed significant increase.

2. The English learning achievement of the students learning through the instructional model based on integrated approach for English for ASEAN Studies course reveals in table 2

Table 2:   The scores of English learning achievement of the students learning through the instructional model based on integrated approach for English for ASEAN Studies course

Experiment	N	$\overline{X}$	Percentage	S.D.	D	T	Df	Sig
Before experiment	35	28.00	28.00	1.26	37.54	3.80	34	0.00**
After experiment	35	65.54	65.54	1.44				

Table 2 shows that the English learning achievement of the students after learning through the instructional model based on integrated approach for English for ASEAN Studies course was significantly higher than that before learning at statistical level .01, with the progress score over 37.54%, and the average score after learning was 67.54%.The English achievement scores before learning was 28.00 while the after learning scores as 65.54, which showed significant increase.

Discussion

The results of the experiment of the instructional model based on the integrated approach with two groups of students who learned different courses showed the same direction of English learning achievement and learning progress. The findings showed that the instructional model resulted in the improvement of the students' English learning achievement in two different courses. The results were congruent with the former experiments undertaken by Sriraungrih (2014) and Sriraungrith (2015) in terms of learning achievement and learning progress. They were also congruent with Shang (2006) who encouraged instructors to apply CBI in English class, and suggested that EFL instructors should design the collaborative content-based literature class carefully to meet the needs of their students. The factors which resulted in the positive effects of the instruction model were believed to be as the followings:

1. In learning each chapter or each topic, the students were required to get involved with only one topic of content areas and they focused mostly on the content to get the information from the text to complete the learning tasks which were designed for practice of all four English skills: reading, listening, writing, and speaking. This was believed to facilitate their development in all four skills as Beatrice (2014) stated that all the skills of language: writing, reading, listening and speaking should be integrated in learning and teaching. However, since the students did not get used to the concept of integration of four-skill practice, some of them might have thought that it was too much to use the same text for practicing four skills which might cause some students to get unmotivated or even bored. Also some students might feel confused or might even feel they weren't improving their language

skills. As Peachey (2017) suggested, the researcher dealt with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabularies or grammar points.

2. The instructional model based on the integrated approach does not limit a wide range of content areas to the instructor, the researcher, compiled the content of different areas from a variety of source for students to learn. Some topics of content were suggested by the students, some were introduced and brought by them, while the others were recommended by the instructor. In the course of Skill-integrated English, the topic "Crypto Currency" which was catching attention of digital age generations was taught to the students, while the topic of "ASEAN Current Situation" was brought for the students to learn in the course of "English for ASEAN Studies". This was believed to develop in the students not only the cognitive competence, language ability, but also social skills. This was congruent with Peachey (2017) who accredited CBI that it helped make learning a language more interesting and motivating. Students could use the language to fulfill a real purpose, which could make students both more independent and confident. They can also develop a much wider knowledge of the world through CBI which could feed back into improving and supporting their general educational needs and could also help students to develop their collaborative skills.

3. The teaching and learning activities complied with the learning tasks which had been designed to cover all four skills. This required the students to complete all the tasks, which might take two weeks (two periods) to complete them at the first two weeks, but after that the students were getting

used to the teaching and learning process. Noticing the students' learning motivation and engagement, the researchers found that most of the students showed active participation. And when assigning them to find their own topics to present in group, they showed their enthusiasm and manage to present their assignments on time. This might have been the results of what Peachey (2017), Mudfida, Mukhaiyar & Raadjab (2015), and Oxford (2001) state that CBI can make learning a language more interesting and motivating to make the students able to use the language to fulfil a real purpose. The students are exposed to a considerable amount of language through stimulating content and they explore interesting content so they are engaged in appropriate language-dependent activities, which make learning language becomes automatic. Besides, it exposes the students to authentic language and challenges them to interact naturalistically in the language, which make them rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

4. As the experiment was carried out with the subjects learning the courses in the regular program provided by the university, the students learned the content as planned in the curriculum for 15 weeks. Each week was spent for one topic, which was used for developing four skills. So, in the experiment, learning 10 chapters or 10 topics of contents seemed to be too much, which might cause the students to practice English insufficiently. This might cause some students to copy directly from the source texts they used to get their information (Peachey, 2017). However, as Peachey (2017) suggested, the researcher avoided this by designing tasks that demanded students to evaluate the information in

some way, to draw conclusions or actually to put it to some practical use with the believe that having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

5. One of the key elements of the teaching and learning process of the instructional model based on the integrated approach was that the students were set to work together with their friends, working in pair, which was apparently noticed that they could learn lively and confidently. This might be the reason that all students could complete all language tasks and assignments, even not in the required time frame. This complied with the ideas that a language is used as tools of communication in social interaction. In learning a language, a learner has to be able to understand the grammatical rules of language and then applies them in learners' activities. It was also congruent with Norton & Toohey (2002) who stated that learning language did not only involve the mental process in our mind but was also a part of socioculturally situated social practice. Learning English as a foreign language is influenced by learner's motivation and the learners can be motivated and demotivated in learning because of some social factors.

Recommendations:

1. To learn one chapter or one topic in a 3-hour-period of time and to practice 4 skills was probably too much or repetitive which might cause the students to get bored and demotivated. So it may be adjustable by using only one topic to practice only 2 skills in a period of time. The number of topics to learn may be 50% cut to have fewer numbers of topics but to focus more on developing language skills. Research to find out the answer in this potential experiment is recommended.

2.   The key elements of success and failure of the instructional model based on integrated approach in the context of Thailand is highly recommended so that more appropriate teaching model will be formulated for right practice in a certain cite. Qualitative research and experimental quantitative researches between two groups are also suggested.

References

Aljiffri, I. H. (December 2010). Effects of the Integrated Approach to Teaching English and Social Studies on Achievement in a Saudi Private Elementary School. *Journal of Educational & Psychological Sciences. 11(4)*, p. 12. Retrieved March 20, 2019 from http://search shamaa.org/PDF/Articles/BAJepsc/16 JepscVol11No4Y2010/10Jepsc Vol11No4Y2010.pdf

Anker, S. (1995). *Real Writing with Readings* (7th ed.). Boston: Bedford Books.

Beatrice, M. N. (April 2014). Integrated Approach in Teaching English Language: The Practice in Kenya. *International Journal of Education and Research, 2(4),* pp. 253-264. Retrieved December12, 2017, from http://www.ijern.com/ journal/April-2014/24.pdf.

Brinton, D. (2003)*. Content-Based Instruction.* In Nunan, D. (Ed.), *Practical English Language Teaching.* New York: McGraw-Hill.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction.* New York: Newbury House.

Candy, C. D. (2016). *The integrated approach: Giving kids a meaningful learning experience.* Retrieved November 20, 2017, from http:// diwalearningtown.com/qualityteacher/diwa- innovation-spotlight/Integrated-approaches.

Davies, S. (2003). *Content-based instruction in EFL contexts.* Retrieved February 15, 2016 from http://iteslj.org/ Articles/Davies-CBI.html.

English Instructional Model for Higher Education Students. (Research report). Phetchabun: Phetchabun Rajabhat University.

Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom* (pp.5-21). NY: Longman.

Harmer, J. (2003). *How to teach English* (3rd ed.). Harlow: Addison Wesley Longman.

Harmer, J. (2007). *Teaching language skills, The practice of English language teaching* (4th ed.). Pearson Education, Harlow.

Hayes, D. (2014). The value of learning English in Thailand and its impact on Thai: perspectives from university students. *Asia Pacific Journal of Education, 36(1)*, pp. 73-91.

Idaryani, I. (2017). I*ntegrated Approach in Teaching-Learning English. Proceedings of ISELT FBS Universitas Negeri Padang.* Retrieved November 15, 2017, from http:// ejournal.unp.ac.id/index.php/selt/article/ view/6778.

Khairi, A. (2016). *Integrating Content-based and Task-based Approaches for Teaching, learning, and research.* Retrieved March 10, 2019 from https://www.geges-ndl.com/2016/07/ integrating-content-based-and-task.html

Krashen, S. D. & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom,* Retrieved March 10, 2019 from http://www.ijern.com/journal/April-2014/24.pdf.

Mudfida. R.A., Mukhaiyar, Raadjab, D. (November 2015). The Effect of Content-based Instruction and Task-based Language Teaching on the Second Semester Students' Speaking Skill and Students' Speaking Motivation of English Department Islamic University Indragiri. *Journal English Language Teaching (ELT), 1(3),* Retrieved March 20, 2015 from file:///D:/ 4590-9416-1-SM%20(1).pdf.

Norton, B, &Toohey, K. (2002). *Identity and language learning, in RB Kaplan* (ed), The Oxford handbook of applied linguistics, England: Oxford University Press, (pp. 115-23).

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Oxford. (2001). Integrated Skills in the ESL/EFL Classroom. *The journal of TESOL France, 8(1)*, pp. 5-12. Retrieved March 30, 2018 from https:// www.tesol-france.org/uploaded_files/files/ TESOL%20Vol%208% 202001%20C1.pdf

Peachey, N. (2017). *Content-based Instruction*. Retrieved March 20, 2017 from https://www. teachingenglish.org.uk/article/content-based-instruction.

Pessoa, S., Hendry, H., Donato, R., Tucker, R. Gl, & Lee, H. (2007). *Content-based instruction in the foreign language classroom:* A discourse Perspective. *Foreign language Annals, 40,* pp. 102-121.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

Scarcella, R., & Oxford, R. (1992). *The tapestry of language learning: The individual in the communicative classroom.* Boston: Heinle&Heinle.

Shang, H. (November 2006). Content-based Instruction in the EFL Literature Curriculum. *The Internet TESL Journal, 12(11),* Retrieved March 20, 2015, from http://iteslj.org/ Techniques/Shang-CBI.html.

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.) (pp. 303-318). Boston, MA: Heinle&Heinle.

Spratt, M. (2005). *The TKT teaching Knowledge Test Course.* New York: Cambridge University Press.

Sriraungrith, P. (2014). *The Study of English Learning Achievement of the Students Learning through the Integrated English Instructional Model for Undergraduate Students*. (Research report). Phetchabun: Phetchabun Rajabhat University.

Sriraungrith, P. (2015). *The Study of the Effects of Implementation of Integrated*

Stoller, F. L. (2002). *Content-based instruction: A shell for language teaching or a framework for strategic language and content learning?.* Proceeding of Teachers of English to Speakers of Other Languages 2002. Salt Lake City, Utah.