

## CLIL or EMI? A Case Study of Non-English in-Service Teachers Teaching Reflection in an International School

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(Received: 6 June 2023, Revised: 23 August 2023, Accepted: 11 September 2023)

<https://doi.org/10.57260/rcmrj.2024.265323>

### Abstract

Content Language Integrated Learning (CLIL) and English Medium Instruction (EMI) have been adopted in many institutions ever since the use of English is required for businesses, education, and job opportunities. This results in the establishment and development of international schools countrywide in EFL countries especially in Thailand as an alternative educational route for those wanting to experience an international learning environment and/or simply to enhance English language ability. The aim of this case study is to investigate the context that non-English in-service teachers reflect when teaching in an international school context. Nine participants who are currently teaching in a large international school in Bangkok were recruited for a semi-structured interview on their instructional strategies for non-English subjects. Thematic analysis was used as an approach to thematize the transcript in the pedagogical reflection of CLIL and EMI. Although an international school is expected to fully adopt the EMI practice, the finding shows that most teachers' teaching practice reflects the CLIL approach. The influence of choosing CLIL as a major approach was due to concerns in readiness relating to essential vocabulary necessary for learning content subjects and students' native language background. Although a clear boundary of CLIL and EMI could not be clearly defined in current literature, recommendations on future research and teacher's training are discussed.

**Keywords:** Content integrated language learning, English medium instruction, Teacher training, International school, Non-English teachers

## Introduction

As the English language seeps through the vein of the economic and political sections around the globe, countries belonging in the Krachru's outer concentric circle (Kachru, 1990) are now integrating the use of English language in all levels of education to be able to compete in the global arena. While there are various concepts, teaching approaches and practices to integrating the use of the English language in class, the focus of this study will be on two major ones: CLIL (Content and Language Integrated Learning) and EMI (English Medium Instruction). It must be noted that EMI is not an approach, but it is a phenomenon that takes place in teaching contexts which is highly contextualized. CLIL, however, has been employed in many schools for a long time and the definition is quite clear in itself. According to McDougald (2016), CLIL is an approach in teaching not only content but also language. CLIL is an approach in which students are taught content (such as science, history, or mathematics) in a foreign language (Ball & Kelly, 2016). The focus is on developing language skills while also learning the content, rather than just teaching the language itself. This approach is often used in bilingual or multilingual education programs, and it can be beneficial for students as it allows them to learn both the content and the language at the same time. The other related concept that diverges away from CLIL is that of EMI. According to Zhang & Jocuns (2022), EMI is a practice in which all subjects are taught in English, regardless of the students' first language. The major differences between EMI and CLIL, however, is that the English language lesson is not integrated in the EMI practice.

With the increased demands for international schools worldwide (Hayden, 2011), both practices may be used as pedagogical framing. It must be noted that with EMI, the pedagogical framing is problematic as there is currently no literature that could provide the 'how to teach' in EMI. The existence of EMI could simply be a phenomenon that takes place in a classroom. Teachers in an international school in EFL context may have different experiences compared to those of ESL countries, especially in students' language ability where students from different countries and backgrounds come together to learn a common language. Different teaching practices and approaches are often claimed to be used by international schools, where students and teachers from different countries and backgrounds come together to learn in a common language. Although students in an international school are expected to have a certain level of language proficiency to learn in heavy-content classes, parents whose child may not be proficient in English may also enroll their child in an international school with the main purpose and desire to improve their child's English language proficiency. It turns out that various levels of students' language proficiency will be present in an international school in each academic year and will be put to learn together in content classes. As a result, content teachers play a major role in making sure that students understand the content through the use of the English language. The international school would then play a role of not only providing a child with traditional math and science curriculum but also a language school in itself.

Research studies have shown that there is confusion between the concepts of CLIL and EMI among educators. For example, Coyle et al. (2010) mentioned that while some educators were familiar with both practices, many may not understand the differences between them. Such confusion was also found by Marsh & Wolff (2007), who found that educators in Hong Kong were unclear about the differences between CLIL and EMI and often used them interchangeably. Other studies of educators in Spain, for instance, also found that the approaches of CLIL and EMI created confusion for language teachers and could cause negative

implications for language teaching and learning. Lasagabaster & Doiz (2017) also pointed out that the two teaching practices cannot be implemented efficiently in the classroom if there are struggles to distinguish them from the beginning. It must be noted that although Doiz et al. (2013) found that some educators in Spain were unclear about the two practices, this does not mean that it affects the quality of language and content instruction. In recent years, EMI and CLIL have been discussed in many schools and contexts. Some schools claim that they are aligned with the CLIL approach while others may focus more on EMI, especially in tertiary education. Although these are not clear cut, many international schools and large institutions claim to align their teaching practices broadly to CLIL or EMI. In Thailand, for instance, students studying at international schools appear to be mostly Thai with various levels of English proficiency. However, it is unknown whether teachers, which are mostly foreigners, modify or simplify their language production in class. There is very limited research on teachers' talk or teacher use of language in an international school. It is, however, expected that an international school would encourage teachers and students to use English language authentically throughout the teaching and learning process, similar to the school in the western countries such as the United States or Canada. Many international schools in Thailand claim themselves to be of the same or equal quality in that of their branch from the UK or the US. This is possible to hypothesize then that EMI would be adopted in teaching and learning in an international school, not the CLIL. It is, however, currently unknown in the literature whether this is actually the case.

There is a call for more research in CLIL and EMI as most research done were in Spain with other countries remain understudied (Graham et al., 2018). For instance, the teaching practices between CLIL and EMI by engineering lecturers teaching in an English program at a Spanish university was recently explored. Qualitative result from an interview indicates that engineering lecturers attach no importance to language integration in their lesson (Aguilar, 2017). In other words, EMI is a practice chosen by the engineering lecturers who may feel that their role in the classroom is not to teach English. Although Graham et al. (2018) claimed that Spain is the most studied of CLIL when compared to other countries, recent systematic review by Ruiz-Cecilia et al. (2023) now finds that most research analyzed in CLIL and EMI is now from the Asian continent. This reflects an expanding interest in Asian countries in approaches to teaching content and/or language in secondary and tertiary education. EMI, however, has been mostly examined through the lens of tertiary education. An investigation of EMI in universities worldwide, especially in countries where English is labelled as a foreign language, has been examined. Many still focuses on the unclear role of content subject teachers. For instance, a growing concern of the role of lecturers were discussed especially on the unclear boundary of non-English subject lecturers and their development to English language specialist to teach English for Academic Purposes (EAP) or English for Specific Purposes (ESP) (Dearden, 2018). Others focuses on students' preference of EMI teachers. For instance, a study by Inbar-Lourie & Donitsa-Schmidt (2020) found that the characteristics and language ability that content lecturers should have to be preferred by students are related to the expertise of subject matter, ability to stimulate positive learning experience, effective instructional strategies, and familiarity of students' local language. From Inbar-Lourie & Donitsa-Schmidt (2020) findings, this implies that EMI teachers or lecturers who are non-native speakers of English need to be aware that the English nativeness is not anymore a disadvantage when compared to native speakers of English. Although content lecturers are not always native speakers of English, this does not mean that students will prefer EMI lecturers who are native English speakers.

The exploration of CLIL and EMI in secondary education, specifically in international schools of EFL context is very limited. As there is an increase in the demands of English ability among young generation to compete in the global arena and future job opportunities, many parents are turning to international school as a priority option when considering ways to enhance English language ability of their pupils. Research on international school in Thailand is very scarce, mostly focusing on different factors that affect learning achievement. For instance, Naite (2021) explored the impact of parental involvement on academic achievement in an international school and found positive correlation between parental involvement and academic performance. However, one might have to consider the time spent in class and instructional strategies delivered by teachers. The use of language as a medium is one important factor that contributes to successful academic performance. Relating closer to research on teaching approaches in an international school, a study by Apas & Ventayen (2019) investigated gamification in the teaching process. Although positive findings of implementing gamification elements were found, there were also issues relating to the clear description of the use of different gamification elements as well. The current case study closest to this current study is that of Tang (2020) who investigated the challenges and importance of teaching EMI in an international college in Thailand. Challenges were found to be relating to aspects of linguistics, culture, structure, and institutional-related identity. To add on to current study in EMI and CLIL in Thailand, this case study takes a position of integrating the boundaries of examination by incorporating CLIL into the teaching approaches. While EMI can be viewed as an interesting phenomenon, it is still unclear whether non-English subject teachers can move away from the CLIL in actual situations where majority students may not be native speakers of English. Due to the gap in literature on CLIL and EMI in international school context of EFL countries, this case study intends to investigate:

- What two concepts (CLIL and EMI) do non-English subject in-service teachers in an international school reflect when teaching in class?

### **Objectives**

Current understanding in the role and usage of English to teach students by non-English subject teachers in an international school in an EFL context is very limited in the literature. Therefore, the objectives of this research are 1) to investigate non-English subject in-service teachers' teaching approaches in an international school and 2) to explore the teaching phenomenon with the emphasis on CLIL and EMI in an international school by non-English subject in-service teachers.

## **Methodology**

### **Research Design**

The research design of this study is that of qualitative by using semi-structured interview as a research tool. As the purpose of this study is to explore reflections of teaching approaches by teachers, this research tool appears to be appropriate. To support the selection of semi-structured interview as a tool, Rubin & Rubin (2011) mentioned that semi-structured interviews give benefits in terms of flexibility, rich data, participant centeredness, and contextual understanding. As this research study takes place in a specific context, an international school in Thailand, the contextual understanding of both the researchers and the participants are well aware of. This approach allows for in-depth exploration of non-English teachers' reflections on CLIL and EMI in an international school.

## Sample

To avoid a conflict of interest in doing this research study, the name of the international school will remain anonymous. The participants involved in the study were nine non-English subject teachers working in a large international school in Bangkok, Thailand. The author used purposive sampling to recruit the participants. There are nine participants in total involved in the semi-structured interview. Table 1 Summarizes the details of nine participants in accordance to their educational background, years of teaching experience, grade level taught, country of origin and their native language.

**Table 1** General background of participants

Name	Education	Years of Teaching Experience	Grade Level	Country of Origin and Native Language
1 Afreeda	Master in Applied Biological Science	4	10-11 (Science)	Sri Lanka (Sinhala)
2 Alang	Bachelors (English) + (Accounting)	10	7-9 (Math)	Cameroon (French and English)
3 Faranak	Bachelors of Visual Communications	5	1-7 (Social Studies)	Iran (Persian or Farsi)
4 Ilia	Masters in Education	7	K - 12 (Social Studies)	Russian (Slavic or Russian)
5 Ketaki	Masters in Business Administration and Master's in Education	10	K - 12 (Business)	India (Hindi)
6 Kevin	Below bachelor's level	15	Primary and Lower Secondary (English and Homeroom)	British (British English)
7 Phurin	Bachelors in Business and Economics	3	Secondary and Upper Secondary (English and Chinese)	Thai (Thai)
8 Racid	Bachelor of Science and Commerce Major in Data Processing and BS in Education	16	Lower Secondary (Social Studies)	Philippines (Tagalog)
9 Swati	Master of Education in Teaching Technology	7	K - 12	India (Hindi)

## Research process, Data Collection and Analysis

There are two major stages of data collection. In the first stage, the study was proposed, reviewed and approved by the head of the academic department of the international school. The consent form was sent out via email to the teachers at the international school for interview recruitment which was signed and collected before the interview stage. This is to ensure the confidentiality and anonymity of participants during the data analysis stage. A comfortable quiet room was set up and provided at the international school for the interview. As one of the researchers was currently employed in the school, an appointment was made to interview the teachers which took approximately four days to complete due to conflict of school schedule and researchers' availability. In the second stage, the data was collected through a semi-structured interview. Six questions in the interview were relating to the reflection of the

teaching approaches by the teachers without the mentioning of CLIL and EMI concepts. To increase the quality of the interview process, the author ensures that there were no distractions. In addition, the author explains the interview purpose, address terms of confidentiality and interview format, indicates interview duration, and asks for permission to record. The transcripts from the interview were annotated by labeling relevant words, phrases, or sections with codes that reflect the teaching approaches/phenomenon (CLIL or EMI). The conceptualization of data was created and categorized into different themes. interview Examples of the questions were:

1. *“Do you have to modify and simplify the language when teaching your students?”*

The purpose of this question was to determine if teachers simplify their language when teaching to suit students’ needs. If so, this would imply that the teacher is aligned with the CLIL more compared to the EMI. Although CLIL can overlap with EMI, the purpose of communication in CLIL is for students to get both content and language with ease. Another sample of an interview question was:

2. *“When you explain a particular topic to your students, do you feel like you need to adjust the language for particular groups of students (perhaps the ones you feel are less proficient)? If so, do you later plan out the lesson to integrate the English language activities in your future classes?”* The purpose of this question was to find out whether the teacher integrates the language learning component into the lesson. If yes, this means that the teacher aligns more with CLIL and less on EMI.

The interview lasted approximately 15 minutes for each participant. All the audio recordings were later transcribed for further analysis. Thematic analysis is the approach used for this qualitative study which is a qualitative method that involves identifying themes and patterns in the data. The process of analysis will include familiarization with the data, coding the data, generating initial themes, reviewing, and refining themes, and defining and naming themes.

## Results

### Vocabulary knowledge as an influential factor for selecting the CLIL and EMI

The in-service teachers from an international school feel that students’ level of English proficiency is quite high compared to the traditional public school in Thailand. Although most teachers claim students’ language proficiency to be quite advanced, most are still concerned about students’ knowledge of vocabulary. Teachers appear to tackle this problem in various ways by providing them with vocabulary practice tasks prior to starting the science and math lesson or even explicitly explaining the vocabulary to them in advance prior to starting the lesson. Students spend time on understanding vocabulary that would be required in the science and math lesson. In the process of learning vocabulary, teachers appear to use both approaches of EMI and CLIL which depend on practice tasks given to students and how the learning would be assessed.

- *Actually because I’m a science teacher, I would go more into detail in the science concept. But for writing, I would go into detail on the structure of grammar so it depends on how they’re going to be assessed. So yes, I integrate some English lessons into science. (Afreeda)*



*Yes, basically we are working in the CLIL. I am a math teacher and teach it in English so I have to work with language alongside as well. I have to emphasize on the vocab like the keywords. This is what I do before the lesson. (Alang)*

*I think I need to explain the vocabulary because the students don't ask me normally. It happens that some of them ask for some vocabulary, but most of them usually don't. So I think that maybe some words are not familiar to them. I need to explain. First, I will explain it. And if it's needed, I will give them some examples. And sometimes I ask them to bring some examples, but mostly, it's successful in this case, because you know, the class goes noisy. I don't hear them. I can't ask them for examples. (Faranak)*

Although this is a case study in an international school context, the use of native language is unexpected. In addition to the CLIL and EMI, which is the focus of this article, some teachers encourage students to use their native language (Thai) as an exchange of knowledge and interpret the intended meaning of the vocabulary in the learning process. This reflects the practice of translanguaging in education where native language (Thai) is seen as a linguistic repertoire in the teaching and learning process. Online tools such as computers and online dictionaries were used as well and collaboration among peers is also encouraged.

*First, I asked the students to interpret the vocabulary in their language, and they helped their friends. And after that, if they can find the meaning of that description at the end of the unit, I will have my laptop and we search for the words using a dictionary together. But you know, it's step by step first, I asked them to do it by themselves first then as a group. (Faranak)*

### **Students' native language as an influential factor for EMI and CLIL**

Participants appear to modify the use of English in class. However, this could be argued in the literature whether this is the case of EMI or not when a teacher modifies the language for his students by making it simpler than it actually is. Such use of teaching strategy is due to students' native language. As most of the students are not native language speakers, their proficiency of English is not comparable to those of native speaking children. Hence, consideration of students' native language is still an important factor that influences the use of classroom language by teachers. In turn, this influences the selection of EMI and CLIL for teachers as well. The data below indicates that there is an overlap of EMI and CLIL in the teaching and learning process. In other words, there are modifications of language in class and teachers modify their production of English in a continuum where appropriate.

*We do have to modify the language because English is not their first language. Right? So yes, modification of the language was needed. I definitely have to modify the language. (Ketaki)*

*I do [modify the language] because in Thailand, English is not their native language. I try to modify it and make sure that they understand it clearly. They would not know what to learn if they didn't understand science. (Afreeda)*

*I do have to simplify my language in order for them to understand it. But regarding the teaching in the normal class, in the international program, I*

*usually do not simplify the language. So students will have some experience with communicating with me through academic language as well. (Ilia)*

The concern by Kentaki, Afreeda, and Ilia is similar to Phurin where students' native language is a factor that affects how teachers select the use of CLIL and EMI. However, Phurin's case is different from the rest as he is a native Thai speaker. Although he teaches in an international school, he does not appear to only rely on the EMI and CLIL approach. Instead, he switches to Thai in the part where he feels students do not fully understand the materials when EMI or CLIL is already implemented in class. Such approach appears to reflect the phenomenon of translanguaging in the classroom. This is similar to Fanarak where teachers encourage students to use their native language in some stages of learning as a tool to help them better understand the materials.

*I made sure to use the easiest words I know so that they will be able to understand. This also depends on the class. If the class is weak, I'll then try to speak slowly and make sure to articulate well and use simple words instead of a more advanced level.*

*Because I can speak two languages. First, I will try to explain it in English. If they can't understand it, that's it. But if they can't, I'll try to translate it into Thai to be able to translate into English with them.*

*I made sure that I translate some words into Thai so that they are able to catch up, at least follow along. Because usually I'll try to speak English 100% and conduct all my activities and explanations that way. (Phurin)*

### **CLIL as a major teaching approach**

Overall, the data indicates that in-service teachers in an international school adapt both CLIL and EMI. It must be cautious here that CLIL and EMI can overlap. However, the weight seems to lie more on the CLIL approach where language lessons are integrated into the science and math lesson. This is not surprising as there is no currently available literature on how to teach EMI as it is contextually based. In addition, the result is not unexpected as most of the students in an international school are not native speakers of English. Although some may have non-Thai parents, the environment outside of school still forces students to use Thai in their daily lives. Most in-service teachers from an interview mentioned the need to explain and expand the meaning of a word and express the concern especially in the understanding of vocabulary knowledge. Different teachers use different strategies for their lesson. Alang, for instance, provide essential vocabulary and make sure that students are acquainted for the key vocabulary they will see in the lesson. On the other hand, Ilia focuses on the elaboration of particular vocabulary by using a digital tool to express in pictures and asking students about it. Kentaki, however, appears to focus on the accuracy of spelling a vocabulary. With Swati, the challenging vocabulary will be noted to incorporate them into future lesson.

*I do that at the beginning of every topic/chapter. I want to make sure that vocabulary is acquainted. Let's say every two weeks I let them study chunks of vocabulary before introducing a chapter. (Alang)*

*Since my all my students are teenagers above 16 years old in this school, I have to use the language which they might understand according to their level of*



*proficiency and use different topics and language that they use in normal life such as informal language more recalled.*

*If you would like to explain the verb or adverb, let's say, dizzy. The first thing I will do is I would go to Google, I will go for pictures show the meaning of this word in the picture. And next hour hopefully probably will show it on myself. How would it feel if you feel dizzy?*

*I ask students to prepare a few sentences so they can have some practice by writing and using integrating this new vocabulary in their writing as well. (Ilia)*

*I will give them a word. They have to give the they have to write or we have to discuss the definition. Like for example, there are five words I'm doing today, okay. So, first two words, I will do it with them. I will give them the definition myself. (Ketaki)*

*I tend to get them speaking, as they're learning from the book. Then throughout the week, I'll ask them, what does this word mean? And how to spell this word? (Kevin)*

*I am trying to understand their vocabulary knowledge. I want to make the vocabulary easier so they can learn and easily understand. And yeah, in future I will incorporate the vocabulary they don't know in my lesson plan. (Swati)*

## Discussions

The result of the study clearly shows that most teachers are concerned about their students' readiness in the English language. This is partly due to the fact that most of the students in an international are non-native speakers of English. Teachers' evaluation on students' current language ability forces non-English teachers to incorporate English lesson into their teaching practices. Although the practice of CLIL and EMI is not a clearcut boundary, it is possible to pinpoint that EMI is incorporated within the CLIL teaching approach. With the CLIL approach, however, it seems that science or social study teachers need to be trained in how to effectively integrate the use of English language lesson into their content subjects. Based on the data from the result, however, very few teachers demonstrate how language is incorporated into the lesson. In addition, there is no evidence that the method that non-English teachers used to improve students' English ability is effective.

This study leads to a call for more non-English teacher training. The lack of students' vocabulary knowledge forces teachers to prepare students with essential vocabulary. Alang, for instance, focused on key words when teaching math. However, it is still unclear how many keywords Alang prepared, the criteria for selecting keywords, and what approaches or activities he used to teach math vocabulary. In addition to Alang, Fanarak also incorporate vocabulary teaching into his lesson. However, Fanarak appears to predict students' vocabulary knowledge based on his observations. It is unclear whether or not a pre-assessment on vocabulary is given prior to starting the course. Since these teachers are not focusing on teaching English, the method or approaches used to assess and teach vocabulary may be overlooked. Referring to assessment, Afreeda was the only participants who appears to give importance to assessment focus on the skills of writing when teaching science. She stated that it all depends on how

students will be assessed. Similar to the other participants, however, it is still unclear how she incorporate the vocabulary lesson into the writing assignments or practice.

Since the context of this study is that of an international school in a country where English is a foreign language, students' native language acts as an influential factor in teachers' English production. In other words, teachers reported that they modified their English language production when teaching in class. Ketaki and Afreeda, for instance, modified their English language production by making it simpler for students to understand. Afreeda mentioned that this is to make sure that students understand the content. This could be implied that both teachers appear to realize that authentic use of English may not effectively deliver the content needed. In turn, it is still debatable whether the modification of English to make it simpler is the one of the characteristics of EMI. If the purpose of the modified form of the English language is to deliver content effectively, could this be a form of EMI? There have been very few research articles that discuss this characteristic of EMI. The authenticity of language use in EMI appears to remain unsolved and underdefined.

## Conclusion and suggestions

Content and Language Integrated Learning (CLIL) and English-Medium Instruction (EMI) has been a growing interest in the field of education and research in recent years (Coyle, Hood & Marsh, 2010; Lasagabaster & Doiz, 2016). In countries where English is labelled as a foreign language, these two practices have been discussed and implemented to different levels of education to attract students whose aim is to be able to use English fluently in the competitive global playground. In Thailand, for example, EMI is implemented in many universities. Many international schools in Thailand, for instance, have labelled themselves to adopt the CLIL philosophy in teaching and learning. This case study uses a qualitative approach to investigate the approach that non-English in-service teachers in an international school rely on. Although there is an overlap of the concept of CLIL and EMI, the teaching strategies by teachers appear to reflect the CLIL approach to teaching non-English subjects. Finding shows that CLIL approach is apparent due to several factors. These prominent factors include students' lack of vocabulary knowledge and their native language. These major factors appear to influence the teaching approaches by teachers. Although EMI can be a useful practice, backgrounds of students in an international school in EFL countries forces teachers to implement the CLIL approach instead for learning and comprehension effectiveness. In addition, it is unclear how EMI could be taught in the classroom.

The result of this study shows that non-English in-service teachers in an international school heavily rely on the CLIL approach to teaching non-English subjects. Teaching and preparing essential vocabulary for the lesson appears to be of one major concerns. However, the study on teacher development, especially in non-English subjects in EFL context is very limited. This leads to the questions of effectiveness in the design of a vocabulary lesson that non-English teachers implement in class. Future study could investigate the effectiveness and strategies non-English in-service teachers use to teach students in class. As Hillyard (2011) has mentioned that the need for CLIL training for teachers is needed for primary, secondary, and tertiary levels to provide teachers with confidence and quality lessons. In terms of methodology, future researchers could triangulate the instruments by including an audio record from an interview, a video record, and a journal into analysing the approaches and effectiveness of the lessons. This study hopes that future research could make use of this case study as a

springboard for a more in-depth investigation of the popular teaching approach of CLIL and EMI in an EFL context.

### New knowledge and the effects on society and communities

This case study provides a contribution of knowledge into the field of English language teaching, especially in the context of an international school. From the study's findings, it could be implied that non-English teachers teaching content heavy subjects in an international school emphasizes the CLIL approach. In addition, the result of the study indicate that non-English teachers need more training on how to incorporate language lesson into the lesson plan as English is used as a medium to teach. Current literature on international school focusing on non-English in-service teachers is very limited. This study could be used as confirmation and verification of their claim in using the CLIL approach in international. Although EMI takes place in the context of an international school, the 'E' is of question in what type of 'E' it is. The result shows that the 'E' in EMI is that of 'the modified form E'. Teachers reported that English is modified into simpler form for students to understand the content. This means that authenticity of language use in an international school in countries where English is a foreign language need to be further explored. The authenticity and effectiveness of language use compared to international school in countries where English is a second or native language need to be investigated. In other words, if CLIL approach is chosen, a question that parents and those involved in education may consider is whether the language used in an international school in a country where English is a foreign language is authentic and comparable to international school of those in Western countries.

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