

CONTENT-BASED INSTRUCTION (CBI) IN SERVING AN INTERNSHIP: PERSPECTIVES FROM THAI PRE-SERVICE TEACHERS MAJORING IN ENGLISH

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Abstract: *The research objectives were to investigate the changes in the perceptions in relation to English language teaching (ELT) and the ability to teach English after the implementation of CBI held by two pre-service teachers. Furthermore, it aims to investigate the perceived strengths and weaknesses of CBI as well as factors in implementing it during their teaching internship. The research was conducted on two pre-service teachers majoring in English having their teaching internship in the 2016 – 2017 school year, in public schools in Bangkok and Samutprakarn, Thailand. Both quantitative and qualitative data was obtained via two sets of an online questionnaire with five rating scales-questions and open-ended questions. Based on the responses to the questionnaires, the implementation of CBI made changes in their perceptions of ELT regarding lesson planning, learning activities, learning media, learning evaluation, and subject knowledge. The abilities to teach English were perceived as improved after the CBI implementation. The findings of the study also indicate that the successful implementation of CBI required a careful selection of content which should be of interested to the students and relevant to their prior knowledge. This could be attributed to enhancing pre-service teachers' awareness of their prospective students' needs and more effective teaching content and methods.*

Keywords: *Content-Based Instruction, Integrated Learning, Teaching Internship, Pre-Service Teachers, English Language Teaching*

Introduction

The research study derives from a practical problem which is located in a teacher education program in English. It is said that it is difficult for pre-service teachers to put theory into practice when they serve their teaching internship. This is in line with observing six pre-service teachers majoring in English under the researcher's supervision, some of which were the participants of the present study. Despite of the learning experience of a variety of teaching methodology e.g. PPP (Present, Practice, Produce) approach, TBLT (Tasked-Based

Language Teaching), and PBL (Project-based Learning), the pre-service teachers teach their students mainly through the teacher centred teaching approach. This is in line with Sanguanngarm (2015, p. 58) who states that relevant and effective teaching methods are insufficiently applied at schools in Thailand.

Inappropriate use of the teacher-centred teaching approach may delay learners' English achievement required in Today s' world. There are several drawbacks of the teacher-centred instruction with which less collaboration and communication among students occur (Concordia University, 2016). Moreover, students hardly 'express themselves, ask questions and direct their own learning' in a teacher-centred classroom (Concordia University, 2016). Therefore, it is important for teacher educators to educate well-qualified teachers with the relevant and effective teaching methods enhancing learners'.

Research Background

Sanguanngarm (2015, p. 59) compares the 21st century skills to the expected learners' key competencies noted in Thai Basic Education Core Curriculum (TBECC) 2008 and reports that the 21st century skills are in line with the Thai curriculum's expected learners' key competencies. It is suggested Thai teachers as well as pre-service teachers are responsible to enhance learners' learning skills responding to the knowledge and skills required in 21st century and stated in TBECC 2008. Moreover, the two are likely to in line with the expected characteristics of Thai graduates stated in the National Quality Framework (NQF) by the Office of the Higher Education Commission (OHEC). Table 1 shows the commonalities among the 21st century skills, the TBECC 2008 competences, and the NQF expected characteristics of Thai graduates. Based on the commonalities among them, preparing graduates responding to the NQF's five domains is equivalent to enabling them to be well equipped with the 21st century skills.

Table 1: The Commonalities and Relationship between the 21st Century Skills, Five Key Competences of TBECC and NQF's Five Domains

The 21st Century Skills	TBECC's Five Key Competences	NQF's Five Domains
1. Thinking critically and making judgments	1. Thinking	1. Cognitive Skills
2. Creatively and entrepreneurial thinking		
3. Solving complex, multi-disciplinary and open-ended problems	2. Solving problems	
4. Communicating and collaborating	3. Communication	2. Interpersonal Skills and responsibility
		3. Analytical and Communication Skills
5. Making innovative use of knowledge, information and opportunities	4. Technology	4. Knowledge
6. Taking charge of financial, health and civic responsibility	5. Life skill application	5. Ethical and Moral Development

Teaching internship is a process of preparing pre-service teachers to be qualified teachers who are in charge of enhancing learners' knowledge and skills in accordance with the

curriculum. Therefore, this process should enable pre-service teachers to be well-equipped with teaching approaches enhancing their learners' 21st century skills which are in line with both Thai Basic Education Core Curriculum and the NQF's five domains of expected characteristics of Thai graduate.

Emerging research suggests that learners will be well-prepared for the 21st century through learning which focuses on 'real-world problems and processes' (Pacific Policy Research Center, 2010, p. 12). Different teaching approaches e.g. project-based learning, problem-based learning, design-based learning and inquiry-based learning are suggested with the belief that these approaches are to acquaint learners with the 21st century skills (Pacific Policy Center, 2010, p. 12). An alternative approach, content-based instruction (CBI), is examined in this study based on the belief that it shares common elements with those of the four teaching approaches. With this belief, this research project aims to investigate the effectiveness of CBI in serving a teaching internship with the hope that the pre-service teachers will be supported and inculcated with teaching approaches which enable their own learners to be well-equipped with the 21st century skills.

This research project is conducted with the aim of proposing CBI as an alternative teaching approach and encouraging the pre-service teachers to less implement teacher-centred teaching approach. An objective of the research includes the observation of the pre-service teachers' implementation of CBI during their teaching internship. Another research objective also includes the investigation of the possible effectiveness of CBI in pre-service teachers' perceptions of English teaching and their ability to teach English. Three research questions include:

1. What are the pre-service teachers' perceptions of teaching English before and after implementing content-based instruction (CBI)?
2. What are the perceptions of the ability to teach English held by the pre-service teachers before and after the implementation of CBI?
3. What are the perceived strengths, weaknesses and factor in implementing CBI?

Literature Review

The sections following discusses English teacher professionalism in order to present the teacher quality reviewed by to literature. The review is to link with teaching internship and challenges which pre-service teachers of English might come across during their teaching internship. Then teaching approaches suggested for enhancing learners' skills of the 21st century i.e. project-based learning (PjBL), problem-based learning (PBL), and design-based learning (DBL) are presented. The discussion of the three teaching approaches aims to identify the common characteristics possibly shared with content-based instruction (CBI) of which impact on teaching internship is investigated in the present study.

English Teacher Professionalism

English teacher professionalism is differently defined. Warschauer (2000, p.518 cited in Yuwono & Harbon, 2010, p. 146) points out that professional language teacher should be 'able to write persuasively, critically interpret and analyse information, and carry out complex negotiations and collaborations in English'. Hedgcock (2002 cited in Yuwono & Harbon, 2010, p. 147) states that there is an urgent need for teachers of English who are proficient in grammar and socio-linguistics. Alastis (2005 cited in Yuwono & Harbon, 2010, p. 147) claims that professional English teacher must be aware of 'language learners, processes of learning, approaches to classroom instruction', apart from what is mentioned above. According to Yuwono & Harbon (2010, p. 148), both native and non-native speakers

of English should have teaching competency and at the same time possess a high level of the proficiency in English writing and speaking in order to be considered as professional English teachers. It might be argued that pre-service teachers are under pressure of the perceived professionalism of teachers of English when serving teaching internship.

Teaching Internship and Challenges

Teaching internship is a form of hands-on experiential learning (Huisman & Edwards, 2011, p. 16). The aim of teaching internship lies behind the idea of constructivism that experiences will enable pre-service teachers to relate theory to practice and to create meaningful experience (Mezirow, 1994; Baxter Magolda, 2004 cited in Huisman & Edwards, 2011, p. 16). The classroom behavior of the students is one of the challenges with which pre-service teachers might come across. According to Senior (2010, p. 170), the classroom behavior of the Asian learners of English are influenced by individual personalities, linguistic strengths and weaknesses, short and long-term goals, and home circumstances. However, no evidence of the characteristics of the stereotypical 'Asian learner' was reported in her study (Senior, 2010, p. 170). In Senior's (2010, p. 170) study, the teachers of English believe that students are likely to positively engage in communicating in English and participating in tasks when they feel relaxed and safe. Senior's (2010, p.170) study shows that students' engagement and participation depends on support and trust by the classroom community. According to Senior (1999, p. 197 cited in Senior, 2010, p. 171), the typical problem of teaching includes students' lack of confidence to do what is asked, students' challenging and inappropriate behaviors, and over-excited class. Another challenge lies with the teaching internship involves the irrelevance of the theory for locally-trained teacher teaching in Asian contexts. Class sizes are often large in Asian countries and English grammar and vocabulary are mainly taught with the aim of achieving in the examinations which leads a better education and career for the students (Senior, 2010, p. 175). One final challenge particularly for pre-service teachers relates to support of teaching practices from pre-service teachers' mentors. Phongplopis (2013, 417) claims that classroom observations and feedback on their teaching practices from mentors are essential to guide them how to handle classes with students' behaviors and to link the teaching theory with teaching in the real classrooms.

Senior (2010, p. 175) points out that teachers' ability to reflect on teaching practice, to adapt and to modify their teaching behavior appropriately is not developed through a particular teaching method or approach but a framework for understanding the nature of effective language teaching instead. However, students in her study (Senior, 2010, p. 171) believe that teaching was not sufficiently rigorous and they could learn more through more traditional ways. Due to the challenges mentioned in the previous section, student-centeredness is reluctantly implemented in the Asian region while it is encouraged in order to develop students' 21st century skills.

Teaching Approaches for the 21st Century Skills

An eclectic mix of teaching methodologies is suggested in order to enhance learner's learning and acquire the 21st century skills. In Senior's (2010, p.169) study, all the teachers taught English through communicative language approach (CLT) and engaged their students in pair work, group work, whole-class communication activities. In the same study, a Japanese-born teacher of English considered student centredness useful in terms of enabling them to reflect on and to adjust their teaching practices (Senior, 2010, p. 176). With warmth, support, and praise which lie behind the student centred teaching approach, the teacher in this study was able to address teaching and learning problems as well as to respond to attention-seeking students.

Pacific Policy Research Center (2010, p.12) proposes three possible teaching approaches i.e. project-based learning (PjBL), problem-based learning (PBL) and design-based learning (DBL) for enhancing learners' 21st century skills. According to Pacific Policy Research Center (2010, p.12), the three teaching approaches possess four common ground. First, real-world problems and processes are focused (Pacific Policy Research Center, 2010, p.12). Second, the inquiry-based learning experience is supported (Pacific Policy Research Center, 2010, p.12). Third, opportunities for collaborate among learners on projects are provided (Pacific Policy Research Center, 2010, p.12). Finally, learners are taught how to learn apart from what to learn (Pacific Policy Research Center, 2010, p.12). In the sections that are followed, these three-teaching approached will be presented and compared to content-based instruction (CBI), an alternative teaching approach for language learning and teaching and enhancing 21st century skills.

Harmer (2014) listed key features of project-based approach which include: learning by doing, real world problems, teachers as a guide-on-the-side, interdisciplinarity, collaboration and group work, and an end product. According to Pacific Policy Research Center (2010, p. 13), research has shown that project-based learning (PjBL) is significantly beneficial to students in terms of allowing them to work collaboratively on learning activities. Harmer (2014, p.11) reports three main advantages of PjBL which include: improved academic results, the development of wider skills, and increased learning motivation and enjoyment.

Regarding the improved academic results, the group of undergraduate Israeli students with PjBL outperformed the other with traditional teaching method in Barak and Dory's (2003 cited in Harmer, 2014, p. 11) study. In terms of the development of wider skills, the top five skills and competencies reviewed by Harmer (2014, p. 12) included: teamwork/collaboration, problem solving skills, increased motivation, oral communication skill and written communication skill. In terms of learning motivation and enjoyment, PjBL is beneficial to enhance in-service teachers' ability to give and receive feedback (Frank, lavy and Elata, 2003 cited in Harmer, 2014, p. 13). The relations between peers, between students and teacher were improved (Frank, lavy & Elata, 2003 cited in Harmer, 2014, p. 13). Frank, lavy & Elata's (2003 cited in Harmer, 2014, p. 14) observation and the analysis of semi-structured interviews with the students show that they enjoyed learning and motivated to learn through PjBL. Similarly, all students enrolling in a sustainability course in Beijing considered project-based learning approach 'more motivating and effective than a lecture-based pedagogy' (Du, Su & Liu, 2013, p.87 cited in Harmer, 2014, p. 14).

Hung, Jonassen & Liu (2008) gave five main characteristics of PBL. First, PBL is problem focused (Hung, Jonassen & Liu, 2008, p. 488). Second, it is student centred (Hung, Jonassen & Liu, 2008, p. 488). Third, it is self-directed (Hung, Jonassen & Liu, 2008, p. 488); students are responsible for their own learning. Fourth, it is self-reflective; students reflect on their understanding and learning to adjust learning strategies for their own (Hung, Jonassen & Liu, 2008, p. 489). Finally, teachers in PBL play a role of facilitator not lecturer (Hung, Jonassen & Liu, 2008, p. 489).

PBL improve students' learning outcomes and develops students' problem-solving skills, higher order thinking, self-directed learning/life-long learning, and self-perception and confidence (Hung, Jonassen & Liu, 2008). PBL students outperformed non-PBL students in pre-test and post-test of the course called Science, Society and Future of high-school students (Gallagher et. al., 1992 in Hung, Jonassen & Liu, 2008, p. 491). Shepperd (1998 cited in

Hung, Jonassen & Liu, 2008, p. 491) found that students in grade four and five gained a significant increase in critical thinking skills after a participating a 9-week PBL course.

Scholars i.e. Norman and Schmidt (1992), Blumberg and Michael (1992), and Ryan (1993) affirmed that students were educated to be self-directed, independent and life-long learners through PBL. Blumberg and Michael (1992 cited in Hung, Jonassen & Liu, 2008, p. 492) reported that self-directed learning behaviors in students with PBL experience were promoted. Similarly, Ryan (1992 cited in Hung, Jonassen & Liu, 2008, p. 492) found that PBL students perceived themselves more self-directed at the end of the semester in health-science-related course. PBL has a positive impact on students' confidence in judging alternatives for solving problems (Dean, 1999 cited in Hung, Jonassen & Liu, 2008, p. 492) and improve students' interpersonal and professional skills (Schmidt and van der Molen, 2001; Schmidt et., 2006 cited in Hung, Jonassen & Liu, 2008, p. 492).

Nelson (2004, p.1) states that design-based learning is an outgrowth of Dewey's methods of learning by doing. California State Polytechnic University, Pomona (2006) claims that students in DBL classroom are encouraged to create physical objects that reflect themes. Pacific Policy Research Center (2010, p. 13) states that the popular design-based learning activity is a robotic competition. Through DBL experience, students are allowed to collaboratively design, build and pilot their work.

Through DBL experience, students acquire intellectual and social skills which include: thinking critically and asking thoughtfully questions, independently locating relevant information, creatively adapting information to a specific need, testing the validity of an idea, learning from mistakes and coming up with fresh solutions and work cooperatively with others and democratic decision-making (California State Polytechnic University, Pomona, 2006).

Content-Based Instruction

Content-based instruction is defined as 'the integration of particular content with language teaching aims' (Brinton, Snow & Wesche, 2003, p.2). In other words, CBI is referred to that a subject matter and L2 (English) is taught at the same time in order to enable L2 learners acquired academic knowledge as well as L2 with using L2 as a medium of instruction (Snow & Wesche, 2003, p.2). CBI is considered an effective teaching approach for bilingual education necessary for enhancing EFL learners' English proficiency (Brinton, Snow & Wesche, 2003; Owen, 2002; Hu, 2008) which is required for communication and collaboration in the 21st century (Pacific Policy Research Center, 2010).

The rationale of CBI is that 'natural language acquisition takes places in context and CBI provides a context in which meaningful language can be acquired; students learn best when there is an emphasis on relevant meaningful content rather than on the language itself' (Macaro, Vanderplank, & Murphy, 2010, p. 51 cited in Kang, 2015, p. 28).

Based on the CBI's rationale of integrating content and language, CBI requires the collaboration between language teachers and subject teachers. The collaboration occurs among teachers in the form of collaboratively assess students' learning language design the curriculum and lessons appropriate to students' level (Snow, Met & Geneses, 1989; Davison, 2006, p. 457 cited in Lo, 2015, p. 445). In Lo's (2015, p. 451) study, collaboration between language and content teachers enhances students' (Grade 8, aged 13-14) language proficiency measured by pre-test and post-test of comparative/superlative adjectives, describing graphs,

and trends in using appropriate verbs and adverbs. Lo's (2015, p. 454) meetings with teachers and teaching observations showed that collaboration between language and content teachers in CBI classroom can enhance students' language proficiency due to the fact that CBI experience enable teachers become aware of students' needs. The awareness of students' needs allows them to construct an appropriate curriculum for students and adjust their teaching methods responding to the students' needs (Lo, 2015, p. 455-456).

CBI is identified as a language teaching approach; however, the approach has a positive impact on learning similar to project-based, problem-based and design-based learning. According to Kang (2015, p. 29), CBI implementations contribute to improve English listening and reading skill effectively and almost native-like. Kang (2015, p. 29) adds that CBI learners learn and use English for real situation with more confidence. In Kang's (2015, p. 43) observational study, 32 participants (N=33) were satisfied with the CBI course because CBI learning experience makes them feel more confident in using English and acquaint them with the academic knowledge in the target language. This is in line with British Council (2004) who points out that students feel more interested in and motivated to learning a language. Apart from this, CBI learning experience allows students to work in groups through which students can develop their collaborative skills, thinking skill, and study skills such as taking information from difference sources, note taking, summarizing, and extracting key information from texts (British Council, 2004).

The review of teaching approaches: project-based learning, problem-based learning, design-based learning and content-based learning has shown that student centredness is the rationale behind all of the four approaches. Participating in learning through these four approaches, students are given opportunity of learning by doing in groups which develop their collaborative skills. Through collaboratively working, students develop critical thinking, problem solving, and communication skill which are essential for success in the 21st century. With common outcomes shared among the four approaches, the present study is conducted in order to investigate the effectiveness of CBI as an alternative approach to develop 21st century skill for students.

Methodology

The sources of data of the current study include two sets of online questionnaire. The online questionnaire was created to collect data from the pre-service teachers before and after the implementation of content-based instruction (CBI) in order to answer the three research questions (RQs) as stated in previous section (Literature Review). Following is a detailed description of the instrument for data collection.

Online Questionnaire

The online questionnaires contained both the open and closed question. The open questions were used in order to enable the pre-service teachers to answer as much as they wish and give explanations to their responses as suggested by Cohen, Manion and Morrison (2007, p. 321) who explained that the responses to open questions would enable researcher to investigate complex and complicated issues. The closed questions were used in order to direct to the focus of the study which is the research participants' perception of teaching English and their ability to teach English with and without the implementation of CBI. This type of question is useful when the research participants provide irrelevant information which is likely to happen with using solely the open questions (Cohen, Manion & Morrison, 2007, p. 322).

Furthermore, the closed questions allow the researcher to generate frequencies of response in order to compare the responses to the online questions before and after the implementation of CBI. In this research study, a Likert scale have five levels which is in line with Turner (2014, p. 19) who stated that a Likert-type item could have from three to nine levels. The Likert scale were employed in this present study in order to measure the extent to which the research participants agree or disagree with statements relating to teaching English and the ability to teach English which is in line with Cohen, Manion and Morrison (2007, p. 326) and Turner (2014, p. 19).

An online questionnaire before the implementation of CBI was given to each of pre-service teachers (N=2) in order to investigate their perceptions of teaching English and their perceived ability to teach English (RQ1 and RQ2). The questionnaire consisted of two sections: 1) the perception of teaching English and 2) the perception of ability to teach English. Each section contained an open-ended question and ten closed questions with a Likert scale (five degrees of agreement) It is ranging from 1-5 ranging from strongly disagree (Scale 1), disagree (Scale 2), neither agree nor disagree (Scale 3), agree (Scale 4) and strongly agree (Scale 5). The content of closed questions was drawn from a form of evaluating the participants' teaching practice designed by their host university.

The first section was designed to investigate the perception of teaching English (RQ1). The second section was created to explore the perceptions of the ability to teach English held by the two pre-service teachers before implementing CBI (RQ2). After the implementation of CBI, the pre-service teachers were given a different online questionnaire to explore all of the three research questions. This questionnaire consists of three sections. The perceived teaching English (RQ1) and the perceived ability to teach English (RQ2) were investigated through questions in Section 1 and 2 which are similar to what were asked in the online questionnaire completed before the implementation of CBI. Section 3 comprises of two open-ended questions as follows: What are CBI's strengths? What are CBI's weaknesses? and one statement: Please state factors in implementing CBI in your classroom. All of these questions were employed with the hope to answer the last research question (RQ3).

Research Settings and Research Participants

In Thailand, students may become qualified teachers either by taking a four-year subject specialist degree followed by a one-year education diploma, or taking a four-year Bachelor of Education program in which the subject content and the pedagogy are blended, followed by one-year teaching internship. This research project is conducted with two pre-service teachers majoring in English, namely Dar and Marsh (pseudonyms) and they served their internship at the Voice and the Face school (pseudonym), respectively. They were selected from six pre-service teachers under my supervision. The selection was based on the voluntary basis and the willingness of CBI implementation during their teaching internship.

Data Collection

Data were collected through online questionnaire which allow the research participants to provide the data at their convenience. This reduced the participants' stress, rather than giving the answers in front of the researcher. The first online questionnaire was given to the pre-service teachers during the first term of their teaching internship when CBI was not implemented. The second online questionnaire was given to them during the second term of their teaching internship when CBI was implemented in their classroom teaching. The responses to the questionnaires were automatically collected in the server of the researcher's Google Drive.

Data Analysis

The data of the present study was analyzed through content analysis in order to uncover and understand the participants' perceptions of implementing CBI, CBI's strengths, weakness and factors in implementing the teaching approach in their own classroom. The basic level of content analysis was used in order to analyse the responses to the open-ended questions (1.1, 2.1, and 3.1-3.3). Coding was used in order to analyse the responses to the closed-questions (1.2.1-1.2.10 and 2.1.1-2.1.10). There were three main emergent codes: the fixed degree, the increased degree, and the decreased degree which reveal the similarities and differences of the participants' perceptions under this research's investigation. The participants' perceptions were classified into two groups: the perceptions of ELT (English Language Teaching) and that of the ability to teach English.

Findings and Analysis

Findings of the current study compare the pre-service teachers' perceptions of ELT and their ability to teach English before and after CBI implementation. Moreover, the perceived strengths, weaknesses and factors in implementing CBI in their classroom are revealed in this paper.

The Perceptions of ELT Before and After CBI Implementation (RQ1)

With regards to the responses to the open-ended question before the CBI implementation, both Dar and Marsh perceived ELT (English Language Teaching) as teaching and giving the English lessons to their students. Dar regarded English as another language, saying "To teach students another language" to inform the meaning of ELT. Marsh regards English as the content knowledge, stating that "Give students knowledge about basement of English". After CBI implementation, Dar's perceptions of ELT were likely to remain the same. She regarded English as an additional language, saying that "In my opinion, teaching English is teaching students another language aside from their first language". On the other hand, Marsh's perception of ELT has changed after CBI implementation. She perceived ELT not as to give knowledge but to learn from each other between teachers and students.

Figure 1 showed the comparable findings of the items of rating scale (Questionnaire before and after CBI implementation, Section 1). The questionnaires' findings showed that Dar and Marsh perceptions of ELT before and after CBI implementation were different and categorized into in three groups: Fixed, Increased and Decreased.

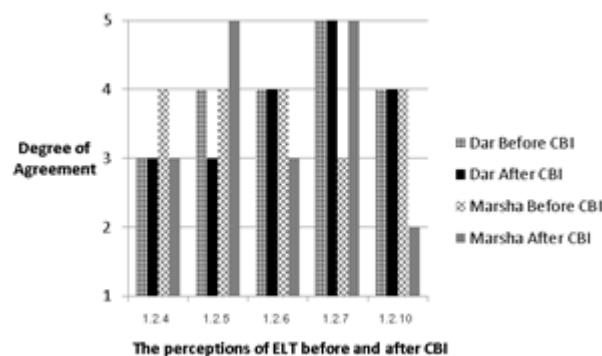


Figure 1: The Common Perceptions of ELT Shared between Dar and Marsh

Dar's perceptions of ELT were allocated into two groups (Fixed and Decreased) while Marsh's were allocated into all of the three groups. The fixed degree of agreement is referred to as no difference degree of agreement given after CBI implementation. The fixed degree included Dar's perceptions of ELT in the aspects of lesson planning, learning activities, and subject knowledge.

The decreased degree of agreement was made to four questions: 1.2.3, 1.2.5 (lesson planning), 1.2.8 (learning media), and 1.2.9 (learning evaluation). After the CBI implementation, Scale 3 (neither agreed nor disagreed) replaced Scale 4 (agree) to Question 1.2.5 and 1.2.9 and Scale 5 (strong disagree) to Question 1.2.3 and 1.2.8. See Table 2.

Table 2: Dar's Perceptions of ELT (Decreased Degree)

Questions	Dar	
	Before CBI	After CBI
1.2.3 Determine learning contents appropriate to the learning time	5	3
1.2.5 Determine learning objectives appropriately widely and practically	4	3
1.2.8 Determine learning media and resources appropriated to the nature of subject (English)	5	3
1.2.9 Design a variety of the assessment and evaluation appropriately	4	3

As can be seen from Table 3, the increased degree of agreement was given to five questions: Question 1.2.3, Question 1.2.5, and Question 1.2.7 – 1.2.9. After the CBI implementation, Scale 4 (agree) replaced Scale 3 (neither agree nor disagree) to Question 1.2.3 (lesson planning). Marsh perceived that ELT is related to determine learning contents appropriate to the learning time after the CBI implementation. Scale 5 (strongly agree) replaced Scale 3 (neither agree nor disagree) to Question 1.2.7 (learning activities) and 1.2.9 (learning evaluation) after CBI implementation. In addition, Scale 5 (strongly agree) replaced Scale 4 (agree) to Question 1.2.5 (lesson planning) and 1.2.8 (learning media) after the implementation of CBI.

Table 3: Marsh's Perceptions of ELT (Increased Degree)

Questions	Marsh	
	Before CBI	After CBI
1.2.3 Determine learning contents appropriate to the learning time	3	4
1.2.5 Determine learning objectives appropriately widely and practically	4	5
1.2.7 Design children-centred learning activities systematically	3	5
1.2.8 Determine learning media and resources appropriated to the nature of subject (English)	4	5
1.2.9 Design a variety of the assessment and evaluation appropriately	3	5

The decreased degree of agreement was made to five questions: 1.2.1 – 1.2.2, 1.2.4, 1.2.6, and 1.2.10 (See Table 5). After the CBI implementation, Scale 2 (disagree) in Question 1.2.2 (lesson planning) replaced Scale 3 (neither agreed nor disagreed). In addition, Scale 2 (disagree) replaced Scale 4 (agree) to Question 1.2.1 (lesson planning) and Question 1.2.10 (subject knowledge). After the implementation of CBI, Marsh disagreed that ELT should be conformed to determine a learning agenda responding to school site's curriculum (Question 1.2.1) and teachers of English should be able to model clear and accurate English

pronunciation and grammar (Question 1.2.10). Furthermore, Scale 3 (neither agree nor disagree) replaced Scale 4 (agree) to Question 1.2.4 (lesson planning) and Question 1.2.6 (learning activities).

Table 4 Marsh's Perceptions of ELT (Decreased Degree)

Questions	Marsh	
	Before CBI	After CBI
1.2.1 Determine a learning agenda responding to school site's curriculum.	4	2
1.2.2 Create a lesson plan with the school site's format.	3	2
1.2.4 Determine learning indicators responded to learning contents	4	3
1.2.6 Design learning activities responded to learning indicators and evaluations	4	3
1.2.10 Able to model clear and accurate English pronunciation and grammar	4	2

The Perceived Ability To Teach English Before and After CBI Implementation (RQ2)

The open ended question (no.2.1) asked whether the participants' went well and how English was taught before the implementation of CBI (RQ2). With regards to the response to the open-ended question, Dar seemed to be confident with her teaching practice which was interesting with her instructional material. Dar stated, "Yes. I always try to use a funny [sic] instructional material in order to use in class". On the other hand, Marsh's teaching practice was perceived as not as effective as she expected. She also reported factors of her ineffective teaching practice which were likely to be due to students' behaviours, rather than her teaching. Marsh said, "Sometimes, it's not go [sic] well. I can't teach all process [sic] I prepare. The reasons are my students come to the class late. They can't remember some knowledge that they have learned, and they do activities slowly".

After CBI implementation, both Dar and Marsh assessed their teaching practice with CBI. Dar's confidence of the teaching practice remained. However, she perceived that her teaching practice was effective with various teaching methodology, apart from interesting instructional materials. She stated, "Yes, it did. I used variety methodology to enhance student's learning. With CBI, Marsh's teaching practice seemed to be effective. In addition, Marsh was aware that teaching English effectively was depended on awareness of learners' ability. She said, "Good but not at all. I have to learn what students can do or cannot".

Figure 2 showed the comparable findings of the items of rating scale (Questionnaire before and after CBI implementation, Section 2). The questionnaires' findings showed that the perceived ability to teach English before and after CBI implementation held by Dar and Marsh was different and categorized into three groups: Fixed, Increased and Decreased. Dar's perceived ability to teach English were allocated into all of the three groups while Marsh's perceived ability to teach English was categorized into the first two groups. The findings showed the similarity of their perceptions of the ability to teach in English in three aspects: learning content (Question 2.2.1), teacher's role (Question 2.2.5) and teacher's characteristic (Question 2.2.8). Before CBI implementation, both participants were reluctant with present learning content responded to their learners' interest and ability (Scale 3, Question 2.2.1). They also perceived themselves uncertain whether they well-disciplined and manage learning time properly (Scale 3, Question 2.2.8). After CBI implementation, they were more confident

with their ability in these regards by given Scale 4, Agree. Scale 4 was given to Question 2.2.5 before and after CBI implementation. This showed that the implementation of CBI did not make any change to the perceived teachers' role regarding speaking and explaining with clear and interesting tone and voice (Question 2.2.5).

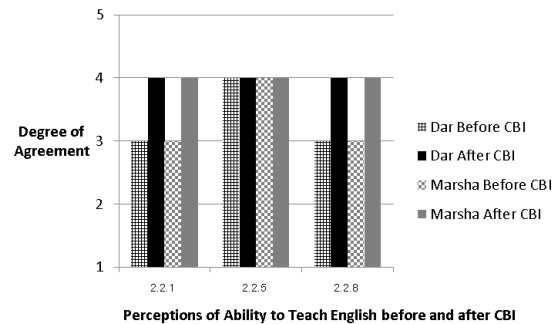


Figure 2 The Perceived Abilities to Teach English Shared between Dar and Marsh

Both of them seemed to be more confident in their ability to introduce learning activities with the awareness of individual's differences and the widely concerning learners (Question 2.2.2). Dar gave Scale 5 (strongly agree) and Marsh give Scale 4 (agree) instead of Scale 3 (neither agree nor disagree) after the CBI implementation (See Table 6). This finding showed that the implementation of CBI lead towards the perceived ability of ELT regarding introducing learning activities with the awareness of individual's differences and the widely concerning learners.

The fixed degree of agreement given by Dar included the perceived teacher's role stated in Question 2.2.5 (Scale 4) which was presented in the previous paragraph, Question 2.2.6 (Scale 4) and Question 2.2.7 (teacher's roles, Scale 5). Before and after the CBI implementation, Dar perceived (Scale 4, Agree) that they were able to arrange learning environment and media initiating learners' learning (Question 2.2.6). Further, she strongly perceived (Scale 5, strongly agree) that she was able to boost learners' moral value and desired characteristics during learning process.

The increased degree of agreement was given to five items, Question 2.2.1- 2.2.3, Question 2.2.8, and Question 2.2.10 (See Table 5). After the CBI implementation, Scale 4 (Agree) replaced Scale 3 (Neither agree nor disagree) to Question 2.2.1 (learning content) and Question 2.2.8 (teacher's characteristics). Moreover, Scale 5 (Strongly agree) replaced Scale 3 (Neither agree nor disagree) to Question 2.2.2 (learning activities). Finally, Scale 5 (Strongly agree) replaced Scale 4 (Agree) to Question 2.2.3 (learning activities) and Question 2.2.10 (teacher's responsibilities).

Table 5: Dar's Perceived Abilities to Teach English (Increased Degree)

Questions	Dar	
	Before CBI	After CBI
2.2.1 Present learning contents responded to learners' interest and ability	3	4
2.2.2 Introduce learning activities with the awareness of individual's differences and the widely concerning learners	3	5
2.2.3 Present a variety of learning activities which allow learners to practice and appropriated to the nature of the subject (English)	4	5

Questions	Dar	
	Before CBI	After CBI
2.2.8 Well classroom-disciplined and learning time management	3	4
2.2.10 Make use of learning assessment and evaluation to improve the further learning management.	4	5

The decreased degree of agreement was made to two questions: 2.2.4 (teacher's roles) and 2.2.9 (teacher's characteristics). Scale 4 (Agree) replaced Scale 5 (Strongly agree) to Question 2.2.4. This showed that the ability to ask questions appropriated to learners' age and provide a clear and accurate explanation was slightly less outstanding after Dar's CBI implementation. Similarly, Scale 3 (Neither agree nor disagree) replaced Scale 4 (Agree) to Question 2.2.9. The finding showed that Dar's perceived ability to present appropriately an emotional response and reaction in accordance with educational psychology was less performed after her implementation of CBI.

Regarding Marsh's perceived ability to teach English before and after CBI implementation, the fixed degree of agreement included the perception of learning activities (Question 2.2.3, Scale 4), teacher's characteristic (Question 2.2.9, Scale 4) and teacher's responsibility (Question 2.2.10, Scale 5) as can be seen from Table 10. The first two questions were given Scale 4 (Agree) and the last question was given Scale 5. The findings showed that Marsh perceived herself capable to present a variety of learning activities which allow learners to practice and appropriate to the nature of the English subject (Question 2.2.3) and to present appropriately an emotional response and reaction in accordance with educational psychology (Question 2.2.9) with or without CBI. Furthermore, Marsh strongly consider herself proficient in making use of learning assessment and evaluation to improve the further learning management (Question 2.2.10).

The increased degree of agreement was given to six questions: Question 2.2.1 (learning content), Question 2.2.2 (learning activities), Question 2.2.4, and Question 2.2.6 – 2.2.8 (teacher's roles). All of these questions were given Scale 3 (Neither agree nor disagree) before the CBI implementation. However, Scale 3 was replaced by Scale 4 (Agree) in all questions except Question 2.2.6 which was given Scale 5 (Strongly agree) after the CBI implementation. The findings showed that Marsh saw herself more able to present learning contents responded to learners' interest and ability (Question 2.2.1), introduce learning activities with the awareness of individual's differences and the widely concerning learners (Question 2.2.2), ask questions appropriate to learners' age and provide a clear and accurate explanation (Question 2.2.4), to boost learners' moral value and desired characteristics during learning process (Question 2.2.7) and perform well classroom-disciplined and learning time management (Question 2.2.8) with CBI implementation. Moreover, Marsh greatly considered herself able to arrange learning environment and media initiating learners' learning with CBI implementation (Question 2.2.6). Interestingly, there was no decrease degree of agreement with Marsh's perceived ability to teach English after the CBI implementation.

The Perceived Strength, Weaknesses and Factors in Implementing CBI

The open ended question (no. 3.1) asked what CBI's strengths are. With regards to the responses to this question, CBI was perceived as useful and enhanced students' learning. Dar reported that CBI involves the content of other subjects which activates students' background knowledge and facilitates students to learn English. Marsh perceived that CBI was one of the student-centred approaches which encourage students to learning by doing.

The open ended question (no. 3.2) asked what CBI's weaknesses are. With regards to the responses to this question, CBI would be effective with appropriate learning topic and content as well as the involvement of the teacher centredness. Dar reported that teachers must be careful in choosing learning topics. Although Marsh perceived CBI effective because of its nature of learner centredness, she believed that teacher centredness was also necessary for certain learning and teaching situation.

The open ended question (no. 3.3) asked what factors in the implementation of CBI in the participants' teaching practice. Both Dar and Marsh perceived student's background knowledge very important to make CBI implementation successful in their teaching practice. Dar described that she has brought the interesting topics of Science into her classroom. In addition, she has looked for the connection between the scientific topics and contents with English lessons. Apart from this, Dar reported the chosen topics and contents of science and English should be responded to her school site's curriculum. With the interesting and interrelated contents complied with the school curriculum, Dar's students were able to connect their background knowledge related to science lessons with learning English in her class.

Conclusion

The present study derives from a practical problem which is located in a teacher education program in English. One of the problems is that pre-service teachers struggle with putting theory into practice when they serve their teaching internship. Through classroom observation, teacher centredness has been mainly implemented despite the fact that student centredness is promoted in order to develop students' 21st century skills. The implementation of student-centred approach and the 21st century skills are in line with the learning objectives of the Thai Basic Education Core Curriculum. Furthermore the 21st century skills are essential for undergraduate students as these skills are responded to NQF's five domains of Thai graduates' expected characteristics.

Three teaching approaches; project-based learning, problem-based learning and design-based learning are suggested to develop students' 21st century skills. However, this study presented the commonality among the three approaches and content-based instruction (CBI) which aims to enable students to mastery language and content subjects. Therefore, the present study investigated the possibility of the implementation CBI in classroom of English for future research on effectiveness of CBI in enhancing students' 21st century skills-development.

The current study compared the perceptions of English Language Teaching (Research Question 1) and their perceived ability to teach English (Research Question 2) held by two pre-service teachers before and after CBI implementation. The findings responding to the research question 1, the CBI experience has transformed Marsh's perception of ELT which was from 'give student knowledge...' to 'learn from each other'. Furthermore, lesson planning, learning activities, learning media, and learning evaluation gain a significant importance after the CBI implementation. The findings responding to the research question 2, the CBI experience enabled them to reflect on their teaching practice. Dar perceived that teaching would be effective with various teaching methodology. Moreover, CBI has helped Marsh understand that students' behaviors were not the only factor making her teaching practice successful but also the awareness of students' learning ability. Furthermore, CBI experience helps the pre-service teachers gain more confidence in the ability to teach English regarding the presentation of learning content and learning activities. Through CBI

experience, they perceived themselves well performed in relation to teacher's expected characteristics, roles and responsibilities.

The findings of the present study also revealed the perceived strengths and weaknesses of CBI. CBI was perceived as useful and enhanced students' learning. This approach is student-centred. However, the pre-service teachers reported that only CBI would not make teaching and learning successful; teacher centred approach was sometimes vital in certain teaching situation. The factor in successfully implementing CBI involved students' background knowledge and learning topic should be of interest to the students.

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