



The 17th International Conference on Humanities and Social Sciences

Proceedings of

IC-HUSO 2022

*Research on the Transformation of the Humanities
and Social Sciences in the Post-COVID-19 World*



7 November 2022

**Faculty of Humanities and Social Sciences
Khon Kaen University, Thailand**

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The 17th International Conference on Humanities & Social Sciences 2022

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Year: 2022



**Reporting Speech from the Dean
Faculty of Humanities and Social Sciences, Khon
Kaen University, THAILAND**

Mr. President, Lecturers, Distinguished delegates, Ladies and gentlemen,

On behalf of the Faculty of Humanities and Social Sciences, it is my great pleasure to be here today and welcome all of you to the 17th International Conference on the Humanities and Social Sciences (IC-HUSO 2022).

Research in the Humanities and Social Sciences includes numerous fields of study, such as language and literature, philosophy and religion, culture, sociology and anthropology, social development, public administration, media, information and communication, and education. Our studies aim to explain social dynamics and their effects. The knowledge that we gain from our work in these fields is crucial and valuable. It is a precious tool in guiding social direction. Aside from discovering new bodies of knowledge, the job of scholars in the humanities and social sciences is also to consistently investigate, revise, and develop knowledge to keep up with changes in dynamic social situations.

As fields of study that are deeply embedded in society, we cannot ignore the transformative effects of COVID-19. As the pandemic hit country after country, many of us attempted to trudge on, moving our work and studies online. Others, such as those dependent on Thailand's tourist industry, were forced to find a new path – their lives were completely altered. We collectively had to accept a “New Normal” to keep our vulnerable family and community members safe.

As we experienced changes at a personal level, we watched the world around us transform. Masks became as important as shoes. Food delivery services seemed to take over our economy. Gas and food prices increased. Children became more dependent on their families as schools tried to manage safety protocols; too many of these children were left behind. The pandemic had ripple effects on our society, which we will feel for years to come – in our communities, social networks, cities, economy, culture, politics, country, and certainly, in our regional and global relationships.

Just as we made personal and collective changes in our lives in order to help our families and friends survive the pandemic, research in the Humanities and Social Sciences is at a crossroads that will determine its future. We must be intentional. This is a time to slow down and reflect on our work. How can we integrate ourselves in the new world that COVID-19 has left behind? How can our different fields of study become more interdisciplinary, reflecting the need for our communities to work together and across individuals and groups with different expertise? How can our research bring the voices of people with lived experience to the hearts and minds of our decision-makers and leaders, and help key players to make informed and healthy choices into the future – for our people, environment, and society?

To answer these questions and others, it is very important that scholars from different departments have a stage to discuss and share opinions. The International Conference on the Humanities and Social Sciences offers such an open stage for scholars, researchers, lecturers, and students to share experiences, knowledge, and problems related to their subject.

In that vein, the Faculty of Humanities and Social Sciences, Khon Kaen University, is very pleased to have received 74 submitted papers from 7 countries worldwide. We trust that this conference will not only distribute knowledge from our fields of research but also enhance cooperative learning and understanding among us.

At this auspicious moment, I would like to invite the President of Khon Kaen University, Assoc. Prof. Charnchai Panthongviriyakul, M.D., to give the opening speech for the 17th International Conference on Humanities and Social Sciences (IC-HUSO2022).

Thank you very much.



**Opening Remarks from the President
Khon Kaen University, THAILAND**

Dean, lecturers, distinguished delegates, ladies and gentlemen,

I am most honored and delighted to have the privilege of giving the opening remarks on the 17th International Conference on the Humanities and Social Sciences. I wish, first of all, to accord my warm welcome to all of the distinguished scholars who come from many places around the world. We do very much appreciate your interest in coming and participating in the conference held in Khon Kaen University this year.

Human societies and cultures in every country have never stopped changing. Research on the Humanities and Social Sciences is therefore the foundation to explain the phenomenon of social dynamics and their effects. Education Transformation of the Humanities and Social Sciences and the knowledge gained leads to appropriate solutions according to the truth of situations. As a result, the knowledge gained from research on the Humanities and Social Sciences is crucial and valuable as a precious tool in guiding social direction.

Our ultimate goal this year is for the International Conference on the Humanities and Social Sciences to become an open stage on which scholars can distribute and share their knowledge and enhance cooperative learning in order to develop quality and standard research and theses in their fields.

I would like to take this opportunity to thank **Professor Peter Jackson, from The Australian National University, Australia, our keynote speaker on the topic of “The Global Importance of Thailand’s Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber”** who will give an informative and fruitful speech about Humanities and Social Sciences on this occasion and thank you all IC-HUSO staff who have worked really hard to make this conference possible.

I really hope that all participants will take this opportunity to gain and exchange views and knowledge for the development of future studies. I also hope that this conference will be fruitful, interesting, and beneficial for all of you. Last but not least, I hope that those of you who are visiting Khon Kaen for the first time will have a good time here during your short stay in our city.

At this auspicious moment, I would like to officially declare the opening of the 17th International Conference on the Humanities and Social Sciences.

Thank you very much.

Professor Peter Jackson

The Australian National University, Australia



About Peter Jackson:

Peter A. Jackson is Emeritus Professor of Thai history and cultural studies in the Australian National University's College of Asia and the Pacific. Over the past four decades, Prof. Jackson has written extensively on modern Thai cultural history, with special interests in the social and political history of Buddhism, magical cults and ritual, and gender transformations. He has also undertaken comparative work in globalisation studies and critical theoretical approaches to historical and cultural studies of Asia.

Since becoming ANU Emeritus Professor in 2016, he has held positions as Senior Research Fellow at the Yusof Ishak Institute of Southeast Asian Studies, Singapore, and Research Fellow at the Center for Southeast Asian Studies, Kyoto University, Japan. He has also been Professeur Invité at the EHESS-CNRS-INALCO Centre Asie du Sud-Est (CASE) in Paris and the Maison des Sciences Humaines, Laboratoire d'Anthropologie des Mondes Contemporains, Université Libre de Bruxelles.

Prof. Jackson currently holds an Australian Research Council Discovery Grant on the topic of "Religion, Ritual and Health in HIV-Affected Thai Communities: Buddhism and Healing Traditions as Cultural Resources". Prof. Jackson currently divides his time between Thailand and Australia and his most recent books are "Capitalism Magic Thailand: Modernity with Enchantment" (2022 ISEAS Publishing), "Deities and Divas: Queer Ritual Specialists in Myanmar, Thailand and Beyond" with Benjamin Baumann (2022 NIAS Press) and "Spirit Possession in Buddhist Southeast Asia: Worlds Ever More Enchanted" with Bénédicte Brac de la Perrière (2022 NIAS Press).

The Global Importance of Thailand's Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber

Peter A. Jackson
Australian National University

New cults of wealth, ritually empowered amulets and professional spirit mediumship have emerged together in Thailand's dynamic religious culture in recent decades. These increasingly popular varieties of ritual now form a symbolic complex. Separate cults of Indian deities, Chinese gods and Thai Buddhist and royal figures have merged in commercial spaces and media sites to sacralise the capitalist market and the production of wealth. In Thailand these magical cults are often criticised as *phuttha phanit*, "commodified Buddhist". They are also dismissed as superstitious (*ngom-ngai*) forms of *mutelu* and labelled as *saiyasat* rituals that should be distinguished from "true Buddhism". However, Thailand's spirit cults are socially and theoretically important both within the country and also internationally.

Emerging within popular culture, the cults of wealth, amulets and spirit mediumship are supported by all levels of Thai society, including those in positions of economic and political power. Thailand's spirit cults are also becoming increasingly important for the country's large communities of gender and sexually diverse people. Large numbers of gay and transgender (*kathoey*) ritual specialists are at the centre of the recent proliferation of spirit mediumship. As specialists in spirit rituals and fortune telling, queer people challenge their historical marginalisation and stigmatisation by becoming honoured members of the country's religious communities.

Thailand's spirit cults are also important internationally because they reveal the distinctiveness of the alternative modernities in Buddhist Southeast Asia and the conditions under which capitalist modernity produces new varieties of enchantment. Sociologists of religion such as Max Weber have argued that modernisation leads to a progressive rationalisation of society. However, Thailand's new cults show that magic is not a leftover residue of premodernity. Rather, in Buddhist Southeast Asia magic emerges within the centre of neoliberal capitalism, visual media and the digital cultures of the Internet. In Thailand processes of modernisation are actively producing magical worldviews and stimulating the rise of spirit cults.

In this presentation, Peter Jackson will summarise main ideas and arguments from three of his recent books: *Capitalism Magic Thailand: Modernity with Enchantment* (Singapore 2022); *Deities and Divas: Queer Ritual Specialists in Myanmar, Thailand and Beyond* (with Benjamin Baumann, Copenhagen 2022); and *Spirit Possession in Buddhist Southeast Asia: Worlds Ever More Enchanted* (with Bénédicte Brac de la Perrière, Copenhagen 2022). The analyses in these three books reveal the central place of spirit rituals in Thailand's Buddhist culture, their important contemporary roles in enhancing prosperity and protection and the ways that they provide spaces of honour and prestige for the country's gay, transgender and gender/sex diverse communities.

Conference schedule
17th International Conference on Humanities & Social Sciences 2022
Faculty of Humanities and Social Sciences, KKU
7th November 2022

Monday 7th November 2022					Room
08.00-08.30		Welcome /Registration			at the 1st floor, HS.05 Building
08.30-09.00		Opening ceremony, Assoc. Prof. Charnchai Panthongviriyakul, M.D., President of Khon Kaen University (Online) Opening Remark, Assoc. Prof. Orathai Piayura, Ph.D., Dean Faculty of Humanities and Social Sciences (online)			at meeting room 3, the 2nd floor, HS.05 Building Meeting ID: 993 0458 6944 Passcode: ICHUSO2022
09.00-10.00		Graduate Research Award Asst. Prof. Wirat Wongpinunwatana, Ph.D. Vice Dean for Academic and International Affairs			
10.00-11.00		Keynote speech: “The Global Importance of Thailand’s Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber” Professor Peter Jackson The Australian National University, Australia			
11.00-11.15		Refreshment Break [Box Set]			
11.15-12.00		Q & A			
12.00-13.00		Lunch [Box Set]			
13.00-14.30		Paper Presentation Section			at the 5th floor, HS.01 Rattana Pittaya Building
R.1: The Impact of Covid-19	R.2 : Language Teaching and Learning (a)	R.3 : Digital & Information Literacy	R.4: Economic & Management	R5: Literacy, Discourse, and Linguistics	
1.RESEARCH ON THE ROLE OF TRANSPORT AND RECOVERY AFTER COVID - 19 IN VIETNAM TODAY / <i>Vu Thi Kieu Ly (ICHUSO-007)</i>	1. Cultural Content Analysis of The A1 Level Spanish Courses at Khon Kaen University / <i>Darikarn Kotchana and Fuangket Tongwanchai (ICHUSO-005)</i>	1. Fake News Infodemic and Information Literacy / <i>Chatrawee Intraboonsom and Jariya Sairattanain (ICHUSO-006)</i> 2. The Representation of Thailand in South Korean	1. Factors Affecting Personal Financial Management Behavior: A Literature Review / <i>Nguyen Thi Hoai Phuong , Pham Tram Anh, Dam Phuong Ngoc, Nguyen Ngoc Anh</i>	1. Chinese Identity in Thai TV Series “Luetmangkorn” / <i>Rungphet Varaphongsatit and Wirat Wongpinunwatana (ICHUSO-018)</i> 2. Womanhood in	

<p>2. Solutions To Increase The Intention To Work In The Hospitality Industry Of Generation Z In Vietnam After The Covid-19 Pandemic/ <i>Phạm Thị Thu Phương, Trần Thị Ngọc Phương, Bùi Thị Hồng Việt and Đào Minh Ngọc (ICHUSO-035)</i></p> <p>3. The Trickle-Down Effect of Mayors' and City Managers' Change Leadership on Employees' Change-Supportive Behavior during COVID-19: The Role of Localism as a Moderator in Relationships / <i>Worasan Thawornprasert and Wisanupong Potipiroon (ICHUSO-037)</i></p>	<p>2. Using Participant Activities Support Actual Majority (PASAM) Model with EFL Learners for Reading Skills Improvement in Digital Surrounding / <i>Samran Sikkhagit (ICHUSO-010)</i></p> <p>3. The Effect of SQ4R Teaching Methods with Graphic Organizer towards Vocabulary Learning and English Reading Comprehension Ability for Grade 12 Students / <i>Saowaluck Phissanui (ICHUSO-012)</i></p>	<p>TV Series / <i>Jeeranan Sotthianan, Watcharapon Sirisuwilai, Sutida Ngonkum, Patra Phamornslnlapatham and Ratchanee Piyathamrongchai (ICHUSO-016)</i></p> <p>3. Critical metaphors of Covid-19 in Thai news headlines / <i>Sirisira Chokthawikit (ICHUSO-020)</i></p>	<p><i>Tu, Cao Nguyen Hieu Hang and Mai Tra My (ICHUSO-011)</i></p> <p>2. Some Solutions to Promote Economic Relations Vietnam – Myanmar to 2030 / <i>Nguyen Hoang Anh Tu (ICHUSO-015)</i></p> <p>3. Factors Affecting the Buying Decision Online Fashion Products of Young Consumers in Hanoi, Vietnam / <i>Nguyen Hung Cuong, Phạm Thị Thu Hà, Đinh Thị Hải Hậu, La Thị Thu Ngân, Trần Thị Thanh Huyền, Cao Thị Ngọc Mai and Nguyễn Thị Mai Anhl (ICHUSO-014)</i></p> <p>4. EWOM status and effect on marketing activities of the private healthcare industry in Vietnam / <i>Huỳnh Văn Khai, Vũ Đăng Ninh, Đỗ Minh Phương, Vương Thu Hương and Nguyễn Thị Thanh Thu (ICHUSO-039)</i></p> <p>5. AI Marketing: Current status and barriers to applying in the Private Healthcare Sector in Vietnam / <i>Trần Anh Tuyet, Lương Thủy Trang, Vũ Khanh Nguyễn, Nguyễn Văn Vinh and Huỳnh Văn Khai (ICHUSO-044)</i></p>	<p>Traditional Asian and African Cultures: A Comparison of the Female Characters in The Village in the Jungle by Leonard Woolfe and Things Fall Apart by Chinua Achebe / <i>P.N.Rathnayake (ICHUSO-031)</i></p>	<p style="text-align: center;">Room</p>
HS01-5C1	HS01-5C2	HS01-5C3	HS01-5A2	HS01-5A3	

Meeting ID: 989 9942 7631 Passcode: ICHUSO2022	Meeting ID: 943 5473 5346 Passcode: ICHUSO2022	Meeting ID: 991 5677 3752 Passcode: ICHUSO2022	Meeting ID: 919 9684 2902 Passcode: ICHUSO2022	Meeting ID: 931 6242 0745 Passcode: ICHUSO2022	Zoom Meeting ID
14.30-14.45 Refreshment Break [Box Set]					
14.45-16.45 Paper Presentation Section					at the 5th floor, HS.01 Rattana Pittaya Building
R.6: Philosophy	R.7 : Language Teaching and Learning (b)	R.8: Society of Mekong Region	R.9: Human Resources and Tourism	R.10 : Urban Interface and Wellbeing (WEDS)	
<p>1. The Philosophy of Education in Theravada Buddhism / <i>Banpot Khathaisong (ICHUSO-001)</i></p> <p>2. The Concept of Mental Therapy in the View of Philosophy / <i>Notnargorn Thongputtamon, Phramaha Dr.Komkai Singtong and Phramaha Dr. Phaithun Niwat (ICHUSO-042)</i></p>	<p>1. Fostering the Video-Enhanced Language Teaching Model for Teaching English in the 21st Century / <i>Chalermsep Karanjakwut (ICHUSO-032)</i></p> <p>2. The Pedagogical Implication of World Englishes in the Teaching of Writing Skill / <i>Arnantawut Tiang-uan (ICHUSO-033)</i></p> <p>3. Criteria Performance Analysis to Program Management for Exchange students from the People Republic of China at Faculty of Humanities and Social Sciences, Khon Kaen University / <i>Paiboon Manorom and Pairin Muangsanam (ICHUSO-034)</i></p> <p>4. The Implication of Formative Assessment in Content Language Integrated Learning in Thai Education / <i>Kamonwan Charunsri (ICHUSO-038)</i></p>	<p>1. Vietnam raises the level of international integration today following the legacy of President Ho Chi Minh / <i>Le Trung Kien (ICHUSO-003)</i></p> <p>2. “Is Nong Kai Ready for Chinese Tourists Through Lao-China Railway in Cultural Tourism?” A Survey Study of Text Signs in Cultural Tourist Attractions in Nong Kai Province / <i>Watcharapon Sirisuwilai, Wittika Thangchan, Prateep Chouykerd, Wuttichai Sawangsang, Jeeranan Sotthianan, Nisa Ruangwongwittaya and Prima Tantiparnitteerakul (ICHUSO-040)</i></p> <p>3. Education on decentralization through evolution in Cambodia / <i>Sokheang MEN, Sukanya Aimimtham and Viyouth Chamruspanth (ICHUSO-041)</i></p> <p>4. Community Perception and Attitude toward Payment for Ecosystem</p>	<p>1. The Utilization Of The Cultural Values Of The Cao Lan Ethnic People In Tuyen Quang For Community-Based Tourism Development / <i>Nga Nguyen Thi Phuong, Ngoc Truong Mai, Que Tran Thi Nguyet and Linh Do Dieu (ICHUSO-004)</i></p> <p>2. Human Resource Training in Logistics and Supply Chain Management in The Post-Covid-19 and Industrial Revolution 4.0 / <i>The Tuan Tran and Nguyen Thi Dung (ICHUSO-008)</i></p> <p>3. Experience in Enhancing Lecturer Quality in Japan and Suggestions for Vietnam / <i>Tran Thi Thuy, Bui Van Vien, Tran Ngoc Kim and Le Thi Ngoc Bich (ICHUSO-013)</i></p> <p>4. The role of the Private Sector in the Economy: Current Situation and Solutions for Development / <i>Pham Ha Chau Que and Nguyen Thi Dung (ICHUSO-009)</i></p> <p>5. Developing the Potential</p>	<p>1. The context of urban development and the Right to the City of the Isaan urban poor/<i>Patchanee Muangsri and Thanapauge Chamaratana (ICHUSO-024)</i></p> <p>2. Land Use Change Around High-Speed Rail Stations - Review of Concepts and Feasibility of Case Studies in Lao PDR/<i>Somsamleth Thavikham and Thanapauge Chamaratana (ICHUSO-026)</i></p> <p>3. Factors influencing the capacity to adapt to climate change: a case study of flooding and drought/<i>Kritsada Phatchaney, Buapun Promphakping and Pornpen Somabut (ICHUSO-027)</i></p> <p>4. Heidegger’s Philosophy of Technology: An Analysis of Dam Technology/<i>Denpong Saenkum and Puttharak Prabnok (ICHUSO-028)</i></p> <p>5. Correlation Analysis of</p>	

		Services in Lao PDR: A Case Study of Nam Kading Protected Area/ <i>Bounkham Vorachit, Tran Tho Dat and Dinh Duc Truong (ICHUSO-047)</i> 5. Lao PDR - Vietnam Investment Promotion Perspectives: A Case Study of Vientiane Capital/ <i>Sihoune Siththilusay (ICHUSO-048)</i>	of Personnel by using Human Resource Information Systems to increase Work Efficiency / <i>Nipapan Jensantikul (ICHUSO-030)</i>	Individual Characteristics, Digital Self-efficacy, and Digital Citizenship among Pre-service Teachers in Northeast Thailand/ <i>Nattapon Meekaew and Petcharat Chongnimitsataporn (ICHUSO-045)</i>	
HS01-5C1	HS01-5C2	HS01-5C3	HS01-5A2	HS01-5A3	Room
Meeting ID: 989 9942 7631 Passcode: ICHUSO2022	Meeting ID: 943 5473 5346 Passcode: ICHUSO2022	Meeting ID: 991 5677 3752 Passcode: ICHUSO2022	Meeting ID: 919 9684 2902 Passcode: ICHUSO2022	Meeting ID: 931 6242 0745 Passcode: ICHUSO2022	Zoom Meeting ID
17.00	Closing Remarks and Social Activity				

Notice: The proceedings will be online at Conference website: <http://hs.kku.ac.th/ichuso> on November 30th, 2022

Asst. Prof. Wanichcha Narongchai, Ph.D.
Editor IC-HUSO 2022

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The Implication of Formative Assessment in Content Language Integrated Learning in Thai Education

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Abstract

It is undeniable that education is influenced by the trends of globalization and intercultural communication around the world. Content Language Integrated Learning (CLIL) has developed into a popular educational approach. Whether the purpose is formative, summative or purely diagnostic, creating CLIL assessment is a demanding and complex endeavour. Teachers require the knowledge and principle about CLIL and the assessment. This article expresses the idea of CLIL and CLIL in Thai context. Additionally, there are consecutive steps of carry out the formative assessment to assess learning progression of students in CLIL class. This is alternative and manageable steps for teachers to create the effective teaching. The goal of this article is to understand principles that should be considered when adapting or designing CLIL assessment for teaching in classrooms.

Keywords: Content and Language Integrated Learning, CLIL, Formative Assessment, Language Learning and Teaching

1. Introduction

English language plays an essential role as the language of international communication. English is taught at all educational levels in Thailand as a foreign language. A formal plan for supporting the instruction of content subjects in English, communication language instruction, and reinforcement of English integrated education was put forward to increase the effectiveness of Contents and Language Integrated Learning (CLIL) in teaching and learning activities in the classroom and to increase the English proficiency levels of Thai students (Kewara, 2016). The various structural problems are examined in several studies on CLIL. The path toward CLIL is not easy, even for highly dedicated ones, because of the insufficiency of sustainable teachers and a lack of pre-service or in-service training, as well as the issues in sourcing teaching materials and assessments (Mehisto, 2008). Though teachers could teach English subjects, they continued to face issues with the material and assessment used in the CLIL classroom. By its very nature, learning involves progression. To assist in its emergence, CLIL teachers need to know how the students are expected to progress. These ways or progressions ground both instruction and assessment. Some teachers are unclear about how learning progresses should be focused. This issue is undesirable for teaching and learning and affects teachers' ability to engage in formative assessment in CLIL. According to Evans (2019), assessing student ability in the CLIL classroom is obviously more complicated because teachers need to decide if they are looking at students' understanding of the subject matter, their language skills, or both.

2. Content and Language Integrated Learning (CLIL)

2.1 Background of CLIL

Europe primarily witnessed Content and Language Integrated Learning (CLIL) as an educational approach, where the non-language subject classes (e.g., mathematics, history, geography) are taught through an additional language as the medium of instruction. It is a dual-focused academic approach wherein the learning and teaching of both language and content occur through an additional language. It entails learning via an additional language, which is also associated with the environment, culture, and contextual methodologies, and learning based on the connected pedagogies (Coyle, Hood, & Marsh, 2010).

CLIL is renowned among European nations. As far as other countries are concerned, adaptation is required for educational contexts and different cultures. CLIL is such a method where the teaching of content from a curriculum subject and a non-native language are combined. In addition, CLIL has gained the widespread reputation in the global society, since learners are enabled to enhance skills in their first language due to knowledge of another language. They also tend to express ideas about arts, science and technologies fluently. Concerning a CLIL classroom, thinking and learning skills are used to impart new language skills and the curricular subject. The language teachers, subject teachers or classroom assistants can be the CLIL instructors.

Moreover, teachers come up with aims, which can be accomplished, if the subject teachers learning the language needed for their subjects have a strong collaboration with the language teachers who need to learn more about subject content. CLIL is an organized methodology, which

has stemmed from the following non-exclusive methodologies employed in EFL environments for a long, for instance, English for Specific Purposes (ESP), thematic cycles, project work, Content-Based Learning (CBL), Content-Based Instruction (CBI). Unlike the communicative classroom, the authenticity of purpose is offered by CLIL based on the theories of second language acquisition.

Moreover, it is used to strengthen the learners' needs, as English is an essential requirement to be learned for particular subjects. For instance, in order to learn Arts; cooking or origami, English will be needed for learning origami or / and for cooking. The lack of relevance of language teaching and learners' motivation can be managed by CLIL. It also provides the natural atmosphere of language acquisition along with the use of language, learning content, fostering cognitive development, communicating, learning culture and encouraging the learners' creativity. Furthermore, learners' requirements can be met through the use of CLIL in language classes. (Harrop, 2012; Coyle, Hood & Marsh, 2010).

There are attributes of CLIL: the knowledge of an additional language (AL), its origin in different political and socio-linguistic settings, and another approach entailing the development of cultural, linguistic, cognitive, academic, social and other learning abilities (Ioannou, 2012). Moreover, Naves (2009) believed that CLIL has the potential to generate conditions for naturalistic language learning with an aim for language use in the classroom. Furthermore, it allows more exposure to the target language of learners by emphasizing meaning and implication; hence, it positively influences language learning.

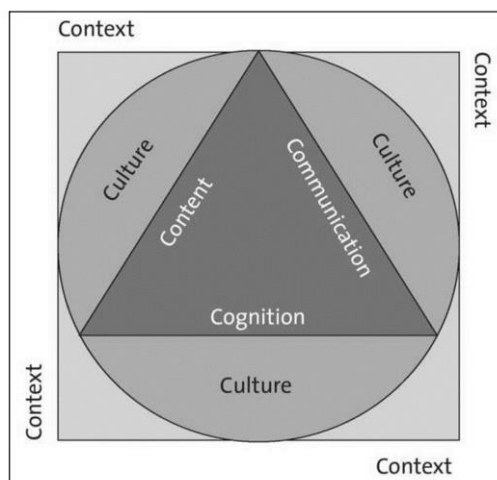
2.2 CLIL in Thai Educational Context

To improve education, International Study Programs, English Program (EP) and Mini English Program (MEP) have been launched by the Thai government and educational institutions (Charunsri, 2019). In addition, the Thai educational system adopted the CLIL almost a decade ago. In 2006, the English classes in Thailand were the first to witness the CLIL approach. In this regard, the Thai Ministry of Education cooperated with the British Council to bring improvements to the Thai academic system. For language learning, the CLIL approach was found beneficial in the Thai framework as per the findings of the first CLIL project. Previously, students uplifted their learning curve concerning English skills and showed optimistic behavior towards language (MacKenzie, 2008). Hence, the Thai subject experts will require support in language matters and adjustment in subject-specific methods to accommodate the additional language focus (Charunsri, 2019). It can be a massive transformation for professional development programs and Thai content teachers. Thai content teachers find it challenging to adopt CLIL structure into their teaching paradigm. Furthermore, out of 4, the two vision statements for Thailand in 2025 are: (1) one of the core languages will be English, and (2) With the help of ICT, the CLIL approach will be used for school students with appropriate standards-based assessment methods (British Council, 2006; MacKenzie, 2008).

2.3 4Cs Framework of CLIL

The content, cognition, communication, and culture for CLIL's planning are believed to be the four issues according to the 4Cs framework. Initially, the subject matter is basically the content. According to Coyle, Hood, and Marsh (2010), content is the CLIL theme or the subject. It is the development of skills and understanding of the content in the subject area. It is said that the experts teach and deliver the content of subjects, and the learners are enabled to gain knowledge in English. Secondly, language learning and its usability is known as communication; it is interaction in the open context, the language of reasoning, for example. English utilization is promoted for learners, which is related to four language skills in the learning subjects. Third, thinking and learning procedures are referred to as cognition; it is the commitment to associated cognitive processing. The learners are enabled to establish their thinking abilities owing to the CLIL lesson. For instance, when the teacher poses a query to a learner, he/she will think and then attempt to respond in English. Finally, culture is the development of global citizenship and intercultural understanding; it strengthens intercultural knowledge. The students learn many things from culture, and in turn, they should have distinctiveness and self-awareness. The learners find opportunities to know their friends' culture, and they can only realize the aspects like religion, political issues and thoughtful sensations through interaction and communication (Coyle, 2008).

In contrast, Darn (2006) believed that the CLIL was a more precise version and that a four-stage framework should be there in the CLIL-based classroom. Processing the text was the first stage, where the best texts, together with illustrations, were chosen so that the learners could have visual interpretation. To navigate through the content in a foreign language, structural markers are needed by the learners in texts. Secondly, there is the classification of knowledge; texts are often graphically illustrated. These arrangements were recognized as 'diagrams of thinking' or 'ideational frameworks,' and then the idea and information in a text were classified. Language identification was the next stage, where it was predicted that learners would produce the basics in their words. In this regard, what is required is the language of contrast and comparison, position or description, specific discourse markers, prepositional phrases or adverb phrases. There are certain other things demanding attention, for example, collocations, set phrases, semi-fixed expressions, and academic and subject-specific terms. Next and last comes the tasks for students; the task type of a CLIL lesson is a little different from that of a skill-based EFL lesson. There should be a provision of various tasks by considering the learning objective, learner styles and preferences, receptive skills and the type (Darn, 2006). For the process of facilitating learning, we should focus on the importance of classroom interaction since the CLIL classroom could be practically encouraged in this way. Coyle, Hood, and Marsh (2010) demonstrated the framework given below.



CLIL Framework (Coyle, Hood, & Marsh, 2010)

3. Formative Assessment

Learning progression shows the way which students are expected to progress in a subject. It provides a guideline for future learning opportunities. Moreover, the teachers and students can know the enabling knowledge, concepts, skills, what students need to reach the learning goal. When learning progressions are shared with students, they will understand the continuum of learning, accounting for different rates of learning (DeMeester & Jones, 2009). Formative assessment is one of the assessments used for checking students' learning and providing constructive feedback to enhance learning without grading in order to facilitate the students' needs during the task or activity (Sadler, 1998; Cullinane, 2011). A well-constructed learning progression presents several opportunities to teachers for instructional planning. It enables teachers to focus on essential learning goals, centering their attention on what the student will learn rather than what the student will do (i.e., the learning activity).

3.1 Advantages and Disadvantages

The formative assessment is used before or during the classes to report learning progression. It allows the teachers and students for adjustments in learning and teaching to encourage the students reach the learning outcomes. Several researchers pointed out that students could learn better when the formative assessment is strengthened. Teachers are responsible for scaffolding and supporting students through giving feedback. The formative assessment actively involved students in constructing their own knowledge. They remember it longer because they are more aware of what and when they are learning. It could identify learning needs and adjust teaching to meet the diversity of the classroom. (Smith, 2001; Black et al., 2003; Havnes & McDowell, 2008). However, there are some complaints. Some teachers are disappointed about the formative assessment because of time-consuming. They spend more time to repeatedly check students' learning than to provide the test at the end of a lesson (Reddy, 2019). The more time the formative assessments consume,

the less time there is for teaching. Shepard (2000) also stated that teachers do not get the opportunity to try out the way of assessing students in practice, so it is not known how the methods for checking students' progression will work in practice.

4. Implication of steps to guide the process of formative assessments for CLIL class

The appropriate assessment method can help teachers know what the students know and the gap between the students' understanding and learning goals. There are four steps to do the formative assessment for CLIL class as follows;

Step 1: Stipulating the learning goals

Firstly, Teachers have to set the expected learning goals and outcomes and then clearly inform these to students. Learning goals allow teachers and students to focus on what they are supposed to be learning and teaching. For CLIL class, the students are expected to have the progression in both content matter and language.

Step 2: Designing the appropriate methods

The 4 Cs framework of CLIL, variety and flexibility should be considered in the second step. Teachers should design different methods and activities to serve the different learning styles of students. The progression of learning generally needs to be low stakes, as the point is to get basic knowledge on the progress of individuals or the whole class. Teachers might design the assessment and use support strategies, such as:

- Demonstrating what students are required to do in class
- Utilizing visuals or diagrams
- Paraphrasing/simplifying instructional texts
- Using L1 to explain the lesson if needed
- Providing more time

The methods like observations, questioning, graphic organizers, diagnostic survey, visual thinking, quizzes, games, peer feedback, self-assessment, exit slips, group work, journaling, and reflection are generally used.

Step 3: Providing constructive feedback

After teachers use the appropriate method to monitor the students' progression, they have to give feedback to the students in the third step. Giving feedback is an essential element of formative assessments (Balow, 2017). Appropriate descriptive feedback should provide students with some combination of the learning goal and criteria for success (Shute, 2008). Teachers can give feedback from the evidence of learning, such as observation, games, etc. Moreover, evidence of learning needs to be elicited systematically. The elaborate feedback component should be detailed and specific to how the learner can improve or advance the learning but not too complex (Shute, 2008).

4). *Modifying the instructional plans*

Finally, when teachers know how students understand lesson and where they are having the problem, they can use this information to modify or adjust necessary instructional plans and classroom activities such as re-teaching, trying alternative instructional approaches, or offering more practice opportunities for the students. These modifications can lead to the better teaching for next time and improve student success.

5. Conclusion

All in all, it is challenging for CLIL teachers to recognize the important characteristics of CLIL and engaging their students in learning assessment. This is why it is necessary to implement relevant assessments to make learning applicable to CLIL classes that are becoming more effective approach to meet the demand of learners for mastering both content and language. The appropriate and particular assessment for CLIL should be considered. Let's think about how teachers could make assessments genuinely effective for the learners in a CLIL classroom. It would be much more helpful, would not it?

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