

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) BY USING CONTENT OF THE COMMUNITY FOR ENGLISH IMPROVEMENT

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Abstract: The purposes of the study were to 1) study and criticize the main core of the Content of The Community in Songkhla province to integrate in the lesson and enhance English communication 2) create and determine the effectiveness of CLIL by using the community sufficiency economy Content of The Community of Songkhla province to integrate on English communication of the primary students 3) find effectiveness on CLIL by using content of the community. The samples consisted of 32 students from primary 5-6, Bannathawee School, Nathawee district, Songkhla province, academic year 2022. Key elements of CLIL consisted of its principles, objectives, content structure, teaching steps, assessment and evaluation on English communication and the sufficiency assessment were implemented. Data collection consisted of local wisdom interview, the learning assessment, the instructional plans assessment form, the instructional plans, the English communication test and the sufficiency assessment. The findings were as follows; 1.) The core knowledge of content of the community in Songkhla province was the religion which had empower on the way of life of the local people and they also bond with the content of the community which consisted of religion, traditions and culture, traditional performance art, local wisdom and agriculture. 2.) The efficiency of CLIL by using content of the community of the special zone in Songkhla province was 81.86/82.00 which was higher than the criteria. The effectiveness of the students' learning was higher than pre-learning at 0.05 level of statistical significance.

1. Introduction

English language communication skills are crucial and essential in the present time for Thailand due to its participation in the ASEAN community. Therefore, it is necessary to prepare individuals with proficiency in language skills, knowledge, abilities, and competencies for work, including language communication. This skill is vital for daily life and future career prospects. Furthermore, English is the most widely used foreign language and a global lingua franca, serving as a means to access various fields of knowledge and explore new information. Recognizing the significance of English language for daily life as mentioned above, language communication skills have been incorporated into the core curriculum of the 2549 - 2553 Buddhist Era (2006 - 2010). Learning content includes the use of foreign languages for listening, speaking, reading, and writing, exchanging information, news, expressing feelings and opinions, interpreting, presenting information,

summarizing and commenting on various subjects, and establishing appropriate interpersonal relationships.

However, in reality, students have not been able to effectively utilize English language communication skills in their real lives. According to the National Educational Test (ONET) results for Grade 6 students in the academic year 2560 (2017), English language scored the lowest average among the four subjects with an average score of 36.34, which is below fifty percent. This reflects the need for students to undergo further development in their English language communication skills (Summary ONET P.6. 2560). From the study of current English language teaching problems, it has been found that the learning experiences provided do not enable learners to communicate effectively. Learners primarily rely on teacher-centered instruction, and the role of teachers in fostering language practice is not facilitated. English language teaching often emphasizes academic performance, focusing on language accuracy, which hinders learners from applying the language learned in real-life situations (Adit, S., 2017).

The standardized learning context does not engage learners' interest, as the content is not familiar to them. Consequently, learners perceive learning as distant and fail to make connections between different pieces of knowledge, leading to a lack of importance and enjoyment in the learning process. An integrative approach to learning, on the other hand, would enable learners to connect acquired knowledge with real-life situations and understand its practical value and applicability (Udom, C., 2002). Teaching English for communication, therefore, holds great significance and necessity. The Ministry of Education has announced a policy to reform English language teaching in basic education levels, shifting the focus towards communicative language teaching (CLT) to align with natural learning patterns that emphasize communication (Ministry of Education, 2014).

Content and Language Integrated Learning (CLIL) is an instructional approach that promotes language communication skills and meaningful learning. It is a teaching and learning methodology where teachers use a foreign language as a medium of instruction while teaching subject content. Learners simultaneously acquire both the subject matter and language within the same context, following the 4Cs framework: Content: The subject matter used for instruction. Communication: Learning and using language for communication. Cognition: Learning to understand and use language effectively. Culture: Learning to understand different cultures through language

(Coyle, Hood, and Marsh, 2010: p.41).

As a result, learners can naturally develop English language skills and enable teachers and students to use the foreign language in their learning activities. Learners can transfer their thoughts into the language by applying content from various subjects to language learning, achieving the goal of using the foreign language for communication. Research also indicates that using CLIL in teaching is effective for elementary school students' learning. The principle of sufficiency economy is directly related to educational management, especially in basic education. It aims to develop children, youth, and citizens of the country to possess "1. Moral, ethical, and value-based qualities, appreciate their own worth, practice self-discipline, adhere to the principles of Buddhism or the religion they follow, and adhere to the principle of sufficiency economy" (Ministry of Education, 2009). Therefore, educational management needs to facilitate a learning process that allows learners to develop self-reliant characteristics.

Self-reliance comprises three components: moderation, rationality, and good immunity. These characteristics can be fostered through learning activities by integrating the sufficiency economy philosophy with various learning areas. This can be achieved through the incorporation of the sufficiency economy philosophy into the curriculum and learning process. The integration can be done by embedding and blending the sufficiency economy philosophy into the learning content. This process will offer learners the opportunity to learn, develop thinking skills, planning skills, and practical skills according to the principles of the sufficiency economy in different situations (Thitsana Khammanee, 2553). Refraction is the bending of light as it passes through a medium with a different refractive index. This occurs because the speed of light changes as it moves from one medium to another, causing the light to change direction.

For example, when light passes from air to water, its speed decreases, causing it to bend towards the normal (an imaginary line perpendicular to the surface of the water). When light passes from water to air, its speed increases, causing it to bend away from the normal. The amount of bending that occurs depends on the refractive indices of the two materials and the angle at which the light enters the new medium. This is described by Snell's law, which states that the ratio of the sine of the angle of incidence to the sine of the angle of refraction is equal to the ratio of the refractive indices of the two materials. Refraction is responsible for a number of optical phenomena, such as the bending of light in a lens to form an image, the dispersion of light into its component colors by a prism, and the mirage effect caused by the bending of light in the Earth's atmosphere. It is also a key principle behind the functioning of optical devices like eyeglasses, microscopes, and telescopes.

Based on literature reviews, documents, and related research, researchers are interested in using the CLIL (Content and Language Integrated Learning) teaching model to promote English language communication skills among elementary school students in the special development zone of southern border provinces, particularly in Songkhla province. The CLIL approach allows for the integration of language skills communication and cognition) and cultural learning (culture) through content-based learning. Activities are designed to incorporate the principles and philosophies of the sufficiency economy to encourage meaningful English language communication skills that are relevant to students' lifestyles. This approach aims to develop students' language skills for effective communication, and foster self-reliance and meaningful learning. By linking the content of the sufficiency economy philosophy to English language communication, students can naturally apply their learning to real-life communication scenarios and develop self-reliance. This approach enhances meaningful learning and fosters the seamless integration of the content of the sufficiency economy philosophy with English language communication skills, preparing students for future communication needs in the 21st century.

Research objectives:

This research aims to develop a Content and Language Integrated Learning (CLIL) approach by specifically focusing on the following objectives:

1. To study and analyze the fundamental principles of the sufficiency economy philosophy of the community's economy in the special development zone of the southern border provinces, particularly in Songkhla province, to be applied in the learning process.

2. To create and evaluate the effectiveness of a CLIL learning model that integrates the principles of the sufficiency economy philosophy of the community's economy in the special development zone of the southern border provinces, particularly in Songkhla province. The model aims to enhance English language communication skills and foster self-reliance attributes in primary school students.

3. To examine the outcomes and impacts of the CLIL learning model, which integrates the principles of the sufficiency economy philosophy of the community's economy in the special development zone of the southern border provinces, particularly in Songkhla province, with a focus on learners' English language communication skills.

2. Literature Review

The communicative approach in English language teaching is a method that focuses not only on the structure of the language but also on teaching language for communication. The main goal is to enable learners to effectively communicate in their daily lives while still paying attention to language accuracy. Teaching English for communication emphasizes meaningful learning, providing opportunities for learners to practice language in real-life situations, and enabling them to use the language they are familiar with in various contexts. In this approach, teachers act as facilitators and guides, offering directions and suggestions.

Teaching English for communication is beneficial for learners as it helps develop their knowledge and understanding, enabling them to apply it according to their own needs and the needs of their communities. Furthermore, it fosters the integration of knowledge through communicative activities, allowing learners to apply lessons and use English for communication within their own communities. The research uses the communicative language teaching (CLT) format, which consists of five steps: warm-up, presentation, practice, production, and wrap-up, to organize the language learning process.

Content and Language Integrated Learning (CLIL) is a language teaching and learning approach that utilizes a foreign language or a second language as a medium of instruction (language immersion). In CLIL, learners acquire knowledge and skills through content-based instruction, where the researcher adapts the theory of Content and Language Integrated Learning in the learning process. It emphasizes four essential components: 1) content, 2) cognition, 3) communication, and 4) culture. These four key components contribute to the development of authentic language communication skills in learners.

By using CLIL, students not only learn content outside the English language subject but also develop critical thinking, communication skills, and intercultural knowledge. It is considered an innovative approach to learning that aims to foster creativity and achievement. CLIL learning activities are designed based on the 4Cs principle (content, communication, culture, and cognition), making them distinct from other English language teaching methods. The 4Cs open opportunities for learners to engage in more meaningful communication, where learning happens through communication,

content, and language integration, as well as intercultural knowledge. This approach promotes a deeper understanding of both content and language, effective communication using the language, and a positive attitude towards the content and language being learned. Integrated learning is the process of combining various disciplines that are related to each other for the purpose of designing an integrated curriculum, resulting in the unique characteristics of individual subjects being integrated. Similarly, integrated instruction, which is the approach to teaching and learning, emphasizes the integration of content more than the specific knowledge of each subject.

It prioritizes students' learning over the mere transmission of information by teachers (Moolkam and colleagues, 2000). Integrated instruction enables students to apply their knowledge in their daily lives since it is rooted in constructivist theory, which emphasizes meaningful learning and knowledge integration. Therefore, the knowledge used in the learning process should be meaningful to the students. Consequently, the researcher is interested in organizing integrated learning by integrating English language with the sufficiency economy philosophy of the community. The knowledge used for this purpose should be contextualized within the community's context.

The sufficiency economy philosophy is the guiding principle for the way of life and behavior of people at all levels, particularly in the development and management of the country's economy. It emphasizes economic development by focusing on human resource development to keep up with the changes of the globalized world. The objective is to achieve a balanced and adaptable state, considering various aspects such as material, social, environmental, and cultural factors from external sources effectively. The principles of this philosophy include moderation, rationality, and the necessity to have a resilient immune system to cope with any impacts resulting from both external and internal changes (Thamphiyam, 2015:3).

In the context of teaching and learning, the researcher focuses on designing the learning process according to the sufficiency economy philosophy for students in grades 4 to

6. The specific objectives of this research are as follows:

- To enable students to explain and apply the principles of the sufficiency economy in their daily lives.
- To empower students to apply the philosophical concepts of sufficiency economy in various activities within the family, school, and community, such as energy conservation and cost-saving measures at home.
- To encourage the use of local wisdom and teach students the sustainable use and benefits of resources for maximum advantage.

The researcher plans to use the principles of the sufficiency economy philosophy as the basis to design learning activities that promote self-sufficiency, along with the development of English language skills for effective communication. Through these activities, students will learn the content of the sufficiency economy philosophy within the context of their community, making learning more enjoyable and applicable in their daily lives.

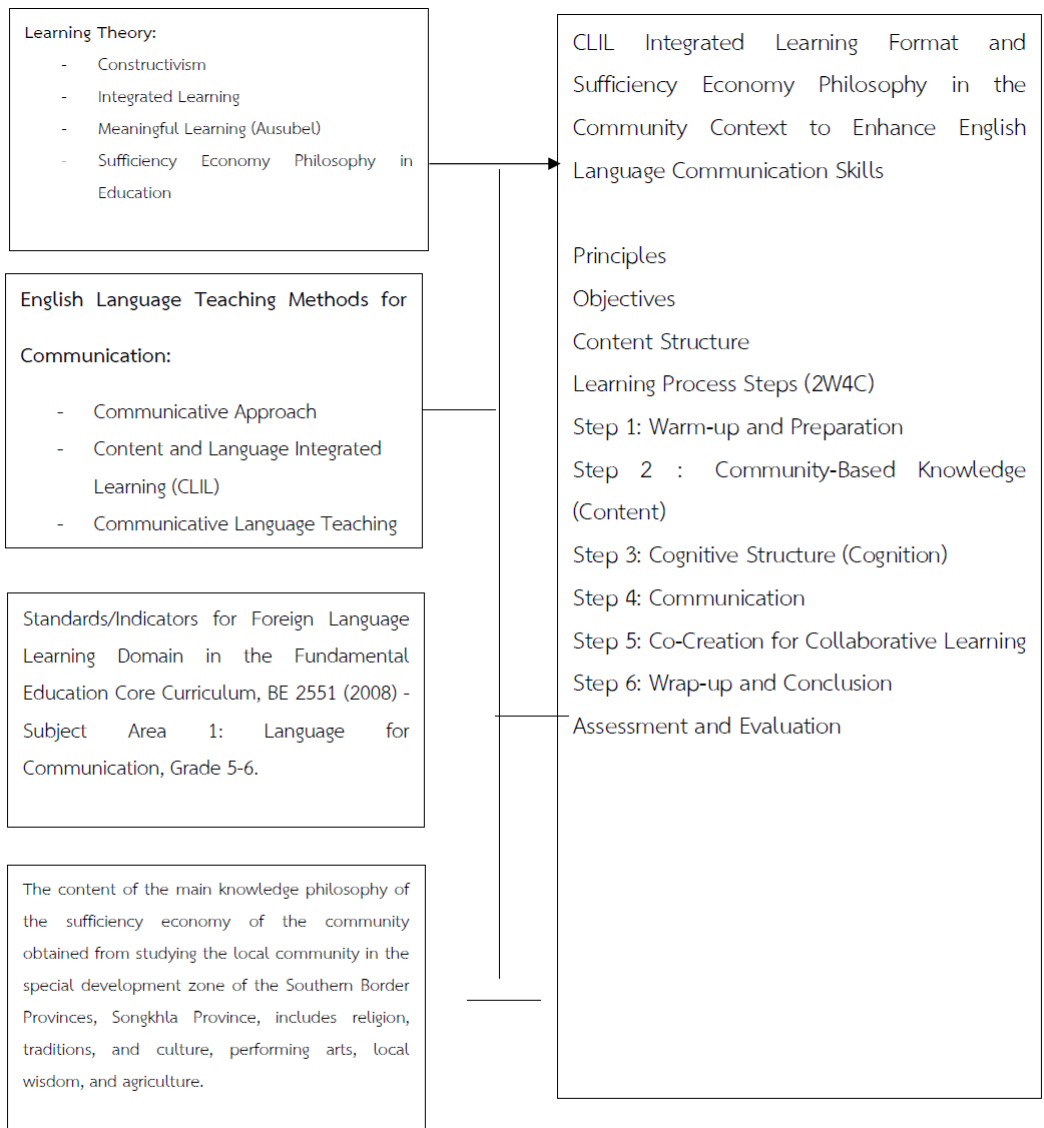


Figure 1: The content and language integration learning model (CLIL) using the philosophy of community sufficient economy obtained from a community analysis in the special development zone in southern border provinces, Songkhla Province

3. Research Methodology

The researchers conducted the study using the Research and Development (R&D) process, which consists of three main steps as illustrated below:

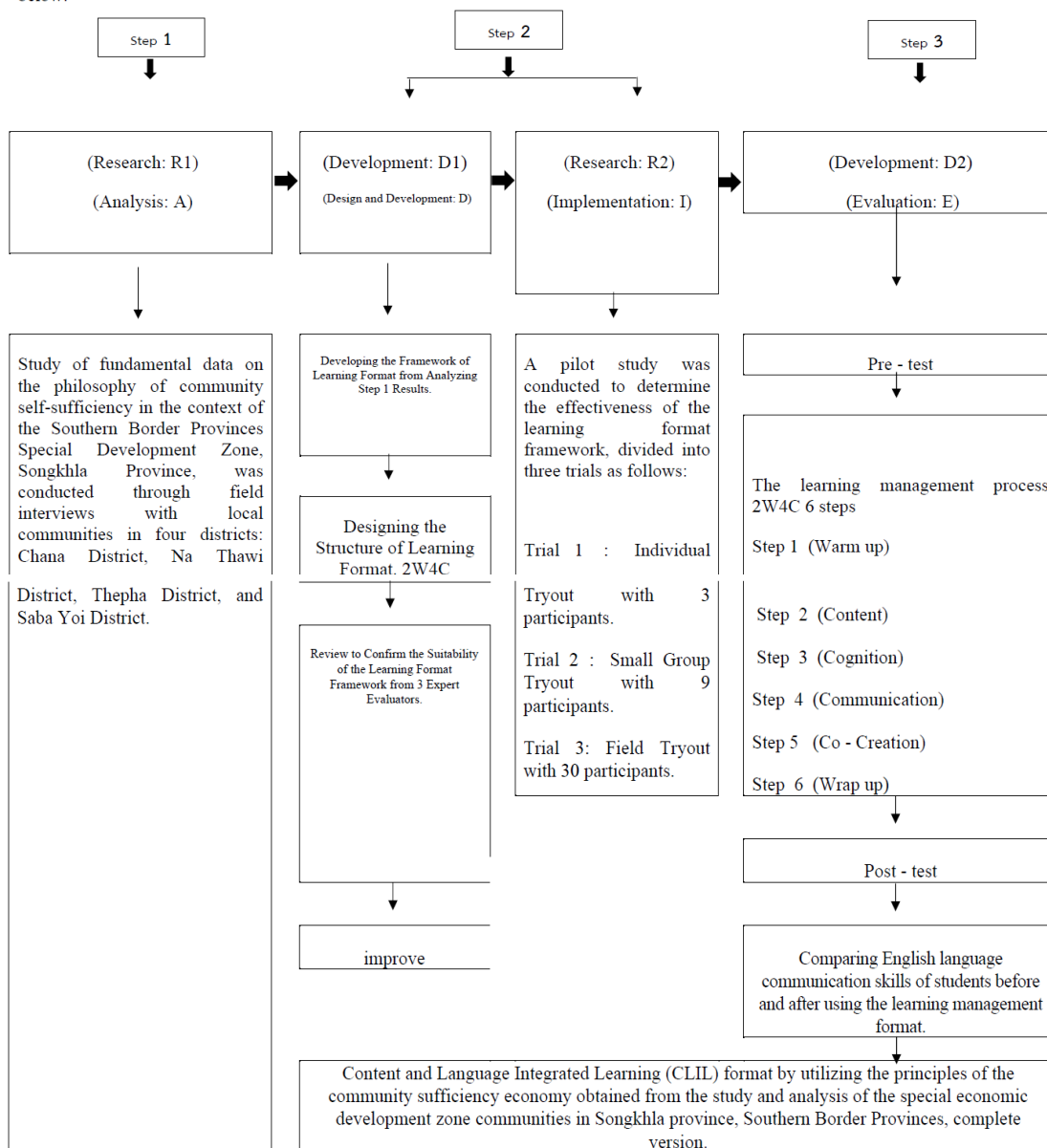


Figure 2: The steps for developing the Content and Language Integrated Learning (CLIL) instructional approach

4. Results

1. The study's results analysed the core knowledge and philosophy of the sufficiency economy of the community in the special economic zone of southern border provinces, Songkhla Province. The study found that the areas within the Special Economic Zone of Southern Border Provinces, including Chana district, Thepha district, Na Thawi district, and Sabayoi district, share social characteristics, lifestyles, cultural practices, and traditions. The communities follow a socio-cultural model, blending the practices of two religions, namely Buddhism and Islam, which serve as the foundation and major determinants of the community's culture. For instance, the way of life includes playing traditional musical instruments of both Thai Buddhists and Thai Muslims, showing the wisdom and lifestyle that have a strong connection with nature, conserving natural resources, practicing mixed and rotational agriculture to ensure income and year-round food supply. In summary, the sufficiency economy philosophy of the community includes:

a) Reasonable living, meaning living a moderate life without excess or deprivation, using resources adequately and sharing surplus with neighbours, generating additional income when available.

b) Prudence, which implies adopting a lifestyle rich in knowledge and intelligence that is in harmony with nature. The community's wisdom aims to sustain their livelihood effectively.

c) Good immunity, indicating being well-prepared to face the impacts and changes in different situations, near and distant, by considering the possibilities of future events. For example, practicing mixed agriculture to create a year-round income. In conclusion, the core knowledge and philosophy of the sufficiency economy embraced by the communities in the special economic zone of southern border provinces, specifically in Songkhla province, served as the basis for designing a learning management approach that promotes English language communication skills and self-sufficiency characteristics. The researchers incorporated the knowledge gained from studying the community into the development of a holistic learning approach, aiming to enhance English language communication skills and self-sufficiency among the students.

Results and Effectiveness of the Learning Management Approach

2.1 Creating a Learning Management Approach The knowledge used in developing the learning management approach includes:

1) standards/indicators from the core curriculum of Basic Education 2008, Primary Level, Grade 5-6, Foreign Language Learning Area, Subject 1: Language for Communication.

2) learning theories such as constructivist learning theory, Ausubel's meaningful learning theory, and the sufficiency economy philosophy in education 3) learning management formats, namely Content and Language Integrated Learning (CLIL) and communicative language teaching (CLT).

4) content of the core knowledge and philosophy of the sufficiency economy of the community obtained from studying the communities in the special economic zone of southern border provinces, specifically in Songkhla province, encompassing religion, traditions, culture, performing arts, local wisdom, and agriculture. The framework of the Content and Language Integrated Learning (CLIL) approach, incorporating the sufficiency economy philosophy of

the community in the special economic zone of southern border provinces, Songkhla province, consists of principles, objectives, content structure, learning process steps and assessment of English Language Communication Skills and Self-Sufficiency Characteristics. The evaluation results on the appropriateness indicate that the Content and Language Integrated Learning (CLIL) approach, incorporating the sufficiency economy philosophy of the community in the special economic zone of southern border provinces, Songkhla Province, is highly suitable (Mean = 4.59, S.D. = 0.51), adhering to the established criteria.

2.2 Effectiveness of the Learning Management Approach

Table 1: The effectiveness of the Content and Language Integrated Learning (CLIL) approach, based on the sufficiency economy philosophy of the community, in promoting English language skills for communication was evaluated.

Summary of Results	\bar{x}	S.D.	Mean
Content Alignment Evaluation from Content Experts	2.90	96.83	Selected, usable
Quality Assessment from Content Experts	4.45	0.65	Good level
Efficiency Evaluation	E1	E2	Results
Single-mode Efficiency (1:1)	64.50	65.56	Below the 80/80 benchmark
Group-mode Efficiency (1:10)	72.45	72.96	Below the 80/80 benchmark
Field-level Efficiency (1:100)	81.86	82.00	Meets the 80/80 benchmark

Based on the results of the efficiency evaluation, the Content and Language Integrated Learning (CLIL) approach based on the sufficiency economy philosophy of the local community to promote English language skills for communication has achieved an efficiency score of 81.86/82.00, which meets the 80/80 benchmark. This indicates that the CLIL approach can be considered effective for enhancing English language skills and communication for students in grades 5-6 at the specialized development zone schools in the border province of Songkhla, Southern Thailand. Therefore, it can be implemented as a teaching and learning method in these schools.

3. The effectiveness of the Content and Language Integrated Learning (CLIL) approach based on the sufficiency economy philosophy of the local community in enhancing English language communication skills was measured using a paired samples t-test. The results showed that the post-CLIL implementation language proficiency scores were significantly higher than

the pre-CLIL implementation scores at a significance level of **0.05**. This indicates that the CLIL approach has proven to be effective in improving English language communication skills for students in the specialized development zone schools in the border province of Songkhla, Southern Thailand.

Test	\bar{x}	S.D.	\bar{D}	$s.D._D$	t	Sig.(1-tailed)
Pre - Test	17.15	0.99	8.96	1.56	39.87 *	0.0000
Post - Test	26.10	2.12				

The statistically significant level at **0.05** indicates that the post-CLIL implementation language proficiency scores of the students (with a mean of **26.10**, highly proficient level) were significantly higher than the pre-CLIL implementation scores (with a mean of **17.15**, proficient level) at a significance level of **0.05**. This demonstrates that there was a significant improvement in English language communication skills among the students after the implementation of the CLIL approach.

5. Discussion and Conclusion

Researchers discussed the results of the study on the Content and Language Integrated Learning (CLIL) approach, using the principles of the community's sufficiency economy philosophy in the special development zone of the southern border provinces, specifically in Songkhla Province according to the research objectives as follows:

1.) Core Knowledge of the Community's Sufficiency Economy Philosophy:

The study analyzed the core knowledge of the community's sufficiency economy philosophy that could be integrated into instructional design for learning. This was done through interviews with community leaders and assimilation of community wisdom, resulting in three main philosophies:

a) Sufficiency Economy: Emphasizing a moderate and balanced way of life, satisfying needs adequately, and coexisting with nature and society.

b) Rationality: The lifestyle is enriched with knowledge and wisdom aligned with nature, focusing on conserving natural resources, such as the practice of EM (Effective Microorganisms) in composting and inventing various tools for efficient living.

c) Good Immunity: Being prepared to face various changes and impacts by considering possible future situations, both nearby and distant, such as mixed farming to secure income throughout the year.

2.) Methodology:

1. The research adopted a qualitative approach, gathering data through interviews with community leaders and utilizing community wisdom. This allowed the synthesis of knowledge aligned with the sufficiency economy philosophy prevalent in the region.

Educational Application:

The research aimed to develop meaningful learning experiences, fostering a link between lifestyle and learning. The study aligned with Prateungsook's (2016) research on teaching English reading with the sufficiency economy philosophy, which included the following principles:

- i. Reasonableness: Designing lessons that suit learners' levels, selecting appropriate vocabulary and content suitable for the learners.
- ii. Moderation: Implementing a student-centered approach where teachers adapt the lessons to suit individual learners, emphasizing their active participation.
- iii. Good Immunity: Integrating the philosophy into content to analyze characters' behaviors in stories that reflect the sufficiency economy philosophy.

The research findings illustrated that by applying the principles of the community's sufficiency economy philosophy, learners could acquire English language skills while internalizing the concept of sustainable living. The instructional design focused on the learners' needs and abilities, making it adaptable and relevant to the learners' context. The study showcased the potential for teachers to incorporate these principles effectively and foster meaningful learning experiences for the learners, promoting both language and life skills development.

Development of Content and Language Integrated Learning (CLIL) Approach

To promote English language communication skills, a Content and Language Integrated Learning (CLIL) approach was developed, using the principles of the sufficiency economy philosophy of the local community. The approach consists of five components:

Principles: The fundamental knowledge and philosophy of the sufficiency economy of the local community were analyzed to be incorporated into the learning management design.

Objectives: The objective of the CLIL approach is to enhance English language communication skills while integrating the community's sufficiency economy principles. This is achieved by focusing on five elements: language for communication and knowledge content based on the sufficiency economy philosophy of the community.

Content Structure: The content structure is composed of Learning Standard 1, which covers language for communication and knowledge content based on the sufficiency economy philosophy of the community.

Learning Process (2W4C): The learning process consists of six stages: Warm-up, Content, Cognition, Communication, Co-Creation, and Wrap-up. These stages facilitate the learning of English language communication skills while promoting the sufficiency economy principles, such as thinking reasonably and having good self-immunity.

Assessment of English Language Communication Skills and Self-Sufficiency Characteristics: The CLIL approach includes an assessment mechanism to evaluate the students' English language communication skills and their self-sufficiency characteristics. The effectiveness of the learning process was found to be 81.86/82.00, surpassing the set benchmark of 80/80.

The CLIL approach was designed to integrate the community's knowledge and philosophy as content for English language learning activities. Various learning techniques, such as conversations, exercises, role-play, educational games, and connecting learning to culture, were employed to foster natural English language communication among the students. Furthermore, the approach emphasized developing the sufficiency economy mindset by encouraging reasonable thinking, self-immunity, and pride in oneself and the local community. The research on developing the CLIL approach to improve English language communication skills in the context of the special economic zone of the Southern Border Provinces, particularly in Songkhla Province, achieved a high level of effectiveness (83.82). This demonstrated that the meaningful learning approach, aligned with the students' way of life and environment, greatly enhanced their learning efficiency.

Effectiveness of Content and Language Integrated Learning (CLIL) Approach using the Sufficiency Economy Philosophy of the Community in the Special Economic Zone of Southern Border Provinces, Songkhla Province. Based on the results of the English language communication skills and self-sufficiency characteristics assessment, it was found that the CLIL approach's effectiveness was statistically significant at the **0.05** level, indicating a significant improvement compared to before the intervention. This outcome aligns with the hypothesis that the CLIL approach, incorporating the sufficiency economy philosophy of the local community in the special economic zone of Southern Border Provinces, Songkhla Province, is effective in enhancing English language communication skills and self-sufficiency characteristics among the students.

These findings are consistent with the study conducted by Athisit Srirat (2017), which investigated the impact of Content and Language Integrated Learning (CLIL) on listening and speaking abilities, as well as interest in learning English among 2nd-year high school students. The research revealed that students who received CLIL instruction demonstrated significantly higher listening and speaking abilities and had greater interest in learning English compared to those taught using traditional methods. Moreover, the research by Celaya and Ruiz de Zarobe (2010), which examined the development of language learning through Content and Language Integrated Learning (CLIL) in European countries concerning language perception and age groups, showed that CLIL offered the most benefits to elementary school students. These students were less constrained and compared to their native language, allowing them to use and develop English language skills effectively, even integrating English knowledge into various subjects with confidence.

Likewise, the study by Verkut (2010) on the efficiency of English language learning among high school students in Hungary, using Content and Language Integrated Learning (CLIL) compared to traditional teaching methods, found that students who received CLIL instruction displayed excellent communication skills in various situations, effectively using vocabulary and sentence structures. Additionally, they demonstrated a high level of confidence in applying English language knowledge in different subjects. Another research by Aphorn Manee-rattana (2017) focused on managing learning by using an English language storytelling approach to develop storytelling skills in local contexts for 3rd-grade elementary school students in Songkhla Province. The designed learning approach led to students feeling confident, brave to speak, and possessing a positive attitude toward the English language. Learning English for communication resulted in students feeling proud when speaking English and sharing local stories related to their own lives.

In summary, the CLIL approach, utilizing the sufficiency economy philosophy of the community, proved to be highly effective in improving English language communication skills and self-sufficiency characteristics among students in the special economic zone of Southern Border Provinces, particularly in Songkhla Province. The students' confidence in using the English language and their sense of pride in communicating English effectively, especially in discussing local stories, reflect the successful impact of English language learning for communication using the CLIL approach.

5. Recommendations for utilizing the research findings:

1. The Content and Language Integrated Learning (CLIL) approach based on the philosophy of community self-sufficiency in the southern border provinces special development zone, Songkhla Province, proved to be an effective learning method. Therefore, educational institutions and teachers in the area should adopt this approach in their teaching practices.
2. The research indicates that students excel in English language communication skills after participating in CLIL activities that involve real-life practice. Hence, educators should design learning activities that focus on practical application.
3. Since some schools in the southern border provinces have a predominantly Islamic community (100% adherence), it is crucial to align the content of CLIL with the students' cultural context to ensure its suitability.

5. Recommendations for future research:

1. To further enhance the CLIL approach, educators should explore multimedia teaching materials and other resources that facilitate different learning channels. These materials can support students in studying and reviewing lessons at home or when engaging in online learning.
2. Other wisdoms as well as other forms of indigenous knowledge, especially those at risk of fading away, should be studied and incorporated into the learning process. However, it is essential to ensure that these elements are suitable and align with the context of the students.

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