THE SYNTHESIS OF E-SAFETY EDUCATION INSTRUCTIONAL MODEL USING CONTENT AND LANGUAGE INTEGRATED LEARNING THROUGH SOCIAL MEDIA TO ENHANCE DIGITAL WELLBEING AND ENGLISH FOR SPECIFIC CONTENT OF UNDERGRADUATE LEARNERS IN THAILAND

[1]PHANANOI ROTCHU, [2]RUNGRAWEE SAMAWATHDANA, [3]SUPPAWAN VONGSRANGSAP

[1]Suratthani Rajabhat University
[2]Chulalongkorn University
[3]Kasetsart University
E-mail: [1]phananoi@hotmail.com,[2]rungrawee1113@gmail.com, [3]spv.mod@gmail.com

Abstract - This study aims to synthesize a new safety education instructional model using Content and Language Integrated Learning (CLIL) through social media to enhance digital well-being and the ability of using English vocabulary for Health and Physical Education undergraduate students. This record keeping research method is one of the well-known qualitative types of research using systematics review, analysis, and synthesis from 40 research articles, 15 textbooks related to instructional model development, CLIL approach, internet safety education, social media, digital wellbeing, and English for Specific Content (ESC) developing from English for specific purpose theories. The criteria for employing documents are credibility, representativeness, and meaning. The study finding suggests that this instructional model composes of four components: 1) objectives in digital wellbeing and ESC, 2) content of e-safety, 3) learning process applying CLIL and social media, 4) evaluation.

Keywords - CLIL, Social Media, E-Safety Education Instructional Model, Digital Wellbeing, English for Specific Content

I. INTRODUCTION

The Covid-19 situation has impacted on teaching and learning method around the world, especially in Thailand where many teachers, school administrators, and the Ministry of Education have not prepared. Online instructional model is one of the major issues for education process during the unexpected epidemic. This force teachers and learners using technology to work and study from home. Therefore, many health organizations and research studies indicate that using technology without health care concern can be massive harmful on users' mental, physical, and emotional health (AIM Education, 2019; Digital Responsibility, 2021; Dienlin, & Johannes, 2020; Boulianne, 2018; SarunRojanasoton, 2021; RYT9 InfoQuest News, 2022). Moreover, English is a global language and the most use as academic as a tool of learning for everyone. a study from the Program for International Student Assessment (PISA) since 2017 have shown the weakness of Thai students in English literacy, lack of interest, low motivation, and communication in English (Sawangsamutchai&Rattanavich, 2016; SopheakSek, Josephine E. Katenga, and Annals T. Mushunje, 2021). English for specific content could be one of learning objective for teacher in any subject to integrated in learning process by using content and language integrated learning approach as many research studies approved for learner in their native language context (Wiseman, 2018). Therefore, the expecting outcome from this study would be benefit for students in this digital technology era as to enhancing their health behaviors in digital well-being along with their English for Specific Content (ESC) in health care. This paper demonstrates the synthesis concept to develop a new instructional model to promote digital wellbeing and ESC focusing on improving vocabulary for learners.

II. DETAILS OF RESEARCH

Digital Wellbeing

Marsden (2019).claims that digital wellbeing is an idea that Google suggested as an approach to help users to balance their digital and actual lives by creating the Digital Wellbeing app on phones. The apps assist users an overview of their digital habits like the time spent on their phone during a day by providing the notifications of data relating to their health information. Digital wellbeing users can also describe as the impact of technologies and online network services on people's health in mental, physical, social, and emotional. This can be also known as wellbeing of using internet. People should be healthy using digital technology. The literature reviews in this study suggest that digital wellbeing can be measure using via mobile phone applications focusing on the dashboard that provide a complete picture of daily screen time, number of notifications frequency of unlock the mobile phone (Moritz, 2021). The content of digital wellbeing for leaners should be considered health related online safety education or e-safety education as learners recently and or to the future, consume most information from online and social network for their learning and living. Therefore, e-safety education should be design as an instructional model.

E- Safety Education

Safety can be defined as the state of being secured, protected from health and economical damages, physical damage, accident, fault, injury, or other kinds of effects of collapse (The IET, 2017). Safety education related to industrial safety, occupational health safety, hazard, school safety, and household safety (Kitamura, 2014; Safe Work Solutions, 2019). In addition, e-safety or social network safety is another crucial concern in safety education (Barnard-Wills, 2012; The UK National Online Safety, 2022). This study, safety education focuses on e-safety as the right e-safety knowledge, youngsters can comprehend the risks of releasing personal information, avoid cyber victimization, develop their digital literacy, and wellness.

"*E-safety or online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets."*

The UK National Online Safety (2022)

The three important components content related to e-safety are content, contact, and conduct. Content relates itself with the material being accessed online, and whether it is harmful, illegal, and inappropriate. This can be in a different format, involving text, sound, images, or video when using online social media.

English for Specific Content (ESC)

This study defines English for Specific Content (ESC) applies the concept of English for Specific Purposes (ESP**)** is an important section of English language education. ESP aims to scope to deliver the specific needs English language learners (Hutchinson & Waters, 1987; Gatehouse, 2001; Cozens, 2006; Choudhary, 2013). Actuality, the general rule of learning English should focus on developing equally all four skills; listening, reading, speaking, and writing, in ESP/ESC it is to conduct need analysis (NA) of the learners to determines which language skills are extremely needed. This can be an approach to enhances the relevance of what learners can use the English they know to learn more English, since in their field. This also will promote them to improve both English as a tool of learning and more opportunity to acquire from huge online information that useful for their field. ESP/ ESC assesses needs integrating methods is and is depending on learning objectives in testing the vocabulary related to content knowledge. There are varieties to assess in the form of test and quizzes. ESC vocabulary assessment can be multiple choices, or fill in the bank by choosing the correct word, but should relevant to the content (Choudhary, 2013). Consequently, ESC is a set of English ability to use as a tool of learning for a specific content which can be communication skills or sub skills in English. Particularly purpose of this study focusses on the ESC ability of gaining more vocabularies in Health education learning course. It is integrated into a health education subject area.

Instructional Model Development

Instructional model development (IMD) process is to provide conceptual and communication tools that can be used to visualize, direct, and manage processes as a guided learning. This study reviews many lists of IMD to find the suitable steps to produce a new instructional model for learners. The Successive Approximation Model (SAM) is adapted from the ADDIE Model constructed to obtain feedback and build instructional models prior in the process. SAM develops by Dr. Michael Allen (Allen Interactions, 2022). The model is composed of three steps: Preparation, Iterative Design, and Iterative Development, each step must be repeated and revisited. Moreover, for the part of the component of IMD, this study applies the most classic texts including, e.g., Salor& Alexander, (1974); Tyler (1949); Taba (1962); and Ornstein & Levine (2006) have been reviewed in many research studies from the past until recently. The synthesize IMD component are principle, objective, content, learning process, and evaluation.

Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) is an approach that students learn a subject and a second language at the same time. A health education course, for example, can be taught to students in English and they will not only learn about health, but also obtain relevant vocabulary and language skills (Coyle, 2007; Wiseman, 2018). Coyle (2007) establishes a cohesive conceptual for CLIL – four elements, "4Cs", content, communication, culture, and cognition. The 4Cs are the keys concept that consider synthesizing with the use of social media to be the new instructional model in this study. CLIL must integrate the language and content. It can be successful by concerning both the content subject notion and language is learned. Also, CLIL teachers should design learning activities with enhancing leaners cognitive and culture dimensions as well**.** This study applies CLIL from Gondová (2013); Coyle (2007); Pokrivčáková (2012) and conclude that this instructional model based on CLIL in two forms of CLIL; 1) soft CLIL, teach in language classes and taught by a language teacher (exposition is minimum 50%) and 2) hard CLIL, teach in content subject classes, e.g. health education classes; taught by teacher of health education teacher using some part or whole parts in English as media of learning. This second type applies types of CLIL taxonomy characterized based on English language exposition. This is called the additive type of CLIL. It is using with low exposition of English in health education subject – 5-15% of the total class-time and medium exposition – 15-50%), and it can be increasing the form into the immersive type (with

high exposition of English– 50-100% of the total class-time depending on learners comfort and ability).

Social Media

Social media has become a key instrument for learning activities. Social media means pathways of connecting among people in which they generate, share, and exchange information and ideas in societies and networks (Stürmer, Ihme, Fisseler, Sonnenberg & Barbarino, 2018). Social media, synthesizing from Keim (2011); Rheingold, Howard (2002); Kohler, H.-P. and Bühler, C. (2001) can be grouping into social networks, media networks, review networks, anddiscussions. Social network is the type of social media that is concerned with sharing ideas, opinions, and content with other users such as Facebook, and LinkedIn. Second type, media networks is the tools users use to share media assets such as images, videos, and other content with one another via media networks as YouTube, Pinterest, TikTok, Twitch, Flickr, Vimeo, and Instagram. Third, review networks assist in the assessment of products and services which includes Yelp, TripAdvisor, and Amazon. Next, discussion networks are platforms allow people wide-reaching to discuss a series of stories, problems, and ideas such as Reddit and Quora. Consequently, this study applies concept of social media with CLIL approach to construct into a new e-safety instructional model.

III. RESEARCH METHODOLOGY

This record keeping research method is one of the well-known qualitative types of research using systematics review, analysis, and synthesis from 40 research articles, 15 textbooks related to instructional model development, CLIL approach, internet safety education, social media, digital wellbeing, and English for Specific Content (ESC). The criteria for employing documents are credibility, representativeness, and meaning.

IV. CONCLUSION

The finding recommends that this instructional model composes of four components: 1) objectives in digital wellbeing and ESC focusing on vocabulary relating to health education; 2) content of e-safety which including health aspects in e-safety knowledge, the risks of releasing personal information, cyber victimization, digital literacy, and wellness; 3) learning process applying CLIL which concerning on 4Cs and social media which focusing on social, media, review, and discussions networks; 4) evaluation, based-on wellbeing and ESC vocabularies on e-safety content. The new e-safety education instructional model using Content and Language Integrated Learning (CLIL) through social mediato enhance digital well-being and the ability of using English vocabulary for Health and Physical Education undergraduate students

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