TEACHERS' PERCEPTION ON THE UTILIZATION OF CLIL IN TEACHING LITERACY TO YOUNG LEARNERS: A CASE STUDY IN WEST NUSA TENGGARA INTERNATIONAL SCHOOL

[1]Auha Amalina, [2]Muhamad Supriadi
[1,2]Institut Agama Islam Nurul Hakim Kediri Lombok Barat, Indonesia
Email: [1]auhaamalina3@gmail.com, [2]supriadimuhamad5@gmail.com

ABSTRACT

CLIL (Content and Language Integrated Learning) is a dual-focused study focusing on content and language in educating and acquiring materials using the target language. In teaching English to young learners, CLIL is essential in enhancing children's literacy skills. It will enable young learners to understand, acquire, and use information bilingually and ready to face global needs. This study must be implemented due to the need for more research in bilingual education. This study uncovered teachers' perceptions of CLIL implementation in international schools. Through this understanding, the research aims to identify challenges, training needs, and potential solutions to enhance the effectiveness of CLIL in learning. This research employs a qualitative approach with in-depth interviews of several teachers teaching in an international school in West Nusa Tenggara. The research was conducted through observations, document studies, and interviews. These aim to gain an in-depth understanding of CLIL implementation with seven primary teachers in one of the international schools in West Nusa Tenggara. Data analysis was conducted using a thematic approach to identify patterns, themes, and perspectives in their perceptions. Conclusion and implication were drawn from the discussion of the findings.

Keywords: *CLIL, Young Learners, Literacy, Perception, Challenges*

INTRODUCTION

English as a foreign language is currently offered as a teaching subject in several countries, including Indonesia. The use of English at this time has not only been introduced to adults but also to children. The use of English is a mandatory language that international schools must master. According to Wei and Feng (2015), Asian countries have the largest number of English speakers, and English is an additional language. The development of English which begins at an early age is one way to improve the quality of children to be globally competent. In teaching young learners, approaches and methods appropriate to the child's age are needed to face the era of globalization.

One way to realize global needs is to use content and language- integrated learning (CLIL), first proposed by David Marsh in 1994. CLIL is a pedagogical approach or educational innovation program that uses educational strategies with a dual focus on educating and acquiring material and language using a second

language (Coyle, Hood, & Marsh, 2010). With the implementation of CLIL, the teaching and learning processes are based on full attention to both the language and content of a subject. In short, the CLIL approach has the potential to achieve the best learning outcomes.

This application also focuses on which language will be targeted at a school by using a foreign language or the student's target language. Coyle, Hood, and Marsh (2010) stated that there are four principles of CLIL methodology: 4C, content, communication, culture, and cognition.

Content involves the knowledge and skills to understand the subject as well as the selected authentic materials (Mehisto, 2012; Setyaningrum and Khoiriyah, 2022). Communication refers to how language is used to learn and express itself. Cognition is related to higher-orde thinking skills (Gabillon, 2020). Culture is a pillar of understanding each other's culture to be responsible. These four principles are the starting points for the implementation of CLIL in lesson plans.

Ellison (2019) states that CLIL benefits teachers and students. For example, both teachers and students will have to think harder because of the use of a second language in the teaching and learning processes. In conclusion, implementing CLIL can improve the productive skills of teachers and students. In addition, the implementation of CLIL cannot be separated from the role of teachers in guiding students in their practice.

However, some teachers may be concerned that the practice of CLIL in the context of Indonesian teaching will differ from that of other countries. This is because the majority of Indonesian teachers and learners come from a variety of sociopolitical backgrounds, and not all of them have been exposed to English. Some teachers also believe that the use of CLIL will reduce young learners' understanding of lesson content in a foreign language (Otwinowska and Forys 2017, Waloyo et al., 2021). Moreover, for the sustainability of CLIL, great teacher should coordinates between language teachers and content subject teachers (Kewara & Prabjandee, 2018). Lo (2020) presented that the CLIL teachers are those who receive special training in how to teach with the CLIL approach.

From the furher research, Sujana et al (2023) documented 5 categories of facilitators of the sustainable CLIL approach. These include (1) a specified curriculum, (2) lecturers' language and content competencies, (3) a differentiated mode of instruction, (4) content-based learning materials, and (5) institutional support. These five factors were identified as having a positive effect on teachers'

teaching performance. Parallel to Ellison's (2018) application of CLIL, it requires the cooperation of many stakeholders, such as parents, school administrators, and teachers from first and additional languages. Darmawan et al. (2023) also expressed the same point: implementing the rules in institutions is influenced by many factors, including the management implemented in an institution. The continuity of learning goals will run perfectly if there is a good relationship between school administrators.

In addition, the need for English is significant in this era of globalization. Therefore, CLIL has been considered a great alternative for developing English for decades; however, there is still a lack of literature focusing on CLIL on primary school teachers' perceptions (Setyaningrum and Khoiriyah, 2022). In particular, no research has sought further information on how literacy teaching to young learners using a CLIL approach is based on teachers' perspectives. Therefore, this research aims to fill the gap in understanding teachers' perceptions of CLIL implementation at the International School in West Nusa Tenggara.

Teachers who teach at international schools were selected because the school has implemented the International Cambridge curriculum where English is the medium of instruction. Even though CLIL has been implemented in one of the International School in West Nusa Tenggara, there is no research on the teachers' perception on the utilization of CLIL, especially in teaching literacy. Teachers' attitudes will influence not only how but also what they teach. Considering the teachers' various backgrounds, their attitudes consciously or unconsciously affect their views on CLIL in teaching literacy. Most importantly, the present research would promote the implementation of the dual benefits of CLIL, which are English and the learning subject at an early age.

METHOD

The study adopts a qualitative approach, primarily through in-depth interviews and class observations with seven teachers involved in CLIL implementation at one of the International School in West Nusa Tenggara. The teachers involved were one expat teachers, and six local teachers. Qualitative methods are well-suited for exploring complex phenomena in educational settings. The first step was identifying and recruiting teachers from the international school who have implemented CLIL. A diverse sample of participants representing various subject areas, grade levels, and levels of CLIL experience will be sought to ensure comprehensive insights.

In-depth interviews were conducted with the selected participants, focusing on exploring their perceptions, experiences, and challenges related to CLIL. The interviews were semi-structured, allowing for flexibility in ensuring the topics are covered. Transcripts of the interviews were analyzed using thematic analysis, a qualitative method for identifying, analyzing, and reporting patterns (themes) within the data. Themes related to teachers' perceptions of CLIL, the challenges encountered, training needs, and potential solutions were identified.

The identified themes are interpreted in light of the existing literature on CLIL and language education. From the findings, recommendations are formulated to address the identified challenges and improve the effectiveness of CLIL. These recommendations include suggestions for teacher training, curriculum development, policy changes, or pedagogical strategies aimed at enhancing CLIL implementation. . By sharing the findings widely, this research aims to contribute to the ongoing discourse on CLIL and to support efforts to enhance language education in international school settings.

RESULT AND DISCUSSION

After collecting data through the three stages of observation class, interviews, and document studies, all of the data were collected into one. After the data were read and coded, the next phase generated the themes

Teachers Perception on the Utilization of CLIL in Teaching Literacy to Young Learners

According to the study results, teachers' perceptions were both positive and negative. Even though some teachers say they are not familiar with the term CLIL itself, they apply the significant frameworks of CLIL themselves in teaching literacy. Teachers experience new ways of teaching and learning with a positive perception. Apart from providing positive results for teachers, students also will have the opportunities to communicate directly with the native speakers which are the expat teachers.

CLIL is an approach that must be carried out based on context. The implementation of CLIL involves selecting appropriate knowledge at the students' level. It was found that the teachers chose materials relevant to the continuity of CLIL. In this case, the teachers at the international school set up the authentic material, which was the same idea proposed by Mehisto (2012) and Setyaningrum and Khoiriyah (2022) about the principle of "content." Authentic learning

materials help to enrich new English vocabulary. The results will be more meaningful if students' real-life experiences are applied to the learning process. The study resulted from the students' point of view that they were not afraid to speak because the teachers encouraged their students to be able to speak appreciatively.

Teachers create an environment in which young learners can freely express their ideas in the target language (Coyle et al., 2010). Due to the teachers' role in making the classroom a safe learning environment, they produce students who can communicate well and correctly in the target language (Nawrot-Lis, 2019). It aligns with principle number two of CLIL, "communication." It is essential to support students in communicating through the target language. Furthermore, early exposure to higher amounts of meaning-oriented input is anticipated to improve children's attitudes toward language acquisition and strengthen their cognitive capacity to understand language. Providing praise helps young learners become more enthusiastic about studying by fostering a safe and accepting environment in the classroom where they may freely express their emotions. Moreover, teachers encourage students to produce something that constitutes their learning goal. This is in line with the third principle, "Cognitive'. Teachers teach students to improve their HOTS by not explaining something directly but by asking students to activate their background knowledge. The method used by teachers is to develop students' six levels of thinking, which are the utilization of higher-order skills (creation, analysis, and evaluation) to lower-order (remembering, understanding, and applying) processing abilities (Gabillon, 2020). In this case, students were expected to produce something at the end of the lesson.

Moreover, besides providing a positive effect, CLIL in the children's environment cannot be implemented as a whole based on the teachers' experiences. The first one is, the language barriers between the teachers and the students creating a lot of time to delivering and understanding materials. Ultimately, lessons such as "religion, civic education, and physical education cannot be applied successfully. It is based on teachers often not knowing the content, but only focusing on the teaching language. The absence of cooperation between content and language teachers caused this. It also allows teachers to find materials based on the students' level, resulting in teachers taking more time to prepare for the CLIL class. CLIL can be successful if there is cooperation between content and language teachers. As highlighted by Kewara dan Prabjandee (2018), an excellent teacher collaborates with language instructors and content subject teachers, as CLIL

is centered on both language and content. In addition, the absence of more attention to teachers' needs is one of the main factors hindering the success of CLIL, since it is believed that teachers' perceptions are not only how they see CLIL, but also how they can manage and choose what they teach.

Teachers' Challenges during the Utilization of CLIL in Teaching Literacy to Young Learners

Future teachers who wish to teach a subject in a foreign language should consider the difficulties that teachers experience. The difficulties identified by this research can also be utilized to plan a better method of instruction and learning for teachers and students in elementary schools. Some of the challenges faced include:

a. Language barriers, Language barriers in the classroom result in CLIL needing to be implemented more perfectly. This results in students not being able to follow lessons well because they have difficulty understanding what the teacher is saying. In the end, students have cases where they still cannot read, write, or express themselves in the target language. As what Otwinowska and Forys (2017) argue that children may find it too challenging to master cognitively demanding subjects in the primary setting of English, and the tasks may be beyond their level of skill.

b. Unequal Treatment of the Teachers, Due to differences in how teachers are treated, they often feel intimidated. The different workloads given to local and expat teachers cause local teachers to feel exhausted and have to learn a lot about teaching in a foreign language. In the research that Lo (2020) presented, the effectiveness of CLIL was attributed to CLIL teachers who had obtained training in pedagogy and subject matter (content) knowledge related to their field of study. The absence of specific training for teachers in CLIL integration means that CLIL cannot be applied maximally in the primary school teaching context.

c. Necessity to Face Students with Special Needs, New things found in this research are also compared with previous CLIL studies, which are applied in the context of children, "the inclusive school." 56 Given the demands of schools not to compare students and the fact that everyone has the right to learn, schools must accept special students in the classroom. As a result, learning is often not conducive, and teachers need to learn how to deal with undesirable things happening in the classroom.

d. Parents' Trust in Teachers and Misunderstanding between Teachers about Culture The culture applied in schools is something that can shape students' character by being aware of their surroundings. However, it is known that teachers have different ideas of what culture to apply. Leadership involving two opposing cultural differences and poor communication is a factor that causes CLIL to not run perfectly (Darmawan et al., 2023). Apart from that, parents also trust expat teachers more to teach their children compared to local teachers. Thus, local teachers often need to be more appreciated and supported. Moreover, the students' parents believe that expat teachers are better than the local ones. It creates debates about whether local teachers feel intimidated in their work area. The challenges demonstrated are the various problems that teachers face daily, not only in literacy but also in all subjects

Literacy to Young Learners

To overcome these challenges, teachers have applied several effective teaching strategies in the context of young learners. Muniroh et al. (2023) also suggest that CLIL is a model for enhancing students' reading-based communication abilities. These are teachers' strategies for overcoming the situation they face, especially for students from various backgrounds.

a. Storytelling

Well-being story telling every morning to get students used to terms in Indonesian and English about local and global folklore. Providing knowledge about how to respect and know each other is the "Culture" principle of CLIL. With this strategy, the teacher provides an understanding of the culture in Indonesia compared with other countries. Ultimately, students understand, get to know, and respect each other. Reading and listening to stories in Bahasa and English is an effective strategy for students to easily acquire foreign languages in a fun manner. To develop student knowledge, teachers must be able to make students aware of local and global citizenship (Coyle et al., 2010). Students at international schools were asked to think about themselves and be aware of their surroundings. One example is how students can be responsible for themselves and become aware of the people around them by respecting each other. The formation of this culture will improve the learning outcomes of students. Teaching students about the importance of culture will make them more tolerant of social life.

b. Additional Independent Learning Time

A school with a diverse student population–will provide additional independent study time for their students. The teacher's notion is that CLIL succeeds in helping students develop literacy skills. The teacher's approach was to enlist the assistance of a scientist with expertise in the relevan discipline to aid in the learning process. Consequently, when instructing students, they enjoy the tasks and give excellent presentations.

c. Independent Reading

The students will be asked to read individually in front of the teacher to be heard directly. This tactic is a way for teachers to give students direction on how to read correctly in English and Indonesian.

d. Games

Playing with words through a spelling bee is a way to increase the vocabulary that students will know, and how one word is formed from various letters to form one unit. Furthermore, students can recall and pronounce spelling correctly in the target language in a fun way. Through a spelling bee, it shapes students' cognitive capacity. Correct spelling enhances students' ability to write, learn vocabulary, and think critically. In the end, the students can freely to express the ideas through the target language as what principle of Communication proposes by Coyle (2010).

e. Chunking

Chunking helps children organize words into "pieces" that have greater significance and are more straightforward to recall.

f. Differentiated Instruction

Differentiation instruction is helpful approach for teachers to act reasonably so that students have the same right to learn according to their level. It was used to meet the needs of each individual during the learning process. This is similar to providing additional classes for children lacking a particular subject or putting the students with the same level in a group. Parallel to Sujana et al. 's (2023) claim that the sustainability of CLIL includes a differentiated mode of instruction.

g. Copy from the Whiteboard

The teacher will ask students to copy what is on the whiteboard; this is used to familiarize students with writing in English and Bahasa, because many students still need help writing according to the rules of good and correct writing.

h. The Role of Teachers Feedback

The teacher acts as a facilitator and coach in the classroom by providing feedback that enhances students' literacy skills. The role of teacher feedback

positively impacts the development of students' target languages. Furthermore, students who provided direction, assistance, and support in effectively controlling their learning process evaluated their language proficiency and obtained higher final scores (Nawrot-Lis, 2019).

i. Teachers Participate in Online Course

To achieve the teaching and learning goals, teachers take various courses to improve their pedagogical and content knowledge in teaching using CLIL. In this case, the strategies applied by the teacher are the teacher's way of keeping students engaged in the CLIL teaching and learning process. Besides those teaching strategies, teachers applying all resources to develop children's potential is one of the principles of CLIL success so that children can acquire both content and second or foreign language acquisition. Finally, the success of CLIL will also be increasingly visible if there is a need to better understand teacher perceptions and stakeholders' cooperation.

CONCLUSION

This study explores the integration of CLIL in teaching literacy at the early age. The findings contribute the international school have positively impacted CLIL (Content and Language Integrated Learning) allowing teachers to explore new teaching methods and facilitating the easy acquisition of foreign languages for students. But linguistic diversity and treatment differences hinder its effectiveness. However, local teachers face challenges such as language barriers between the teachers and the students, unequal treatment, especially for the local teachers given their unequal workload, dealing with special needs students that cause several unexpected things to happen during the CLIL class, differentiated cultural leadership resulting in bad communication, and the wishes of parents who trust expat teachers more than local teachers. These challenges resulted in CLIL's integration being hampered at the early age of students. To overcome the challenges that arise in the teaching and learning process. Teachers use strategies such as storytelling, additional independent learning time provided by the school, reading independently, games, chunking, differentiated instruction, and familiarization with copying from the whiteboard to help students stay focused and achieve learning goals. They also emphasize the importance of leadership in the teaching process and develop their content knowledge by taking online courses on how to teach both local and international students.

Auha Amalina, Muhamad Supriadi

REFERENCES

Adijaya, M. A. (2023). Implementation of Content and Language Integrated Learning (CLIL) in Teaching English for Guiding. *Journal for Lesson and Learning Studies, 6*(1), 1-8. doi:https://doi.org/10.23887/jlls.v6i1.59570

Anggraini, N. S., Munir, A., & Purwati, O. (2023). The Implementation of CLIL at Primary School : Teacher's Perspectives and Challenges. *Edukasea: Jurnal Pendidikan dan Pembelajaran, 4*(2), 991-1000. doi:https://doi.org/10.62775/edukasia.v4i2.381a

Coyle, D., Hood, P., & Marsh, D. (2010). *Content and Language Integrated Learning.* Cambridge: Cambridge University Press.

Darmawan, B., Waluyo, U., & Sudirman, S. (2023). The Management of Dualism Leadership in Sekolah Nusa Alama Cooperation Education Unit based School in Lombok, Indonesia. *Path of Science: International Electronic Scientific Journal, 9*(4), 6007-6014. doi:10.22178/pos.91-10

Ellison, M. (2018). *The Routledge Handbook of Teaching English to Young Learners: CLIL in the primary school context.* London and New York: Routledge.

Gabillon, Z. (2020). Revisiting CLIL: Background, Pedagogy, andTheoretical Underpinnings. *Contextes et didactiques, 15*, 88-106. doi:10.4000/ced.1836

Kewara, P., & Prabjandee, D. (2018). CLIL Teacher Professional Development for Content Teachers in Thailand. *Iranian Journal of Language Teaching Research, 6*(1), 93-108. Retrieved from http://ijltr.urmia.ac.ir/

Kirkgoz, Y. (2018). *The Routledge Handbook of Teaching English to Young Learners (Fostering young learners' listening and speaking skills)* (1 ed.). London and New York: Routledge.

Lo, Y. Y. (2020). *Professional Development of CLIL Teachers.* Hong Kong, Hong Kong: Springer Nature Singapore Pte Ltd. Retrieved from https://doi.org/10.1007/978-981-15-2425-7

Mehisto, P. (2012). Criteria for producing CLIL learning material. *ERIC*, 15-33.

Nawrot-Lis, B. (2019). *The Challenges of Content Acquisition in a CLIL Course A CLIL Based Chemistry Course at the Lower Secondary School Level.* Radom: Springer.

Otwinowska, A., & Forys, M. (2017). They learn the CLIL way, but do they like it?

Auha Amalina, Muhamad Supriadi

Affectivity and cognition in upper-primary CLIL classes. *International Journal of Bilingual Education and Bilingualism, 20*(5), 457-480. doi:https://doi.org/10.1080/13670050.2015.1051944

Setyaningrum, R. W., & Khoiriyah. (2022). Core Features of Content and Language Integrated Learning (CLIL): An Exploratory Study in Indonesian Primary Schools. *MEXTESOL Journal, 46*(3), 1-11.

Sujana, I. M., Waluyo, U., Fitriana, E., & Sudiarta, W. I. (2023). The Potentials and Limitations of Applying Content and Language Integrated Learning (CLIL) Approach to English Teaching for Medical Students. *World Journal of English Language, 13*(2), 331-334. Retrieved from https://doi.org/10.5430/wjel.v13n2p331

Waloyo, A. A., Khoiriyah, K., & Farah, R. R. (2021). Teachers' Perception to CLIL and Web Based Material Implementation in a Primary School. *Journal of English Education, 9*(2), 1-7.