

# Teacher's Perception on Implementation of Content and Language Integrated Learning (CLIL) in the Primary School

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**Abstract.** Content and Language Integrated Learning (CLIL) as one of approach that create an educational environment in English that promotes “internationalization at home” in schools has inspired many multilingual learnings. This much-appreciated stimulation is expected to lead to the achievement of an additional bilingual classroom with increased use of English at some points during the instructional process. This study aimed to investigate teachers' perceptions of implementing Content and Language Integrated Learning (CLIL) in primary schools. This study used a case study as the design of the research involving 25 primary school teachers from Global Inbyra School Tegal. Teachers' interviews and observations were utilized as the instruments of the study. Research has shown that many teachers have implemented CLIL in the classroom and are fully aware of the importance of English and the integration of content and language, but lack knowledge of CLIL and lack the ability to implement a CLIL approach in the classroom. Observed not to use but yield to take a different approach. The results of this study demonstrate that CLIL teacher education programs need to implement this approach to increase teacher understanding and ensure better student learning outcomes in the classroom.

**Keywords:** CLIL; Teacher's Perception; Primary schools

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## INTRODUCTION

Nowadays Indonesia is undergoing multi cultural country with the various of languages and English become the foreign language. The importance of English is recognized not only in education field but in business and tourism. There are approximately around 350.000 tourists entering Indonesia until June 2022 (Ministry of Tourism and Creative Economy). Then about 96.000 foreign workers living in our country in 2021 (Ministry of Labour). These conditions are the reason why the use of English for everyday conversations in education, work, and tourism environment will become a necessity.

The rapid development of information technology (IT) with the undeniable a rule of thumb the internet. It has also consolidated the use of English in our country. This condition makes it the lingua franca of business and professional life and the most popular medium in Indonesia. However, English contributes to Indonesia's strategic, economic and international positioning. A linguistically and culturally savvy workforce that supports international competitiveness in

all areas including business, education, the arts, international relations, law and tourism.

English as one of foreign languages in education is now offered in most of schools in our country. It is one of subject in senior and junior high school, also local content in elementary school. English is used a compulsory language in international school. There are many English teaching methods and approaches have been implemented and evaluated, including the CLIL, which is said to be used in some Indonesian schools, for example in Global Inbyra School. Content and language integrated learning (CLIL) is a bilingual teaching approach defined as an additional language integrated into a subject (Coyle, Hood, & Marsh, 2010). CLIL students learn material at the same level as L1 students, but have more difficulty learning material than L1 students due to greater linguistic deficits in the language of instruction (Cummins and Early, 2015). CLIL teachers are generally untrained and express concerns about teaching second language learners (Pérez-Cañado 2016).

The implementation of dual approach and bilingual class has a significant impact for students and for stakeholders to involve their

project, but it is undeniable that the common of teachers was most affected. As teachers are the protagonists of this paradigm shift and must face reality in the classroom (Doiz & Lasagabaster, 2017). Teachers are better aware of all the pros and cons of implementing CLIL. Therefore, the complexity of implementing a bilingual program, the feasibility and availability of the subject are highly dependent on the expertise, commitment and motivation of the teachers. Therefore, research on teacher perspectives on CLIL development continues to grow and is well developed (Barrios & Milla Lara, 2020; Milla Lara & Casas Pedrosa, 2018; Peez Cando, 2018b).

CLIL has undoubtedly proven to be fruitful, but the project still faces challenges in many areas. There is broad consensus among stakeholders about the transition from traditional teaching methods to more innovative, collaborative, student-centred and experiential approaches (Barrios & Milla Lara, 2020). Although great progress has been reported in applying CLIL teaching principles in the classroom (Pérez Cañado, 2018a), there is an urgent need to provide CLIL teachers with the appropriate skills and knowledge to ensure the success of their projects still exists. Previous research studies have shown that providing qualified teachers is one of the major hurdles faced by most educational institutions, given the project's wide acceptance and rapid adoption. Due to growing concerns about limited methodological expertise and lack of language competence, many studies highlight the urgent need to provide well-designed training programs to improve teacher performance. (Lancaster, 2016; Milla Lara & Casas Pedrosa, 2018).

One of implementation the 2013 curriculum is the implementation of CLIL approach in some schools. The reinvigoration of the original purpose of English language education, meaning and communication functions, and the transition of teaching-learning processes from teacher-centered to student-centered (Wachidah, 2013). So, while students learn social functions, text

structure, and lexical grammar, the topics are related to the students' real lives and are practiced through activities, real texts and language use.

Another related issue affecting CLIL implementations is teacher perception. This is because it has to do with how individuals organize and interpret sensory input to give meaning to their environment (Robbins, 1993). In addition, Robbins explains that the relevant personal characteristics that influence perception are attitudes, motivations, preferences, past experiences, and expectations. Regarding language teaching, Borg and Burns (2008) argue that it is primarily a teacher's earlier or more educational experience. Not surprisingly, practitioner teachers are based on practice and empirical perceptions rather than on specific literature (Schulz, 2001:256). This applies to CLIL as well. For CLIL teachers, baggage, knowledge, and concepts play an important role in implementation. Good cognition helps students relate, make sense, and mature their mental structures to the overall learning process (Munne, 2018). However, regarding teachers' perceptions of CLIL, McDougald (2015) points out that many teachers, despite teaching English content, are familiar with CLIL but do not know the CLIL method. We also know that teachers who do not know CLIL work in elementary schools.

This study aimed to investigate teachers' perceptions on implementation of Content and Language Integrated Language (CLIL) in the primary schools, especially to answer the research problems:

- 1) How does the teacher perceive the implementation of CLIL in the primary school?
- 2) How does teacher's perceptions affect the implementation of CLIL?

To address these research problems, a qualitative design applied to this study. Teacher interviews and observations as research tools. The use of qualitative research hopefully allow for a better understanding of solutions to study problems than any other method.

## METHODS

This study used case study as the design of the research involving 25 primary school teachers from Global Inbyra School Tegal. Teachers' interviews and questionnaire were utilized as the instruments of the study. A semi-structured interview was used. All interviews were conducted at Global Inbyra Schools between August - September 2022. Semi-structured interviews provide sufficient cues to guide the conversation while allowing the informant to deviate from the prompt and expand their own information choices. The researcher developed a series of questions based on the literature, attended conferences and seminars for teachers participating in the CLIL program and discussed informally with them prior to the study. Prior to conducting the interviews, an invitation was sent to Global Inbyra School with information about the research process. A catalog of questions was also included because the researchers had previously met with most of the teachers who agreed to be interviewed. A few key questions guided the structure of the interview without limiting the breadth or depth of the interview became clear.

### *Data Collection*

The data collected for this study are in the form of qualitative data. Qualitative data collected through questionnaires will be made available to answer the research question "How does the teacher perceive the implementation of CLIL in the primary school?". A special type of this qualitative data is the open-ended questions in surveys. Here, the teacher answers some closed-ended questions followed by open-ended questions. Open-ended responses are required to explore the reasons for qualified responses and identify comments from individuals that go beyond answering qualified questions. (Cresswell, 2012: 220)

To provide more complete data, a teacher personal and background questionnaire was distributed. Types of qualitative data, especially factual information, are documented. The purpose of this step is to collect data about how teachers teach subjects in English. The data source is based on observations of how a teacher uses her CLIL in the classroom, and

questionnaires are distributed to teachers using her CLIL in the classroom. The data is in the form of observations and questionnaire results and is used as a source for evaluating and preparing action plan recommendations.

The researchers set up two questionnaires to collect more comprehensive data and information on teachers' perceptions that were distributed to validate the data. This questionnaire was based on Yin (2013) on the teacher's perception of her CLIL, which explored the importance of English, the integration of language and language content, and how the teacher's understanding of CLIL and English proficiency affected the teacher's competence. It focuses on teachers' perceptions of what influences concerns about the importance of English and their CLIL skills are raised on the premise that teachers need to understand their CLIL concepts before they can successfully apply them in the classroom. CLIL therefore aims to balance language proficiency and content, so the teacher's English proficiency is required. They must be proficient in English.

### *Participants*

The participants in this study are 25 teachers from Inbyra Global School those who claim to have implemented CLIL for classroom activity. The research focused on the implementation of CLIL in primary schools. This orientation leads to selected participants. Regarding training qualifications, 6 teachers have master's degrees and 19 teachers have university degrees, it can be said that they all meet the basic training requirements for primary school teachers..

Depending on their age, most of these 25 teachers are between the ages of 20-30 (14), 31-40 (7) and 41-45 (4). The teacher's English proficiency plays an important role, as this study is about her CLIL implementation and use of English in the classroom. The survey asked 25 teachers to rate their English proficiency. The results showed that 20 teachers rated their English speaking and writing as very good, and 5 teachers rated their English as very good. These data are encouraged by the observation that nearly all teachers use English in their lessons.

## RESULTS AND DISCUSSION

The data collected and analyzed for this study were used to test teachers' perceptions of the introduction of CLIL in elementary schools and to compare the results of data analysis with theory and previous studies. About implementing CLIL and successfully running CLIL. Teachers support her implementation of CLIL because CLIL is seen as an interactive educational initiative that fosters simultaneous learning of academic and foreign language content (Coyle, Hood & Marsh, 2010; Richards and Rogers, 2003; Wolf, 2005). Furthermore, Bonces (2012) argues that CLIL increases motivation because "language is used to achieve specific goals and its use is more authentic and meaningful to students." He added that it is considered a method. An innovative approach to using target languages to enhance language learning opportunities when teaching different subjects in the curriculum.

In terms of implementation, CLIL was initially popular in Europe (Smit, 2007). Furthermore, the growing popularity of CLIL in schools across Europe shows how important CLIL is for the new generation of learners born into a globalized and applied blended learning world. immediately use the skills acquired. indicate if any (Lorenze, Trujillo & Vez, 2011). ). This success has since attracted attention in Asian countries, including Indonesia. CLIL is also seen as a way to prepare global citizens for foreign language skills.

Marsh et al. (2010) states that a successful CLIL implementation needs to cover several key areas. Personal reflection, CLIL basics, content and language awareness, methods and assessment, research and assessment, learning resources and environments, classroom management and management CLIL. Teachers wishing to introduce her CLIL into the classroom should reach out to these areas with the support of the school. CLIL is considered a multidisciplinary educational tool when it comes to Indonesian primary education institutions. However, McDougald (2015) points out that most Indonesian teachers who advocate the

introduction of CLIL fail, so teachers who do not know CLIL are teachers working in primary schools, and the data analysis results support that theory. doing. A survey conducted showed that Indonesian teachers lacked these important outcomes. Due to this situation, another class is now held in English instead of CLIL.

Another issue to consider in any CLIL implementation is teacher perception of CLIL. Because the teacher's perception also has a significant impact on the successful implementation of her CLIL in the classroom. A teacher's knowledge and concepts are very important. A distinct advantage of CLIL education is the opportunity to integrate language into non-fiction subjects. This includes the view that CLIL helps develop both language skills and subject knowledge of students.

Just as Basri (2018) found an association between teachers' perceptions of CLIL and classroom practice, the data from this study support teachers' positive perceptions of CLIL. suggesting. The more positively a teacher sees her CLIL, the more effectively her CLIL can be achieved in teaching practice. However, when we analyzed the data, we found results that contradicted Basri's statement above. This tends to follow what Munne (2018) states. The teacher has good principles and perceptions of her CLIL, but this is not always reflected in teaching effectiveness, stating that "there is no single useful implementation model for all contexts." I believe. It should therefore be noted that the teacher's positive perception of CLIL should be supported by various development programs that provide the teacher with the skills necessary to implement her CLIL in the classroom.

Data analysis indicates that teacher perceptions do not influence the adoption of CLIL in the classroom. This is consistent with what Munne (2018) states: even if a teacher has positive principles and perceptions of her CLIL, these are not necessarily reflected in educational effectiveness. This data shows that 25 teachers consider English to be very

important for their students. This is backed up by the relatively high level of English proficiency of our teachers. The data also shows that the integration of content and language is important and inseparable. This means they have a good understanding of her CLIL. CLIL is recognized as an excellent approach to teaching students. However, this is not supported by his deep knowledge of CLIL and its detailed methods. Most of them say CLIL is taught in English rather than integrating content and language. This means that students must be fluent in both content and English. This is not considered the ultimate her CLIL implementation due to the limited knowledge that affects class implementation.

## CONCLUSION

The purpose of this study was to examine teachers' perceptions of the implementation of a Content and Language Integrated Language (CLIL) in elementary school. The results of this study demonstrate that CLIL teacher education programs need to implement this method to increase teacher understanding and ensure better student learning outcomes in the classroom. The data show that the teacher's perception does not affect her introduction of CLIL in the classroom. CLIL is recognized as an excellent approach to teaching students. But this is not supported by his deep knowledge of CLIL and detailed methods. Most of them say that CLIL is taught in English rather than integrating content and language. This means that students must be fluent in both content and language. This is not considered a final CLIL implementation due to the limited knowledge that influences classroom activities.

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