Content and Language Integrated Learning.pdf

by Sri Wuli Fitriati

Content and Language Integrated Learning (CLIL): Teachers' Point of View

Ima Isnaini Taufiqur Rohmah[1], Abdurrachman Faridi[2], Mursid Saleh[3], Sri Wuli Fitriati[4]

isnainiima@ikippgribojonegoro.ac.id[1], pakdur@mail.unnes.ac.id[2], mursidsaleh@yahoo.co.id[3], SriWuli.Fitriati@mail.unnes.co.id[4]

IKIP PGRI Bojonegoro, Jl. PanglimaPolim No. 46 Bojonegoro 62114 Indonesia,[1]
UniversitasNegeri Semarang, Jl. Kelud Utara III, Semarang 50237 Indonesia[234]

Abstract. This study aimed to describe the teachers' perspectives involved in the CLIL program related to efforts, dedication and viewed from professional orientation, task orientation, self-eficacy and collegiality as the aspect of CLIL. This qualitative case study uses observation to capture teachers' teaching practices in CLIL classroom in order to get the data of the teachers' professionl orientation, task orientation. Interview also conducted partially to get the data of teachers' self efficacy and also collegiality. There were 30 (thirty) CLIL teachers from different subject matter were involved in this study. The result revealed that teachers' professional orientation, task orientation, self-efficacy, and collegiality provide a great role in the development of the program. By maximizing teachers' proper training or professional orientation will help the CLIL practitioners in its implementtaion. It is recommended for the CLIL teachers to have a well preparation such as: organized syllabus, developing variety of material, use various teaching method to support the CLIL teaching. It also suggested for the teachers to have good understanding of the goals of CLIL program to maximizing its implementation.

Keywords: CLIL, collegiality, professional orientation, self-efficacy, task orientation

1 Introduction.

Based on its nature, content and language integrated learning (CLIL) is a teaching approach in which content is taught using foreign language. For Indonesian teachers, they will facing some challenges when entering the CLIL setting, since they are required to teach the content and also exposed the students to acquire English as a foreign language. Those requirements demand a good, well-prepared and professional orientation program which some teacher training programs in Indonesia do not yet offered. Orientation program is needed to serve an experience of how CLIL teachers involved in multiple role and providing knowledge of how they deal with it in practices and furthermore growing their professional identity as a CLIL teacher. Integrating content and language in a CLIL setting required a significant change in the teachers' and students'mindset, since they are either trained as content and also alanguage experts. Teachershave to deal with an athmosphere that moves away from the traditional view of education and tends to stand on its own [1]

Research has shown that teachers' perceptions of their own professional identity strongly affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice [2]

Implementing CLIL teaching and learning, consequently demands on teachers' role to make difference in students' live. They are the agent of change in their own classroom [3]. Teachers are also required able to teach the subjects such as Mathematics and Science using Eng 16 .

There also some previous studies examined CLIL. For example,[4] investigated English proficiency assessment in bilingual content instruction CLIL in Finland. There also some existing studies [5], [6] as well as research in assessment concerning both language and content knowledge [7], [8], [9] have mainly focused on secondary or tertiary students in Unite 6 States. Recently, the study of CLIL which is focused on teacher cognition [2], [10], [11] has established itself on the research in the field of language teaching and provided valuable insight into the mental lives of language teachers, Commonly, research into teachers' professional orientatic 15 task orientation, self-efficacy and collegality in CLIL is still rather scarce in attention. The aim of the current qualitative case study is to contribute to understanding how CLIL-teachers interpret their multiple roles (effort) and how they think they deal with it in practice (dedication). To answer the research objectives, it is better to describe CLIL teachers' perceptions of their professional identity, a concept that is closely related to quality and innovation in education [12].

The current research provide a new phenomenon on teachers' perspective during CLIL implementation. 1 was important to give a new perspective to support better practice of CLIL. Since teachers' beliefs, and therefore their 1 rofessional identities, are found to have an influence on their teaching practic. [13] even found a relationship between aspects of teachers' professional identity and pupils' attainment in English and mathematics. In general, we can say that the concept of professional identity refers to the perception that teachers have of themselves as teachers.In line with the conceptualization of teachers' professional identities by [14], task orientation considered as referring to personal theories teachers have with regard to their core task. [15] give a perspective of teacher's self-efficacy as a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. The current research answered the teachers' point of view deals with professional orientation, task orientation, self-efficacy, and also the important of collegiality to support CLIP program implementation

2 Method

2.1 Design

The present research was under qualitative case study. The design considered to be used since qualitative case-study was used to find a new phenomenon happen in the research setting. The study conducted in 3 (three) islamic primary school in East java Indonesia. It was a cse study since the current research tried to find the answer of new phenomenon in those school which CLIL is carried out to be used as teaching approach.

2.2 Participant

There were 30 (thirty) CLIL teachers from different background of study involved to gain the data. Those 30 (thirty) teachers divided into 2 (two) groups: teachers who trained as a CLIL practitioners and who were not involved in training program. The data got from pre-

research showed that for about 75% of total number of the teacher has an English educational background (formally). The rest is for about 25% of the teachers were come from various background of the study.

2.3 Instrument

There were 3 (three) kinds of research tools to gain the data: observation, interview, and questionnaire. It was use simultaneously based on the data 20 need to gain. The various instruments used were to guarantee validity of the data. In order to maintain the research validity of the study, triangulation in the terms of intruments of collecting data was used [16].

2.4 Data collection

As stated in the instruments section, there three kinds of tools were used, observation, intervie 17 nd questionnaire. Observation conducted 5 (five) times in each school to get the data of professional orientation, task orientation and also self-efficacy. Meanwhile, interview was used to confirming the data gained from the observation. Intervie 2 also used as a means to get the data of collegiality. The last instrument is questionnaire. It was used to dig the data of teachers' self-efficacy and collegiality.

2.5 Data analysis

Data analysis is the crucial manner in the research. From the data analysis can be found the result of the research. The data analysis used is content-theme analysis. It was started by reducing the data, choosing the important data to be used. Followed by coding the data, then categorizing to the specific one and find the conclusion of the problem researched.

3. Results and Discussion

In this section, it will be outlinedthe result of observation and interview conducted in three different schools in East Java Indonesia who implementing CLIL as a learning approach.As mentioned before that the result of observation is used as the basis to conduct the interview since not all of the teachers were interviewed.

3.1 Professional orientation

Professional orientation is a training program provided for the teachers before they are get in into CLIL classes. Iprofessional orientation is important to be given to the teachers since teaching in CLIL classes need a specific requrements and also experiences. Since the teacher need to integrating the content teaching and also language acquisition for the students. As was explained by the teachers' coordinator:

„ *...before the teacher ready to get in into the CLIL classes , they have to pass the training program for 3 months as a CLIL teacher. It was needed to provide a good preparation program as a CLIL teacher*" (interview, 20/06/2019)

It was supported by the result of observation which is indicated that, some teachers who are not get a training or professional orientation as a CLIL teacher before they get in into the

CLIL classrooom were have low performance in CLIL classroom. It was supported by the result of interview with a teacher who was not got a professional orientation before get in into CLIL classroom, She said that:

„ *I was currious how to be the real CLIL teacher, since I have not any professional orientation or training as a CLIL teacher yet. It really has an impact towards my teaching*" (interview, 26/06/2019

Firstly, from the research site can be indicated that the number of teachers participated in CLIL program is for about 76% among all the teachers. The condition that was happened indicates that CLIL practice is still not broadly implemented in those schools observed and there are only a few teachers who are trained to implementing CLIL. In order for the teachers able to implement CLIL responsibly, serious needs analysis of the professional orientation was needed to be carried out before any actions begin [2]. The lack knowledge about CLIL orientations and goals among teachers is intimately linked to those who are in charge of implementing CLIL. Teachers sometimes do not know what it is expected from them, especially when CLIL means putting content and foreign language teachers working together. As stated by one of CLIL teacher:

"*Some teachers including me, were do not understand what was actually expected to be gained by the student through CLIL program*" (interview, 26/06/2019).

Secondly, There were a contradictive condition happened in the setting, that more than half of those teachers who join a professional orientation program confessed have a poor knowledge of the English language, which also caused they found difficulties to be a CLIL teacher. It was a serious problem in CLIL implementation whether teh teachers required to have a good English command. The data supported with the result of observation which is faound that more than 50% of the teacher who join a professioanl orientation do not have any English Education background. They were came from various background of education. (60% English Education, 15% Mathematic Education, 10% science, and 15% various background of education).

Contradictively, There were non-CLIL practitioners who claimed have a good level of the English proficiently but they do not had any training in CLIL teaching methodology. As said by one of non-CLIL practitioner who interviewed separately:

"*...yes unfortunately, I have a requirement to be CLIL teacher (English proficiency), but I never been trained as a CLIL teacher in any professional orientation program*"(interview, 30/06/2019).

This condition indicated the need of professional orientation both on language and CLIL training, As said by [17] who pointed out the need for ongoing professional development and enhanced opportunities for training in CLIL.

3.2 Task orientation

In task orientation aspect, closely related to the teachers' practices in CLIL classroom. Like professional orientation, task orientation is influenced by the prevailing knowledge and beliefs about the goals and teaching methods at a certain time [18]. In order to gain the data of the research context (task orientation), the researchers conducted an observation and interview to 6 teachers from the total number of the 30 teachers involved in the study. The 6 teachers consisted of 3 (three) CLIL teacher who have a good level of English proficiency and trained in a professional orientation before get in into CLIL classes, and the rest were have a good level of English proficiency but they do not got a professional orientation before teaching in CLIL classroom.

Task orientation of CLIL teachers were developed items for several areas of the CLIL-approach: learning goals, didactic approach, feedback and evaluation, and language awareness strategies. The result of observation showed that: a) teachers who exposed in professional orientation has a good understanding of the learning goals in CLIL than they who do not have any professional orientation experience; b) both of teachers who have and they who have not trained before in professional orientation have the same level of didactic approach in teaching CLIL students; c) they also have the same way in giving feedback and also administering an evaluation for CLIL classroom; d) teachers who exposed in professional orientation has a good understanding language awareness strategies. The result of observation as mentioned above supported by the result of interview with one of CLIL practitioner who got a professional orientation as a CLIL teacher:

'*I do understand, it is my responsibility as a CLIL teacher to set clear content goals as well as language goals for each lesson', I also have to opt for learning activities that offer opportunities for language acquisition*" (interview: 26/06/2019)

The result of interview is in line with [14] who stated that task orientation is referring to personal theories regard to their core task. Task orientation refers to teachers' answers to the questions: 'What do I want to achieve with my pupils and how do I want to do this?.

3. 3 Self-efficacy

In CLIL teaching, teachers self-eficacy considered as the most powerful aspect in supporting CLIL implementation in the classroom. Teachers' self-efficacy provide a powerful construct related to some meaningful outcomes in education such as teachers' motivation (persistence, commitment, enthusiasm) and instructional behavior in the classroom. Based on the result of questionnaire distributed to the participant, there were 45% of the all numbers of participants who have a high level of self-efficacy. Based on the result of obervation, teachers with high levels of self-efficacy are characterized by: a) he/she able able to work in classroom consistenly and longer; b) he/she able to recognize student errors and giving feedback; c) he/she has a willingness to attempt new teaching methods to support the teachi and leaarning. The finding also supported confirmed by the result of interview with one of teacher with high level of self-efficacy, who said that:

„ *As a teacher who has to manage the class, I have to owrk consistently, keep in touch and directly giving a feedback to the student and the most important to create a better learning athmosphere, I have to create and try to apply a new teaching method*" (interview, 27/06/2019)

the finding was in line with [20] who confirmed that efficacy beliefs may vary within teachers depending upon the subject area, characteristics of students, the number of course preparations they face, and whether they are teaching outside the field of expertise.

3.4 Collegiality

Collegiality has a closed meaning to teachers' beliefs about the importance of cooperation between colleagues and cross-curricular tasks [20]. Based on the result of observation can be indicated that CLIL teachers, in average, seem to be at one end of the curriculum, i. e. the 'independence' side, implying that they are working autonomously in a school culture with little collegial interaction or feelings of joint responsibility about the development and practice of the CLIL curriculum.

In collegiality aspect, lack of collaborative time was one of the major concerns emerging from the teachers' perspective during the interviews. The teachers explain that they still didn't have an allocated time in their schedule to plan and prepare the materials needed on their CLIL lessons, which meant that hey usually prepared their own material, mostly individually. It was supported by the result of interview with one of CLIL practitioner:

„ *since we are trained as an independent one in managing CLIL classroom, means we do not have any sense of collegiality*" (interview, 27/06/209)

Nevertheless, some of them expressed that before they started implementing CLIL they did some coordination sessions with content and language teachers toprepare a general plan,thinkingabout the subject, content and materials they were going to need as a start. However, on the daily lessons plans and also materials were prepared by their own (the teacher who teaching the subject). Another teacher expressed that it was difficult to find a time for the music, physical education and English teachers to meet to plan together.

The statement also led to the discovery that teachers saw themselves as content and language teacher, this reticence was found even in teachers' unwillingness to incorporate materials coming from content or language classes. Overall, the author suggests that team teaching and collegiality are the major drawbacks in CLIL (also Hood, & Marsh, 2010;Marsh, &Frigols, 2008; Yassin et al., 2010).

4Conclusion

Answering the research objective, of how the successfulness of CLIL implementation depending on the CLIL practitioners. Teachers as the agent of change have to be prepared well before get in into the CLIL classes. Professional orientation is the gate of CLIL implementation where teachers were prepared to be trained to teach CLIL classroom. Task orientation provides a good support for the teachers deals with teaching aid preparation also techniques. Self-efficacy is the core of CLIL implementation. It will help the teacher to find their motivation to implement CLIL totally, the last is collegiality. Collegiality is the willingness to work on team, where it was important for the CLIL beginner practitioners to have a space to discuss and sharing the problem that might found by CLIL teacher. Lacked of formal training on CLIL education methodologiesaffected on its own implementation. Put simply, that it is recommended for CLIL administrator to provide a well prepared professional training to all of CLIL teachers' candidates before they get in into the practice. It alsorecommendedtocre a good collegial atmosphere to support teacher professional development. Another concern that recurs across contexts is how to organize pre-service and in-service CLIL teacher education programs that could also contemplate CLIL settings as possible sources of employment for future teachers

References

[1] Coyle. D.: Relevance of CLIL to the European commission's language learning objectives. Procedia-Soc. Behav. Sci, vol. 156, pp. 234-258(2016).

[2] Beijaard. D, Meijer. H, Pauline. C, &Verloop. N.: Reconsidering research on teachers' professional identity. Teaching and Teacher Education, vol. 20, no. 2, pp 107-128 (2014).

[3] Safari. M.U.K, Fitriati. S.W.: Learning strategies used by learners with different speaking performance for developing speaking ability.English Education Journal, vol. 6, no. 2, pp 87-100(2016).

[4] Wewer. T.:English language assessment in bilingual CLIL instruction at primary level in Finland: Quest for updated and valid assessment methods. Zeitschrift für Interkulturellen Fremdsprachenunterricht, vol.18, no. 2, pp 76-87 (2013).

[5] Hönig. I.:Assessment in CLIL: Theoretical and Empirical Research. Saarbrucken: VDM, Verlag(2010)

[6] Serragiotto. G.: Assessment and evaluation in CLIL. In Marsh. D & Wolff. D (eds). Diverse Contexts – Converging Goals. CLIL in Europe, Frankfurt am Main: Peter Lang, pp 271-283(2007).

[7] Dalton. H, Hüttner. J, Dalton. C.P &Smit. U.:The power of beliefs: lay theories and their influence on the implementation of CLIL programmes. International Journal of Bilingual Education and Bilingualism, vol. 16, no. 3, pp 267-284 (2013).

[8] Lasagabaster. D, Sierra. J. M.: Language attitudes in CLIL and traditional EFL classes, Intenational CLIL Research Journal, vol. 1, no. 2, pp 4-17 (2010).

[9] Sierra. C.:Assessing CLIL at primary school: a longitudinal study, International Journal of Bilingual Education and Bilingualism, vol. 10, no. 5, pp 582-602(2007).

[10] Piet. V, Ceuleers. E, Lochtman. K,&Allain. L.:An interdisciplinary approach to CLIL learning in primary schools in Brussels. In: C. Dalton-Puffer, U. Smit (eds.):Empirical Perspectives on CLIL Classroom Discourse. Frankfurt: Lang, pp 253-274(2008).

[11] Borg.S.:Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do, Language Teaching, vol. 36, pp 81-109 (2003).

[12] Lamote. C.:The development of student teachers' professional identity, European Journal of Teacher Education,Vol.33, no. 1, pp 3-18 (2010).

[13] Sammons. P, Day.C, Kingston.A, Gu. K, Stobart. J, &Smees.R.: Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study,British Educational Research Journal, vol 33, no. 5, pp 681-702 (2007).

[14] Lamote. C.: The development of student teachers' professional identity, European J of Teacher Education, vol 33, no. 1, pp 3-18 (2010).

[15] Megan. T.M, Hoy.J.: Exploring literacy teachers' self-efficacy beliefs: potential sources at play, Teaching and Teacher Education, vol 27, pp 751-761 (2001).

[16] Anggeraini.Y, Abdurracman.F, Mujiyanto. J & Bharati. D. A. L.: The teachers' perception on digital literacy competences in EFL classroom, Asian EFL Journal., vol. 24, no 4.1, pp. 5-12 (2019).

[17] Cañado.P.:Are teachers ready for CLIL? Evidence from a European study, European Journal of Teacher Education, vol.39, no. 2, pp 202-221 (2016).

[18] Denessen. E.:Opvattingen over onderwijs. Leerstof – en leelinggerichtheid in Nederland. Leuven: Garant Uitgevers(2015).

[19] Ross.S.: The Impact of Assessment Method on Foreign Language Proficiency Growth, Applied Linguistics, vol. 26, no. 3, pp 317-342 (2017).

[20] Little. J.W.: The persistence of privacy: autonomy and initiative in teachers' professional relations, Teachers College Record Journal, vol.9, no. 14, pp 509-536, (1999).

[21] Hood. G,&Marsh. D.:Using Languages to Learn and Learning to Use Languages, Milan:TIE-CLIL. Retrieved in March 2010 fromhttp://www.tieclil.org.

[22] Marsh. D &Frigols. M.: European Framework for CLIL Teacher Education: A Framework for the Professional Development of CLIL teachers, Graz: European Centre for Modern Languages (2008).

[23] Yassin.S.M , Marsh. D, O. Tek. O. E, &Ying.L.Y, Learners' perceptions towards the teaching of science through English in Malaysia: A quantitative analysis," International CLIL Research Journal, vol. 1, no. 2, pp 54-69 (2010).

Content and Language Integrated Learning.pdf

1	Submitted to St Mary's University College Belfast Student Paper	**2**%
2	Tschannen-Moran, M.. "Exploring literacy teachers' self-efficacy beliefs: Potential sources at play", Teaching and Teacher Education, 201105 Publication	**1**%
3	etheses.whiterose.ac.uk Internet Source	**1**%
4	Submitted to University of Bristol Student Paper	**1**%
5	Margo DelliCarpini, Orlando B. Alonso. "Chapter 4 Teaching Everything to No One and Nothing to Everyone: Addressing the Content in Content Based Instruction", Springer Science and Business Media LLC, 2015 Publication	**1**%
6	www.cambridge.org Internet Source	**1**%

16 "Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms", Springer Science and Business Media LLC, 2020
Publication
<1%

17 pdfs.semanticscholar.org
Internet Source
<1%

18 "Language Use and Language Learning in CLIL Classrooms", John Benjamins Publishing Company, 2010
Publication
<1%

19 scholarscompass.vcu.edu
Internet Source
<1%

20 www.idunn.no
Internet Source
<1%

21 documentop.com
Internet Source
<1%

Exclude quotes   On   Exclude matches   Off
Exclude bibliography   On