

CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) FOR ACHIEVING POSITIVE OUTCOMES OF STUDENTS COLLEGE

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Abstract

This research was aimed to find out the positive outcome of students college of Content and Language Integrated Learning (CLIL) on skill subjects. The sample of this research was semester six students of Islamic University of Riau who were taking Microteaching and ESP subject. The total sample was 30 students by using random sampling technique. The design of the research was experiment research focused on Post equivalent research. The instruments were questionnaires, observation, and interview. The treatment was given for 8 meetings in form of the students' assignment in giving motivation (story, Al-Quran verse, wise words) for about 5 to 7 minutes. Based on the result, the data showed that there was significant effect of CLIL on the students outcome. The effect of CLIL was the students were eager to hear other motivation activities for next meetings, moreover the students were familiar with these moral values which effected their life style and behavior. The conclusion was CLIL was a methodological approach particularly suitable for contexts where students learnt content through supplementary teaching materials to give positive outcome of students' college.

Keywords: CLIL, Positive Outcome, Skill Subjects.

Introduction

The qualified graduation is expected to be the main goal of every universities in Indonesia. One of the universities which has this goal is Islamic University of Riau (UIR) in Pekanbaru. To fulfill this goal, the educators should find the best solution to prepare the qualified human resource especially in English Study Program in UIR. The expected good quality graduation should be achieved to meet the requirement of the market demand in human resources both in national and private companies.

The objective of this make the researchers are curious to find out the new methodology in teaching. The focused objective which the researchers want to provide the students with appropriate needs for preparing them to improve the outcome of education. Furthermore, there will occur great competitiveness among ASEAN human resource in getting a job. The graduation of university students especially English study Program are prepared to be a qualified worker to compete among them in obtaining employment.

In facing the objective of teaching and learning, the researchers try to find the new method of teaching which Content and Language Integrated Learning (CLIL) in learning English in order to prepare them to be a qualified graduation.

Discussion

Related Literature

CLIL is a dual-focussed teaching and learning approach in which the first language (L1) and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels' (Maljers, Marsh, Wolf, Genesee, Frigols-Martín, Mehisto, 2010). Lesson objectives are therefore about content and language that will enable learning of the content.

In regards to the characteristics of this new educational approach, with respect to the development and acquisition of a foreign language, studies on CLIL methodology in some forms of bilingual education, have helped define those features that determine successful learning, optimizing its potential beyond linguistic achievement (Marsh and Langé, 2000; Marsh and Frigols, 2007; Maljers, Marsh, Mehisto, Wolff, Genesee and Frigols 2010).

Since CLIL shares the main elements of what is understood to be the acquisition of a second or foreign language: *exposure to information, processing of meaning, form processing and language production* (Skehan, 1998), we should mention in the first place Krashen (1985), whose Input Hypothesis was based on the idea that one of the requirements for students to acquire languages was the exposure to understandable and abundant input; a core characteristic of the CLIL methodology

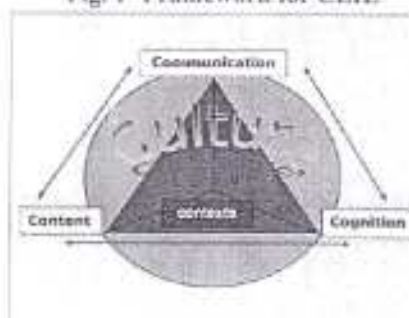
since it makes use of curriculum content to develop the second or foreign language, thus, providing a lesson rich in input.

Skehan (1998), also states that students tend to process first the information they consider relevant and which is understood, activating then, the long-term memory. This is also another feature of this new approach, which is known for offering a real purpose for language use in the context of the class. With regards to students' language production, Swain and Lapkin (1995) framed the Output.

The views of Grabe and Stoller (1997), the natural acquisition of language in the CLIL methodology, allows students to develop thinking skills, such as organization, analysis and generation of ideas as well as discursive competence. Always according to the same authors, this approach increases student's motivation because it presents the information in a consistent manner and in a real context of use, a factor that contributes to an increase of processing, which leads eventually to better learning.

Bearing in mind Grenfell and Hardy (2002), the future of modern language teaching in schools, aims at integrating language learning within the broader curriculum rather than alongside them bringing the aspect of language to the forefront of the teaching of any subject, which is why CLIL can be considered a catalyst in education. As noted by Coyle (2008), a curriculum based on CLIL methodology has its foundations in the four Cs: *content, communication, cognition and culture*. These four components must be integrated and not considered separate entities, in order to ensure consistent and innovative pedagogical approach with the underlying philosophy of this approach. For this approach to be effective, curriculum content must be relevant, meaningful and cognitively demanding for students, but always bearing in mind the potential development of apprentices. The fact that learning takes place in a context of interaction and negotiation of content boosts an increase in communication and language development.

Fig. 1- Framework for CLIL



The 4Cs framework for CLIL (Coyle, 2005)

The integration of the CLIL framework which consists of four elements content, communication, cognition, and culture. Each of these is related each other in teaching and learning in English Study Program. The content of subject learning in Microteaching and ESP class make students should acquire the competences of the required users in teaching practice (PPL) and the industrial users. Thus, the cognition of students indirectly is sharpen to be absorbed by content knowledge comprehension.

The communication involves in transactional and interpersonal activities in the classroom which includes also moral aspects, spiritual aspects, and positive behaviour. The habitual actions in the classroom are done continuously to maintain the culture of Indonesian tradition in honoring and respecting each others. At last, these integrating elements are contributing a lot in teaching and learning process of these two subjects microteaching and ESP.

The procedures for gathering information about integrating of CLIL and positive outcome were done by distributing questionnaires, interviews, and observations.

Method

The design of this research used post equivalent research which analyzed the result of the action after doing research technique. The result data was taken by questionnaires, observation and interview. Data was gathered from 27 students in English study programs at Islamic University of Riau

The questionnaires were distributed to 27 students and they had to choose 5 options of likert scale (1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Often, 5 for Very often) and the questionnaire consisted on 25 questions divided into three parts (Part A was General Information, Part B was The Institutional Environment, and Part C was Intrinsic Goal Orientation).

The questionnaires was taken based on (Willis 1996: 11), that the conceptualization of effective teaching performance for language acquisition in CLIL includes attention to such features as functional communication, simultaneous attention to form and meaning, and type of corrective feedback, within a broader framework of three essential conditions for language acquisition – *exposure, use, and motivation*. Those essential conditions have been further elaborated in an observation tool for this study according to five basic assumptions related to effective language teaching performance.

The observation was done by the lecturer when facilitated exposure to input at a (just) challenging level. In correspondence to this assumption, before a lesson a CLIL lecturer was expected to select and tailor

input material in order to have it challenging but comprehensible for students. Two types of scaffolding can be distinguished during the lesson, namely on content and/or language of the input material, and content and/or language of lecturer talk. In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. text selection in advance
2. text adaptation in advance
3. adaptation of lecturer talk in advance
4. text adaptation during teaching
5. tuning of lecturer talk

Lecturer facilitated meaning-focused processing In correspondence to this assumption, a lecturer could be expected to stimulate content-processing of oral or written input by giving special tasks that involved students in grappling meaning (trying to make sense of whatever they hear or read). The lecturer should check whether the meaning of the input had been comprehended sufficiently. If meaning was processed insufficiently or erroneously, the lecturer might give some kind of support. Supplementary exercising of the related content features of input could be performed in this category as well.

In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. stimulating meaning identification
2. checking meaning identification
3. emphasizing correct and relevant identifications of meaning
4. exercising on correct and relevant identifications of meaning

Lecturer facilitated form-focused processing In correspondence to this assumption, a CLIL lecturer could employ activities aimed at awareness-raising of language form, thus making students conscious of specific language features. The lecturer might indicate and direct students' attention to correct and incorrect uses of form, gave examples of such uses, thus facilitating implicit or explicit noticing of language form. In giving corrective feedback the lecturer might employ implicit techniques (e.g. clarification requests, recasts) or explicit techniques (e.g. explicit correction, metalinguistic comment, query, advice) for focusing on form, as well as nonverbal reactions.

In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. facilitating noticing of problematic and relevant language forms
2. providing examples of correct and relevant language forms
3. correcting use of problematic and relevant language forms
4. explaining problematic and relevant language forms, e.g. by giving rules
5. having pupils giving peer feedback

Lecturer facilitated opportunities for output production In correspondence to this assumption, in promoting output production in the target language a CLIL lecturer could encourage students to react, asked questions aimed at functional output as well as stimulated interaction between students in the target language. Different interactive formats (e.g. group, pair work) might be implemented to facilitate meaningful communication in English.

Through instructions and/or corrections the lecturer could guide students to use English exclusively in the lesson. Corrective feedback by lecturers or peer students might stimulate the use of correct form/meaning connections by students. The lecturer could use a diverse range of activities for further exercising essential aspects of form/meaning use. In the observation tool, this category consists of the following indicators for effective teaching performance:

1. asking for reactions
2. asking for interaction
3. letting students communicate
4. stimulating the use of the target language
5. providing feedback, focusing on corrected output
6. organizing written practice

(These observation tools was adopted and adapted according to Westhoff (2004) theory).

Findings

1). Interview

The unstructured interview used in this study.

Antusias : Students were antusias waiting for their turn to give preaching. Here, they can show the other potension inside of themself.

Promoting : They could show their ability reading al-Quran, Story telling or giving Motivations. The lecturer either knew about the other competence.

Pations : The audience were concentrate listening the preaching. Happy listening to it.

Hope : They got more message from their friend preaching and motivation. It could regularly be given along teaching process by other lecturers in other subjects.

Training: They got opportunity to enlarge their self-confidence, trained the explanation skill through it.

2). Observation

In general it was found that, over all observed lessons, lecturers used almost the whole range of effective teaching performance indicators. Although not every day the lecturer used all performance sub categories in all the observed lessons, consistent and useful examples were found for almost every subcategory. As the aimed of this research was to find out the positive outcome by implementing CLIL, the observations were used to provide a qualitative analysis of the school, a department or individual lecturers, neither to evaluate the quality of those.

In the CLIL lessons analyzed in this study, sufficient evidence was found for most subcategories of the five main indicators for effective language teaching performance, as in:

1. Lecturers facilitated exposure to input at a (just) challenging level by selecting attractive authentic materials, adapting texts up to the level of the students and scaffolding on the content and language level by active use of body language and visual aids. By integrating of these four components of CLIL, moral values, spiritual values, and positive values also included to exposure the content knowledge of students. These integrating values gave a positive outcome for students to be applied in daily activities.
2. Lecturers facilitated meaning-focused processing by stimulating the students to request new vocabulary items, checking their meaning, using explicit and implicit types of corrective feedback on incorrect meaning identification, and practice through relevant speaking and writing assignments. By integrating of these four components of CLIL, especially on communication as transactional and interpersonal activities moral values, spiritual values, and positive values were delivered by preaching before starting studying which every students got in turn delivering 5 to 7 minutes with different topics each.
3. Lecturers facilitated form-focused processing by giving examples, using recasts and confirmation checks, making clarification requests and giving feedback (sometimes including peer feedback). Here, the lecturers provided explicit form-focused instruction, e.g. by explaining rules, example of moral values, example of positive attitude, and example of spiritual activities (by mentioning the activity done by moeslim to do shalat, shaum, and etc).
4. Lecturers facilitated output production by encouraging students' reactions, working in different interactive formats and practicing creative forms of oral (presentations, round tables, debates) and written (letters, surveys, articles, manuals) output production, suggesting communicatively feasible tasks, which gave the students enough time for task completion, encouraging students to speak only in English, providing feedback on students' incorrect language use and stimulating peer feedback, e.g. by giving students task to preach in front of the class to deliver moral values, positive attitude based on Rasulullah SAW ways in daily live and other example which gave them to speak to other friends. Indirectly, this activity led the students to change their behaviour because the content of these positive values reminding continuously.
5. Lecturers facilitated the use of compensation strategies by stimulating students to overcome problems in language comprehension and language production, reflecting on the use of compensation strategies, and scaffolding on-the-spot strategy use. In this case, the students were motivated by other friends without bullying each other but gave students excellent feedbacks.

Based on the observations, the researcher concluded that the CLIL lessons observed in this study showed instances of effective language teaching performance was shown good correlation between CLIL and positive outcome of students.

3). Questionnaire

Based on the questionnaire which the researchers done, the folowing were the result:

Table 1 : THE INSTITUTIONAL ENVIRONMENT

ITEMS	N	1		2		3		4		5		Total
		Never	N	Rarely	N	Sometimes	N	Often	N	Very Often		
1. The Institution promotes CLIL in campus area.	0	0	1	3,70	21	77,78	4	14,81	1	3,70	100	
2. The Institution provides the available	0	0	3	11,11	12	44,44	8	29,63	4	14,81	100	

source to implement CLIL in campus area.											
3. The Institution provides the guidance to lead the class surrounding to implement CLIL.	0	0	5	18,52	10	37,04	9	33,33	3	11,11	100
4. The Institution explores the aims of CLIL views as a goal of teaching and learning process	0	0	2	7,41	11	40,74	7	25,93	7	25,93	100
5. The Institution reviews CLIL periodically.	1	4	1	3,70	16	59,26	7	25,93	2	7,41	100

Source : Research Data, 2015

Based on Table 1 above that item no 4, "The Institution explores the aims of CLIL views as a goal of teaching and learning process" showed the highest score of often and very often as amount as 61,86% students were chosen this item. It means that the institution gave opportunity to explore the CLIL views for positive outcome of students.

Table 2: STUDENTS' PERCEPTION

ITEMS	N	1		2		3		4		5		TOTAL
		Never	N	Rarely	N	Sometimes	N	Often	N	Very Often		
6. I can tell my opinion to the teacher without being afraid	4	15	3	11,11	12	44,44	5	18,52	3	11,11	100	
7. I prefer class work that is challenging so I can learn new things.	0	0	8	29,63	8	29,63	7	25,93	4	14,81	100	
8. There are clear rules for work in the classes	0	0	4	14,81	4	14,81	8	29,63	11	40,74	100	
9. I have to fulfil my tasks accurately and reliably	1	4	0	0,00	8	29,63	10	37,04	8	29,63	100	
10. Tasks are continuously checked by my lecturer	0	0	1	3,70	2	7,41	14	51,85	10	37,04	100	

Source : Research Data, 2015

Based on Table 2 that item no 10, "Tasks are continuously checked by my lecturer" showed the highest score of often and very often as amount as 88,89% students were chosen this item. It means that the lecturer always checked the students' tasks without neglecting.

Table 3: MORAL PERCEPTION

ITEMS	N	1		2		3		4		5		Total
		Never	N	Rarely	N	Sometimes	N	Often	N	Very Often		
11. I think Moral message is delivered well in my class	0	0	0	0,00	7	25,93	12	44,44	8	29,63	100	

12. I have time to evaluate myself during moral message	0	0	4	14,81	7	25,93	9	33,33	7	25,93	100
13. I get a moral feedback when my friends preach	2	7	0	0,00	12	44,44	9	33,33	4	14,81	100
14. I get new barometer for my attitude for improvement	0	0	1	3,70	4	14,81	16	59,26	6	22,22	100
15. I stimulate my thought to be better improvement	1	4	1	3,70	10	37,04	10	37,04	5	18,52	100

Based on Table 3 that item no 14, "I get new barometer for my attitude for improvement" showed the highest score of often and very often as amount as 81,84% students were chosen this item. It means that CLIL gives positive effects on their attitude to be better for future.

Table 4: SPIRITUAL PERCEPTION

ITEMS	N	1		2		3		4		5		Total
		Never	N	Rarely	N	Sometimes	N	Often	N	Very Often		
16. I get an excellent reminding of spiritual when preaching	0	0	1	3,70	8	29,63	10	37,04	8	29,63	100	
17. My class stimulates me to be more istiqomah	1	4	2	7,41	10	37,04	7	25,93	7	25,93	100	
18. My class reminds me about the existence of my live	0	0	3	11,11	7	25,93	11	40,74	6	22,22	100	
19. My class gives moral value every meeting	0	0	1	3,70	9	33,33	13	48,15	4	14,81	100	
20. I get my turn in preaching	17	63	0	0,00	10	37,04	0	0,00	0	0,00	100	

Based on Table 4 that item no 19, "My class gives moral value every meeting" showed the highest score of often and very often as amount as 62,96% students were chosen this item. It means that CLIL gives positive effects on their spiritual values because the activity continuously present in the classroom regularly.

Table 5: POSITIVE HABITS

ITEMS	N	1		2		3		4		5		Total
		Never	N	Rarely	N	Sometimes	N	Often	N	Very Often		
21. I get a new mind set of thinking	0	0	1	3,70	10	37,04	8	29,63	8	29,63	100	
22. My class stimulates me to be more responsible for the task	0	0	2	7,41	4	14,81	13	48,15	8	29,63	100	
23. My class does recitation of Al-Quran	0	0	0	0,00	4	14,81	11	40,74	12	44,44	100	
24. My class gives model for practicing microteaching	0	0	0	0,00	5	18,52	14	51,85	8	29,63	100	

25. My class starts with salam and end by praying.	0	0	0	0,00	2	7,41	4	14,81	21	77,78	100
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Based on Table 5 that item no 24, "My class gives model for practicing microteaching" showed the highest score of often and very often as amount as 81,48% students were chosen this item. It means that CLIL gives integrative skills in the process of teaching and learning. So that, it influence the way they applied microteaching practice. Moreover the item no 25, "My class starts with salam and end by praying" 77,78% students were chosen it.

Conclusions

This research has aimed at finding out the positive outcome of implementing CLIL of students. For this purpose, teaching performance indicators have been formulated, derived from assumptions about effective language teaching. Those performance indicators have been integrated in an observation tool for effective CLIL teaching practice.

Further developments and implementation of the observation tool. The results of the study and lecturers' reactions in the interviews related to this study indicate that lecturers appreciate the tool as useful for expanding their teaching repertoire in a CLIL context. The tool might be further developed and implemented as a practical instrument in CLIL lecturer training (e.g. pre-service/in-service, peer-coaching) and self-reflection of individual CLIL lecturers (e.g. in professional development plans and performance reviews).

From the interview, observation, and questionnaires data, it showed that the CLIL application as an example of how content and language integrating principles can facilitate language learning, and of how lecturers can stimulate content-based language learning activities in foreign language curricula integrated with positive-effect as an outcome. Both content and language lecturers can learn a lot from each other, and trainers and researchers, in turn, can learn a lot from both.

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