



Projecting the Implementation Feasibility of CLIL Approach for TEYL at Primary Schools in Indonesia

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2013 curriculum of Indonesia has amended English as an extra-curricular or a local content subject at primary schools. There are no standards to achieve and the teachers have to find the appropriate strategies to its delivery. It triggers the teachers' lack of confidence in terms of content and methods. On the other hand, cognitive domain with the test as achievement standard regardless providing the experience of using the language for communication has been practiced. Integrating the thematic units of primary schools' thematic lesson seems possible to carry out because the teacher can use its themes or sub-themes as a topic for Teaching English to Young Learners (TEYL). Therefore, the principles of Content and Language Integrated Learning (CLIL) approach are in line with the situation. This exploratory case study employs in-depth interviews with three teachers from well-established schools using a semi-structured interview, observations for field notes, and focus group discussion associating the teachers, school principals, and TEYL experts to investigate materials, practice, and teachers' expectations for TEYL adapting CLIL approach. The findings reveal that all teachers developed the materials for their teaching based on the regular class thematic lessons and a book provided by the local government. As for teaching practice, they have implemented the CLIL principles although they did not realize it. Ultimately, CLIL adaptation is appropriate for TEYL as that representative area in as much as teacher's English language proficiency and pedagogical competency are upgraded.

Keywords: CLIL, TEYL, Primary Schools

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INTRODUCTION

English is a non-compulsory subject that the region can consider that as local content subject and or extra-curricular. Notwithstanding this new policy, some primary schools provide English as an additional language in which certain primary schools would like to equip pupils with an additional language skill that the English teachers should develop and design their own materials and assessment (Sulistiyo et al., 2019). Therefore, it provokes variations in its delivery. Compared to some Asian countries, grammar is as focus of teaching English at primary schools in Malaysia (Othman and Kiely, 2016), formal academic subject in China, Korea, and Taiwan, and an exploratory program that focuses on oral domain in Japan (Butler, 2015), the challenges in Indonesia should be greater. Additionally, young learners are those who have not reached their critical periods (Butler, 2015) (Shin, 2006) whose attention span is short (Chou, 2014).

Started earlier in China, Korea, and Taiwan from grade 3 and beyond, English is mandatory for grade 5 in Japan, while in Indonesia English is introduced earlier during grade 1. It is expected to improve the English language overall input for students before enrolling the secondary levels (Zein, 2015) and it has been summarized by Rachmajanti and Anugerahwati (2019) that some scholars concede that teaching of English in primary school gives positive impact the students' performance in the lower secondary level. As for , there is only little empirical research has been conducted to examine the issues and problems by EYL teachers in Indonesia (Sulistiyono et al., 2019), the recent situation requires options of how to conduct Teaching English to Young Learners (TEYL) for the sake of catering young learners experience of language learning naturally as a skill mediating them to live (Sehan, 2018).

Teachers from selected Asian countries may not feel anxious about preparing their lessons because of focus for the English for Young Learners (EYL) program. The EYL teachers in Indonesia should struggle in qualifying the learners' basic knowledge of English. The fact that the majority of primary school teachers do not have an English credential, and teachers who teach English without English education background do not get the opportunity to be trained as EYL teachers (Sulistiyono et al., 2019), they find difficulties in preparing interesting and meaningful materials for their teaching. Sehan (2018) suggested about simplifying the lesson to attain a significant result. Literally, children do not find it easy to understand the language components like grammar and expressions before their eighth. It, therefore, implies that the cognitive demands of in-class activities should be proportionate with the age-related abilities of children. Teaching them should be sufficiently flexible to enable all young learners to participate (Chou, 2014). In Malaysia, primary school students enjoy learning English through singing English songs, reading storybooks and watching English television programs. In addition, the teacher utilizes media such as big books, games and songs to attract the students' interest (Othman and Kiely, 2016).

Some best practices of TEYL have been done by some teachers in Indonesia despite the fact that the inadequacy of EYL teachers in delivering instruction that meets the young learners' needs (Zein, 2016). Likewise, some activities to get the EYL teachers and researchers share the best practices and ideas have been held by academic institutions or professionals. TEYLIN conference is one of the events that is professionally held periodically by Universitas Muria Kudus in Central Java besides some conferences related to English language teaching in Indonesia which always give a particular space for EYL topics. Best practices ranging from teaching interactive grammar to the use of media for TEYL are shared that the EYL teachers can adapt to their teaching. Intercultural awareness is one of the topics that is promoted by the EYL teachers like using Indonesian translated Indonesian literature and traditional games as the teaching media. The other teachers share that it is possible to assess young learners speaking skills using conversation. Ratminingsih et al. (2018) found out that EYL teachers

were interested in using ICT and would like to use the ICT when they were planning their lessons and when they were teaching in class. Moreover, for those who do not get access to technology, Syathroh et al. (2019) proposed some resources for TEYL to teach different skills that can be created by the EYL teachers. Using papers and crafts materials the teacher can involve the young learners to make the media. Therefore, pre-service teachers of EYL need to be equipped with the knowledge about EYL syllabus and materials, methodology in TEYL, assessment in TEYL, as well as technology-enhanced TEYL so that prospective teachers will have the technological pedagogical content knowledge and skills of TEYL (Bekleyen, 2011; Sulistiyono et al., 2019).

Preparing an EYL lesson which includes young learners' holistic needs should be considered. Harmer (2007) mentioned that EYL teachers should understand that young learners like discovery activities that they can respond for what being asked by using imagination, they can be involved in well in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. Shin (2006) proposed ten ideas of teaching EYL like 1) using visuals, realia, and movement, 2) involving students in making visuals and realia (as teaching media), 3) moving from activity to activity, 4) teaching themes, 5) using stories and contexts familiar to students, 6) establishing classroom routines in English, 7) using L1 as resources based on necessity, 8) involving helpers from community, 9) collaborating other teachers at school, and 10) communicating with other TEYL professionals. These ideas are developed after the previous concept of promoting theme-based teaching and learning that focuses on activities linked together (Cameron, 2005). Meanwhile, Shin and Crandall (2014) called it thematic instruction that gives young learners the opportunity to learn English by incorporating it into other learning contexts. This concept is meaningful when it is put into the teaching-learning process but it requires teachers' commitment to the process of teaching preparation.

Theme-based teaching and learning or thematic instruction has been implemented in teaching primary schools of Indonesia under the 2013 curriculum. The integrated thematic lesson is delivered to the students in their regular meetings and English is optional. Dealing with the EYL teachers' challenges in teaching EYL, the given themes can be integrated into the EYL teaching. Paying attention to the content for English language learning, Content and Language Integrated Learning (CLIL) which is commonly practiced in European countries and has been adapted with diversities in some Asian countries, can be considered. Diversities of implementing bilingual and immersion programs have been conducted in China, Korea, Taiwan, and Japan. In China, most immersion programs are provided for facilitating parents' expectations towards English learning. A similar situation happens in Korea, Taiwan and Japan. Another encounter is that Japan plans to teach academic English to grade five in 2020 (Butler, 2015). While in Indonesia, some bilingual schools are operated by private schools – Indonesian Plus Schools – and use Bahasa Indone-

sia and English as languages for instruction. Mukminin et al. (2019) explained that the government has legalized the operation of bilingual schools in primary levels and use English as a Medium of Instruction (EMI). However, the government has not stated the policy of EMI because of some the schools and teachers' readiness.

EMI focuses on subject matters taught in English without any specific target of language development (Wannagat, 2007) has been largely practiced under the CLIL approach, particularly in primary levels. As a dual-focused educational approach (Coyle et al., 2010), CLIL shares some elements of educational practices that are flexible and can be adapted to different contexts. Accordingly, Dalton-Puffer (2011) viewed CLIL as an instructional model for situations where a classroom is a place for learners to communicate using the target language – foreign languages bundled in material teaching. To delineate, Cenoz et al. (2014) argued that CLIL is used for learning and teaching not only content but also language. Based on her research, Llach and P (2017) added that it is not a foreign language teaching approach as English is used to transmit knowledge and it is called as a pedagogical approach by which young learners' lexical profiles are benefited by meaningful and communicative input with CLIL approach. While Tsuchiya and Murillo (2019) stated that the motivation of foreign language - English - and the development of positive attitudes are among the supposed benefits of the use of English in primary school and CLIL offers the opportunities to use and develop English language skills while acquiring the content subjects. All of those definitions and findings have proven that the CLIL approach is beneficial to young learners' language development that it is possible to be adopted into the English language lesson like in Japan and Spain. Soft CLIL that emphasizes on helping the learners foreign language competency with subject/theme/topic as the additional objective, could be considered a useful resource to develop not only contents and a foreign language but also cultural awareness and thinking skills García (2015). While Tsuchiya and Murillo (2019) have found that a soft CLIL is appropriate as foreign language program for gaining low bilingual proficiency in Japanese primary schools.

TEYL emphasizes communicative competence which is introduced by Communicative Language Teaching (CLT) and Task-based Teaching and Learning (TBLT), like what has been introduced in Asia (Copland et al., 2014). It makes it possible for teachers to adapt soft CLIL for TEYL because it can deepen oral communication skills by linking the topic to a wider range of authentic materials. Japanese primary EFL education places importance on Content and Communication, Cognition, and Culture/Community (4Cs), which the CLIL approach defines as the four key principles of the theory (Tsuchiya and Murillo, 2019). To relate the TEYL with the content of integrated thematic lessons on the students' regular class in Indonesia, the teacher can pick a weekly topic for 60 minutes of the teaching-learning process by focusing on activities. To support the young learners' characteristics, like learning by doing and interacting

with the environment and need support and scaffolding by the teacher (Shin and Crandall, 2014), the teachers have to prepare interesting and simple activities with examples and models that the young learners can keep their attention on them without any frustration. A theme taken from the students thematic integrated lesson like "My Body" can be taken as the EYL topic in grade one by setting some activities like singing Head, Shoulders, Knees, and Toes song before the learners explain the other body parts from the body part picture traced from a learner's body part (see Figure 1). Not only naming the body parts, but the young learners can also count their body parts for mathematics exposure, move their body based on the teacher's instruction for physical education, and mention the body parts functions for their social science knowledge. At the same time, the young learners learn the English language and the other contents of knowledge for communication in facing the 21st century (Shin and Crandall, 2014).

Based on the aforementioned rationales, this present study focuses on the possibility of CLIL approach adaptation by considering the materials, teaching practice, and also the teachers' expectations for their teaching EYL betterment. They are as the answers of the following research question: In what ways can a CLIL approach be feasible for TEYL at Primary Schools in Indonesia? Therefore, this study makes a major contribution to research on TEYL at primary schools in Indonesia by demonstrating the CLIL approach for elevating the teachers of young learners' ability in teaching.

METHODS

To gain information about the possibilities of adapting the CLIL approach for TEYL in Indonesia, the exploratory case study is used. It explores a particular situation but its insights are intended to inform other situations or cases (Richards, 2005; Yin, 2016). It is an in-depth analysis from multiple perspectives of the nature and significance of a specific project, policy, organization, program or framework in a real-life context (Dervin and Dyer, 2016).

Grade 1-3 teachers from private and public primary schools in Batu municipality of East Java - Indonesia, were the primary participants. Teacher #1 is a grade one homeroom teacher, graduating from the non-English department and has been familiar with the CLIL concept. Her school used to be labeled as a bilingual school and its operation was stopped because of the regulation of the abolishment of *Rintisan Sekolah Bertaraf Internasional* (International-Standard School Pilot Project). For sustainable exposure in English language, the school collaborated with AIESEC - *Association internationale des étudiants en sciences économiques et commerciales* (International Association of Students in Economic and Commercial Sciences) - to provide intern to teach English to students at that school. Teacher #2 is a public school English teacher, teaching all grades, graduating from the English department. Her students get English language exposure from AIESEC intern



FIGURE 1 | Young learners are happy learning Body Parts theme by naming their own body parts and singing along with the song.

who shares English language program at the school. Teacher #3 is a public school English teacher, teaching in all grades, graduating from English department. Her school is an Adiwiyata School – one of the main programs of Ministry of Environment and Forestry of Republic of Indonesia aims at promoting knowledge and awareness of environmental conservation efforts among the student community in Indonesia. As the school is promoted to be ASEAN Adiwiyata School, many international visitors frequently come to schools that students and teachers use English for communication. In addition, Teacher #1 and Teacher #3 had been trained how to teach young learners, while Teacher #2 had experienced how to teach young learners from her teaching duty at primary school.

The researcher employed semi-structured interviews to gain the data about teaching materials, teaching practice and the teachers' expectations for TEYL. Meanwhile, non-participant observation was conducted and inscribed in the form of field notes complete the data. Moreover, to crosscheck the data from the interview and observation, the Focus Group

Discussion (FGD) was held by inviting the teachers, school principals and EYL and CLIL experts. The data from interview and observation were displayed for the participants to comment. Feasibilities of adapting CLIL approach for TEYL were discussed in-depth.

The data from the interview, observation, and FGD were coded manually by descriptive, topic, and analytical coding (Saldana, 2013). From the interview, descriptive coding was used to summarize the excerpt's main topic into words under categories like scaffolding resources and materials for CLIL. Meanwhile, topic coding was used to depict the field notes to evidence the class activities and the teacher's common English classroom language based on the CLIL principles. To support, the researcher used analytical coding to interpret Mathematical content in the EYL lesson. In addition, to analytical coding, in vivo coding was used to refer to information based on the data containing the participants' expressions during the interview. The data were used to create realistic representations of the perspectives of the real participants (Dervin and Dyer, 2016) espe-

cially the EYL teachers' teaching experiences and expectations towards TEYL betterment.

RESULTS AND DISCUSSION

Within three areas in Batu municipality, Junrejo, Batu, and Bumiaji, one of the private schools did not have any problem if the EYL teaching should be handled by the homeroom teachers. From this research, Teacher #1 mentioned that she could manage to teach English in her class because she experienced to use English for teaching Sciences and Mathematics. Her previous experience in using English for communication and lesson planning, she could develop her English teaching materials with all grade one teachers at her school. She admitted that she was designing her own materials for teaching her grade one young learners.

Teacher #1

"We got the books from the head of the educational office in Batu, entitling Excellent. But, I think the book is not relevant to my students' ability, especially for the first graders. I think the materials are difficult for my students. Take an example, the first chapter is "Greeting" then followed by "Describing People." Actually, it is still difficult to be taught in my class. So, that's why I design my own teaching materials even if I need to spend more time on it." (Source: IT/I/Teacher1)

During the observations, the teacher used English from the students' morning reception up to afternoon parting. In the class, the teacher used classroom language and so did the learners. Even prayer was using Arabic with English translations. The class atmosphere was supporting the EYL program that most signs were written in Arabic and English. Therefore, the teacher attention and scaffolding (Shin and Crandall, 2014) are important for teaching the learners in this grade. In fact, some local language words or Bahasa Indonesia were still in use to clarify some important things like to ask the students to behave. Moreover, in developing the materials for EYL, the teacher took a chunk of thematic lessons for teaching. It was easy just like following the flow of the integrated thematic lesson.

Teacher #1

"Yes, previously, before the 2013 curriculum implementation, we have implemented bilingual program at our school. We used English in Math and Science subjects. But, right now, sometimes, we still use English in some certain subjects such as Math." (Source: IT/I/Teacher1).

From her teaching on numbers, the young learners enjoyed singing a family song and counted their family members. At this point, the EYL activities had been integrated with the content of social studies about family and mathematics for counting which is related to CLIL principle of teaching content

using English (Coyle et al., 2010; Cenoz et al., 2014). In fact, the teacher did not know that teaching bilingually was CLIL. Teaching young learners to thematic lesson or theme-based approach is suggested because they learn how to link the material they study with their life (Cameron, 2005; Harmer, 2007; Shin and Crandall, 2014). Ironically, the efforts that the teacher had made had not been supported by the government because the final test administered by the government was not in line with the teacher-made teaching materials.

In addition, teacher #2 conceded her efforts of developing the EYL materials from both Excellent book and thematic integrated book published by Ministry of Education and Culture of Indonesia, with some supporters from commercially worksheets called as *Lembar Kerja Siswa (LKS)*. *Praktis – Media Berprestasi Berkarakter Bangsa, Modul Pembelajaran Bahasa Inggris untuk Sekolah Dasar/MI kelas 2* was the LKS used in grade 2 during the observation. The LKS was written by a group of teachers with Bachelor's and Master's degrees. In the teaching and learning process, the teacher used teaching media like Apple Card (containing numbers) and Flannel Board to attach the cards.

Teacher #2

"Based on 2013 curriculum, English is optional to be taught in primary school. As a result, the school puts English as an extracurricular subject in which every teacher designs the materials by his/her own. In practical condition, I try to match it with the regular thematic materials."

(Source: IT/III/Teacher2)

When the teacher was asked about her familiarity with the CLIL approach, she said that she did not know the concept.

Teacher #2

"Ehm ... Actually, I am not familiar yet with that. But, if I am not mistaken, it seems like teaching content subjects using English as a foreign language, here. Since the implementation of 2013 curriculum, I have started to integrate English in Math or Science." (Source: IT/II/Teacher2)

Based on the teaching and learning process, it was found that the students engaged in the EYL class well despite the fact that the teacher was not the homeroom teacher. Using TPR as suggested in TEYL (Chou, 2014; Astuti et al., 2018; Sehan, 2018) for moving along the song and coming to the flannel board to answer the teacher's question. Also, the gestures were used while mentioning numbers. Chou (2014) stated that songs, games, and stories enhance young learners' motivation in vocabulary learning. Moreover, the students had been familiar with classroom language used by the teachers.

Meanwhile, teacher #3 was not only integrating the content subjects, like Math and Science but also the topic in Bahasa Indonesia lesson. In certain topic, Bahasa Indonesia had helped students to build their vocabulary.

Teacher #3

“Usually, I integrate it with Math and Science. When I have “Part of Our Body” in Science the EYL topic is Eyes and Nose. For Math, I usually use English for basic Mathematics such as working with addition, subtraction, and multiplication. Moreover, the students’ familiarity with the theme in Bahasa Indonesia evidences the ability to get the points on the TEYL.” (Source: IT/III/Teacher3)

During the observation in the Teacher #3 class, the researcher found a very interactive class environment since the teacher’s background in English education proved that the teacher could manage the class although the teacher missed relating her teaching to the students’ real-life experience. She made the students busy in doing mathematical problems using English so that at the end of the session, the students could answer the teacher’s questions on numbers easily. The teacher kept moving around the class and conversing with the students using English. What a good practice that the teacher had executed was making English as a habit. To check the students’ understanding, the teacher used a teacher-made worksheet that contained mathematical problems in numbers and in words.

Teacher #3

“I need to make English for our routines. Then, I usually write down the day and date on the blackboard before I begin my class. So, even if I don’t explain to them the days in English, but they unconsciously learn about it.” (Source: IT/III/Teacher3)

Further, considering the students’ ability to conquer English, group discussion was frequently held. Working in a group helped the teacher assisted the students in reaching higher achievement. This habit is related to CLIL settings about how to learn effectively and develop skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and so on (Coyle, 2007). Giving the task individually, on the other hand, was also chosen by the teacher in order to know the student’s individual development in learning English and train the student’s focus in the learning process. Applying songs, games, and stories were proven helpful to give the young learners more experience in learning English.

Related to the semester evaluation, the three teachers agreed that it was a paradox that the students should do the test administered by other teachers from Excellent book. It supposed to understand that the teacher-made test is the most appropriate test for the students. If the English score is required for the Junior High School enrollment, the school principals acknowledged that there should be a guideline for EYL teaching materials in the area, completed with the options for assessing the young learners.

To response to the situation, Teacher #2 planned to join the EYL Teachers Forum to get the idea of what to prepare for her teaching. She believed in needs analysis to decide what to teach.

Teacher #2

“Hence, in the upcoming semesters, we have the plan to have our own student’s worksheet (LKS). From that teacher forum, we hope that we can design and publish our own LKS that is relevant to our students’ needs.” (Source: IT/II/Teacher2)

Additionally, preserving English in the primary schools in Batu to support the city’s existence as a tourist destination is urgent. Based on the FGD, students need to have English competency because Batu is well-known not only for local visitors but also for foreigners.

Some strategic steps have been taken by the representative teachers in Batu Municipality. The principals of the schools had approved the steps taken. For the school where Teacher #1, Teacher #2 and Teacher #3 were teaching, the school principals agreed upon the importance of giving the students experience in using English. They believed that all teachers could manage it well. The representative classes – grade one to grade three – should get more attention so that their English language foundation can be cultivated. To add, all stakeholders in the district had stated their readiness to implement the 2013 Curriculum with English as an extra-curricular along with all the challenges, including integrating authentic materials in TEYL (Setyaningrum and Sabilah, 2015). This means that teachers and stakeholders are ready to challenge themselves for the sake of improvement.

Teachers Expectation towards CLIL Adaptation

Witnessing the EYL materials and practices in Batu Municipality which is also probably practiced at the other parts nationwide, the teachers expect the principles of soft CLIL can be applied. Teacher#1 agreed on the CLIL adaptation since she had been proving that the students were engaging well in the EYL teaching- learning process with the attention on activities.

Teacher #1

“I think, in order to improve the teaching and learning process in my class, the teacher in- training is very important for me to improve my teaching in English and I hope that the head of the educational office in Batu can facilitate it. Additionally, training about CLIL, as you mentioned, will be much better for having a more varied teaching model and for our improvement in teaching English.” (Source: IT/I/Teacher1)

By using different terminology – thematic subject – Teacher #2 acknowledged the CLIL adaptation in TEYL.

Teacher #2

“Actually, some elementary school teachers in Batu City are trying to teach thematic subjects using English since it is mandatory from our school principals. But, we need more training regarding teaching content subjects using English. Hence, the teaching and learning process will be more effective.” (Source:

IT/II/Teacher2)

Meanwhile, Teacher #3 explained that the teacher without any educational background in English need to get the training to build their confidence before teaching EYL.

Teacher #3

“Well, I think the teacher should have English as an educational background or experience in English. I found some of my colleagues who are in charge of teaching English in their thematic classes are not confident with their English. They are commonly reluctant to speak English in class. But for me, I have been an English teacher since my graduation from English language education department, so it is not difficult for me to teach.” Source: IT/II/Teacher3)

Not only in Indonesia but also in some parts of the world like Korea and Japan, where primary school teachers are responsible for teaching multiple subjects, they are anxious if they should teach English. In China and Taiwan, specialist English teachers are hired in primary schools with language and pedagogical skills (Butler, 2015). Furthermore, homeroom teachers who should teach English, they have to meet the requirements of CLIL teachers such as the ability to develop a learning environment which is linguistically accessible whilst being cognitively demanding - one in which progression in both language and content learning develops systematically (Coyle et al., 2010).

Dealing with the nature of EYL teaching materials and principles of CLIL, there are feasibilities of adapting the approach to be practiced at primary schools in Indonesia. First, the availability of materials for teaching young learners from the thematic integrated book published by the Ministry of Education and Culture of Indonesia, makes it viable to get related topic. Second, it is reasonable of simplifying integrated thematic lesson to TEYL, focusing on the young learners' experience in using spoken and written language. Third, it is prospective that homeroom teachers teach English for their only own class. Finally, there are high demands of activities variations in EYL classes. All of the points can be confirmed as soft CLIL that does not require high level of achievement in language (Tsuchiya and Murillo, 2019), by providing the stu-

dents with simple language instruction with simplified materials (Chou, 2014; Shin and Crandall, 2014; Sehan, 2018), and various activities (Cameron, 2005; Shin, 2006; Shin and Crandall, 2014). In the long run, if the learners have been exposed to use English for various settings, there will be the opportunity of implementing hard CLIL (Tsuchiya and Murillo, 2019) in which language is as a medium of instruction. One of motivating findings of Hamid et al. (2013) informed that in particular, as the Indonesian study shows, the EMI has the ability to inspire teachers to give up their powers and authority and become participants in the learning community and learn the language collectively in the classroom. The humble attitudes of teachers, accompanied by acknowledgment of their limited English proficiency, as shown by the Indonesian study, can contribute to a more egalitarian, successful approach. It is crystal clear that by careful and proportional planning, nothing is impossible for a reform.

CONCLUSIONS

It is impossible to come to a decision of the feasibilities of adapting CLIL for TEYL in Indonesia only by dealing with three selected teachers and their school principals. Some more demanding steps should be taken into considerations. In terms of materials and teaching practices, there is nothing to worry about its gradual development. All have been available and the teacher should upgrade their linguistic knowledge and pedagogical issues. It is suggested that the government provides the guidelines - if it is not the syllabus and content standard of the curriculum - so that the teachers can learn the materials that can be taught in EYL classes.

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