CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving a brief discussion on what is related to the focuses of this study. This chapter discusses the theories about Content and Language Integrated Learning approach (CLIL), the implementation CLIL.

A. Content and Language Integrated Learning or CLIL

1. Definition of CLIL

Teaching and learning using non-language subject commonly use in many schools in Europe, in the development it separated in the whole world. CLIL is new methodological approach in the last two decade, it was introduce first time in 1990s and very popular in Spain but in several European countries (Coyle *et al.,* 2011 in Linguarium, 2015:42). Coyle, Hood and Marsh (in Savic 2012:36) give the definition of CLIL.

> "Content and Language Integrated Learning (CLIL) is a dual focused educational approach in which an additional language is used for learning and teaching of both content and language. That is in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time."

In simple explanation about the definition of CLIL is CLIL integrates both content learning and language learning. By using CLIL, the students learn one or more school subject in the targeted language. The target language often use is English language. The position of content and language in CLIL are equal,

the student learn the content trough English language and at the same time the student learn how to use English language.

2. Aim of CLIL

The aims of CLIL are to improve both the learners' knowledge and skills in a subject and their language skills in the language the subject is taught through. The language that use in CLIL lesson is the language as the medium for learning subject content, and subject content is used as a resource for learning the language itself (Spratt 2012:10). Meanwhile according to Coyle (2007) in Spratt (2012:10) describe the aims of CLIL more specified in term of do Coyle's 4Cs: The first is Content, refers to the main objectives, which is learning the subject matter and acquiring the knowledge. The second is communication, language that uses both learning and communication. The students learn language in different classroom situation and provide language skill. The third is Cognition, developing thinking skills, language proficiency. The last is cultures, bring the students to closer other culture by linking language, thinking, culture.

B. Designing CLIL in classroom

1. Planning

Integration of content and language teaching process is challenges in face of both language teacher and content teacher. The biggest challenges lie in incorporating development of both students' subject and language knowledge and skill or in CLIL called dual-focus. Selecting and

adapting materials to meet the specific teaching context, then designing activities to meet the CLIL purpose that is to communicate subject content orally, the next to develop listening and reading strategies and the last id to support written or physical production (Bentley 2011:57 in Spartt, 2012:38).

1.1 Planning the Content

First step in planning a content in CLIL approach is choosing the content area e.g. Science, Math, language Arts, Social Studies. In CLIL, teaching objectives usually based on the content curriculum and the teacher determines what knowledge and skill need to be achieved in the area of subject content. Next, the teacher has to find out which the concept appropriate themselves best to teaching in English. The next step is choosing a theme or topic. The theme should be motivating, interesting, and relevant to the learners and to the teacher. It must be connected to real life situation and provide a context for meaningful, authentic and interaction and facilitated the development, real life language functions and communication. More over the theme should take into the student progression in learning, encourage the use of both higher order-thinking skills e.g. problem solving and lower thinking skills e.g. remembering and understanding (Coyle, Hood & Marsh 2010, 76 in Savic 2012).

1.2 **Planning the language**

The content was selecting then the teachers need to define language learning and using. The language objective should prepare by the teacher before they are teach using CLIL approach. The language focus is decided based on the content aims (Massler, 2011:104). In CLIL, English focus on meaning and language use, not on grammar rules and forms. The language objective involved selecting new vocabulary that related to the content subject (Science). Prepare how to pronounce of new vocabulary, the function of describing (using simple present, simple past tense depending on the genre of text). The teacher should prepare negotiating, suggesting, agreeing, disagreeing, presenting result of the topic that have been selected depend on the content subject (Science), integrating the skills (Speaking, listening, reading and writing) group interaction, discussion (Savic, 2012:42).

The last is selecting the activities that will use by the teacher in supporting the CLIL class. The activities should provide the balance of all four skills, starting with pre-listening or pre-reading activities that prepare students for listening and reading input activities, building listening or reading skills and finally involving speaking and writing activities.

2. **Implementation**

Teaching content through English needed to be able to use the specific methods and techniques. The implementation of CLIL in teaching and learning process different with other educational approach, there are some technique that can use by the teacher to make input comprehensible and facilitating student output of both content and language. Successfully implementation of CLIL indicated that both of content and language could reach together.

1.1 Implementation of Content

The CLIL teacher use several techniques to guide the student comprehend the content subject. The techniques that use by the teacher can convey the content subject more successfully. The techniques are explains below:

A. *Using visualization techniques*

Visualization techniques are commonly use in teaching general, but in CLIL it can add importance. The important from visualization technique are can assist CLIL content clear and meaningful by allowing the students to associate language in concrete or real through using picture, real life objects. Besides using real object in visualization techniques, the teacher can use graphs, models, body language hands-on-manipulative, gesture, body language etc (Massler, *et al.,*. 2011:82)

B. *Active discovery of concept*

In CLIL, the teachers provide variety activities to guide the material for the students. The kind of activity that can use by the teacher such as hands on materials or manipulative for student to explore new content through and stimulate learning. Such activity that can guide the students include: listening, reading, speaking, writing, watching, deciding experimenting, cutting, gluing, painting, selecting, drawing etc. It means that the teachers have not to explain complex content using English without added support other activity. It can make fails to achieve real students understanding (Massler, *et al.,* 2011:83)

C. *Allow student to discuss or work on content in mother tongue*

The students who learn content through English sometimes still use their mother tongue in the classroom activity. In the fact according to Massler, (2011:85) stated that the students primary use their mother tongue to converse with their friend and even use it when they want to ask or talking with the teachers in the classroom. It is normal to see children at the beginning stage of CLIL use their mother tongue when in groups' discussion. Moreover, using mother tongue has some benefit during group work or discussion the task. Echevarria *et al.,* (2010:34) In Massler *et al.,* (2011:85) strongly believe that clarification of key concepts in mother tongue is helpful. Discussing concepts with their peer or even working the task on materials written

using mother tongue can provide an important support for the academic learning. It is necessary to the students who are weak or lower ability in foreign language.

D. *Regularly checking understanding and giving feedback*

The teacher checks the students' understanding throughout the task is essential. Student who don't understand the task that given by the teacher they will easily off task, creating behavioural problems and classroom disruption such as the class become noise and distracting other students. Therefore, it will be able before the students asked to start work on their task the teacher should to verify their students understood. A variety method that can use to checks the student understood are ask for nod or a positive answer to elicit more than this. Comprehension of task can be check by asking a student to explain the instruction that have been explained by the teacher, sometimes it can use L1 (Massler *et al.*, 2011:89).

1.2 Implementation of Language

The way to implement language in CLIL is using Verbal Scaffolding technique. Verbal scaffolding technique divided in two areas: first, Input oriented scaffolding technique, which focuses on making teacher L2 input accessible to students, and output oriented scaffolding technique, which focus on how student can be assist in expressing

understanding and to participate in a CLIL lesson with limited L2 competence.

1.2.1 Input oriented scaffolding techniques

Input oriented scaffolding techniques allow teacher to make their language input comprehensible for students with varying level of language competence. Many techniques cover in the input oriented scaffolding techniques, they are:

A. *Using speech appropriately for students' proficiency level*

CLIL teacher who teach content through English in pre-primary and primary level using oversimplify their language input, they use very short sentences, or repeat the same sentence or words in many times. This makes the language acquisition limited rather than assist. As research in foreign language has shown, providing rich language input is one of the prerequisites for successful language learning (Lightbown, 1985 in Massler, *et al.*, 2011:69). Thus, CLIL teachers should not reduce the foreign language to such an extent their language input become grammatically wrong or that it sound unnatural. (Massler, *et al,* 2011:69)

B. *Animating language use*

CLIL teachers need to accompany their speech with miming, gesture, and facial expression especially in early grades. The teacher help the student understanding what their teacher is saying, thus offering supportive

contextual information and linking abstract concept with concrete example (Massler, *et al*., 2011:70)

C. *Building redundancy into the lesson*

Building students' redundancy into the lesson the CLIL teacher can use repetition, paraphrasing, and synonym already known by the students' offers many chances for comprehension of the message. The teachers can use the combination of methods like paraphrasing and synonym to describe the material in order to build redundancy and make their input comprehensible.

D. *Teacher modelling of correct language use*

Teacher modelling has to paraphrase, rephrase, restate or expand a child's response correctly in order to model correct foreign language use. It is includes modelling of correct pronunciation. Intelligible pronunciation is important to secure effective communication. Fortunately, young children can usually pick it up easily. This correct modelling of words or phrase the children need help with as a useful technique. However, teachers should not despair if not all student can pronounce a word accurately, despite teacher best efforts. The teacher decides to be patient and calmly to correct the children pronunciation every time during the lesson in the class (Massler, *et al*., 2011:72)

1.2.2   Output oriented scaffolding techniques

The aim of output oriented scaffolding techniques are to make the students are able to express their understanding, to contribute to the lesson in a meaningful way and to practice their language skills through using foreign language actively. Many techniques cover in the output oriented scaffolding techniques, they are: providing key vocabulary and phrases, using supportive error correction, allowing for sufficient wait time for student responses, using Code switching, offering verbal scaffolding to students, offering alternative ways of expressing understanding or misunderstanding

3. Assessment

Assessment in CLIL teaching primary level follows the principles for good assessment practice valid for teaching young learners in any context. However, CLIL assessment differs from regular assessment in several ways. In CLIL, assessment is dual focused on language and content, CLIL assessment needs to account for the goals and objectives of two different subjects, including knowledge, competence, skills, attitude, and behaviour, for both language and content as compared to one subject in the case of conventional teaching (Massler, *et.al.,* 2011:114).

3.1 Integrating Content and Language

Both the component of language and content are assess in an integrated manner. A good assessment practice should reflect teaching practice with regard to what and how something was taught. In the case of CLIL it follows that content that was taught in the L2 need to be assessed in the L2 as well. Careful assessment tasks should be devised so as to help learners show exactly what they have learn while make it possible for them to use the L2. In the case the students lack adequate L2 skills to do so, they should either be supported to respond through non-verbal means or allowed to use their L1. Sometimes a mixture of L1 and L2 may be allowed in order for the students to express their content knowledge and so as not to put weaker students at a disadvantage. Beside, in CLIL program should be allowed to choose the language in which they respond to an assessment task, if the assessment task is targeting content knowledge. In the fact, the information provided to the teacher by the students' choice of language could provide valuable information as to their foreign language competence (Massler, *et al.,* 2011:121).

According to Massler *et al.,* (2011:122) cited from McKay (2006:256) to obtain the most useful information about the child's language ability, it is best to have clear characteristics of assessment criteria for each that is assess language and content independently. This does not mean that content and language cannot be assessed in

one task but rather involves having separate and clear criteria for each are; language ability and content knowledge. Separate marks may be given for each component, or one mark may be given for total performance. After all as McKay elaborates further, teachers need to be conscious of the fact that even if the intent is to separate language and content in order to be fair, this not completely possible. Children's spoken or written responses on a topic may not show their true language ability if they do not know much about the topic (Massler et.al., 20011:122).

3.2 Balancing Content and Language

In the fact found that in foreign language teaching where content is dealt with superficially and language learning is at the forefront. The other side, seen in immersion programmes where in several content subject are taught entirely in the foreign language and content teaching is of primary important and language is sometimes not explicitly taught at all.

Consequently, the assessment need into account whether the weight teaching laid during that time period on language and content should use assessment tool accordingly. Of course, content should only be tested in the foreign language if it was taught in the foreign language. This aspect is particularly importance to guarantee fair and transparent assessment. This demand to the teacher, keep track of

what they have taught in L1 and L2 and conscientiously devise assessment task accordingly (Massler *et al.,* 2011:123).

3.3 Assessing at systematically and regular intervals

Continuous and systematic assessment through varied forms of formal and informal assessment is beneficial both for students and teacher. Regularly assessing students' understanding providers teacher. Teachers can use feedback from their students' outcomes for further lesson planning as well as for evaluating their own work in regards to finding out how effective their teaching has been or how successful their choose methodology or materials were. Beside teacher, the students need to be provided with regular assessment and feedback on the outcomes of their learning. It is for them and demanding process and it is extremely important that they are given feedback as regards their progress, their efforts and the techniques or strategies they use in their learning.

A general rule of thumb is to plan multiple and diverse types of assessments. Having the students performs a test or using the same test type repeatedly provides only limited information. Alternative assessment techniques can balance the norm and criterion-reference test teacher are usually require to give. These alternative techniques include performance based tasks, portfolios, journals, and projects, as well as self and peer-assessment. These offer a range of advantages since they allow for responding to a wider range of learning types,

style and intelligences. They also encourage development of the autonomy and promote the development of self-reflection and a wide range of other learning strategies. Finally, they are closer to the learning task students carry out in class as well as more related to authentic real life task, which cannot easily be recreated through pencil-and-paper test (Mass;er *et.al.,* 2011:131).

3.4 Assessing product and Process

Assessing student development through formative assessment and to provide ongoing feedback in order to foster learning. This too is a requirement for good assessment practice. Learners need to be given feedback o the strategies they are using, on the levels of their effort and be given overall guidance as to their learning process.

According to Ioannou-Georgiou and Pavlo, (2003) in Massler, (2011:128) stated that a very good assessment that can use to measure the student ability is using portfolio assessment. Portfolios are a systematic "compilation of an individual child's work showing their language abilities, effort, and language development over time. It usually includes sample of written work, audio or video recordings, drawings, teacher's notes, test peer and self-assessment forms and review books read." Although the above definition refers to the language development, the rationale of portfolio is suited to any kind of learning. They can use to view the students development like attitudes, skills, behaviours and competence. Finally, bringing of the

teacher, students and parents can create a collaborative reflective evaluation of the child progress from the work presented in the portfolio (Masleer *et.al.,* 2011:128).

4 Previous Study

The previous study have been conducted by Harvey *et al.,* (2013). In this research, they investigate and observe how the principles of CLIL applied in practice. This ethnographic study consists of three cases they were Case Spain, Case Finland, and Case Australia. All of the participants were the student at Elementary school with English used as the language. This study conducted in two parts, the first data obtained in 2010 from Catalonia and Spain, the second data got from two elementary schools in Rovaniemi, Finland. The data were analyzed from the viewpoint of language, teaching methods, scaffolding and motivation then compare it. The result of this research was found that elementary school in Spain completely implemented the 4Cs principle of CLIL rather than the other school. The teaching of language and subject content was in good balance. This school has been use scaffolding note and textbook rather than other schools. It made the student encouraged to use English in teaching and learning process. The other school like Case Australia and Finland CLIL was implemented already for a long time but still the principles of CLIL were not realized insomuch like in Case Spain but the Case could still be categorized as CLIL.

Related to the previous study the research conducted similar research about the implementation of CLIL. In this research focused on the teaching practice about the implementation of CLIL conducted by the Science teacher in general, including teacher's plan, implement and assessment. The difference between the previous study and this research were the focus of this study about the implementation CLIL in teaching practice and in the previous study was investigate more detail about the implementation of 4 principles of CLIL in teaching practice including analyzed the language, teaching methods, scaffolding and motivation. The subjects of this research from one elementary school and the previous study have been chosen three cases from different school in different country.