

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Indonesia has many private schools which adapt both national and international curricula. Based on the data from The Indonesian SPK School Association, more than 437 schools use English as the language of instruction. These schools consider that English should be used as the main instructional language so that students would get accustomed to the use of the language in daily communication contexts. Besides, it is undoubtedly mentioned that the language of instruction variable is salient in explaining educational outcomes in developing countries<sup>1</sup>. It is concluded that English is used to habituate the language use to the students so that they would be much more familiar with its daily use contexts to enhance their ability to use the language.

The use of English as a medium of instruction in language learning brings important implications for both lecturers and students. Teachers consider using English in language teaching as necessary as language pedagogy<sup>2</sup>. Thus, it is important to consider English as the instructional language. Using English as a medium of instruction might give students much better experiences and learning atmospheres that could make them learn and use the language more. In addition,

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<sup>1</sup> Stephen L. Walter, "The Language of Instruction Issue: Framing an Empirical Perspective," in *The Handbook of Educational Linguistics*, ed. Bernard Spolsky and Francis M Hult (Malden: Blackwell Publishers Ltd., 2008), 129–146.

<sup>2</sup> Kim Hua Tan et al., "Implications of English as an International Language for Language Pedagogy," *International Journal of Higher Education* 9, no. 1 (2019): 22–31.

the appropriate use of English also facilitates further understanding and motivates them during teaching and learning<sup>3</sup>. This signifies that English is of necessary for enriching communicative skills<sup>4</sup>. The communicative ability would boost their language learning achievements.

Higher education is the closest education level to their future job prospects. This signifies that universities should set up a curriculum that provides students with the ability that is needed or related to the market needs. It was also in accordance with the research findings, which found that the students' English proficiency nowadays provides higher acceptance in entering the labor market<sup>5</sup>. It is mentioned that English as the instructional language is important for the graduate's future employment<sup>6</sup> and supports their future jobs<sup>7</sup>. In other words, English in higher education could prepare students for their future global careers, enabling them to compete in international working areas. Thus, higher education should provide mastery of the main competency and international language mastery. One of the approaches that can be applied is Content and Language Integrated Learning.

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<sup>3</sup> Dinçay Köksal and Gülşah Tercan, "English as Medium of Instruction and International Posture: From the Perspective of Students," *Journal of Language and Linguistic Studies* 15, no. 1 (2019): 362–375.

<sup>4</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed. (White Plains, NY: Pearson Education, Inc., 2007); Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Essex: Pearson Education Limited, 2007).

<sup>5</sup> Edgar Emmanuell Garcia-Ponce, "Needs Analysis to Enhance English Language Proficiency at a Mexican University," *Profile: Issues in Teachers' Professional Development* 22, no. 2 (2020): 145–162.

<sup>6</sup> Franklin G Talaue and Moo Kung Kim, "Investigating the Advantages of English Medium Instruction (EMI) in the Indonesian Workplace," *LEARN Journal: Language Education and Acquisition Research Network Journal* 13, no. 2 (2020): 321–334.

<sup>7</sup> Daniel Madrid and Steven Julius, "Profiles of Students in Bilingual University Degree Program Using English as a Medium of Instruction in Spain," *Profile: Issues in Teachers' Professional Development* 22, no. 2 (2020): 79–94.

Content and Language Integrated Learning, henceforth called CLIL, is used to approach the students' learning. It is expected to bring much more innovative learning<sup>8</sup>. CLIL is also considered an engaging approach and functional instructional tool<sup>9</sup>; the students could clearly understand the lesson and the teacher could gain confidence<sup>10</sup>. CLIL was firstly introduced in the 1990s in Europe. In 2003, the European Commission clearly defined CLIL as a valid approach. According to the European Commission, it is stated that CLIL involves the use of a language that is not commonly used in teaching a curricular subject<sup>11</sup>. CLIL is widely accepted as an educational approach that uses an additional language for teaching content and language<sup>12</sup>. CLIL enables teachers and students to specifically and intensively explore the materials by integrating the content and language related to the material, even though both are not proficient in using the additional learning language.

CLIL has grown rapidly in Europe as one of the effective approaches, and some research findings have clearly revealed that students obtain a more wide-ranging and diverse vocabulary<sup>13</sup>. CLIL also reassures their understanding of intercultural awareness. In addition, another research confirmed that CLIL

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<sup>8</sup> Barry Kavanagh, "An Introduction to the Theory and Application of CLIL in Japan," *Bulletin of the Institute for Excellence in Higher Education Tohoku University* 4 (2018): 277–283.

<sup>9</sup> Enisa Mede and Senanur Cinar, "Implementation of Content and Language Integrated Learning and Its Effects on Student Motivation," *LACLIL* 11, no. 2 (2018): 215–235.

<sup>10</sup> Yukiko Ito, "The Effectiveness of a CLIL Basketball Lesson: A Case Study of Japanese Junior High School CLIL," *English Language Teaching* 12, no. 11 (2019): 42–54.

<sup>11</sup> Francesca Costa, *CLIL (Content and Language Integrated Learning) through English in Italian Higher Education* (Milano: EdizioniUniversitarie di Lettere Economia Diritto, 2016).

<sup>12</sup> Do Coyle, Philip Hood, and David Marsh, *Content and Language Integrated Learning* (Cambridge: Cambridge University Press, 2010).

<sup>13</sup> Rosa M. Jimenez Catalan and M. Pilar Agustin Llach, "CLIL or Time? Lexical Profiles of CLIL and Non-CLIL EFL Learners," *System* 66 (2017): 87–99.

education could assist students in obtaining both mastery of the additional language and subject content<sup>14</sup>. The additional language is primarily used as a medium to study or deliver the contents, and those contents are used vice versa<sup>15</sup>. These clearly show that using CLIL in the teaching and learning process could bring significant feedback that could empower students to learn content and language. It would escort them to become professionals in their working area, and it could raise their market values in finding appropriate jobs.

The positive effects of CLIL have been published world widely in the last decade. It has been clearly mentioned that the implementation of CLIL has a lot of beneficial effects on the teaching and learning process<sup>16</sup>. This innovative approach is to improve the students' mastery of the subject content and language and to empower their understanding and awareness of intercultural knowledge<sup>17</sup>. This shows that the implementation of CLIL has brought significant changes to the graduates, especially in their productive skills, for more exposure to the foreign language, as the CLIL implementation resulted in a more developed oral competence<sup>18</sup>. CLIL can be successfully implemented if teachers have planned

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<sup>14</sup> Khalid Ouazizi, "The Effects of CLIL Education on the Subject Matter (Mathematics) and the Target Language (English)," *LACLIL* 9, no. 1 (2016): 110–137.

<sup>15</sup> Jaisson Rodriguez Bonces, "Content and Language Integrated Learning (CLIL): Considerations in the Colombian Context," *Gist Education and Learning Research Journal* 6, no. 6 (2012): 177–189.

<sup>16</sup> Sophie Ioannou-Georgiou and Pavlos Pavlou, eds., *Guidelines for CLIL Implementation in Primary and Pre-Primary Education* (Cyprus: PROCLIL Program, 2011).

<sup>17</sup> José María Campillo, Raquel Sánchez, and Pedro Miralles, "Primary Teachers' Perceptions of CLIL Implementation in Spain," *English Language Teaching* 12, no. 4 (2019): 149–156.

<sup>18</sup> Juan de Dios Martínez Agudo, "Which Instructional Programme (EFL or CLIL) Results in Better Oral Communicative Competence? Updated Empirical Evidence from a Monolingual Context," *Linguistics and Education* 51 (2019): 69–78, <https://doi.org/10.1016/j.linged.2019.04.008>; Esther Nieto Moreno de Diezmas, "The Impact of CLIL on the Acquisition of L2 Competences and Skills in Primary Education," *International Journal of English Studies* 16, no. 2 (2016): 81–101, <http://revistas.um.es/ijes%0AThe>; Campillo, Sánchez, and Miralles, "Primary Teachers' Perceptions of CLIL Implementation in Spain."



effective learning<sup>19</sup>. This signifies that CLIL planning is of necessary before it is well-applied to establish interactive classroom participation.

In Asian contexts such as Japan and Thailand, CLIL has already been widely implemented. In Japan, CLIL is considered an adaptable methodology with students' level and needs, motivating both teachers and students<sup>20</sup>. Besides, it is well-accepted as it provides students with English proficiency for their future careers<sup>21</sup> and encourages confidence<sup>22</sup>. In Thailand, CLIL was found to develop students' English language ability and content mastery<sup>23</sup>. This could happen if a teacher could plan and prepare CLIL implementation and continuously perform professional development on CLIL<sup>24</sup> so that it could create active learning<sup>25</sup>. Implementing CLIL in Japan and Thailand showed significant acceptance as one of the preferable methodological approaches that could enrich the students in learning both content and language.

In the Indonesian context, the enactment of CLIL has already been adopted as an innovative teaching approach. Besides, many researchers have

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<sup>19</sup> B. G. Smagulova et al., "CLIL Approach to Overcome Language Acquisition Barrier of Non-Linguistic Specialty Students," *International Journal of Innovation, Creativity and Change* 8, no. 6 (2019): 1–12, [www.ijicc.net](http://www.ijicc.net).

<sup>20</sup> Kavanagh, "An Introduction to the Theory and Application of CLIL in Japan."

<sup>21</sup> Keiko Tsuchiya and Maria D. Pérez Murillo, "Comparing the Language Policies and the Students' Perceptions of CLIL in Tertiary Education in Spain and Japan," *Latin American Journal of Content and Language Integrated Learning* 8, no. 1 (2015): 25–35.

<sup>22</sup> Ito, "The Effectiveness of a CLIL Basketball Lesson: A Case Study of Japanese Junior High School CLIL."

<sup>23</sup> Charinee Chansri and Puchalee Wasanasomsithi, "Implementing CLIL in Higher Education in Thailand: The Extent to Which CLIL Improves Agricultural Students' Writing Ability, Agricultural Content, and Cultural Knowledge," *Pasaa* 51, no. Jan-June (2016): 14–38.

<sup>24</sup> Punwalai Kewara and Denchai Prabjandee, "CLIL Teacher Professional Development for Content Teachers in Thailand," *Iranian Journal of Language Teaching Research* 6, no. 1 (2018): 93–108.

<sup>25</sup> Khwanchit Suwannoppharat and Sumalee Chinokul, "Applying CLIL to English Language Teaching in Thailand: Issues and Challenges," *Latin American Journal of Content and Language Integrated Learning* 8, no. 2 (2015): 237–254.

found that teachers and students acknowledged the use of additional language (i.e., English)<sup>26</sup>, and classroom CLIL activity was much more interesting<sup>27</sup>, so students were enthusiastic<sup>28</sup>. This research clearly pointed out that both teachers and students positively responded to the implementation of CLIL. However, it was found that English as the language of instruction has been challenged by the fact that most teachers do not have adequate English<sup>29</sup>. In the present research, the CLIL approach is implemented in the context of English Language Teaching (ELT), and this would give different perspectives on its implementation.

Universitas Mahasaraswati Denpasar (hereafter, Unmas Denpasar) places English as one of the compulsory subjects that should be taught to the students. This is in line with the Strategic Plan of Unmas Denpasar designed for 2021 – 2025 that focuses on excellent teaching university. In addition, to achieve this, the university put its efforts into initiating the internalization activity in the middle of 2020, in which international networking with overseas universities should be tightened in real practice. The university also tries hard to figure out ways that could improve the students' competency, not only their content mastery but also their language proficiency. Thus, English as a compulsory

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<sup>26</sup> Flora Debora Floris, "Learning Subject Matter through English as the Medium of Instruction: Students' and Teachers' Perspectives," *Asian Englishes* 16, no. 1 (2014): 47–59, <http://dx.doi.org/10.1080/13488678.2014.884879>.

<sup>27</sup> Evi Puspitasari, "Classroom Activities in Content and Language Integrated Learning," *Journal of Foreign Language Teaching and Learning* 1, no. 2 (2016): 1–13.

<sup>28</sup> Vina Nuzulul Fitria and Susilawati Susilawati, "Video Sharing in Content and Language Integrated Learning (CLIL) Context: Fostering Junior High School Students' Productive Skills," in *UPI 2nd International Conference on Language, Literature, Culture and Education (ICOLLITE 2018)*, vol. 257, 2019, 282–286.

<sup>29</sup> Luh Putu Artini, "Penggunaan English as Medium of Instructions (EMI) Dan Konsekuensinya Terhadap Proses Pembelajaran Ditinjau Dari Persepsi Siswa," *Jurnal Ilmu Sosial dan Humaniora* 2, no. 1 (2013): 166–178.

subject in all study programs becomes a mandatory policy issued by the rector in 2020. It is expected to provide students with more opportunities to experience and perform the use of English in language practices.

Based on the strategic plan of Unmas Denpasar, the Faculty of Teacher Training and Education, especially the English Language Education Study Program (ELESP) attempts to do its best to educate competent human resources who are expected to become professional English teachers in the future. Integrating content and language as the basis for approaching the students of ELESP has already become the point in designing the teaching and learning process. However, the focus of the integration in the ELT context is only directed toward the content of pedagogical courses, yet limited attention is addressed to language. The lecturers tend to emphasize delivering the content more and sometimes ignore the importance of supportive target language. In other words, lecturers tended to use Bahasa Indonesia in the teaching and learning process to emphasize the content of the pedagogical courses. Thus, in early 2020, the study program required the lecturers to focus both content and language in teaching content courses, including pedagogical ones.

The latest curriculum requires the lecturers to design their teaching in line with the pre-determined outcomes. An outcomes-based approach towards a more transparent curriculum has recently been developed for some subject areas<sup>30</sup>. The basic principle of implementing the outcome-based education is to

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<sup>30</sup> Ronald Barnett and Kelly Coate, *Engaging the Curriculum in Higher Education* (New York: Open University Press, 2005).

assist students in developing and achieving knowledge, skill, competency, and attitude<sup>31</sup>. Thus, integrating content and language, which underlies CLIL as an approach to setting up the teaching and learning process in ELT contexts, should be strengthened to gain the outcomes. CLIL is also considered an engaging approach and functional instructional tool<sup>32</sup>. A comprehensive implementation of the CLIL approach is important to obtain the expected outcomes in teaching pedagogical courses; one of which is Micro-teaching.

Micro-teaching is one of the most important pedagogical courses that should be provided in teacher education. The teacher candidates should be equipped with the skills of explaining and introducing<sup>33</sup>. It is important to provide teacher candidates with an understanding of how to design, run, and evaluate meaningful learning experiences<sup>34</sup> so they could behave in the classroom<sup>35,36</sup>. Micro-teaching practices also assist teacher candidates in becoming aware of their own strong and weak points<sup>37</sup>; moreover, micro-

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<sup>31</sup> Direktorat Pembelajaran dan Kemahasiswaan, *Petunjuk Teknis: Program Hibah Fasilitas Akreditasi Internasional Program Studi* (Jakarta: Direktorat Pembelajaran dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi, 2020).

<sup>32</sup> Mede and Cinar, "Implementation of Content and Language Integrated Learning and Its Effects on Student Motivation."

<sup>33</sup> Kaustuva Banerjee, Santoshi Halder, and Abhijit Guha, "Application of Micro-Teaching Skill for Improving the Quality of Teachers: Exploring Opinion of Trainee Teachers," *i-manager's Journal of Educational Technology* 12, no. 1 (2015): 28–35.

<sup>34</sup> Atakan Ata and Kadir Kozan, "Factor Analytic Insights into Micro-Teaching," *International Online Journal of Education and Teaching (IOJET)* 5, no. 1 (2018): 169–178, <http://iojet.org/index.php/IOJET/article/view/264/225>.

<sup>35</sup> Ayşe Feray Özbal, "Implementation of Microteaching in Special Teaching Methods I And II Courses: An Action Research," *International Education Studies* 12, no. 10 (2019): 89.

<sup>36</sup> Salwa Al Darwish and AbdulAzeez Sadeqi, "Microteaching Impact on Student Teacher's Performance: A Case Study from Kuwait," *Journal of Education and Training Studies* 4, no. 8 (2016): 126–134.

<sup>37</sup> Arif Sariçoban, "Foreign Language Teaching Practicum Beliefs of Student Teachers," *Journal of Language and Linguistic Studies* 12, no. 1 (2016): 166–176.



teaching would make them well-prepared<sup>38</sup>. These clearly show that Micro-teaching is a necessary pedagogical course so that teacher candidates would be equipped to design and apply the teaching and learning process. They are also provided with the ability to manage their classroom.

Micro-teaching is one of the vital pedagogical courses that should be provided for the students of ELESP who would become English teachers in the future. This course is mainly intended to develop the students' ability to design and demonstrating English language teaching and learning. It is also used as one of the pre-requisite courses of the Internship Program in English Language Teaching. Developing instruction is important for students' future ability to implement and manage their own teaching<sup>39</sup>. Although this course is suggested to preserve creativity, exploration, and comprehension in course contents<sup>40</sup>, the teaching and learning process conducted for pedagogical courses, including Micro-teaching should also emphasize language mastery. Thus, CLIL implementation in Micro-teaching can be expected to bring beneficial aspects to improve and enrich both content and language mastery.

Micro-teaching is one of the pedagogical courses that becomes a prerequisite for the Internship in English Language Teaching. This course is mainly intended to provide students with basic concepts of pedagogical

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<sup>38</sup> Aslihan Saban and Ahmet Naci Coklar, "Pre-Service Teachers' Opinions about the Micro-Teaching," *The Turkish Online Journal of Educational Technology* 12, no. 2 (2013): 234–240.

<sup>39</sup> Iskender Hakki Sarigöz, "ELT Teacher Trainees' Encounters with Syllabus Design," *International Journal of Curriculum and Instruction* 11, no. 1 (2019): 190–196, [www.ijci.wcci-international.org](http://www.ijci.wcci-international.org).

<sup>40</sup> Muhammad Ashfaq et al., "A Compact Instructional Design Solves Learning Problems and Creates Learning Opportunities," *Bulletin of Education and Research* 39, no. 3 (2017): 1–17.

competence, such as giving feedback and reinforcement, classroom communication, and questioning skills. The students are also guided in designing the instructional planning which is going to be implemented during their peer teaching practice. At the end of the peer teaching practice, the students are also enriched by reflective sessions in which lecturers and classmates give the students fruitful feedback. As this course requires the students to do teaching simulation, they should be provided with the content and language mastery related to their future classroom. Thus, implementing the CLIL approach in online Micro-teaching courses is the right choice to equip them.

The implementation of the CLIL approach can be carried out in content courses such as pedagogical courses. David Marsh, who is one of the co-launchers of the CLIL approach, has clearly mentioned that:

It could be CLIL if you focus on the content (pedagogy) and language when teaching. By focusing on language, I mean that you provide language support so that the students can learn about the content-pedagogy. (Email on 16<sup>th</sup> September 2020)

Thus, implementing CLIL in Micro-teaching, one of the core pedagogical courses, could be carried out. Besides, this course should be carefully set out to prepare a confident teacher that could create much better learning<sup>41</sup>. Besides, the Micro-teaching course was positive for their teaching practice and helped them approach the course practically and deliver the information through collaboration with peers<sup>42</sup>. To be a good teacher, they should also pay attention

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<sup>41</sup> Aslihan Saban and Coklar, "Pre-Service Teachers' Opinions about the Micro-Teaching."

<sup>42</sup> Darwish and Sadeqi, "Microteaching Impact on Student Teacher's Performance: A Case Study from Kuwait."

to the content and how they deliver it through language. Thus, teachers should be equipped with the pedagogical ability to deliver both content and language. CLIL could facilitate the development of content and language as these points could also develop students to learn high-order thinking skills<sup>43</sup>.

The essential parts of the CLIL approach, the 4Cs framework (i.e., Content, Communication, Cognition, and Culture/Community), should be carefully considered in designing the dual focus. The 4Cs framework is the core of the CLIL implementation; thus, these 4Cs should be considered<sup>44</sup>. On the other hand, instead of culture, the word community is used to mention the context of the CLIL implementation<sup>45</sup>. In the ELT context, particularly in Indonesia, where the students come from the same national language, community or context is an appropriate term for stating culture. When the lecturers design the CLIL implementation during the teaching and learning process, these 4Cs should be carefully considered.

The current situation, the Covid-19 pandemic, adds more challenges to applying CLIL in the Indonesian ELT context, especially in teaching pedagogical courses. This, at the same time, encourages the lecturers to deliver the teaching-learning process in online mode using appropriate ICT tools or online learning platforms. Even though the course is delivered through online

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<sup>43</sup> Juanita Argudo et al., "Analyzing a Pre-Service EFL Program through the Lenses of the CLIL Approach at the University of Cuenca-Ecuador," *Latin American Journal of Content & Language Integrated Learning* 11, no. 1 (2018): 65–86.

<sup>44</sup> Coyle, Hood, and Marsh, *Content and Language Integrated Learning*.

<sup>45</sup> Peeter Mehisto, David Marsh, and Maria Jesus Frigols, *Uncovering CLIL* (Oxford: Macmillan Education, 2008).

learning as the only choice during the covid-19 pandemic, it substantively covers the necessary characteristics of Micro-teaching. This course still accommodates the ability to understand the basic concepts of pedagogical skills, develop teaching material and demonstrate the reflective teaching and learning process. This also suggests that online peer review and discussion forums could provide potential learning<sup>46</sup>. Besides, this online course enables students to produce and use the learning materials effectively<sup>47</sup>, and the involvement of ICT could help students develop instructional design skills<sup>48</sup>.

The implementation of CLIL in an online context enables lecturers to creatively create their online, authentic material<sup>49</sup>, and it might increase students' creativity and experience sharing<sup>50</sup>. Besides, it could also improve students' performances in this digital area<sup>51</sup> as future teachers in using digital tools to support the teaching and learning process. On the other hand, this situation also challenges older lecturers who are commonly categorized as

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<sup>46</sup> Dina Adinda and Najoua Mohib, "Teaching and Instructional Design Approaches to Enhance Students' Self-Directed Learning in Blended Learning Environments," *Electronic Journal of e-Learning* 18, no. 2 (2020): 162–174.

<sup>47</sup> Selcen Calik-Uzun, Umit Kul, and Sedef Celik, "The Impact of Instructional Technology and Material Design Course on Pre-Service Teachers," *International Journal of Educational Methodology* 5, no. 3 (2019): 451–463.

<sup>48</sup> Ghada Mawad, "Impact of Electronic Interaction Patterns in a Collaborative Learning and Instructional Anchors-Based Environment on Developing Instructional Design Skills and Achievement Motivation," *International Journal of Education and Practice* 8, no. 1 (2020): 86–105.

<sup>49</sup> Magdalena López Pérez and Carmen Galván Malagón, "Creating Materials with ICT for CLIL Lessons: A Didactic Proposal," in *Procedia - Social and Behavioral Sciences*, vol. 237 (The Author(s), 2017), 633–637, <http://dx.doi.org/10.1016/j.sbspro.2017.02.029>.

<sup>50</sup> Svetlana Titova, "The Use of MOOC as a Means of Creating a Collaborative Learning Environment in a Blended CLIL Course," *CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017* 2017, no. 2017 (2017): 306–311.

<sup>51</sup> Hernandez-nanclares and Antonio Jimenez-Munoz, "ICT in EMI Programmes at Tertiary Level in Spain: A Holistic Model," in *New Perspectives on Teaching and Working with Languages in the Digital Era*, ed. C. A. Pareja-Lora, Calle-Martínez, and P. Rodríguez-Arancón (Dublin: Research-publishing.net., 2016), 259–268.



digital immigrants<sup>52</sup> though it is not the age that determines them, but their competence and experience with ICT categorize them<sup>53</sup>. The ability to use online platforms might have an important role in achieving CLIL objectives<sup>54</sup>, and it can enhance students' personalized learning<sup>55</sup>. In other words, the implementation of CLIL in a Micro-teaching course through an online mode would bring different challenges for lecturers and students, yet it is still hoped to provide them with well-prepared pedagogical competency as future teachers.

The implementation of online CLIL should not be the fallibility factor of delivering the course. Using technology as media in teaching especially CLIL context, is expected to enhance or optimize the teaching and learning process<sup>56</sup>. Even though the implementation of CLIL raises pros and cons, students might love to encourage CLIL implementation in the learning process<sup>57</sup>. The use of technology in the CLIL context should be well-prepared<sup>58</sup> as this would affect the output of the teaching and learning process in which CLIL is applied.

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<sup>52</sup> Gavin Dudeney and Nicky Hockly, *How to Teach English with Technology* (Essex: Pearson Education Limited, 2007).

<sup>53</sup> Theodore Creighton, "Digital Natives, Digital Immigrants, Digital Learners: An International Empirical Integrative Review of the Literature," *Education Leadership Review* 19, no. 1 (2018): 132–140.

<sup>54</sup> Robert O'Dowd, "Innovations and Challenges in Using Online Communication Technologies in CLIL," *Theory Into Practice* 0, no. 0 (2018): 1–19, <https://doi.org/10.1080/00405841.2018.1484039>.

<sup>55</sup> Giovanna Carloni, "Online CLIL Scaffolding at University Level: Building Learners' Academic Language and Content-Specific Vocabulary across Disciplines through Online Learning," in *CALL: Using, Learning, Knowing, EUROCALL Conference* (Gothenburg: Research-publishing.net, 2012), 37–42.

<sup>56</sup> Achara Wongsothorn et al., "Innovative Use of English Language Teaching as an International Language in Graduate Studies in Thai Universities," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 2 (2019): 14–27.

<sup>57</sup> Uzma Manzur Hashmi, "Exploring EFL Teachers' Perceptions of CLIL and Its Implementation in the Saudi EFL Context," *International Education Studies* 12, no. 10 (2019): 114–122.

<sup>58</sup> E.G. Shraiber and L.N. Ovinova, "CLIL Technology as an Innovative Method to Learn Foreign Languages at University," *Bulletin of the South Ural State University series "Education. Education Sciences"* 9, no. 2 (2017): 82–88.

Integrating technology in CLIL environment might develop an online environment that is meaningful to enrich content and language<sup>59</sup>. It seems that the challenges of integrating technology and CLIL in ELT contexts might vary. It depends on how the institution can provide an online environment that encourages the use of technology in language teaching.

Based on the aforementioned researches, which have already been conducted, the focuses of the researchers were mainly on exploring the efficacy of CLIL in improving intercultural awareness and self-confidence and confirming the claim on the efficacy of CLIL in empowering both content and language mastery. Most research was also carried out at secondary levels. In Indonesian ELT contexts, research rarely tried to delve CLIL implementation in private higher education, especially how it should be planned, implemented, and assessed. It is also important to figure out how the implementation of CLIL could affect students' content and language competence and how they could perceive CLIL implementation in online Micro-teaching courses. These characteristics should be considered in implementing CLIL to achieve its goals.

## 1.2 Problem Identification

CLIL, as an innovative approach, has already become widely accepted all over the world. This approach has already been used in Indonesian ELT contexts, though it is less popular than English as a Medium of Instruction

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<sup>59</sup> Elisa Pellegrino, Maria De Santo, and Giuseppina Vitale, "Integrating Learning Technologies and Autonomy: A CLIL Course in Linguistics," *Procedia - Social and Behavioral Sciences* 106 (2013): 1514–1522.

(EMI). As one of the innovative approaches which accommodates 21<sup>st</sup>-century learning, it might be applied as one of the solutions to face much more complex elements of successful education. Based on the strategic plan of Unmas Denpasar, the focus is directed toward an excellent teaching university in which an international teaching network becomes one of the main objectives. In line with the strategic plan and to achieve the vision and mission, ELESP has designed a curriculum that focuses on developing graduates who are competent professionally and pedagogically. That is why, the focus is placed on the ability to comprehend both content and the target language (i.e., English).

In the present study, the problem identification would give guidance in conducting the present research. It would be useful to specify the area of the research by focusing on the problem, for narrowing the area of the discussion is important to make fruitful findings. This study is mainly intended to delve into the implementation of CLIL in ELT contexts of private teacher education. This research explores the planning, implementation and assessment of CLIL in Indonesian ELT contexts along with the effects on the students' content and language competence and perceptions. This problem identification would underlie the present study to yield worthwhile research findings that can be generalized to broader areas of ELT contexts. The problems of this current research can be identified as the following elaboration.

1. CLIL has been newly applied in which the integration of content and language should take place in content courses, including pedagogical courses. Thus, it is necessary to figure out how it is applied to develop

the professional and pedagogical competence of the students who might be future teacher candidates.

2. Some lecturers who taught pedagogical courses sometimes focused more on the subject content, and limited focus on language (i.e., English) as the language of instruction was applied. In other words, they used Bahasa Indonesia to emphasize the content of the course.
3. Many researches have proven that CLIL could improve the students' mastery in terms of content and language; besides, the effective strategy of implementing CLIL in ELT contexts, especially in private teacher education, should be analyzed so that it would optimize its application.
4. In applying appropriate strategies to optimize the 4Cs framework (i.e., Content, Communication, Cognition, and Culture), lecturers should make careful consideration during the implementation of CLIL in pedagogical courses; as a result, it would affect learning progress.
5. Micro-teaching is a content course that mainly presents pedagogy concepts, and these are most likely taught in Bahasa Indonesia. For the present research, the implementation of CLIL as an approach, especially in planning, implementation, and assessment, is carefully considered to ensure that the language used as the medium of instruction is English. Besides, it is used along the way for lesson planning, simulation, self-reflection, peer assessment, and lecturer feedback.
6. CLIL implementation enables students to enhance not only their competence in the content of the pedagogical courses but also the language that is related to the courses. Thus, it is expected that CLIL



implementation might affect their content and language competence, and the factors are important to design the future teaching and learning.

7. Various perceptions of CLIL implementation might affect its application during teaching and learning. Therefore, it is also essential to determine how students perceive CLIL to improve its implementation. Their perceptions are important so that further development of CLIL implementation might be done.

### **1.3 Research Limitation**

This present research was mainly conducted at Unmas Denpasar, especially in one of the study programs in the Faculty of Teacher Training and Education, the English Language Education Study Program (ELESP). In general, the present study was also restricted to exploring the implementation of CLIL in online Micro-teaching course at private teacher education institutions in Bali. CLIL implementation has already been adapted as one of the methodological approaches in the study program by some lecturers who taught pedagogical courses to create an adequate English learning environment that can enrich students' professional and pedagogical competence.

In addition, the specific limitation of the present study was obviously directed toward exploring the following areas:

- 1) the planning, implementation, and assessment of CLIL implementation in ELT contexts of teaching pedagogical courses, that is Micro-teaching in online teaching;

- 2) the effect of CLIL implementation on students' content mastery and language proficiency in online Micro-teaching; and
- 3) the students' perceptions on the implementation of CLIL in online Micro-teaching.

#### 1.4 Research Question

As what has been aforementioned in the background of the study, the present study was focused on delving CLIL implementation in private higher education. It is interesting to explore because researches dealing with the implementation of CLIL in the Indonesian ELT context are rarely found. To carry out this research in well-directed scientific steps, the research questions were carefully constructed to give a scientific direction. This is important in order to make sure that the answers to the research questions can be scientifically figured out during this study. As a result, the present research is mainly intended to explore the following research questions:

1. How is the CLIL approach implemented in the online Micro-teaching course at ELESP, Unmas Denpasar?
  - 1.1 How is the CLIL approach implemented in planning for the course?
  - 1.2 How is the CLIL approach implemented when delivering the basic pedagogical concepts of the course?
  - 1.3 How are the content and language assessed during the CLIL implementation?
2. How does CLIL implementation in online Micro-teaching affect students' achievement in the content and language?

- 2.1 How does CLIL implementation in online classes affect students' achievement on the content of Micro-teaching course?
- 2.2 How does CLIL implementation in online classes affect students' achievement in the language in the context of a Micro-teaching course?
3. How do students perceive the implementation of CLIL in the online Micro-teaching course?

### **1.5 Research Objective**

A scientific study is carried out to figure out the solution to the previously mentioned research questions, which is the main objective of conducting this study. In other words, every scientific research is usually carried out to pursue the research objectives, which are closely related to the research questions that have already been previously stated. The research objectives are important to direct the current research so that the research findings would benefit the related parties. The objectives also show the procedural stages that should be conducted during the research. Besides, the present study is carefully carried out to meet the specific purposes that are intended for this study as follows:

- 1) explore the planning, implementation, and assessment of the CLIL approach in online Micro-teaching course;
- 2) investigate the effect of CLIL on students' content and language proficiency in Micro-teaching course; and
- 3) find out the students' perceptions on the implementation of CLIL in an online Micro-teaching course.

## 1.6 Research Significance

The findings of the present study, furthermore, are expected to contribute to both theoretical and practical benefit particularly in developing the field of study that is related with analyzing the strategy and effect of CLIL implementation towards the students' professional and pedagogical competence. The significance of the present research findings is expected to give supporting details concerning the present research area. As a result, the present research findings are expected to yield theoretical and practical significance that contribute to the related areas. The theoretical and practical significance of the present research could be briefly and concisely elaborated as follows.

Theoretically, the findings of the present study are expected to provide new supporting theories in accordance with the implementation of CLIL in ELT contexts which can be used as supporting theories. The research findings are expected to support the theoretical foundation of CLIL implementation in ELT contexts of private teacher education. In addition, the finding of the present study is also used to add and complement the previous studies related to the implementation of CLIL as methodological approach especially in teaching pedagogical courses in ELT context in Indonesian private teacher education.

Practically, the findings of the present study are expected to provide some information to the lecturers, institutions, and other researchers. The findings of the present study are expected to provide the lecturers with information on the strategy dealing with the implementation of CLIL in ELT contexts so that they could develop their own CLIL implementation. Furthermore, the institution, in this case, teacher education faculty, could adapt the implementation of CLI to



optimize the quality of their graduates, especially regarding their professional and pedagogical competence. Finally, the research findings are expected to yield comprehensive information so that future researchers who would like to conduct a research related to the implementation of CLIL in ELT contexts could enhance the researches by revising the fallibility of this study.

