

Characterizing Content Language Integrated Learning (CLIL) Teaching in an EFL Primary School: A Case Study

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Abstract : The implementation of the Content Language Integrated Learning (CLIL) approach in Indonesia has shown positive impacts in several educational institutions. Several studies have proven the benefits of implementing the CLIL approach, including the development of students' language and content subject knowledge. Interestingly, one primary school in Surabaya, Indonesia, has been successfully implementing the CLIL approach. The students achieved high content and language subject scores, and the school was accredited A. A study on how the CLIL approach was practiced is important to investigate how teachers implemented it and how students benefited from it. Therefore, this present study attempted to investigate the implementation of the CLIL approach in this school to characterize good practices that can be implemented in other schools. A case study was conducted to observe its implementation in the third-grade classes (English, Science, and Math) by using the Protocol for Language Arts Teaching Observation (PLATO). The findings indicated that the CLIL teaching in this school accommodated the content and language well (scores 3-4). The content and language were clearly integrated, and the teachers successfully carried out the subjects in English. Teachers offered students opportunities to listen, speak, read, and write using the target language. This study described some characteristics of CLIL teaching in primary school that can be used as examples for future CLIL teachers to integrate the content and language in their teaching practices.

Keywords : CLIL, ELT, young learners, case study

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