

Applying Content and Language Integrated Learning (CLIL): Teachers Perceptions and Challenges

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Bali has a number of private schools adopting both national and international curricula where English is used as the language of instruction. Content and Language Integrated Learning (CLIL) is also widely adopted as an approach to teaching primary school students. However, research regarding the application of CLIL in Indonesia, particularly Bali, is rarely found. This qualitative research with a case study design is intended to figure out teachers' perceptions and the challenges of CLIL implementation in primary schools in Bali. The data were collected through document study, open-ended questionnaire and semi-structured interview. The research findings clearly found that teachers' perceptions were directed towards CLIL characteristics, CLIL implementation and students' understanding of the content and language. In addition, the challenges were dominantly on the parts of both teachers and students. These findings can be further used as a basis for much better implementation of CLIL in the future.

Key words: *CLIL, Perceptions, Challenges.*

Introduction

Indonesia, and especially Bali province, has a lot of national and international schools that each offer distinguished programs, yet with the same goal of preparing the students to become qualified human resources. These schools direct their efforts toward differently presenting their teaching-learning process. Almost all of these schools have set their teaching-learning process through a bilingual program. The bilingual program is mainly intended to provide students not only with the ability to understand the content but also to familiarise them with an additional language (i.e. usually English) and to practice language

competence. One of the approaches that has been commonly implemented in their bilingual program is Content and Language Integrated Learning (CLIL).

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 in Costa (2016), CLIL involves the use of a language which is not commonly used, teaching a curricular subject. Furthermore, CLIL is widely accepted as an educational approach which makes use of an additional language for teaching both content and language (Coyle, Hood, & Marsh, 2010). CLIL enables both teachers and students to specifically and intensively explore the materials by using the integration of the content and language related to the material even if both of them are not proficient in the additional language.

CLIL has grown rapidly as one of the effective approaches, and some research findings clearly reveal that students using this approach obtain more wide-ranging and diverse vocabulary (Catalan & Llach, 2017). CLIL also supports their understanding of intercultural awareness. In the additional language, students could attain all four language skills, and it is above the average of what is projected for teaching young learner programs (University of Cambridge ESOL Examinations, 2011). Ouazizi (2016) confirms that CLIL education can assist students to obtain both mastery of the additional language and of the subject content. The additional language is primarily used as a medium to study or deliver the contents, and those contents are used vice versa (Bonces, 2012).

In addition, some researchers discovered that CLIL can also be directed to enhance and improve students' engagement and motivation, and specific language skills such as speaking. The researchers consistently found this approach an engaging and functional instructional tool (Mede & Cinar, 2018); the lesson could be understood by students and the teacher could gain confidence (Ito, 2019). In addition, some researchers conclude that more exposure to the foreign language as a result of the CLIL programs resulted in a more developed oral competence (Agudo, 2019; Diezmas, 2016; and Campillo, Sánchez, & Miralles, 2019). This proves that CLIL is an effective and worthwhile approach in the classroom teaching.

The positive impacts of CLIL have been published world widely in the last decade. Ioannou-Georgiou and Pavlou (2011), for example, clearly mention that the implementation of CLIL has a lot of beneficial impact on the process of teaching and learning. This innovative approach not only improves students' mastery of the subject content and language but also empowers their understanding and awareness of intercultural knowledge (Campillo et al., 2019). CLIL can also be used as a means of improving intercultural communicative skills and can be successfully implemented if teachers have planned effective learning (Smagulova, Tussupbekova, Zagatova, Kazhikenova, & Zhamankozova, 2019).

In the Indonesian context, the enactment of CLIL has already been adopted as an innovative teaching approach. Many researchers have found that the use of an additional language (such as English) was acknowledged by both teachers and students (Floris, 2014), and classroom CLIL activity is interesting (Puspitasari, 2016) so that students are enthusiastic (Fitria & Susilawati, 2019). These studies clearly point out that the implementation of CLIL is positively responded to by both teachers and students. However, Artini (2013) found that the use of English as the language of instruction has been challenged by the fact that the majority of teachers do not have adequate English. However, these studies focus on secondary and tertiary levels of CLIL implementation.

In Bali, there are many schools starting from primary and secondary which have already adopted CLIL as an approach. However, the researcher cannot find a study that has researched the implementation of CLIL, particularly the teachers' perceptions and challenges in primary levels. In Bali, English is considered an asset for good employment, so younger generations are eager to speak it. Preliminary research reveals that teachers in private schools are more prepared in using English as a medium of instruction. This current research aims at describing the implementation of CLIL from the perspectives of teachers, and the challenges that they encountered.

Literature Review

CLIL and Its Characteristics

Ball, Kelly and Clegg (2015) point out that CLIL is a recommended way for delivering subjects in a second language. As cited in Zarobe and Catalan (2009), the use of a foreign language for teaching other school subjects leads the students to achieve two things: the subject content and the foreign language. Similarly, Eurydice (2006) declares that CLIL is not restricted to language teaching; it is however an innovative methodological approach that emphasises both content and language. This is in line with Costa (2016), who confirms that the European Commission clearly defines CLIL as a valid approach to teaching. In CLIL, language is not only used as the instructional tool but also as the communicative tools in delivering the subject matter (Grievesson & Wendy, 2012 and Dalton-Puffer, Nikula, & Smit, 2010).

CLIL as a teaching approach is sometimes interchangeably used with other terms such as bilingual education, content-based instruction, immersion program, or English-medium instruction (Costa, 2016; Heine, 2010; and Dalton-Puffer et al., 2010). These terms sometimes resemble what CLIL is. However, some experts, for example, Coyle et al. (2010), state that CLIL may share some common basic theories and practices but they are not synonymous. In other words, CLIL has distinguished features or characteristics that

differentiates it from other forms of bilingual education. The distinguishing features should be the main concern when teachers implement CLIL as an approach.

Furthermore, Cambridge ESOL (2009) mentions that CLIL makes use of a foreign language as a learning tool in a non-language subject and both language and the subject have a shared role (as cited in Marsh in Coyle, 2006). Thus, CLIL implementation might vary all over the world. According to Ioannou-Georgiou and Pavlou (2011), there are three features of CLIL. First, the content is delivered using English so that students can understand the content and develop their foreign language use. Second, CLIL has different sociolinguistics and political contexts which can be applied starting from pre-primary, through to tertiary levels. Thus, careful adaptation should be a priority. Finally, CLIL is an approach that could promote the advancement of social, cultural, cognitive, linguistic, academic and other learning skills (as cited in Mehisto et al., 2008: 11-12).

In addition, Pokrivcakova (2015, p. 49) not only supports the idea that CLIL is an approach that integrates the content and foreign language, but also suggests that this approach creates a natural learning context. The objective of the CLIL application in primary school is to prepare learners with a determined and intensive foreign language learning. Pokrivcakova also mentions that the successful implementation of CLIL at primary level should consider: putting emphasis on communication, using active listening, stimulating fluency more than accuracy in communication, supporting students' creativity, giving special attention to physical movement or motoric activity, focusing on various learning styles, and connecting the teaching process with the real world.

Planning CLIL and Its Challenges

Planning is an important part of implementing CLIL, as a successful application greatly depends on well-prepared planning. To prepare a workable application of CLIL, first of all, teachers need to consider the characteristics of young learners. Scott and Ytreberd (1994) mention that young learners can retell what they have heard, using logical reasoning, using imagination, language skill, etcetera. Harmer (2007) adds that young learners can respond to simple meaning, understand knowledge from contexts, and talk about themselves. Young learners also have a limited attention span (Scott & Ytreberd, 1994 and Harmer, 2007). Therefore, teachers should provide engaging activities that attract students' attention during the teaching-learning process.

Dalton-Puffer (2007) adds that, with an eye to moving CLIL matters towards consolidation, a European think tank on CLIL formulated a number of 'goals' or 'potentials' that should enhance the development of CLIL in the 21st century. Similarly, Pokrivcakova (2015, p.56-

57) mentions that a CLIL lesson plan consists of four different principles that consider the 4Cs (content, communication, cognition and culture) Framework: content is the subject matter; communication requires learners to use the language; cognition involves higher-order thinking and comprehension, problem-solving, and accepting challenges and reflections in students; and culture is alertness, uniqueness, nationality, and the development towards cross-cultural understanding.

Applying CLIL in primary education is challenging both for teachers and students (Cambridge ESOL, 2011, p.6). Teachers, especially subject teachers, should be able to: clearly and accurately deliver and elucidate the subject's concepts; carefully check the students' pronunciation of specific vocabulary used in line with the subject contents; and appropriately use classroom language to ask questions, re-word, explain, reassure and manage the English classes. For language teachers, they are required to: clearly identify students' learning styles and the appropriate teaching technique; accurately respond to students' questions related to the learning material; and continuously broaden students' vocabulary knowledge and pronunciation. In addition, teachers are required to continuously support their students when CLIL is being implemented.

Research Problem

Formulating research problems as the area of focus when carrying out a scientific study is a necessity. Based on the aforementioned, the present study mainly focuses on the application of CLIL in Balinese primary schools, as many primary schools in Bali have already adopted English as an additional language and as the instructional language in teaching subject content to students. The research problems of the present study are presented in the form of questions as follows:

1. What are the teachers' perceptions towards the implementation of CLIL?
2. What are the challenges of implementing CLIL?

Method

Research Design

The present research, which is mainly intended to figure out the teachers' perceptions and the challenges involved in the implementation of CLIL, made use of qualitative research with a case study design. Creswell (2009) clearly defines that qualitative research is usually applied as a means of discovering and comprehending the individuals assigned to a social problem. Stake, in Creswell (2012), states that to carry out a case study, the researchers may explore an activity, event or program that involves individuals. In the present study, an evaluative case

study was carried out, as this research is mainly intended to evaluate a policy or practice (Stenhouse in Nunan, 1992). The present evaluative case study was applied in order to evaluate the policy issued by schools concerning the practice or the implementation of CLIL as a teaching approach.

To conduct the case study, five stages of design, pilot study, data collection, data analysis, and report writing (Tayie, 2005) were carefully carried out. First, the researcher was concerned with specific research problems that would direct the research. Second, the researcher constructed a study protocol that consisted of procedures that would be applied in the pilot study. Third, the data that were required in the present case study were then collected through the research instruments provided. Fourth, after the data were collected, they were then analysed through the analytic strategy of explanation building. Finally, the results of the data analysis were reported by finding and discussion.

Research Site and Sample

The present case study was carried out at three different sites or schools. There were three different primary schools in Bali chosen as the research site. The three primary schools are located in different regencies in Bali – Denpasar, Badung and Gianyar. Even though these primary schools are in different parts of Bali Province, they share common characteristics. For example, the primary schools are categorised as private primary schools, and the schools adopt both national and international curricula. Furthermore, these schools make use of English in teaching subject content such as Science, Maths, Physics etcetera, and they claim to have applied CLIL.

In the present evaluative case study, there were three teachers who were chosen as the samples on the basis of purposive sampling. The teachers were chosen because they were subject teachers, however, their academic qualification is a Bachelor of English Education. The researcher was interested to observe how they could cope with the implementation of CLIL, as they were required to not only teach the language but also the subject content. This case study presents their perceptions and the challenges they have faced during the CLIL implementation. Moreover, to assure their confidentiality as the samples, they were offered to choose a pseudonym (Anne, Anna and Anny).

Research Instrument

To collect data in the present case study, three kinds of instruments were prepared. The research instruments were carefully constructed to establish the validity and reliability of the research instruments because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments are document, online open-ended

questionnaire, and semi-structured interview. The data that resulted from the last two research instruments are considered as the primary data in the present case study. The descriptions of the instruments are presented in the following explanation:

1. Document

To get initial data concerning the application of CLIL, the researcher analysed the lesson plans developed by the teachers. The data taken from the documents, the lesson plans, were important to gain further information on how teachers implement CLIL as a teaching approach in their class.

2. Open-ended Questionnaire

An open-ended questionnaire was administered to gather the primary data needed in this case study. The open-ended questionnaire was constructed in the form of an online questionnaire. It consisted of ten open-ended items that should be responded to by the samples.

3. Semi-structured Interview

The other primary data that were required in the present case study were collected through conducting a one-to-one semi-structured interview. The researcher prepared five questions that were designed to invite the samples' responses concerning their perceptions and challenges on the CLIL implementation. Even though the interview was constructed in the form of a semi-structured interview, the researcher tried to conduct the interview as naturally as possible. The samples, the three teachers, could freely express their answers, but the researcher was careful to digest the responses so the expected data could be collected.

Data Collection

The present evaluative case study is mainly intended to figure out the teachers' perceptions and the challenges they experienced in accordance with CLIL implementation in their teaching-learning process. As previously mentioned, three kinds of instruments were used to collect the data needed in the present case study. The data were documented in the form of lesson plans, open-ended questionnaire, and a one-to-one semi-structured interview. The required data were carefully carried out using the research instruments previously elaborated. The procedures of data collection are summed up below.

First of all, the researcher carefully read the samples' documents already handed to the researcher. The document was in the form of lesson plans developed on the basis of implementing CLIL. After the classroom teaching, the samples were then asked to fill in the online open-ended questionnaire. The link of the open-ended questionnaire was delivered to the samples' mobiles so they could fill the questionnaire based on their teaching reflection. Finally, based on the results of the document review and open-ended questionnaire, the

samples were interviewed in a one-to-one semi-structured interview. This was an important part in order to get more comprehensive data concerning their perceptions and the challenges experienced during the implementation of CLIL in their classroom teaching.

Data Analysis

The required data collected were then analysed to answer the research problems. The collected data were transcribed, classified, interpreted and concluded as the research findings. In order to yield worthwhile findings of the case study, the qualitative data were analysed using triangulation, in which the data that resulted from the document, open-ended questionnaire and semi-structured interview were combined. The process of triangulating the collected data was important in order to analyse the data more comprehensively. Therefore, the findings could be categorised as valid and reliable findings.

Findings and Discussion

Findings

The present qualitative research with case study design is mainly intended to figure out the subject teachers' perceptions and challenges in relation to the implementation of CLIL. There were three samples, Anne, Anna and Anny. The three teachers were experienced subject teachers at their school. Their short profiles and related features of CLIL lesson planning were adapted for the process of teaching and learning at their schools. Besides this, they had already implemented CLIL as a part of their everyday teaching activity. The implementation of CLIL was also varied by applying pair or group work.

Based on the findings, in general, the samples' responses on the open-ended questionnaire can be furthermore divided into three: prior understanding of CLIL, perceptions of CLIL implementation, and challenges of implementing CLIL. First, prior understanding of CLIL was elaborated in two focuses: understanding of CLIL and frequency of implementation. Second, perceptions of CLIL implementation were focused on: CLIL characteristics, CLIL implementation, and students' understanding of content and language. Finally, the results also revealed the challenges of implementing CLIL. The findings can be briefly elaborated as follows:

In terms of their prior knowledge of CLIL and its application, the three samples, Anne, Anna and Anny show they have quite clear insight on what CLIL is. They assumed that when content is delivered in English as the instructional language, it was the implementation of CLIL. In addition, they claimed that CLIL required them to use the additional language, in this case English, in teaching. All of the samples agreed they have already based their

classroom teaching on CLIL characteristics. They made use of CLIL as a basis for their everyday teaching practices. However, they were also confused about what kind of language should be delivered in CLIL.

In accordance with the results of the open-ended questionnaire, the teachers have primarily quite similar perceptions of CLIL implementation. They have a similar understanding of the characteristics of CLIL, even though it is still general. They mention that the characteristics are clearly seen from the use of English in teaching content subjects. In terms of the implementation, their primary focus was on introducing the content subject through learning related content vocabulary. They also observed that through the implementation of CLIL the students were excited by learning content through English, and most of them who had prior ability in English learned the content enthusiastically.

Finally, the results of the questionnaire also reveal the challenges of implementing CLIL. The teachers mention that learning content through English as an additional language could bring both positive and negative impact on their teaching and to students. Their teaching became interesting so their students were motivated, though struggling students needed to work hard. The implementation of CLIL could attract students to learn, yet this was challenging to a few students who were struggling to understand the content through English. Teachers were also challenged to present their teaching in a way that their teaching could walk along with the students' understanding both of the content and language. The samples also enjoyed the CLIL-based teaching approach.

The semi-structured interview was mainly constructed based on the results of the open-ended questionnaire. The researcher wanted to attain the detailed data needed in this case study. The guided questions were carefully prepared to focus the data collection on comprehensive data concerning the teachers' perceptions and the challenges of implementing CLIL. The questions were prepared expecting to get more complete and accurate data that were required to answer the research problems. The results of the questionnaire were principally used to triangulate the data that were collected from the two previous instruments, the documents and questionnaire. The findings of the interview are presented as follows.

During the interview, the questions relating to getting the teachers' perceptions on the implementation of CLIL were asked freely in a one-to-one semi-structured interview. Throughout the interview the researcher revealed their understanding and characteristics of CLIL were similar to the results of the questionnaire. However, the interviewees (teachers) were not really familiar with the 4C characteristics of CLIL, especially cognition and culture. They only focused on content and communication or the language that would be taught in their classroom teaching and learning process. The samples also thought that the use of CLIL

as an approach activates their class. They also considered CLIL an effective approach, especially with the support of their prior ability in English.

In addition, based on the interview, the samples also face challenges in their teaching-learning process that are based on the CLIL approach. They thought that CLIL was really challenging as it is compulsory for them to be well-prepared before teaching is carried out, and moreover, that they should provide teaching and learning strategies that could activate students. At the same time, the teaching strategies could also make the students enthusiastic in the teaching and learning process. The samples also felt very challenging when they faced non-native students who had low prior ability in English as they had to put more effort into their teaching. If the students are not familiar with English, they cannot catch the content that is delivered. This also sometimes pushes them to use simple language or the students' mother tongue.

Discussion

Based on the data collected by administering the research instruments, document, open-ended questionnaire and semi-structured interview, the findings of the present research were expected to answer the research problems previously formulated. The present research findings are mainly intended to answer the research problems. In other words, the present case study focuses on figuring out teachers' perceptions of the implementation of CLIL and the challenges of implementing CLIL in their classroom teaching and learning process. The discussion elaborates as follows.

Teachers' Perceptions of the Implementation of CLIL

The first research problem, which researched teachers' perceptions, was the main focus of the case study. It was really interesting to discover teachers' perceptions of the enactment of CLIL in primary schools in Bali. Also, students who study in private primary schools vary in terms of origin. These aspects also affect their point of view on the use of English, whether as a mother tongue, or as a second or foreign language. The teachers' perceptions are elaborated in three aspects: CLIL characteristics, CLIL implementation, and students' understanding of content and language, but the discussion was initially preceded by a general understanding of CLIL.

As aforementioned, CLIL is an approach which was applied to teach content through foreign language (Ioannou-Georgiou & Pavlou, 2011; Coyle et al., 2010; Grieveson & Wendy, 2012; Dalton-Puffer et al., 2010), and the implementation of CLIL should be based on its context (Ball et al., 2015; and Marsh & Langé in Zarobe & Catalan, 2009). The implementation of

CLIL in Bali makes use of English as the additional language. The samples, Anne, Anna and Anny conducted their teaching and learning process based on CLIL. They taught science to their students, and did not find any difficulty when delivering the content through English as the language of instruction. This is because they are graduates of English Education. The elaboration of their perceptions on CLIL characteristics, CLIL implementation, and students' understanding of both content and language are as follows.

The characteristic of CLIL is not merely about teaching content through English. The characteristics of CLIL are also based on the 4Cs (content, communication, cognition and culture) Framework (Pokrivcakova, 2015). The samples put the characteristics of their CLIL implementation which emphasised not only the content and communication but also on cognition and culture. They also put emphasis on organising lessons which stimulated students' cognition or critical thinking. Moreover, as the students varied in terms of their origin, intercultural awareness among students was also their main consideration, teaching so that they would be a tolerant person living in diversity.

CLIL as an approach has specifically distinguished characteristics if it is compared with bilingual education (Coyle et al., 2010). The samples have already applied CLIL based on the characteristics mentioned by (Ioannou-Georgiou & Pavlou, 2011). The application of CLIL adopted by the samples has already considered the importance of teaching content through English, and the implementation of CLIL contextually met the students' needs. The students' social, cultural, cognitive, linguistic, academic and other learning skills can be further explored. Students did not only learn the content and language related with the learning material but also developed the social skills that would be helpful for their future lives.

The samples considered that the successful implementation of CLIL at a primary level greatly depended upon some factors. Anne and Anny mentioned that to make the implementation of CLIL successful, they have to use different activities that are close to students' learning styles, and these activities should be designed contextually and closely related to their surroundings. Since they are teaching young learners, they also involve more physical movement in their teaching and learning process; moreover, active listening and communicative emphasis were used as the basis of the learning process. Anne also added that teachers should be able to elicit and support students' creativity. These factors were in accordance with Pokrivcakova (2015).

In addition, the three teachers agreed that during the implementation of CLIL, they should not equally measure the proportion of content and language; it should be contingent on the teaching emphasis. The content might be more focused, for instance, when teaching science. Furthermore, contextual teaching and interaction between teachers and students and between students are also important to build their social skills, especially their intercultural awareness

(Ball et al., 2015 and Coyle et al., 2010). Anne, Anna and Anny also shared that their success in implementing CLIL was assisted by the uses of contextual media, such as videos, pictures or photos, realia and other media related to the learning materials.

Anne, Anna and Anny confirmed the importance of giving simple instructions when delivering subject content to their primary students. They experienced that short and simple instructions are of necessity to support the successful implementation of CLIL, as well as to encourage further understanding of content and language. They added that introducing vocabulary related to the learning material is essential to making the students comprehend the content, especially when teaching science, which has a lot of different and unfamiliar terms. The success of their CLIL implementation was also supported by teaching techniques that emphasise pair and group work and games. The activities designed in the forms of pair and group work and games enables them to interact, so that the learning becomes meaningful and enjoyable.

They also assumed that the implementation of CLIL in their primary classroom creates a much more enthusiastic learning atmosphere. Their students' understanding of both content and language could be well achieved. Anna mentioned that her students had a much better understanding of the new vocabulary in the additional language, English. She credited that CLIL encouraged students to be fluent in the related vocabulary of the learning materials. Furthermore, Anny emphasised that CLIL implementation makes students more confident, particularly when assigned to speak in front of the class, and they also try to understand the content. In addition to Anna and Anny, Anne elaborated that students' understanding of content and language developed rapidly, especially for fast learners.

The Challenges of Implementing CLIL

The second research problem was focused on finding out the challenges faced by teachers in implementing CLIL in their primary classroom teaching. The challenges faced by the teachers relate to how they apply the CLIL-based approach in their primary classroom teaching and learning. The challenges faced by teachers are an important consideration for future teachers wanting to deliver content through a foreign language. The challenges found in this research can also be used to prepare a much better teaching and learning process for both teachers and students in the private primary schools in Bali.

As previously mentioned in Cambridge ESOL (2011), the main challenges of implementing CLIL in the primary schools become the teachers' responsibility. Anna considered the teachers' ability in delivering the learning material in English as important. Even though they had graduated from English education, they sometimes found difficulty in presenting the concepts related to the subject content. Thus, teachers need to enrich and widen their

understanding of the content that will be taught. Anne and Anny added that as a language of instruction, English should be made as simple as possible so that students' understanding could be well attained. In primary schools, simple instructions could help the students in grasping the learning material, especially those who are not native English speakers.

Furthermore, Anne, Anna and Anny agreed that dealing with CLIL implementation in Bali is very challenging because their students use a different mother tongue. In their classes, there were 60 – 75 percent of students who used a non-Indonesian mother tongue. Different mother tongues among students would be very challenging for students as they would use English in teaching. Students who have prior ability in English could cope with the teaching-learning process well, while those who do not have prior ability would find it very difficult to follow instructions. Therefore, sometimes the subject teachers try to simplify their instructions in order to make their students understand the learning material much better.

Varying learning activities and teaching media are other important and challenging parts of implementing CLIL in primary classes. Primary students have a limited attention span (Scott & Ytreberg, 1994 and Harmer, 2007). Teachers should be able to create interesting learning activities. Various learning activities in the forms of teaching techniques, pair or group work, games, and other classroom management are needed to make the students tune in to the learning process. In addition, the use of teaching media is really helpful for teaching young learners. The samples confirmed that various usage of teaching media could motivate the students to learn, and they were more enthusiastic during teaching and learning.

Another challenge also came from the students, which also became the teachers' problem to solve. Dealing with heterogeneous students in terms of origin is really challenging, not only because of cultural differences but also language. Since the students had very limited language proficiency, they sometimes needed more time to understand the content. These struggling students required extra attention and assistance from their teachers. Some schools in Bali already have two teachers in teaching one class; this problem however still exists. The students sometimes struggle to understand the content as well as the instructional language. Therefore, teachers should figure out more interesting but simple learning activities that could help struggling students learn effectively.

Conclusion

After collecting and triangulating the required data through data analysis, the researcher finally concluded that the teachers' perceptions toward the implementation of CLIL as an approach in primary schools in Bali were in terms of CLIL characteristics, CLIL implementation and students' understanding of content and language. The teachers consider



the 4Cs in the implementation of CLIL in their primary teaching classroom. They are also concerned with building the students' social skills. Furthermore, the successful implementation of CLIL largely depends on the effective use of English as the instructional language, various learning activities, contextual teaching, various teaching media, and simple instructions. The students' understanding also develops rapidly for those who have sufficient prior English ability.

The challenges of implementing CLIL as an approach in teaching in private primary schools in Bali are predominantly to do with the teachers and students. Teachers are challenged to simplify instructions as they deal with students who come from different countries. This, of course, becomes more challenging when teaching the primary level with limited prior ability in English. As the students have a very short attention span and are easily distracted, teachers are required to be creative in providing and using various learning media. Dealing with heterogeneous students, especially struggling students, is very difficult because they have to master content and language at the same time.

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