



## TEACHERS' WAY OF COMMUNICATIONS WITH STUDENTS IN CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) CLASSES

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### Article Info

#### Article history

Submitted: November 11<sup>th</sup> 2021

Received: February 10<sup>th</sup> 2021

#### Keywords:

CLIL; Content and Language Integrated Learning; English communication; Teachers' way for communication.

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### Abstract

The fact of learning a language that is not our own, opens the mind. One of the most important language in the world is English. English has become the most used language of communication. Teacher as the facilitator need to support the learning environment in the classroom effectively. It has created the dire need to explore new teaching methodology that can increase learners' command of foreign language. Content and Language Integrated Learning (CLIL) is a method that is used to develop the proficiency both target language and content, it can help students to be mastering their foreign language and content from other subjects beside English. This research is aimed to investigate teachers' way for communication with students in CLIL classes. This research was conducted at SMP-SMA Cahaya Rancamaya Islamic Boarding School. There were 2 participants involved in this research, which were Physics and Biology teachers who used CLIL as the teaching and learning method. The writer used qualitative method and descriptive analysis in conducting this research. To gain the research data, she used three research instruments: documentation, interview and interview. Documentation instrument was used to analyze teachers' CLIL lesson plans. Two interviews also conducted to confirm and avoid misunderstanding. Both interviews were conducted online because of the Covid-19 situation. This study reveals that teachers' way for communication with students in CLIL classes happened in the three stages of classroom activities which are in pre-activity, while activity and post-activity. The communication aspect in the CLIL classroom used English as the medium in the interaction. Teachers' ways of communication with students influenced by the classroom activities and questioning techniques which are Conceptual Checking Question (CCQ) and instructional Checking

Question (ICQ) to make students participate to communicate which will affect the English communication in the CLIL classroom.

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## **INTRODUCTION**

Nowadays it is very important to know a second language to be immersed in the globalized world. Undoubtedly, learning a second language since childhood is extremely important. The fact of learning a language that is not our own, opens the mind. One of the most important language in the world is English. English has become the most used language of communication. Communication is very important to enhance student capability of their target language. In order to have a good quality of communication, teachers as a facilitator should involve facilitation to communicate with students effectively. Therefore, they should guide students to communicate in order for them to achieve students' language competence. Fortunately, many school has considered to teach another subject through students' foreign language.

Students' foreign language is used as the media to communicate in the classroom to educate multilingual and multicultural citizens. It has created the dire need to explore new teaching methodology that can increase learners' command of foreign language. Content and Language Integrated Learning (CLIL) is a method that is used to develop the proficiency both target language and content. It can be used to integrate the content through students' foreign language. Content and Language Integrated Learning is an innovative method of where by language is used as a tool for learning both the content of a subject of the school curriculum and language itself. A key factor in CLIL is an emphasis on communication and interaction which improve overall target language competence and develop oral communication skills (Pavlo et al., 2011:16).

Alongside of that statement, the writer wants to investigate Teachers' way for Communication with Students in Content and Language Integrated Learning (CLIL) Classes. The writer will investigate how the teacher communicate with students in CLIL classes.

## **RESEARCH METHODOLOGY**

The writer uses qualitative approach and descriptive method to describe Teachers' Way of Communications with Students in Content and Language Integrated Learning (CLIL) Classes. According to Creswell (2009:37) indicates the qualitative research is a method for exploring and understanding meaning of the individuals or groups that comes from a social or human problem. It means that the descriptive method can be used to solve the problem on their research based on human cases which is found. In collecting the data, the writer used non-test instrument such as documentation, interview, and interview those techniques had given to the participants which were Biology and Physics teachers who used CLIL method in the teaching and learning process. To gain the data, the writer uses documentation, interview and interview. These are the way how the researcher collects the data:

### **1. Documentation**

There are two documentations which are lesson Plans that were used by the Biology and Physics teacher during observation process were collected as document. This document was important to analyze to find out whether the teacher mentioned the steps of using Content and Language Integrated Learning (CLIL) method.

### **2. Interview**

After taking the documents, interview from two interviewees were conducted in order to find out the information in detail that could not be gained from the lesson plan. Since this study was aimed to get in-depth information about the data, hence structured interview was conducted. Accordingly, the interview was planned in terms of time of interview, the duration of interview, the interviewee and the type of questions.

Besides, the interview aimed to get more valid data from the participant about how the teachers applied CLIL. Also, it was done to confirm the unclear results data on the lesson plan and to complete the steps of obtaining the instruments data.

In addition, in order to avoid misunderstanding, the questions of interview were in Bahasa Indonesia. Besides, the interview aimed to get more valid data from the participant about Teachers' Way of Communications with Students in

## Content and Language Integrated Learning (CLIL) Classes.

The result finding of every instrument should be analyzed to get the answer for every research question. These are how the researcher analyzes the data:

### **1. Data analysis of documentation**

The researcher took lesson plans as document to be analyzed. To collect the document, the researcher asked it to the teacher. The document was analyzed and examined to find out whether the Content and Language Integrated Learning (CLIL) is used or not and how the teacher communicates with students in CLIL classroom. Also, to find out communication pattern based on the lesson plan.

### **2. Data analysis of interview**

The second step of gaining the data, the researcher interviewed two participants. The interviews were done to avoid misconception and to ensure the data from the previous section instrument. Its session was recorded with voice recorder and interview by using ZOOM application due to the Corona Virus pandemic situation, and its result was transcribed. Then, the result of transcribing was analyzed carefully in order to get important information based on the research question.

## **DISCUSSION**

The communication in CLIL classes were conducted through interaction. The language in CLIL is used as the medium to perform tasks, solve problems, develop project, as well as to process ideas, and also as the medium to deliver material. The writer found that there were teacher and student communication conducted through students' foreign language, it was provided in the forms of questioning. They are Conceptual Checking Question (CCQ) and Instructional Checking Question (ICQ). These questions were the form of communication which happened in the CLIL classroom from teacher to scaffolding students in order for the students to understand both content and target language. According to Erasmus (2015) In CLIL method, scaffolding consists in

Using temporary strategies to facilitate student understanding and comprehension of verbal language and content. Therefore, teacher provided verbal language through questioning technique. According to Lesca, U (2012) One of the best ways to check understanding in a CLIL activity is to pose concept questions. These checking question techniques help students to understand the concept of the content and activity to begin the interaction in the CLIL classroom.

According to Cortacans (2013) one of the characteristics of communicative language theory in CLIL is the primary function of language is to allow interaction and communication. It can be seen that in the Biology and Physics classrooms, there are interactions pattern which supported communication in the CLIL classroom. Both classes have two-ways interaction in the classroom to communicate together in a form of activities.

The CLIL classrooms have built interactions pattern between teacher-student, student-teacher, and student- student. The writer found that, the two-ways interaction in CLIL classroom is influenced by based activity. CLIL classroom involved students' physical performances, based on Lesca, U (2012) Students have a central role in CLIL lesson: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes. It can be proven that the teachers provided based activity as the scaffolding and as the medium to deliver content of Physics and Biology in English. Furthermore, the communication in CLIL classroom influenced by classroom activity and questioning techniques.

The form of activities involved the interaction in the CLIL classroom. Especially, to facilitate team work in the classroom. According to Coyle and Christ (1996) CLIL is a positive action as it brings the learners together and help preparing them for more intensive team work skills and cooperation later in their course. From the beginning to the end of the lesson with many activities in CLIL method itself can automatically make students become active. The teachers' way to communicate with students were happened in pre- activity, while activity and post-activity.

## **CONCLUSION AND SUGGESTION**

The writer investigates Teachers' Way for Communication with Students in

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Content and Language Integrated Learning (CLIL) Classes. From the data consists in the documentation, interview and interview it is found that there are ways of teacher to communicate with students in CLIL classes. The teachers conducted communication in three stages of activity as following result:

### **1. Pre-activity**

The first thing the teachers did to communicate with students were communicate by using questioning techniques which was Conceptual Checking Question (CCQ) about previous material from last meeting. After that, both teachers asked students' prior knowledge to help students with vocabulary activities for science terminology which will support students' understanding of the content. The teachers used mini puzzle or list vocabularies as the scaffolding to help students understand the content. Another thing the teachers did to communicate with students were by using KWL table or work in pair system and also ice breaking before they began the lesson.

### **2. While activity**

In the while activity both teacher was providing activities for communicating with students. The teachers can use activities such as Jigsaw and game front corners. The teachers used Instructional Checking Question or (ICQ) to check students understanding of activities. The teachers also provided work in pair and group discussion.

### **3. Post activity**

At the end of the lesson the teachers usually provided big class discussion about the lesson, teacher used Conceptual Checking Question (CCQ) to ask student about what they learned. The writer found that the teachers' way of communication with student in CLIL classes happened from the beginning to the end of the class activities. It can be seen that in the Biology and Physics classrooms, both classes have interactions pattern which supported communication in the CLIL classroom.

The communication was provided through students' foreign language. The communication was delivered through interaction in CLIL classes which have transparent and accessibility interactions in their classroom. The teacher also provided accessible interaction which is two-way interaction between teacher-student and student-teacher interaction. The communication was by using

interaction through questioning technique which were Conceptual Checking Question (CCQ) and Instructional Checking Question (ICQ). These questions were the form of communication which happened in the CLIL classroom as the scaffolding from teacher to students in order for the students to understand both content and target language. Therefore, teacher provided verbal language through questioning technique. These checking question techniques help students to understand the concept of the content and activity to begin the interaction in the CLIL classroom.

Furthermore, the communication in the CLIL classroom influenced by classroom activity and questioning techniques in students' foreign language. The teachers as the facilitator in the classroom provide activities to interact with the students to scaffold the lesson of the content which delivered in students' foreign language.

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