

TEACHERS' PERCEPTION TO CLIL AND WEB-BASED MATERIAL IMPLEMENTATION IN A PRIMARY SCHOOL

Alimin Adi Waloyo

*English Education, Faculty of Teacher Training and Education,
University of Muhammadiyah Malang, Malang, Indonesia*
Email: aliminwaloyo@umm.ac.id

Khoiriyah

*English Education, Faculty of Teacher Training and Education,
University of Muhammadiyah Malang, Malang, Indonesia*
Email: khoiriyah230693@gmail.com,

Rafika Rabba Farah

*English Education, Faculty of Teacher Training and Education,
University of Muhammadiyah Malang, Malang, Indonesia*
Email: rafikafarah@gmail.com

APA Citation: Waloyo, A. A., Khoiriyah., & Farah, R. R. (2021). Teachers' perception to CLIL and web-based material implementation in a primary school. *English Review: Journal of English Education*, 9(2), pp. 227-234. <https://doi.org/10.25134/erjee.v9i2.4347>

Received: 26-02-2021

Accepted: 19-04-2021

Published: 15-06-2021

Abstract: Primary school teachers have a crucial role to support CLIL and web-oriented media implementation in class. CLIL approach pedagogically offers double advantages; English competence and content development. This pedagogical approach leads to sufficient English input at the early stage of learning which makes primary learners able to shift the paradigm that English is a challenging language to learn. More importantly, primary school learners can take the advantages of the Information and Communication Technology (ICT) part of their daily use for the sake of CLIL, so learning can be fun and enjoyable. Nevertheless, much of the previous research in Indonesian context gives limited attention to how primary school teachers perceived CLIL interwoven into ICT based media.) that situation led into this research. Also, this research is expected to encourage the CLIL application in formal education, particularly in primary levels due to time efficacy and effectiveness. The involved participants were 12 primary school teachers in a primary school in Malang. A 14-item Likert-Scale questionnaire and FGD were applied to collect the data. It was found that the teachers perceive the CLIL and web-based media positively, but they would reconsider to implement it in their class due to English competency reasons and material design issue, facilities, and school support. Therefore, hybrid CLIL implementation and teachers' collaboration are suggested.

Keywords: *CLIL; web-based platform; English competence; content instruction*

INTRODUCTION

English as a key component for knowledge advancement and global communication. In Indonesia, English gains a less amount of attention particularly in formal instruction although English is delivered formally since junior high school stage. This condition clearly impacts the students' English mastery. Also, formal education for most students is most likely the sole option to learn English. So, it will create less opportunity for learners to develop their English. Hence, Content and Language Integrated Learning (CLIL) could be an approach to let learners get higher portion of English learning pedagogically. CLIL refers to the use of foreign language (English in Indonesian context) as a

medium of classroom course delivery (Ludovico & Zambelli, 2017). In other words, English is not taught separately, but it is integrated into the content subjects. And the language becomes the primary communicative tool in classroom.

Some teachers might be worried CLIL implementation will reduce the students' understanding towards the learned contents. Students might be overwhelmed because they are trying comprehend the learned topic and EFL simultaneously. It will be exhausting for them. Also, when the learned material is delivered through English, the content teachers might explain materials incompletely and unclearly due to their lack of English communication competence. This could hinder the main goal of

learning to master the content. However, Yilmaz and Şeker (2013) convincingly believed CLIL students can understand the discussed topic equally as their peers who learn it in their L1. However, it could be different when being implemented in Indonesia as most learners have low English skills due to less English exposure formally or informally, such as unsupportive local environment for English learning. Therefore, there should be a real strategy to deal with that issue. One of the approaches is the CLIL teaching approach should be assigned to a group of bilingual teachers who collaborate with English teachers and language assistant (Campillo, Sánchez, & Miralles, 2019).

Collaboration as a part of CLIL teaching seems applicable as suggested by (Campillo *et al.*, 2019 and Usman, Ferdiansya, & Widodo, 2020). However, bilingual teachers are rarely found in Indonesia. So, changing those teachers with content teachers who have sufficient English competence could be more practical. If CLIL is going to be widely implemented, there is no doubt that English access will be wider for Indonesian learners. In addition to English development, students take advantages by developing skills, knowledge, and competence needed to finish a number of different tasks by taking into account English and content quality improvement (Heras & Lasagabaster, 2015).

Referring to those benefits, it could be interesting to introduce CLIL as early as possible. Therefore, infusing English into primary school thematic topics is a good way to foster both English and other knowledge and competences simultaneously. The approach is not supposed to be too formal, so it can reduce the students' learning motivation. Alcaraz-Mármol (2018) suggested the teaching approach could be done through fun classroom tasks, engaging games and other exciting activities aiming to improve primary school learner listening and speaking skills followed by reading and writing when teaching creative activities are developed.

It will be interesting to know some researches on CLIL implementation in primary education. So, it is identifiable how effective CLIL is when being applied in the elementary level. CLIL is considerably effective for both subjects and a foreign language improvement, and believed to improve cognitive aspect, communication abilities, and cultural awareness (Sakurai, 2015). Diezmas (2016) found that CLIL is effective to improve primary students' English skills, particularly listening and speaking. The CLIL

positively effects young learners' communicative skills. Also their attitude towards FL and content subjects become more positive (Korosidou & Griva, 2014).

Current trend on the Information and Communication Technology (ICT) use is massively entering nearly all fields, including education. The ICT provides abundant references for the teachers and students both in class and outside the class, so learners have more opportunity to optimize all their potential for obtaining required information (Sansanwal, 2020). A web-based teaching, part of the ICT implementation, is quite popular in an academic context even in primary school levels. This is going to be a comfortable approach for CLIL in primary schools because integrating CLIL into digital technology can ease the learning itself. The evolution of web-based approach on CLIL proved to be an accessible, customizable, and accessible to apply CLIL strategies to primary school education (Ludovico & Zambelli, 2017). So, CLIL implementation will be more effective and doable anytime.

CLIL implementation is inseparable from the teachers' role to guide the students on the practice. Hence, teachers are supposed to have positive perception on the CLIL implementation. The perception drives the teachers' teaching performance, such as how they teach and deal with their classroom effectively (Tachaiyaphum & Sukying, 2017). They found in particular Thailand universities, CLIL helps students improve their language competence and subject knowledge simultaneously although it was agreed that CLIL implementation was challenging when having to teach content, language, and culture at the same time. At a Spanish university, teachers and students perceive CLIL positively to improve teachers' productive skills and students' vocabulary knowledge, listening and speaking skills. In the tertiary level education in Taiwan, teachers believed CLIL benefited learners, like attracting more international students to study in universities in Taiwan (Yang, 2016). Tsuchiya & Murillo (2019) found motivation to learn English and the positive attitudes are benefits of the CLIL in primary school and CLIL offers the chances to develop English language skills and content subjects simultaneously.

Some more investigations related to CLIL were conducted in Indonesian context. Mahmud (2020) found CLIL was effective to teach science, particularly Biology subject, using Genre-Based approach in secondary level.

Setyaningrum and Purwati (2020) stated through CLIL, teachers' competence and knowledge were improved and they perceived CLIL in young learners level as a positive way for pedagogic and linguistic development. Fitriani's (2016) investigation revealed a university student had a mixed feeling regarding the English use in content delivery. They were so motivated because of vocabulary development, but it was sometimes annoying given looking up a dictionary many times to learn new words.

It was admittedly clear that the need to English mastery is crucial as a part of global society. CLIL is suggested by many experts and researchers as a great alternative for English development. Research on it was conducted in various countries including Indonesia. However, the researcher found the scarcity of study examining CLIL implementation focusing on the primary school teachers' perception. In particular, there were no studies, known to the researchers, examining CLIL and web-based media in primary school levels in Indonesia. Hence, this research would investigate how the primary school teachers perceived CLIL and ICT-based media implementation. Most importantly, this research would promote the CLIL implementation in formal education, particularly primary level due to dual benefits (English and the learned subjects) creating time efficacy and student's motivation.

METHOD

To gather the data, the researchers applied a survey. Survey was used as it is a unique process to gather information derived from large population (Jones, Baxter, & Khanduja, 2013). The survey instrument was questionnaire, formulated using Likert-scale using Indonesian language as the questionnaire questions which was translated into English in this article as part of the article writing requirement. The Indonesian language was used to avoid the misleading question resulting invalid data. The questionnaire was distributed virtually through Google Form with 14 close-ended questions. Online questionnaire allows the respondents' data to be recorded automatically in the computer database. Afterwards, there was a recorded FGD that focuses on teachers' perception about CLIL integrated in the web-based media. The discussion would lead into more in-depth data.

There were 12 participants participated in the study that involved homeroom and content teachers. Their professional teaching experiences were one up to fifteen years. They also joined the professional development program conducted by the researchers, so they had sufficient knowledge and competence on CLIL integrated into web-based platform. Here is the detail of participants' data:

Table 1. *Detail of participants' data*

No.	Gender	Teaching experience	Grade	Lessons	Further information
1	Female	6-10 years	2	Thematic lessons	homeroom teacher
2	Female	11-15 years	6	Thematic lessons + Science	homeroom teacher
3	Female	1-5 years	2B	Thematic lessons	homeroom teacher
4	Female	11-years	5	Math, Civic, Social Science, Bahasa Jawa	content teacher
5	Female	1-5 years	1B	Thematic lessons	homeroom teacher
6	Female	11-15 years	4	Thematic lessons	homeroom teacher
7	Female	11-15 years	1	Thematic lessons	homeroom teacher
8	Male	1-5 years	1-6	PE	content teacher
9	Female	1-5 years	3	Thematic lessons	homeroom teacher
10	Female	16 years	1-6	Religion	content teacher
11	Female	2 months	3-6	English (as extracurricular)	content teacher
12	Female	1-5 years	1-6	Arabic and Kemuhmadiyahahan	content teacher

The research setting was at SD 'Aisyiyah Malang. The school is one of Muhammadiyah-affiliated schools under Universitas Muhammadiyah Malang supervisory school. They were so welcomed to join the professional teacher development in CLIL and web-platform

as the initial process of the data gathering.

The collected data were analyzed differently. The data from questionnaire were treated quantitatively through simple computation. Then, they were elaborated to identify the teachers' perception regarding CLIL implementation in

primary schools using ICT platform. On the other hand, the FGD outcomes were coded manually by referring to the literature review to gain the participant insights and thoughts on the CLIL applied virtually in a primary level. The FGD data were more natural due to the discussion concept letting the participants to share what they perceive regarding the topic. Dervin & Dyer (2016) highlighted the data of FGD were applied to identify authentic perception of the participants

FINDINGS AND DISCUSSION

After analyzing the questionnaire 14 (items using a five-Likert scale) and FGD data distributed to 12 teachers who have completed the professional development program on CLIL with digital platform for primary level. The researchers found how the participants perceived CLIL and web platform integration classified into three subthemes; 1) their readiness and motivation to implement CLIL approach using web-based materials, 2) the impact of CLIL through web-based materials for learners' English development, and 3) the supporting facilities to implement CLIL approach using web-based materials.

The teachers' readiness and motivation

Based on the data analysis, teachers were categorized as table 1 below in relation to their readiness and motivation when the CLIL and online platform were implemented in their class.

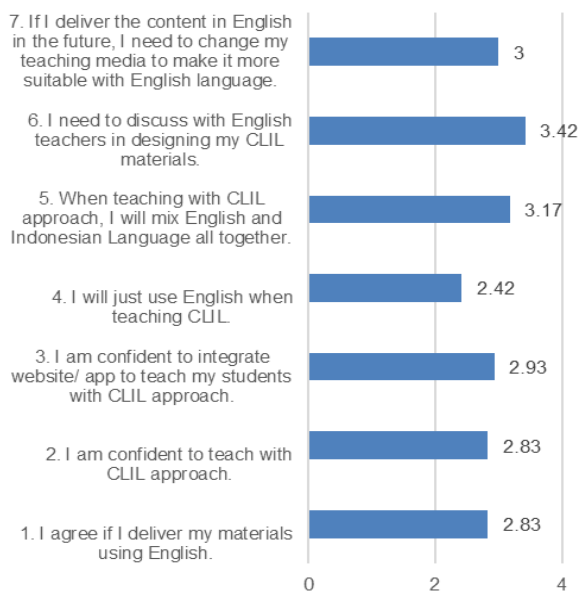


Figure 1. *The teachers' perception towards their readiness and motivation to implement CLIL approach using web-based materials*

Concerning the teachers' perception on their readiness and motivation to implement CLIL approach using web-based materials, it can be seen from the result of questions 1, 2, and 3 (Mean= < 3.00) indicating that most teachers looked themselves not so ready to implement CLIL approach. Some teachers expressed their difficulties in starting to implement CLIL approach for their classes. Hence, they were not full confidence in their language competence.

“Actually, we do understand about the materials that we are going to teach [integrating the content and language learning]. Yet, I do not feel confident with my English...” (FGD#teacher4)

“...We have tried to give an English lesson in our classes. Yet, we are still confused on what we need to prioritize... our language as the instruction or the students' vocabulary.... We also have difficulties in preparing the materials...” (FGD#teacher7)

“...I want it [implementing CLIL], somehow it's difficult to make my teaching materials in English...” (FGD#teacher2)

In another aspect, even though the teachers expressed their less readiness, most teachers are triggered and motivated to implement CLIL approach facilitated by web-based materials in their classes as shown on their responses for questions number 5, 6, and 7 (Mean= >3.00). Two teachers restated their understanding in the following excerpts.

“I see... It means that [at least] we change our instruments in English to start it...” (FGD#teacher10)

“...Is that okay when we start it from the simple one? Such as mentioning number in English. Because I am not good enough in speaking English.” (FGD#teacher8)

Further, the participants considered they were in need for collaboration with other teachers, either homeroom teachers or content teachers to prepare their teaching materials. They need help from other teachers to change their teaching instruction into the target language (English). Teacher 2, who is teaching Science for the upper class, expressed her attention to collaborating with other teachers.

“Ehm.... We can consult our teaching materials to the English teacher, perhaps, and asked the home-room teacher about the topic the students have discussed in their thematic books.” (FGD#teacher2)

Some teachers were well-prepared to apply CLIL approach. However, some expressed their less confidence if CLIL approach through web-based platform materials would be regulated in

their classes. Hence, they were not fully confident in their English skills and competence.

Basically, all of the teachers have a clear understanding of the basic concept of CLIL approach that is in line with the context of their school although this approach is relatively new for them. Therefore, they were reluctant to implement it. Similarly, Pinner (2013) found integrating the content into language and eliminating language barriers could be a big challenge not only for teachers but also students. Therefore, the teachers need to have a particular approach, so they are motivated to prepare the CLIL materials.

Bentley (2010) proposed three possible types of CLIL. They were language-led, subject-led (modular), and subject-led (partial immersion). All of them were based on the time allotment of CLIL practice in the learning process and the content addressed. To deal with the problems above, language-led approach could be applicable. This type of CLIL, also known as language-driven CLIL or Content-Rich Language Learning (CRL) (Escobar Urmeneta, 2019), allows teachers to teach particular content topic using English in 45 minutes once a week.

The short time allotment let teachers have more time to prepare better materials and was considered sufficient as the primary paces of CLIL implementation. Also, it corresponds the current regulation of Curriculum 2013 where English is extracurricular. Take an example, a science teacher is planning to design a unit of CLIL materials for the fifth grade. The selected topic is based on the thematic book of the fifth grade in the regular thematic class. It makes it possible to integrate language and content in a short-allocated time which was then mixed with the daily material delivery. This was a hybrid CLIL implementation. This type model is also highly suggested by Khoiriyah (2018) in her research on the implementation of adopted CLIL in some Indonesian primary schools. By implementing CLIL approach using web-based materials, students will gain greater foreign language exposure due to the limited school time.

CLIL approach is different from foreign language teaching, as in CLIL a foreign language is the vehicle for a form of subject-based teaching. It means that primary teachers should master both the language and the content. The most common problem encountered to implement this teaching innovation is limited to English proficiency. They were encouraged to join the

workshop on PD (Professional Development) program highlighting CLIL implementation online. However, they had a fairly positive perception to implement CLIL with web-based materials in their school. They mostly did not feel confident with their English competence, particularly their speaking skills. Some teachers stated that they were not familiar with some content vocabularies as it is also reported by Bui and Truong (2015), stating that teachers got some confusion in acknowledging some specific content vocabulary terms.

Further, primary school teachers should be equipped with language and pedagogical skills. More attempts and professional development programs are needed to upgrade the primary teachers' competence since most of them do not have an English education background. It also was reported by Setyaningrum & Purwati (2020) that to make CLIL approach visible for primary schools, all of the related stakeholders should go hand in hand to facilitate the teachers to improve their competences concerning linguistic knowledge and pedagogical issues. Additionally, there is a need of sufficient understanding from all the stakeholders ranging from teachers, parents and the school principals to accommodate the planning program and give more access to the teachers to explore their CLIL classes. Hence, the school leadership team is projected to make a policy to support the program and create supporting CLIL environment.

It takes some time and practices to become a CLIL teacher. Particularly, the CLIL teachers applied web-based materials. Thus, such this goal cannot be accomplished immediately. Their answers indicated their positive perceptions on the CLIL and web platform integration. This positive perception could lead into fun CLIL class. Yamano (2013) highlighted students experienced excitement and enjoyment when designing their favorite animals (one of CLIL exercises) and developing their English skills.

Usman *et al.* (2020) in their research strongly suggested that collaboration in preparing the CLIL materials is crucial to create an effective learning process. In order to enable students to participate more actively in content and language learning, primary teachers can collaborate to choose contextually-relevant topics based on thematic books. The selected thematic topics can be the starting point for building awareness of the content and create more engaging language learning (Rohmah, 2019). To achieve these learning objectives, language teachers and

content teachers can cooperate to discuss the selected topic and their teaching materials as well. It makes it possible for content teachers to learn about the classroom language or English instruction for the classroom activities from the language teachers. Meanwhile, the language teachers also enable to consult their specific content vocabulary items to the content teachers.

The impact of CLIL through web-based materials

Based on the data analysis, it was found the teachers had various perception when being asked about the effect of CLIL and web-based classroom topics for their students' English advancement.

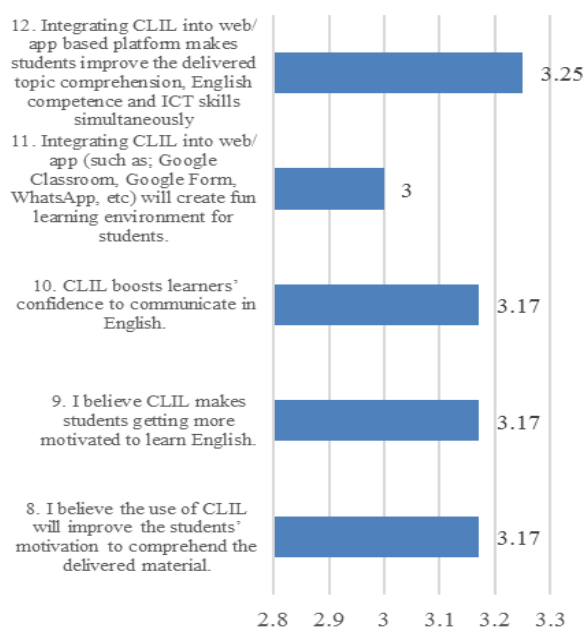


Figure 2. *The teachers' perception of the impact of CLIL through web-based materials for learners' English development*

Further, based on the result of the survey regarding the teachers' perception toward the use of web-based materials for their CLIL classes, the teachers had a tremendously positive impression (Mean = > 3.00). The teachers stated that to effectively integrating lesson, what they considered was using some supporting applications such as Google Classroom, Google Form, and other social media to communicate with their students.

"We usually use g-form for the quiz... and sometimes using google classroom for sharing the materials. It will be easy for the upper classes. I think CLIL materials will be beneficial for the students, if we try to implement it... (FGD#teacher9)

"Yeah, students will be motivated to learn by

giving some pictures or videos." (FGD#teacher11)

"I have already tried to provide web-based materials, such as I send a video to my students about the numbers... and I asked my students to learn at home. They were very interested in singing the song." (FGD#teacher10)

Nonetheless, some teachers were concerned that what they considered to have an effective CLIL lesson using web-based materials was the availability of internet access and supporting devices for their students. As it is stated by the teacher as follows:

"...for having web-based materials, it seems a bit problematic because some students do not have access to the internet or even supporting devices." (FGD#teacher1)

This research found the teachers mostly agreed on the benefits of CLIL lesson using web-based materials. This finding showcased teachers' comprehension about the concept of CLIL and how it can affect the students English. It is no surprising because of the common knowledge about the important of English for student's future education opportunities in job and career. Also, they have realization that ICT can be separated when learning English. This finding is in line with some empirical research reporting the benefits of CLIL approach in real classroom practice. Yamano (2013) in her study for Japanese EFL context, revealed that the implementation of CLIL has the potential for improving primary students' proficiency in the target language, particularly in promoting a positive attitude among students towards the target language and mastering vocabulary. It is going to be a great step to let them learn and develop their English more. That positive feeling should be maintained so students can enjoy English learning which is in fact learnt automatically while developing their content knowledge.

Furthermore, Campillo-Ferrer, Miralles-martínez, & Sánchez-ibáñez (2020) also reported that CLIL is strongly believed resulting cognitive development of primary school students in Spanish EFL context. It was interesting finding that CLIL does not only enhance primary students' English skills and communication but also think, explore, and solve their real-world issues. This may not be realized by participants of this research and most of primary school teachers. Hence, they do not really get encouraged its implementation. So, more research on this area need to get more attention.

And, there should be more workshop and seminar children cognitive development could be fostered through CLIL and web integration.

The use of online learning apps and interactive websites facilitates the students for immediate translation from the target language to L1 and also provide the correct pronunciation (Bailey, 2015). Besides, Mahmud (2020) deemed that by integrating multimodal learning resources, CLIL approach helps the establishment of students' prior knowledge towards the content learned and support the students' language learning activities. These are in line with this research highlighted the use of Google Classroom, Google Form, and other social media affecting the lesson gaining more effectively and create more effective communication.

The supporting facilities to implement CLIL approach using web-based materials

The findings on the participants' perception regarding facilities supporting the implementation of CLIL and ICT-based topics are elaborated below.

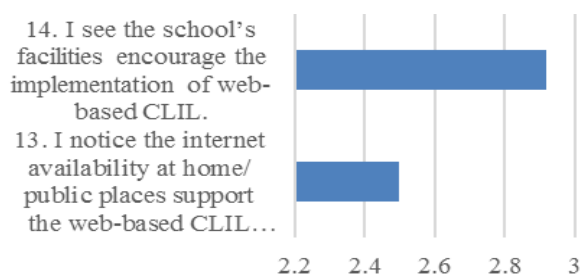


Figure 3. *The teachers' perception towards the supporting facilities to implement CLIL approach using web-based materials*

For the teachers, the availability of supporting ICT tools will make CLIL easily to be implemented for their classes (Ludovico & Zambelli, 2017). Participants in this investigation stated the same that what they saw as an effective CLIL lesson with web-based topics was supposed to be supported by reliable internet connection and related devices. So, primary schools' planning to implement this approach need to prepare solid digital infrastructure. Here, the policy makers are supposed to know and be encouraged to build all the facilities to ease the CLIL and web-based topics. Otherwise, all the concepts, teaching media, teaching preparation and modified lesson plans for its implementation will not work.

In fact, supporting facilities are not

sufficiently available to implement this teaching approach. Here, supporting facilities clearly have a key role to run this new and challenging teaching approach. In other words, policy makers have to be highly motivated to support and supply the required ICT facilities.

CONCLUSION

This study concludes the teachers were basically encouraged to adopt CLIL approach using web-based materials for their classes and had a reasonably positive perception to implement CLIL for their classes. However, they mostly were not confident to apply it in their class due to their lack of English competences (vocabulary, speaking, etc.). Therefore, language-led approach was a good option where they could mix English and Indonesia to lessen their anxiety. Also, the teachers basically agreed that implementing CLIL using web-based teaching materials has comprehensive impact for students due to its dual-focus, content, and language learning despite of the teachers' lack of English proficiency, lack of appropriate teaching materials, and lack of ICT facilities. The successful implementation of CLIL as a bottom-up policy inevitably involves a joint effort by all related parties (teachers, principals, and parents). The expected implementation of adopted CLIL approach and web-based materials could be promoted as long as the teachers are adequately trained and supported by the school. Recognizing that this study covered a small research area and that the findings cannot be generalized in the context of all Indonesian primary schools. Therefore, there is a strong need for more research to explore a broader context.

REFERENCES

- Alcaraz-Mármol, G. (2018). Trained and non-trained language teachers on CLIL methodology: Teachers' facts and opinions about the CLIL approach in the primary education context in Spain. *Latin American Journal of Content & Language Integrated Learning*, 11(1), 39–64. <https://doi.org/10.5294/laclil.2018.11.1.3>
- Bailey, N. (2015). Attaining Content and Language Integrated Learning (CLIL) in the primary school classroom. *American Journal of Educational Research*, 3(4), 418–426. <https://doi.org/10.12691/education-3-4-6>
- Bentley, K. (2010). *The TKT Course: CLIL Module*. Cambridge University Press.
- Bui, L. D. T., & Truong, T. T. N. (2015). CLIL in primary English lessons: teachers' perspectives. *Language Education in Asia*, 6(2), 90–106.

- https://doi.org/10.5746/leia/15/v6/i2/a2/bui_truong
- Campillo-Ferrer, J.-M., Miralles-martínez, P., & Sánchez-ibáñez, R. (2020). CLIL teachers' views on cognitive development in primary education. *Palgrave Communications*, 1–8. <https://doi.org/10.1057/s41599-020-0480-x>
- Campillo, J. M., Sánchez, R., & Miralles, P. (2019). Primary teachers' perceptions of CLIL implementation in Spain. *English Language Teaching*, 12(4), 149. <https://doi.org/10.5539/elt.v12n4p149>
- Dervin, F., & Dyer, C. (2016). *Constructing methodology for qualitative research*. Springer.
- Diezmas, E. N. M. De. (2016). The impact of CLIL on the acquisition of L2 competences and skills in primary education. *International Journal of English Studies*, 16(2), 81–101.
- Escobar Urmeneta, C. (2019). An Introduction to Content and Language Integrated Learning (CLIL) for Teachers and Teacher Educators. *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 2(1), 7. <https://doi.org/10.5565/rev/clil.21>
- Fitriani, I. (2016). Grass roots' voices on the CLIL implementation in tertiary education. *Dinamika Ilmu*, 16(2), 211. <https://doi.org/10.21093/di.v16i2.320>
- Heras, A., & Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. *Language Teaching Research*, 19(1), 70–88. <https://doi.org/10.1177/1362168814541736>
- Jones, T. L., Baxter, M., & Khanduja, V. (2013). A quick guide to survey research. *Annals of the Royal College of Surgeons of England*, 95(1), 5–7. <https://doi.org/10.1308/003588413X13511609956372>
- Khoiriyah. (2018). CLIL in Indonesia: The 4C's Framework of Adopted CLIL Approach in Elementary School Khoiriyah. *Proceedings Quality Improvement Innovation in ELT (COETIN)*, 1, 154–160.
- Korosidou, E., & Griva, E. (2014). CLIL approach in primary education: Learning about Byzantine art and culture through a foreign language. *Studies in English Language Teaching*, 2(2), 240. <https://doi.org/10.22158/selt.v2n2p240>
- Ludovico, L. A., & Zambelli, C. (2017). Web-based frameworks for CLIL in primary school: Design, implementation, pilot experimentation and results. *Communications in Computer and Information Science*, 739, 139–158. https://doi.org/10.1007/978-3-319-63184-4_8
- Mahmud, Y. (2020). Conceptualizing bilingual education programs through CLIL and genre-based approach: An Indonesian context. *VELES Voices of English Language Education Society*, 4(1), 62–74. <https://doi.org/10.29408/veles.v4i1.2005>
- Pinner, R. (2013). Authenticity of purpose: CLIL as a way to bring meaning and motivation into EFL contexts. *Asian EFL Journal*, 15(4), 138–159.
- Rohmah, I. I. T. (2019). The feasibility and effectiveness of integrating content knowledge and English competences for assessing English proficiency in CLIL. *ETERNAL (English Teaching Journal)*, 10(1). <https://doi.org/10.26877/eternal.v10i1.3909>
- Sakurai, S. (2015). Bilingual education in primary school: Aspects of immersion, CLIL, and bilingual modules. *Language and Education*, 29(1), 83–85. <https://doi.org/10.1080/09500782.2014.895104>
- Sansanwal, D. N. (2020). Use of ICT in teaching-learning & evaluation. In *Journal of Xidian University* (Vol. 14, Issue 5). <https://doi.org/10.37896/jxu14.5/642>
- Setyaningrum, R. W., & Purwati, O. (2020). Projecting the implementation feasibility of CLIL approach for TEYL at primary schools in Indonesia. *JEES (Journal of English Educators Society)*, 5(1), 23–30. <https://doi.org/10.21070/jees.v5i1.352>
- Tachaiyaphum, N., & Sukying, A. (2017). EFL pre-service teachers' perceptions of CLIL. *Asian Education Studies*, 2(4), 44. <https://doi.org/10.20849/aes.v2i4.283>
- Tsuchiya, K., & Murillo, M. D. P. (2019). Content and language integrated learning in Spanish and Japanese contexts: Policy, practice and pedagogy. In *Content and language integrated learning in Spanish and Japanese contexts*. Springer Nature.
- Usman, H., Ferdiansyah, S., Widodo, H. P., & Lestariyana, R. P. D. (2020). Primary School English Teachers' Perceptions of the Teacher Educator-Created English Textbook: The Case of Indonesia. *The Journal of AsiaTEFL*, 17(3), 1057–1067.
- Yamano, Y. (2013). Using the CLIL approach in a Japanese primary school: A comparative study of CLIL and EFL lessons. *The Asian EFL Journal*, 15(4), 160–183.
- Yang, W. (2016). An investigation of learning efficacy, management difficulties and improvements in tertiary CLIL (Content and Language Integrated Learning) programmes in Taiwan: A survey of stakeholder perspectives. *Latin American Journal of Content & Language Integrated Learning*, 9(1), 64–109. <https://doi.org/10.5294/laclil.2016.9.1.4>
- Yilmaz, F., & Şeker, M. (2013). Young learners' perceptions on learning languages through CLIL and ICT. *Academica Science Journal*, 1(1), 42–48.