



CLIL Instructions in Indonesian Tertiary Tourism Study Program: An Analysis of Students' Perceptions

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ABSTRACT

CLIL instructions in many countries were proven to be beneficial for its effects on the students' learning achievement both on content of subject matters as well as the English competence. However, in South East Asian setting, especially in Indonesia, there was a limited study exploring about what the students perceived about CLIL instructions. Therefore, the present study administering quantitative survey research with cross-sectional design aimed at analyzing the Indonesian tourism tertiary students' perception on CLIL instructions. The sample of study was 219 students attending tourism study program from four universities in Bali, Indonesia. The data was collected through administering validated questionnaire to the sample of the study. Data analysis was done by using descriptive statistical analysis to summarize data from the findings in this survey research. The results of present study found out that Indonesian tourism tertiary students perceived CLIL instructions positively. Therefore, it was suggested that CLIL was suitably be implemented in a vocational program such as in tourism study program to help students build domain-specific knowledge of both content and the target language through meaningful learning activities.

Keywords: CLIL, students' perceptions, tourism study program

INTRODUCTION

Content and language integrated learning (CLIL) is seen as an innovative approach on language learning aiming at building and enhancing students' knowledge on various subject matters while they are acquiring the target language competences. In the other words, CLIL is one of education approach which integrates language learning of the target language and disciplinary content learning (Coyle, 2007; Gabillon, 2020; Hemmi, & Banegas, 2021; Sercu, 2021; Vega & Moscoso, 2019). From this point of view, than it can be seen that CLIL is perceived as an approach that enable students to develop their communicative competence and cognitive skills as they are constructing knowledge of norms specific to both the language and content they are studying.

CLIL directs the students to be able to reconstruct the subject content and its cognitive processes through the target language. CLIL requires a rethinking about the function of language in CLIL settings, away from language learning towards an approach that combines learning to use language and using language to learn (Coyle, 2007). This approach is heavily influenced by current language teaching pedagogies that regard linguistic norms, language development, cognitive engagement, and content learning as inextricably linked and impacting one another (Gabillon, 2020). It regards language learning as the accumulation of abilities (language, life, academic, and cognitive skills) through the integration of sets of behaviors learnt by repeated practice. Therefore, it represents task or performance driven techniques that focus on what learners can accomplish with the language to meet the goals of the

communication process rather than how effectively they create discrete linguistic elements.

In determining the required elements for learning a foreign language, Coyle (2007) suggested the conceptual framework of the 4Cs, which features Content (theme), Cognition (learning and reasoning), Communication (language), and Culture (social consciousness of oneself and others). Within this framework, learners are capable of managing content-related information and use that information by employing higher cognitive processes. One of the basic concepts underlying CLIL is that the integration between the language acquisition process and the learning of non-language materials is a way to achieve success in the language learning process (Coonan, 2012; Díaz Pérez, Fields, & Marsh, 2018; Gabillon, 2020; Katsuaki, 2014; Kewara & Prabjandee, 2018; Krishnan, Sasi, & Aich, 2021). Kewara & Prabjandee (2018) further explained that the rationale for this CLIL is that language learning can be successful when knowledge used in social contexts can be used to communicate in a learning context which at the same time can encourage students to have thinking skills and intercultural communication skills. Here, it can be seen that CLIL emphasizes the integration of content learning and language learning to develop proficiency in using language both for mastery of academic content and for interpersonal communication (Krishnan, Sasi, & Aich, 2021).

The relevant theory underlying CLIL concept is the sociocultural theory, in which the perspective of the theory views CLIL is an approach that focuses on communication, reflection, and learning as related processes in the construction of knowledge and the development of languages (Gabillon, 2020). Hemmi and Banegas (2021) further stated that sociocultural theory, which is frequently cited as a core element of CLIL methodology, is based on the idea that learning happens via collaboration. Besides, Cognition and critical thinking abilities are also crucial to CLIL learning. As a result, CLIL activities are supposed to assist learners in transitioning from lower-order thinking abilities like remembering, comprehending, and applying to higher-order thinking skills like analyzing, evaluating, and producing (Coyle, 2007). In addition, Cummins (2008) suggested that students need to learn content while developing cognitive academic language proficiency, which involves language manipulation in cognitively demanding situations reduced to a determined context. Another theory underlying CLIL according to Hemmi and Banegas (2021) is systemic functional linguistics, which views CLIL as an approach that places language to be learned as a part of real world communication contexts. This theory can be applied to explain the relationship between the learning of content and the language used to learn it.

CLIL practices in the language learning indicated that the integration of content and language in the teaching and learning process is beneficial in developing the students' competency (Gabillon, 2020). Brevik & Moe (2012) proved that CLIL was effective in developing Norwegian students' English competence in primary and secondary level. Huang (2020) found out that CLIL helped enrich student vocabulary mastery of the target language in primary education setting in Taiwan. Besides, CLIL is also effective to make students gain better knowledge of subject's content. It is proven by a research done by Surmont, Struys, Van Den Noort, & Van De Craen (2016) which found that CLIL in Belgium setting appeared to have a positive impact on the content subject mastery of the students of secondary students even after a short period of time. Cañado, (2018) also proved that CLIL had positive impact on students content knowledge mastery in primary and secondary education in Spain. Based on those empirical findings, it can be concluded that CLIL instructions in many countries were proven as a very beneficial approach.

Given these overall positive empirical findings on the effectiveness of CLIL instructions, it is not surprising that studying students' perspectives of their CLIL experiences is needed. However, there is still limited finding discussing about how actually this CLIL instructions being perceived by the students at tertiary level (Sercu, 2021) especially in Indonesian context. Therefore, present research aimed at finding out about students' perception toward CLIL, their efficiency in CLIL, and their cooperation in CLIL instructions in Indonesian tertiary tourism study program.

METHODS

Present research was a quantitative survey research with cross-sectional design aiming at analyzing the Indonesian tourism tertiary students' perception on CLIL instructions. This design was suitably used in gathering opinions or attitudes from one specific group (Edmonds & Kennedy, 2017). The populations of the study were 590 tertiary students of tourism study program from four universities in Bali, Indonesia. The population sample of the study was 219 students which were chosen by simple random sampling technique with the number of sample was determined by using Slovin's formula with confidence level of 95%. The data collection was done by using questioner. The questionnaire used for this study was adapted from existing questionnaire from Priovolou (2020). The indicators being assessed by the questionnaire were the students' perceptions toward CLIL, students' perceptions about their efficiency in CLIL instructions, and the students' perceptions about their cooperation in CLIL instructions. The questionnaire used five scale of Likert's scale ranging from 1 as strongly disagree to 5 as strongly agree. The questionnaire had been validated through content validity and empirical validity. In determining the content validity of the questionnaire, each item was evaluated by two expert judges and analyzed by using Gregory Interrater Agreement formula (Gregory, 2000). The result showed that all of the items were valid. In the term of empirical validity, the questionnaire items were analyzed by using SPSS 26 in order to determine the correlation of each item's score with the total score. The result showed that all items were valid in which all of the items' Pearson correlation coefficient exceeding r values for 40 samples (margin of error was 0.01). The results showed that mean score of Pearson's correlation (r) was above 0.3932 meaning that all items of the questionnaire were empirically validated (see Table 1). The questionnaire was also checked for its reliability, which resulted that the questionnaire was highly reliable ($\alpha > 0.90$ as seen on Table 2). Data analysis was done by using descriptive statistical analysis to summarize data from the findings in survey research (Edmonds & Kennedy, 2017).

Statistics of Questionnaire Validity

Perarson's Product Moment		
N	Valid	17
	Misising	0
	Mean of r	.678176
	Median of r	.680000
	Minimum of r	.4630
	Maximum of r	.8700

Table 1. Questionnaire Validity

Reliability Statistics

Cronbach's Alpha	N of Items
.925	17

Table 2. Questionnaire Reliability

RESULTS AND DISCUSSION

The results of present study found out that from the three indicators of CLIL instructions assessed, it was found that Indonesian tourism tertiary students' perception on CLIL instructions was positive. There were 72.14 % of the participants agreed that they had positive perception about CLIL instructions in their tourism classroom. Meanwhile, in the term of the students' perception on their efficiency in CLIL instructions, the result of the study indicated that they had positive perception to it, in which 59.36 % of the participants agreed to this statement. In addition, the students' perceptions in their cooperation in the CLIL classroom were also positive, where there were 74.18 % of the participants agreed about it. Table 3 shows the finding concerning to the students' perceptions toward CLIL instructions in their tourism classroom. The students' perceptions toward CLIL were created by the classification of questions 1, 2, 3, 4, 5, 16, and 17. According to the results, all of the questions concerning the students' perception on CLIL were positive as the questions in this section averagely had a mean score of 3.87 with 72.14 % frequency of agree statements. It means that most of the respondents had positive perceptions toward CLIL instructions.

Statistics of Students' Perceptions toward CLIL Instructions

		Q1	Q2	Q3	Q4	Q5	Q16	Q17	Average
N	Valid	219	219	219	219	219	219	219	
	Missing	0	0	0	0	0	0	0	
Mean		3.7397	3.9635	3.48886	3.9772	3.73397	3.7169	1.4566	3.8688
Median		4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.1428
Mode		4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.1428
Std. Deviation		.7903	.6556	.9155	.713	.796	.711	.614	.742
Variance		.625	.430	.838	.509	.634	.507	.378	.56
Agree		68.5%	83.1%	45.2%	81.7%	67.6%	64.4%	94.5%	72.14%
Neutral		24.2%	13.7%	29.7%	14.2%	24.7%	32.4%	5.0%	20.56%
Disagree		7.3%	3.2%	15%	4.1%	7.8%	3.2%	.5%	5.87%

Table 3. Students' Perceptions

The first item of the questionnaire asked the students about their perception if they felt more interested to attend a lesson related to tourism content in English rather than in Bahasa Indonesia. The result showed that the 68.5 % of the participants agreed that they were interested to CLIL instructions, where the contents of tourism subjects were thought by using English. The second item of the questionnaire asked the students' perception and attitude while attending CLIL classroom. As it is seen on the result, 83.1 % of the participants agreed that learning tourism content while using and learning English was fun and challenging. The third item of the questionnaire asked the participants' perception about CLIL concept that should be implemented to other subjects other than tourism subjects. The result showed that 45.2 % of the participant agreed that CLIL instructions should be implemented to more subject matters. However, the results also indicated that around 29.7 % of the participants still confused whether the CLIL concept should be implemented more or not. The fourth item of the questionnaire asked the participants' perception if they could learn the content of tourism subject matters while they were trying to acquire the target language. The result showed that 81.7 % of the

participants were agree that they could acquiring the target language, in this case English as they studied about the content of the tourism subject matters. The fifth item of the questionnaire asked the participants about their attitude whether they were used to learn the content of the tourism subject by using English or not. The result showed that 67.6 % of the participants agreed that they were used to learn the content of the tourism subject matters by using English. The sixteenth questionnaire item asked the participants about their self confidence in achieving the learning target in tourism subject matters by using English as medium of the instructions. The result showed that 64.4 % of them agreed that they were having their self confidence in achieving the learning target of the subject matters as they taught by using English. The seventeenth item of the questionnaire asked about the participants' perceptions about if it was important to learn tourism subject matters in English for their future. The results showed that 94.5 % of the participants agreed that CLIL concept in which the instructions that focused on mastering the content knowledge of tourism subjects as well as acquiring English was important for their future.

The first indicator assessed was about the students' perceptions toward CLIL instructions. From this indicator, the item of the questionnaire having highest positive response was the statement about the participants' perceptions about if it was important to learn tourism subject matters in English for their future. The results showed that 94.5 % of the participants agreed that CLIL concept in which the instructions that focused on mastering the content knowledge of tourism subjects as well as acquiring English was important for their future. This finding was interesting, where almost of the samples perceived that CLIL instructions in their tourism classes was very beneficial in which the content of the in English, so at the same time they could learn and master English. To elaborate this finding, an interview was administered randomly to the sample of the study to find out the explanation about it. It was found that the participant felt that CLIL instructions was very beneficial for them because this kind of instruction allowed them to learn the target language easier if this language was optimally and meaningfully used in communication process; they did not like learning English just by memorizing vocabularies and grammatical of English without knowing how it would be used in contextually communication process. CLIL instruction allowed them to use the target language contextually about tourism that they would be used in their future career.

The idea of using meaningful content to learn a language has long been present in second language acquisition research, most notably in the work of Krashen (1982), who observed that the goal of learning a second language is better achieved in contexts that generate "comprehensible input" with meaningful information rather than through memorization of grammatical rules (Krashen, 1982). This viewpoint served as the foundation for his input hypothesis theory ($i + 1$), which maintains that language is learnt in phases that test learners' competency levels. In this context, (i) represents the student's current degree of competence, and (1) represents the next level of proficiency, which is somewhat above the student's current knowledge of the language. It has been proposed that a second or foreign language is best learnt in an atmosphere that prioritizes meaning above correctness (Vega, & Moscoso, 2019).

The students' perceptions about their efficiency in CLIL instructions were created by the classification of the questions 6, 7, 8, 9, and 10. As shown on Table 4, the results of the study showed that all of the questions concerning the students' perception on their efficiency in CLIL instructions were positive,

in which all of the questionnaire items of this section averagely had a mean score of 3.64 with mode was 4.00 and 59.36 % frequency of agree statements.

Statistics of Students' Efficiency in CLIL Instructions

		Q6	Q7	Q8	Q9	Q10	Average
N	Valid	219	219	219	219	219	
	Missing	0	0	0	0	0	
Mean		3.5616	3.5388	3.693	3.7306	3.7306	3.64018
Median		4.00	4.00	4.00	4.00	4.00	4.000
Mode		4.00	4.00	4.00	4.00	4.00	4.000
Std. Deviation		.77198	.79684	.78548	.70745	.72664	.757687
Variance		.596	.635	.617	.500	.528	.5752
Agree		53.9%	51.6%	59.8%	65.8%	65.7%	59.36%
Neutral		59.3%	40.6%	33.3%	31.1%	32.1%	35.38%
Disagree		6.9%	7.8%	6.9%	3.2%	3.2%	5.6%

Table 4. Students' perceptions about their efficiency in CLIL instructions

The sixth item of the questionnaire asked the participants about their efficiency in using English in learning tourism subject matters. The result showed that 53.9 % of the participants were agree that they felt that they were able to use English in learning the content of tourism subject matters. The seventh questionnaire item asked the participants about their readiness in using English in the classroom. The result stated that 51.6 % of them agreed that they were confident and ready to use English in the learning process. The eighth questionnaire item asked the participants about their confident in using English in learning. The result showed that 59.8 % of the participants agreed that they were convinced that they could use English in the CLIL instructions. The ninth questionnaire item asked the participants that they were confident in reaching the target or objective of the learning instruction. The result showed that 65.8 % of the participants agreed that they confidently could fulfill the learning objectives of tourism subject matters taught by using English. The tenth item of the questionnaire item asked the participants if they were able to finish all task of tourism subject matters by using English. The result showed that 65.7 % of the participants thought that they could finish all task given in all tourism subject matters taught in English.

The second indicator assessed was the students' perceptions about their efficiency in CLIL instructions. The highest positive response was on the questionnaire item asking the participants that they were confident in reaching the target or objective of the learning instruction of tourism subjects taught in English. The result showed that 65.8 % of the participants were agree that they confidently could fulfill the learning objectives of tourism subject matters taught by using English. Based on the interview done on a participant, it was found that they were confident of their competence in CLIL instructions because they felt that tourism subject matters, such as tour guiding, cultural tourism, MICE, etc. were highly correlated with English competence. Therefore, mastering English was perceived as mastering the skill and competence on those subject matters. This finding supported the research finding done by Omar, Kamlun, & Lee (2020) who explored Malaysian students' perceptions of the usefulness of CLIL instructions. The results showed positive feedback that the CLIL instructions is useful in their English lessons.

However, these findings were quite different with the result of study done by Sercu (2021) who did a cross-sectional survey research to explore Vietnamese tertiary students' perceptions toward CLIL instructions. The findings showed that students were felt in struggle in the courses where CLIL was implemented. It was because the insufficient levels of mastery of the English language. From these findings, therefore it could be seen that even though CLIL practices in the language learning indicated that the integration of content and language in the teaching and learning process is beneficial in developing the students' competency (Gabillon, 2020) and empirically found that CLIL instructions in many countries were proven as very beneficial (Brevik & Moe, 2012; Cañado, 2018; Huang, 2020; Surmont, et al, 2016), however, in the context of South East Asian countries, such as Indonesia, Malaysia, and Vietnam, beside concerning on the students achievements on the content of subject as well as English competence, the students perception should be also considered in order to find out how exactly to plan and execute a better CLIL instructions based on students' perception.

The students' perceptions about cooperation in the CLIL classroom were created by the classification of the questions 11, 12, 13, 14, and 15. Table 5 showed the results that all of the questionnaire items about the students' perception in their cooperation in the CLIL classroom were positive; all of the questionnaire items of this section averagely had a mean score of 3.80 and 74.18 % frequency of agree statements.

Statistics of Students' Cooperation in the CLIL instructions

N	Valid Missing	Q11	Q12	Q13	Q14	Q15	Average
		219 0	219 0	219 0	219 0	219 0	
Mean		3.8676	3.9041	3.7215	3.7991	3.7397	3.8064
Median		4.00	4.00	4.00	4.00	4.00	4.000
Mode		4.00	4.00	4.00	4.00	4.00	4.000
Std. Deviation		.68120	.68732	.76629	.69454	.71730	.70933
Variance		.464	.472	.587	.482	.515	.504
Agree		75.4%	80.9%	69%	74.4%	71.2%	74.18%
Neutral		22.4%	15.1%	23.7%	21.0%	22.8%	21.00%
Disagree		2.3%	4.2%	7.3%	4.6%	6%	4.88%

Table 5. Students' perceptions about their cooperation in CLIL instructions

The eleventh item of the questionnaire asked the participants' perception toward their ability to do learn tourism subjects by using English in group. The result showed that 75.4 % of the participants agreed that they were able to work efficiently in group. The twelfth item of the questionnaire asked the participants about their attitude in CLIL group work. The result indicated that 80.9 % agreed that they were pleased while they were working in group in the CLIL lesson. The thirteenth item of the questionnaire asked the students about their achievement if the worked in group. The result showed that 69 % of them agreed that they could achieve better understanding in CLIL lesson if they worked in group. The fourteenth item of the questionnaire asked the participants about their perception about their improvement in CLIL instructions in group work. The result showed that 74.4 % of the participants agreed that they could improve their English competence and content subject as they learn the subject

matters together in group. The fifteenth item of the questionnaire asked the participants attitude toward group work learning activity in CLIL lesson. The result showed that 74.18 % of the participants agreed that they were easier to study English and content of the subject if they were in group work.

The third indicator studied was about students' perceptions about their cooperation in CLIL instructions. The results showed that in this indicator, the twelfth item of the questionnaire asking the participants about their attitude in CLIL group work was having the highest positive responses. The result indicated that 80.9 % agreed that they were pleased while they were working in group in the CLIL lesson. From the interview, the participant felt that CLIL instructions were fun if they were learn and do the learning activities in group. They vocalized that in a group work setting they could discuss and understand learning materials easier. Besides, they also would have more chances to use English as mean of communication in the group or class discussions. This finding supports the theory of sociocultural theory underlying the CLIL concept in which it focuses on communication, reflection, and learning as related processes in the construction of knowledge and the development of languages that happens via collaboration (Gabillon, 2020; Hemmi & Banegas, 2021). In this case, allowing students to discuss the contents in groups was perceived more useful (Sercu, 2021).

CONCLUSION

In general, the results of present study found out Indonesian tourism tertiary students' perception on CLIL instructions was positive. This finding could be used as a reflection toward how the implementation of CLIL concept and principle affected the students' positive perception toward it. The foreign language is used in CLIL is seen as a tool to teach new subject matter and communicate; it is the vehicle through which subject matter material is learnt. CLIL, in accordance with language, provides for the simultaneous acquisition and development of the two components of language (i.e. social and academic) identified in Cummins' (2013) theory: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In turn, the learning theory that CLIL is constructed on emphasizes constructivism and cognitivist. CLIL uses students' prior knowledge, abilities, and experiences to engage them in relevant learning contexts, based on the notion that any foreign language is best taught in authentic and meaningful situations. This necessitates a shift in the perception of the students, where the CLIL instructions were considered useful and meaningful to achieve their objectives in learning. From this characteristics, it is proposed that CLIL is suitably be implemented in a vocational program such as in tourism study program to help students build domain-specific knowledge of both content and the target language through meaningful learning activities.

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