

Video Sharing in Content and Language Integrated Learning (CLIL) Context:

Fostering Junior High School students' productive skills

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Abstract—The growth of technology has been influential to the teaching material development since it is accessible in various formats. However, there remains teaching materials that are traditionally delivered even though teachers can use technology during the process of the teaching. This study was to investigate the implementation of Content and Language Integrated Learning (CLIL) by using video-sharing media in teaching productive skills and finding possible problems occur during its implementation. A descriptive study was employed with an observation and a questionnaire with open-ended questions to collect data. It was found that during the implementation of CLIL, students' enthusiasm and their productive skills toward English were very visible. Teacher's difficulty was also found as a crucial issue in CLIL implementation. Planning effective teaching method and providing authentic materials are recommended to improve the result of CLIL implementation in the classroom.

Keywords—CLIL; video sharing media; productive skills

I. INTRODUCTION

Over the last decade, the growth of technology has resulted in a dramatic development. This growth is influential to the teaching materials development since it is resourceful and accessible in various formats [1]. However, there are still teaching materials that are traditionally delivered to learners, while on the other side some teachers have been taking a glance on the growth of technology as a brand new opportunity to develop teaching materials.

The growth of technology, furthermore, has been providing many kinds of digital features which offer many benefits for teaching materials development. One of those features is the audiovisual material which students are familiar with. Broadly speaking, students are easy to understand when they learn something through media that they like or they are familiar with, and the use of audiovisual or video materials can benefit both students and teachers. As a matter of fact, using video in teaching language skills offers many advantages particularly to engage students' enthusiasm because the learning situation does not seem to always be formal. However, it is also inevitable that the use of video may occur some potential problems during its implementation in the classroom.

This study was purposed to investigate the implementation of the Content and Language Integrated Learning (CLIL) approach using video-sharing media in teaching English language skills and to identify some possible problems occur during the implementation. It is important to know whether the implementation can give encouragement to both students and teachers or even lead them to other difficulties. Therefore, the possible solutions to address the problems can be prepared.

Teaching English as a foreign language often faced with problems of low students' motivation, students' difficulties, and students' interest in learning activities. The Content and Language Integrated Learning (CLIL) approach seems to be the right activities to address those problems for its learning potential has greater exposure to the language and give better opportunities in language learning [2]. The CLIL approach was first invented in Europe by David Marsh in 1994, it was considered not only providing extra exposure towards comprehensive input of context in language but also embedding context in the classroom activities [3]. Furthermore, Suwannoppharat and Chinokul argue that CLIL is the key methodology which actively engages students' participation to develop students' abilities in knowledge and skills acquisition through a cognitive process [4].

Along with the emergence of social media that provides a variety of distinctive features, video sharing seems to have become an integral part of every social media. Video-sharing media has made it possible for 21st-century learners to share their everyday activity with the world, downloading and uploading instructional and demonstration videos [3]. This also means that videos can play a crucial role in a CLIL lesson, as they can be exploited in the different phases of the lesson (brainstorming, introduction, practice, testing, etc.) with the purpose to engage students and motivate them in a learning situation [5].

Therefore, it is important to conduct this research to investigate the implementation of CLIL in teaching productive skills and possible problems occur during the implementation so that possible solutions can also be mapped.

II. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AND VIDEO SHARING MEDIA AND PRODUCTIVE SKILLS

A. Content and Language Intergrated Learning (CLIL)

The CLIL approach was first invented in Europe by David Marsh in 1994 [3]. It is described as an approach which integrates the teaching content from a curriculum subject with the authentic materials [6]. Most studies on CLIL focused on many difficulties surrounding its implementation. From a lack of sustainable teacher supply and insufficient pre- or in-service training to the difficulties in providing teaching materials as described in figure 1 [7].

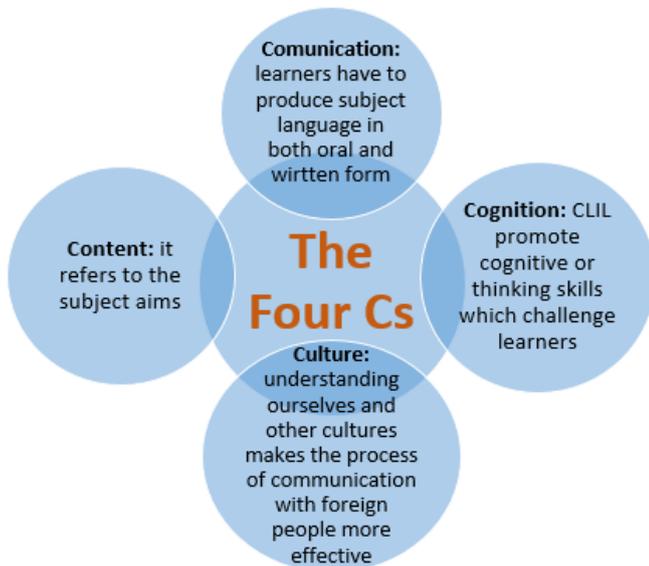


Fig. 1. CLIL framework.

Figure 1, explains that CLIL has the methodological means to reach two objectives, those are the content material and the language, with the foreign language as the vehicle through which the content objectives are achieved. But the language development cannot be left behind. It is important to bear in mind that in CLIL contexts the foreign language has the same function as a native language in traditional ones. A very important issue to deal with is that in CLIL classrooms, the non-language discipline often suffers from difficulties students experience in the foreign language. A common problem is that students' performance in the foreign language is often quite poor in traditional learning contexts. One of the main concerns for the teachers involved in the CLIL project should be to identify the students' skill level and then set specific activities in order to improve their ability to use the language properly with an adequate range of vocabulary [8].

CLIL is an educational approach to learn and teach content and language simultaneously by using an additional language [7]. As a comprehensive construct of CLIL, Coyle et al. proposed the 4Cs framework, which demonstrated the interrelationship among content (subject matter), communication (language), cognition (learning and thinking), and culture (cultivating intercultural awareness). It considers the association of different elements of CLIL such as learning association of content with cognition, language learning

integration of communication with cultures, and intercultural experiences [9].

For teacher's strategic planning of language and content learning sequence, Genesee suggested that content obligatory language (language vital for understanding content material) and content compatible language (language teachable within the context of a specific subject naturally and requiring learners to practice additionally) need to be systematically considered. In order to operationalize this planning and to clarify the interrelationship between content and language objectives [10]. Coyle et al. proposed language of learning (analyses of language requiring learners to access basic notions and skills concerning the subject topic), language for learning (strategies for effective learners' foreign language use) and language through learning (fundamentals requiring active linguistic and cognitive engagement for effective learning) [9].

To qualify as a CLIL lesson, Costa and D'Angelo argued that, firstly, most of the lesson time should be given in the additional language. This situation should be gradually increased while allowing codeswitching because of the essential function of L1 to consolidate the cognitive processes. Secondly, adequate quality of content learning needs to be guaranteed. If content learning is deteriorated as a result of simplification depending on learner's linguistic proficiency, the CLIL approach should not be implemented. To that all matters, every CLIL lesson should better consist of a set of activities based on the four Cs framework above [11].

B. Video Sharing Media and Productive Skills

Video-sharing websites allow us to watch video clips, short documentaries, lectures and even upload our own videos. Statistical reports suggest that young people spend a great deal of their time on the Internet, although they do not always use this resource appropriately. In fact, uploading or watching videos is often associated with misdeeds, violence or imitation of other people's negative behavior, as it is often shown in newspapers and TV news. But despite these problems, video resources have too many advantages to be wasted in learning way. In fact, they give access to information very quickly and help to bridge the gap between formal teaching and informal learning; this is the reason why it is important to teach students how to use them.

This also means that videos can play a crucial role in a CLIL lesson, as they can be exploited in the different phases of the lesson (brainstorming, introduction, practice, testing, etc.) with the purpose to engage students and motivate them in a learning situation [5].

Both humanistic and scientific subjects may get an added value from the use of videos, as there is a wide range of video-sharing websites on the Internet, including video lessons, documentaries, educational materials. Videos can be employed to teach other subjects through a foreign language also to low-level learners. It is important to analyze the learners' needs, level of competence and background knowledge, in order to help them to develop listening and understanding strategies. For this reason, a critical selection and an adequate use of the visual materials should guide any lesson planning. For example, subtitling videos have turned out to be weak and

distracting in a CLIL lesson, as students' attention will be mainly focused on the written texts and not on content.

A very important step forward in the use of videos at school has been recently made by the latest educational trends, that is focused on user generated content, rather than on user downloaded content, which is focused on producing, uploading, remixing and sharing content.

However, controversial positions about this issue have been recently pointed out by some researchers, who have outlined differences in motivation, access, skills, and usage that appear to underlie and perpetuate differences in online content creation practices between social groups. In particular it has been stressed how the quality of content may be strongly influenced by the producer's point of view, likes and dislikes. Anyway, the positive impact of audiovisual technology on learning outcomes has been recently highlighted [12].

Many researches have been conducted in investigating the implementation of CLIL in teaching productive skills. Those researches show significant findings that the implementation of CLIL in teaching productive skills can bring a better result. This is none other than because the CLIL 4Cs framework is appropriate and it matches to the aspects of teaching productive skills. Nevertheless, although CLIL has been effectively tested for the use in teaching productive skills, research on the implementation of CLIL and the problems occur during the implementation should still be highlighted as part of the search for solutions to improve the quality of its implementation and to achieve better result in English Language Teaching. Therefore, this study is intended to highlight the implementation of CLIL in teaching productive skills and the problems occur during the implementation.

III. RESEARCH METHODS

A. Research Design

This research employed a qualitative method with a case study design. This kind of study set out to describe and to interpret what the thing is about and what event has influenced and affected a present condition [13]. It meant that this present study was intended to present a real situation happened at the research site without giving any treatments or interventions to the participants. Furthermore, Yin as cited in Rachmawati, et al. claims that using case studies has been conducted in relation to the process of decisions, programs, and a reformation of the organization also the implementation [14].

B. Data Collection

1) *Sample*: The study was conducted in a junior high school in Sumedang. The respondents of this study were 34 students of 9th graders. The reason why they were chosen was that it is their third year in the school, so it was assumed that their English ability seemed to be better than the first or second grader and the provided material in observation would be suitable for them.

2) *Instrument*: The research instruments were in the form of observation and questionnaire which focused on the use of video sharing media in teaching productive skills. In addition,

the questionnaire was presented in Bahasa Indonesia as suggested by Mackey and Gass in Sinan who stated that the questionnaire should be administered in respondents' first language, so the respondents would more understand each item of the questionnaire [15].

The observation was done directly by providing teaching materials in the form of using video sharing feature on social media which was specified in Instagram Story. Before practicing to use the video sharing, the students were given writing format that should be filled using English. In this kind of format, students' enthusiasm and acceptance toward the media can be seen in the result of their writing. Teachers can easily find whether the students are able to fill the format and it was also easy to measure students' ability in their filled format. After filling up the format, students continue to speak up what they have written in the format provided before. At this point, teachers can score their work and conclude the result of using video sharing as CLIL media. Meanwhile, the questionnaire used was the open-ended questionnaire which consisted of seven questions. These open-ended questions were aimed to obtain more detail information about some problems and responses in implementation in relation to the use of video sharing media Fraenkel and Wallen in Rachmawati, et al. [14]. The first question was coping the information of students' knowledge about social media. The second question covered the information about students' social media. The third question was dealing with the importance of social media for students. The fourth and fifth questions were about students' language preference when using social media. The sixth question was coping the students' response when getting encouragement in using English on their social media. And the last question was about identifying students' motivation to use English on their social media.

3) *Procedure*: The primary data was gained from the observation. The supporting data was gained from the questionnaire. The observation and the questionnaire were administered on Saturday, October 28th, 2017. First of all, the learning material was given to the students of 9th graders in a class. In the early stages of giving the materials, students were given some simple questions about how much they knew about social media, what social media accounts they had, and why social media was useful to them. At this stage, the answers obtained vary widely but began to show how far they know social media. Further questions provided began to explore information about the preference of language that students use in social media and their motivation to use English in social media. After brainstorming with some questions, students were shown some images of social media and asked for opinions about the function of such social media. Most students knew its function and most understood how to use it. At that stage, it was known that video sharing features are well known to all students and are often used in their daily life. Once students knew the way to use video sharing features, they begin to be given instructions to create a video and upload it to their social media account. Previously, students were given a format with English for video. This step

could help students understand the instructions given and guide the students to use English properly.

The questionnaire was given to the students on the same day. The students responded to the 7 question items in around 5 to 10 minutes and turned the questionnaire back right after they finished it. After that, the questionnaires were analyzed one by one to gather the information through their answers to the questions.

C. Data Analysis

The data collections were then analyzed by using some processes which were revealed by Renner, defined as [16]: (1) get to know the data, (2) focus the analysis, (3) categorize information, (4) identify patterns and connection within and between categories and (5) interpretation.

In the first step, the researcher repeatedly read the data and form some impressions about it Renner in Rachmawati, et al. [14]. The second step, the researcher was focusing on the analysis. Here, the researcher re-examined the purpose of the research then seek on the elements of data which were believed as the answer to the research questions [16]. At the third step, the researcher was categorizing the information. This step was also proposed by Lodico et al. in Rachmawati et.al as coding data into categories [14]. Before coming to the categories, the researcher has to identify themes and pattern and manage them into logical categories [14,17]. Therefore, the data analyzed by the researcher were labeled become themes and then arranged into possible categories. The fourth step was identifying patterns and connection within and between categories. It is also called interpreting the data attaching meaning and significance to the analysis Renner in Rachmawati et al. [14]. Thereby, the categorization made was interpreted in such a way in relation to the research questions stated.

IV. FINDINGS AND DISCUSSION

A. *CLIL Using Video-sharing Media Engages Students' Enthusiasm and Trigger Their Productive Skills During the Classroom Activity*

During the teaching-learning process with the CLIL approach, it was found that students' enthusiasm when responding to teaching materials was visible. The study found that students' enthusiasm was surprisingly consistent from the first step of delivering material to the last step of giving them instruction. As Lasagabaster reveals that the integration of CLIL can effectively boost students' enthusiasm by providing an authentic context in the use of language [18]. In this study, the students were also found easy to understand the material since the media that used in the classroom was usually found in their daily life. This finally describes the implementation of CLIL approach as a 'feel-good' activity in the classroom [9].

After the enthusiasm of students appeared during the CLIL implementation, it was also found that their productive skills were triggered when the use of video sharing media applied. When they were asked to create their own video and upload it to their social media account, they were motivated to use English to express the content of the video. Since the given instructions were along with the CLIL framework and it also

related to the steps of teaching productive skills, it was found good when implementing CLIL using video sharing. However, the selection of material content should be carefully decided before giving it to students.

B. *Problems in Implementing CLIL in the Classroom*

The study found that problems appeared during the implementation of CLIL were in a way of planning effective teaching and learning processes through providing authentic materials that attached to CLIL context. The lack of training on applying the CLIL approach in classroom represents a significant problem for the teacher attempting to design any courses based on CLIL. To be honest, the teacher needs to invest considerable time in CLIL preparation and training.

From the findings, it was found that the students have strong attention to the use of video sharing media. In addition, they also have good attitude toward speaking and writing learning process using video sharing media if teachers can provide suitable and enjoyable materials for them. It can be interpreted that the students do not have any problem with productive skills learning in the classroom using video sharing media, although in contrary teachers may still have some problems to face during the implementation. With this condition, it is expected that the students will be able to learn English better in the future and English teachers can also see possibilities to fix the problems to improve their teaching quality. The students are more than ready to learn English with integrated and suitable materials. What the English teachers need to do next is to make sure that their teaching materials and methods can sustain their enthusiasm and acceptance.

V. CONCLUSION

It can be concluded that the implementation of CLIL using video-sharing media has resulted in a good impact to boost students' enthusiasm and trigger students' productive skills in the classroom since they were engaged to the material provided by the teacher. This indicated that the choice of authentic material is very helpful for a teacher who wanted to apply CLIL in the classroom. However, problems during the implementation are also inevitable, particularly in the way of planning effective materials that really attached to CLIL context. To this matter, a teacher is suggested to invest considerable time in CLIL preparation.

It is recommended to investigate the implementation of CLIL in teaching productive skills in order to redesign appropriate teaching method for the students. If the teachers have integrative orientation in providing teaching materials, students will eagerly learn the language. In addition, the teacher will have more opportunity to explore authentic materials. For further research, it is recommended to consider other factors that involve in CLIL implementation in teaching language skills.

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