

Implementation of Content Language Integrated Learning Approach in Reading Skills and Communication Skills of Elementary School Students

Ganis Amurdawati^{1✉}, Rusdarti Rusdarti², Wagiran Wagiran²

¹ Ahmad Dahlan University, Indonesia

² Pascasarjana, Universitas Negeri Semarang, Indonesia

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Abstract

In an era of disruption, the skills needed by students include reading and communication. One approach that is believed to be able to practice reading and communication skills is the content language integrated learning approach. This study aims to analyze and identify the effectiveness of a content language integrated learning approach on reading and communication skills for third grade elementary school students. The research design was pre-experimental and the sampling technique used purposive sampling. This study involved 2 elementary schools with a sample size of 99 students. The data collection techniques used were tests, performance assessment, and documentation. The data obtained were analyzed using paired t-test and N-Gain test. The results showed that the implementation of the integrated content language learning approach was able to improve the students' reading test results and students' communication performance assessments. The finding proves that the integrated language learning approach is effective for training the reading and communication skills of third grade elementary school students.

✉ Correspondence address:
Beji RT 04, Sumberagung, Jetis, Bantul, Yogyakarta, 55781
E-mail: ganisamor@students.unnes.ac.id

INTRODUCTION

Student learning success depends on the support of various factors, including reading and communication skills. These skills related to language learning, where the language as a system and as a language of knowledge and communication tools will enable students to become productive Indonesian speakers. In the 2013 curriculum that is still being implemented, the role of language is the scope of knowledge about language and how to use it effectively.

The current learning process in grade three elementary schools integrates language learning as an introduction to learning materials which are packaged according to themes, and each material has an activity of "Let's Read" in every lesson. Reading is one of the macro language skills, which is very important for students as a basic function of learning and society today (Francisco & Madrazo, 2019). In addition, reading interest is one of character education (Gunawan et al., 2020). Meanwhile, Dolgova et al. (2019) recommend the motivation of primary school students to communicate as the foundation for lifelong socialization. Therefore, reading and communication skills students need to be a prerequisite for students to successfully receive education to absorb the knowledge that is very important in everyday life.

Reading is a fundamental and indispensable activity in the 21st century because the written text in the current life gives widespread impact to people (Pascual, 2013). Communication skills in the 21st century is very important (Ichsan et al., 2020). Unfortunately, according to Fitrianti et. al. (2018) it showed that not all students have good communication skills based on learning styles, and vice versa. In this case, it is necessary to develop reading and communication skills through various efforts.

Enighe & Afangideh (2018) showed that the suitable reading approaches and strategies are essential for students' reading skills. This shows that the use of a learning approach will affect students' reading ability. At the same time, the results show that a content language

integrated learning approach can support students' reading comprehension (Prieto-Arranz, 2015). Heras & Lasagabaster (2014) suggests the benefit is often mentioned in CLIL, which triggers a high-level communication between teachers and students, where students can improve their overall language skills, especially oral skills and improve their affective. Thus, this approach can be an alternative to train students to be skilled in reading and communicating.

Content language integrated learning approach is a method that involves content and language. Coyle (2006) proposes a 4C framework for CLIL implementation, namely content, communication, cognition, and culture (community/citizenship). Van de Craen & Surmont (2017) explained that results of the implementation of CLIL method are an important driving force for innovative education. Create a meaningful environment in which students must participate in the creation of knowledge about content and language, and have an impact on learning to read. Meanwhile, De Diezmas (2016) shows in the results of his research that communication skills provide enormous benefits to CLIL students in terms of producing vocabulary and oral interactions. In an implementation approach required an instructional model to design a systematic instructional plan. The learning model of a survey, question, read, reflect, recite, and review (SQ4R) is one of the learning models. Learning models can support students' reading comprehension skills (Basar and Gürbüz, 2017; Simbolon and Marbun, 2017). The SQ4R model provides active students with opportunities to communicate through survey, question, read, reflect, recite, and review. Interaction in learning is needed because the problem of interaction in learning depends on the context, such as students' backgrounds, objectives, topics, and participants. Good questions in certain interactions can motivate students to strengthen their reasoning and learning motivation (Meida et al., 2020). CLIL approaches and models SQ4R gave instructions to develop the potential of students' language skills.

Since the 2013 curriculum revision, the CLIL approach has been introduced to support learning in Indonesian primary schools, but in reality the CLIL approach is still not understood by teachers. In addition, the results of observations of third grade elementary school students found that there were problems in reading, and the students' attention to reading was only around 75%, but it was still found that students' poor reading ability had an impact on comprehension of the reading content. In their activities, students seem not to have established communication related to learning and have not communicated politely. So far it has not been found that the SQ4R learning model is used in the communication skills of third grade elementary school students.

Based on the description above, the aim of this study is to apply an integrated language learning approach for the reading skills and communication skills of third grade elementary school students. The results of this study will help educators deepen their knowledge about the use of learning approaches, tailored to the needs and effectiveness of CLIL approaches in third grade elementary school in Indonesia.

METHODS

This research is a pre experimental research. The research design consisted of four groups of subjects who received the same treatment from the CLIL approach and were supported by the Survey, Question, Read, Reflect, Recite, Review (SQ4R) model in its application. The population of this study were all third grade elementary school students in Jetis District, Bantul Regency. The sampling of this research was conducted using purposive sampling technique, with the conditions of facilities and infrastructure, homogeneous scores and the same school accreditation. Therefore, SD Sumberagung 2 and Patalan Baru were selected, with a total sample of 99 students divided into 4 groups consisting of homogeneous groups A, B, C, and D. Data collection techniques are tests, performance evaluation, observation and interviews.

Analysis of quantitative data were conducted through prerequisite testing, which includes testing for normality and homogeneity with the provisions of the Sig. > 0.05. Then performed with the average t test and n-gain test. The t-test was used to determine the class mean variant of the two groups by making the Sig. <0.05. The N gain test is used to determine the increase in student achievement which is classified based on the N-Gain score obtained. So that the resulting analysis of the effectiveness of using the CLIL approach on the reading and communication skills of third grade elementary school students.

RESULTS AND DISCUSSION

The implementation of the content language integrated learning approach in third grade Elementary Schools is realized by planning, processes, and results. At the planning stage, the design of CLIL Morgado (2018) was adjusted by considering the contents (material content), skills to be trained, learning media, task planning, and evaluation. Then, implementation is carried out by entering the stages of the SQ4R learning model (investigation, questions, reading, reading, recording, review). In investigating, students are provided with topics that are suitable for learning in the form of textual discourse and asked them to read carefully as shown in Figure 1.



Figure 1. Survey Steps

Figure 1 shows the atmosphere of the question step. This step shows the enthusiasm of

students towards the material being studied. Students try to explore the material with previous knowledge. Class B, C, and D students have high enthusiasm for this step. Students' attention is able to focus on the explanations and directions given. Meanwhile, in Class A students do not really focus on the material given. The results of the survey measures as an introduction for students to go to the next step which is a step question. In the question step, the teacher gives students questions about discourse and students and researchers shown in Figure 2.



Figure 2. Question Steps

Question step in Figure 2 was activity sends a signal to students, with the aim of deepening the knowledge they gain during the survey stage. All students seemed to actively communicate through various questions. This activity can improve communication skills of students actively when asking questions. In the results of observations from this step in Class A, some students began to have questions about the material given. In this case, the questions asked were more likely to be about the meaning of vocabulary and a more detailed explanation of the reading material. However, it was found that some students tended to disturb other students so they neglected learning. In Class B, several students interacted a lot to ask questions related to the material being discussed. In Class C, the questioning activity was mostly done by female students, while male students tended to chat with their classmates. In class D, it appears that male students are more active in asking and

answering questions related to the material provided, while female students are more focused on teaching material. After students ask various questions related to discourse, the next step is to instruct students to read the entire discourse carefully. This reading step is shown in Figure 3.



Figure 3. Read step

In the Read Step, students were accompanied and guided in reading to be able to understand the content of the reading. The students seemed to concentrate on reading the text presented. The results of observations in class A students can follow the instructions to read the text and determine the text content to answer the questions asked in the previous step. Even if there are found students still have difficulty understanding the contents of the reading, and are slow to follow the learning process.

In class B, all students are interested in reading the learning texts. In this class, students do not need to spend a lot of time reading, but they still ask a lot of questions after reading. The results of observations in class C students seemed to follow the guidelines for teaching materials provided in the reading process. For class D, students' reading activities generally follow conducive guidelines. After instructing students to read, they are asked to respond to the information obtained through the reflection steps shown in Figure 4.



Figure 4. Reflect Step

The steps to reflect in Figure 4 show the activities that occur when students have the opportunity to exchange all the information they find while reading with the knowledge they have. In this step students were encouraged to connect with the knowledge gained by looking for examples of students in everyday life. The results of this information relate to the knowledge that students should be encouraged to understand. The observations made in classes A, B, C, and D at this step were successful. Students can exchange various knowledge related to the topic being taught. Furthermore, students were instructed to think in answering the questions that have been arranged in the question step through the recite step. In this step the students were present various information once more. So that at the end of the step students were able to communicate the subject matter presented as in Figure 5.



Figure 5. Step Recite

The Recite step in Figure 5 is a representation of the recite activities carried out.

The results of observations in class A show that all students have not shown the courage to explain the answers they get, so that encouragement is needed to stimulate students' courage in communicating. In class B students could described the results of the correct answer, while in class A student communication still be established better. In Classes C and D, students to follow this step and actively provide the answers they get. The results of the various learning steps carried out ended with student activities providing material reviews through the review steps in Figure 6.



Figure 6. Review steps

The review step in Figure 6 shows that students recorded various knowledge gained in the learning process. In this step, it provides students with the opportunity to sort concepts or materials based on the students' overall knowledge and insight related to their background. In class A there were only a few students who could still concentrate on the review step, while other students tend to play in class and interfere with each other. The results of the observation of level B students, students could follow this step well, which was indicated by students being able to follow the teacher's instructions and giving a positive response. The results of student observations in class C, students could adapt to the activities in the review step. At this step in learning in class D, students could also adapt to all the instructions given and reacted to various materials provided.

The achievement of implementing the CLIL approach is measured using test scores for

the domain of reading skills and performance assessments for the domain of communication skills. Each analytical skill integrated with 4C aspects (content, cognition, communication, culture) is included in CLIL. This is to enrich aspects of students' reading and communication

skills. The results of the recapitulation of student achievement in reading and communication skills using Coyle's 4C framework (content, cognition, communication, culture) are shown in Table 1.

Table 1. Achievement of Reading and Communication Skills

Research Variable	Reading Skills		Communication Skills	
Component	Content	Cognition	Communication	Culture
Score > 70	62%	67%	72%	73%

The results are divided into students who have not completed (score < 70) and students who have completed (score > 70). The results of reading skills and communication skills are shown in Table 1 based on the 4C framework (content, cognition, communication, culture). The acquisition of reading skills is measured in terms of content and cognitive aspects, while communication skills are measured from the aspects of communication and culture, with a mastery score of 70.

The results of reading skills show that the completeness rate of the complete research sample exceeds 50%, which indicates that CLIL can encourage students to read for absorb the topic. In this study, the CLIL approach using the SQ4R learning model has enriched students' reading skills, because learning requires knowledge of material content and thinking skills are needed. This supports Pérez's (2018) finding that the CLIL method can help students acquire content knowledge and develop appropriate language skills. In addition, reading is an important skill in CLIL.

Compared to other language skills, improving reading comprehension in the CLIL program is considered very important (Wolff in Garipova and Roman, 2016). In addition, students' communication skills are

analyzed according to language (communication) and the politeness of language and culture. The results of communication skills show that the acquisition of completeness levels exceeds 50% of the total sample, this indicates that CLIL can stimulate students to engage in oral communication and develop their language of communication. This confirms the results of research by Czura & Kołodyńsk (2015) which show that there is a positive correlation between CLIL-based teaching and the improvement of students' oral communication skills in an elementary school context. Students are motivated to speak politely in the learning process, as part of the language culture. This is consistent with Canepari (2020), CLIL is considered as motivation by students, which encourages the development of various disciplines and communication skills.

The results of implementing the CLIL approach with the SQ4R learning model obtained reading skills test results from the evaluation of students' communication skills performance, then analyzed its effectiveness. Prerequisite testing analysis includes normality testing and homogeneity testing. The results of the normality test are shown in Table 2.

Table 2. Data Normality

Research Variable	Test Result	Sig. Level
Reading Skills	0.921	> 0.05
Communication Skills	0.325	> 0.05

Based of the information Table 2, normality data analysis is used to determine the distribution of research data. Tests were carried out using the Kolmogrov-Smirnov. The results of the normality test in Table 1

can be concluded that the research data is normally distributed. Furthermore, the homogeneity test was carried out, and the test results are shown in Table 3.

Table 3. Data Homogeneity

Research Variable	Test Result	Sig. Level
Reading Skills	0.254	> 0.05
Communication Skills	0.164	> 0.05

The homogeneity test used the Levene test. In the results of Table 3, reading skills and communication skills show the results of the sig value. > 0.05, which means that the research data is uniform. The results of the homogeneity test and normality test show that the prerequisite test is met because it shows normal and homogeneous data results.

After the prerequisite testing, the research hypothesis testing was continued. Hypothesis testing was conducted to test the effectiveness of the implementation of the CLIL approach on reading and communication skills. The results of the first hypothesis test of the effectiveness of CLIL application on reading skills are shown in Table 4.

Table 4. Reading Skills Test Results

Research Variable	Test Result	Explanation
Reading Skills	0.00 < 0.05	H0 is rejected H1 is accepted
Communication Skills	0.00 < 0.05	H0 is rejected H1 is accepted

In Table 4, the sig value of reading skills from the paired sample t-test is 0.00. Because the probability (signal) $0.00 < 0.05$, it indicates that the proposed hypothesis is accepted. Therefore, there is an average difference between the pre-test and post-test results, which means that the application of a content language integrated learning approach can effectively improve the reading skills of third grade elementary school students. Based on the results of this processing, it can be concluded that the content language integrated learning approach can have an impact on students' reading skills. The second hypothesis test is to test the effectiveness of the CLIL method on students' communication skills.

Table 4 also shows the results of the paired sample t-test for communication skills obtained by a sig value of 0.000. Since probability (sig.) $0.000 < 0.05$, the proposed hypothesis is accepted. Thus, there is an average difference between the scores for communication skills 1 and 2, which means that the content language integrated learning approach is effective for communication skills in the third grade of elementary schools. Based on the results of this processing, it can be concluded that the content language integrated learning approach can have an impact on communication skills.

When applying the content language integrated learning approach, the N gain test is also used to analyze the reading skills and

communication skills of third grade elementary school students. Based on the results of the N-gain test analysis of reading skills and communication skills using the

CLIL approach in the four classes, the scores of the research objects in each category were different. The N gain test can improve reading skills results, as shown in Figure 7.

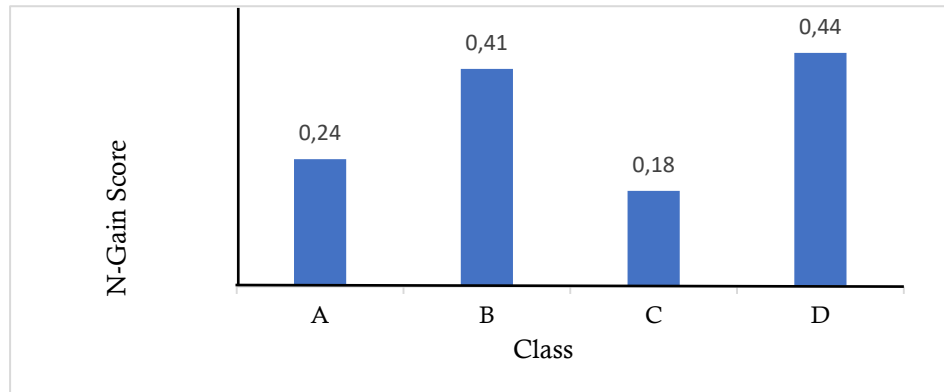


Figure 7. N-Gain Value of Reading Skills

Figure 7 shows the results of the N gain in reading skills after implementing the content language integrated learning approach. The results of the N-Gain test proved the improvement of students' reading skills. These results indicate that the application of the content language integrated learning approach has an effective impact on the reading skills of third grade elementary school students. Students are able to master a lot of new vocabulary more deeply, and the absorption of material is more meaningful with the knowledge gained and

encourages thinking. This strengthens the results of the successful CLIL approach, which provides benefits in mastering vocabulary explicitly and implicitly, in addition to studying subject matter (Drew, 2013; Alonso, 2015). Bayram, et al. (2019) revealed that the results of students' research using the CLIL approach significantly impact reading comprehension, receptive and productive vocabulary knowledge. While the results of the N-gain score of communication skills for the four classes are shown in Figure 8.

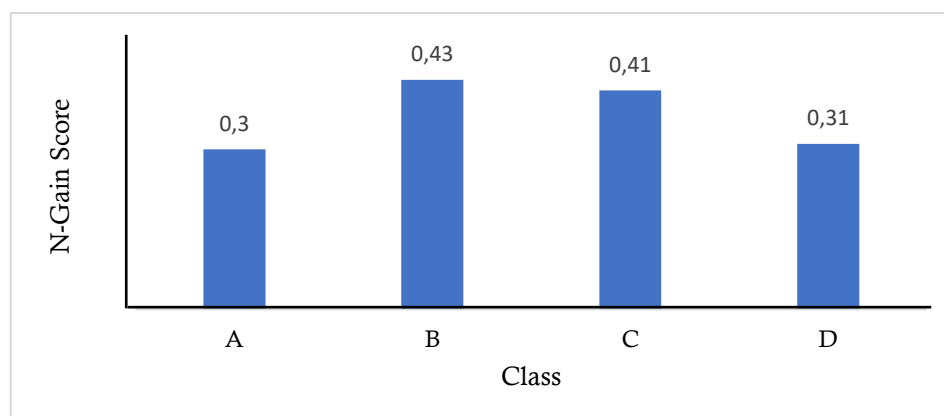


Figure 8. N-Gain Value of Communication Skills

Figure 8 shows the results of the N gain communication skills obtained for the four

groups. The results of the four groups of N gain values obtained in terms of communication skills

belong to the moderate category. This indicates that the application of the content language integrated learning approach has an impact on improving the communication skills of third grade elementary school students.

The application of the CLIL approach provides learning, encourages students to be more active in participating in reading and communication, and makes learning meaningful. This confirms Crean and Surmont's (2017) findings that CLIL is interactive teaching that can create a meaningful environment. In addition to developing language skills, students can also absorb the content of the material in the given learning. Among the four basic language skills, reading is intended to be an essential CLIL skill. The test results of the effectiveness of applying the CLIL approach to students' reading skills indicate that the CLIL approach can be applied to students' reading skills and has significant results. Reading aloud and reading aloud must be continued to improve students' ability to accept language (Priyantini, 2020). Because reading skills are very important to students, the CLIL approach can be taken into consideration.

In addition to reading skills, the results of this study indicate that students' communication skills have increased. During the learning process, students are encouraged to actively communicate and exchange knowledge gained. This confirms the findings of Solis et al. (2017) and found that reading skills developed using CLIL would help improve students' communication skills and motivation. At the elementary school level there is a positive correlation between the use of CLIL-based learning with improved verbal communication skills of students (Agudo, 2019). This supports the findings of Nightingale & Safont (2019) the conversation style CLIL approach has advantages over non-CLIL because it has the potential to develop language skills for reading comprehension, acceptance, and productive vocabulary knowledge.

The impact of the research conducted shows the same positive effects as research by Korosidou & Griva (2014); Papadopoulos &

Agathokleous (2020); which revealed that the CLIL approach can improve students' language skills related to vocabulary, provide stimulation and opportunities to develop content knowledge, and also increase students' confidence to communicate in the target language so that communicative skills can appear in research. In addition, the attitude of students is more confident, as in the research results of Mafaza et al., (2018) stated that the character values found were honest, disciplined, responsible, polite, caring, and confident of active speaking students.

The results showed several success factors, such as increased reading skills, oral communication, cognitive, communication politeness, increased cross-cultural awareness in learning and language development. So that the CLIL approach adopted has various positive effects for students in increasing their knowledge and understanding and developing students' language of communication. These results can appear with the steps contained in the SQ4R model which are the basis for student activities in learning.

CONCLUSION

Based on the research and analysis process, it is concluded that the content language integrated learning approach can encourage the development of reading skills and communication skills. Practice has proven that the application of the CLIL approach is effective for the reading and communication skills of third graders. Students can master the contents of the material more meaningfully, encourage students to think, be able to communicate actively.

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