ENGLISH BILINGUAL EDUCATION: THE CHALLENGE OF COMMUNICATION AND COGNITION ASPECTS OF CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) IN INDONESIA

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ABSTRACT
This essay analyses the challenge of the implementation of Content Language Integrated Learning (CLIL) in the curriculum framework in Indonesia. Review on related literature and research findings support the arguments that the implementation of CLIL brings about the issues in cognition and communication aspects. Unless more appropriate English language education and more educational linguistic research are established, the implementation of CLIL should be reconsidered.

Key words: English bilingual education, CLIL, Indonesia

ENGLISH AS AN INTERNATIONAL LANGUAGE: AN OVERVIEW

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ABSTRACT
As indicated in the title, this paper provides a brief overview of English as an International Language (EIL) by elaborating it as a paradigm and discussing concepts that are closely related to it. In doing so, the paper covers sections of English in relation to globalisation, linguistic imperialism, other languages, identity, its varieties, language ecology, and its impacts. Prominent theories and previous research results are presented throughout the paper.

In general, EIL as a paradigm suggests that the spread of English is no longer a simple result of migration or colonisation rather it involves multiple reasons, backgrounds, and issues. In the context of communication, EIL requires appropriateness and negotiation in the use and function of English among other languages, which would ideally lead to a "contemporary global linguistic ecology" (Phillipson and Skutnabb-Kangas, p. 20).

Key words: English as an International Language (EIL)

INTRODUCTION

In current society, English has reached the status of global language. Three main pillars that support the current status of English are “population, position, and prestige” (Ostler, 2006). English is used as an official language by seventy-five countries with a total population of over two billion (Crystal as cited in Graddol, 2000). In addition, there are 375 million people using English as a native language while 375 million speakers use it as their second language and approximately 750 million people are using English as a foreign language (Crystal as cited in Graddol, 2000). The global coverage of English is also well-supported by close relationship among English, technical progress and popular culture in the world (Ostler, 2006). Moreover, Bourdieu's (1997) arguments on his cultural capital thesis, justify the reason why people decide to learn English. In Bourdieu's (1997) terms, students who have “habitus” (cultural background) and “dispositions” (motivation, family support, social advantage, positive attitude to school, high culture, etc.) will be...
more successful than the students who do not have these factors. Since English has an established sociocultural status in the world, it is believed that English will help the students to acquire a ‘high culture’ so that they will have better opportunity in academic achievement and better social status in the society. As a result, learning English is considered as a cultural capital and English bilingual education is widely developed around the world.

Content Language Integrated Learning (CLIL) is an approach in second or foreign language teaching established in bilingual education projects. Inspired by the success of immersion English-French bilingual program in Canada, European countries have developed CLIL to fulfill the demand to educate multicultural and multilingual citizens (Lasagabaster, 2008). This approach is seen as an innovative approach because it integrates linguistic demands of language and content subject. Moreover, it also promotes problem solving and higher order thinking abilities (Coyle, Hood, & Marsh, 2010, p.14). CLIL gives some benefits in promoting second language learners’ language ability. A study conducted in a German context reveals the advantages of language learning by using CLIL, as students attain better foreign language competences, such as: receptive skills, vocabulary, fluency, writing and pronunciation, than those enrol in regular course (Dalton-Puffer, 2007 as cited in Lasagabaster, 2008). Research conducted in the Basque Country whose official languages are Spain and Basque also gives the evidence about “the effectiveness of CLIL even in a bilingual context where the foreign language concerned (English) is hardly used outside the school setting” (Lasagabaster, 2008). These research findings bring about the belief that CLIL should be implemented not only in European countries but also Asian countries in order to improve the quality of bilingual education.

ENGLISH BILINGUAL EDUCATION AND CLIL IN INDONESIA

In Indonesia, English bilingual education projects started to emerge with the establishment of 2003 Act No 20 of the National Education System chapter XIV, article 50 (3) which states “The central government and or the local government establishes at least one unit in each educational level to be developed as an international standard class”. Following the government act, research about the use of English in teaching science and mathematics were conducted in 2004 and several pilot schools, called International Standard School (Sekolah Bertaraf
Internasional/ SBI), were established (Bax, 2010). Supported by The Minister of National Education decrees No 23/2006, which states that international standard class should be based on ICT assisted learning and English is used as language of instruction for math and science, an international class is established in every SBI. These laws are established on the ground of cultural capital belief and the global market issues which urge people to increase their competitive values by mastering the subjects such as science, math, and IT in English. In order to promote the bilingual education program, the elements of CLIL are implemented into school curricula.

Despite the support from government policy, the problem faced in implementing CLIL in Indonesia deals with the unprepared teaching staff who deliver the content subject in English (Zaenuri, 2007; Fatmawati, 2011; Perkasa, 2011). Another problem arises considering the status of English as a foreign language (EFL) in Indonesia. The official language in Indonesia is Bahasa Indonesia (Indonesian) which has been declared as a lingua franca of Indonesia in 1928 Youth Pledge, far before the declaration of independence in 1945. On the other hand, people in Indonesia use their regional language for daily conversation. Therefore, before the establishment of 2003 Act No 20, English only has a place as a subject in curriculum and is not widely practiced in the society. As a result the implementation of CLIL faces challenges in communication and cognition aspects. From the description of the problem, I will use evidences to argue that the implementation of CLIL in English bilingual education in Indonesia will be successful if: first, the teachers, who deliver the content subject in English, has appropriate level of basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP); second, the curriculum is designed by considering “the instructional implications of CALP” (Baker, 2011, p.172).

**BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS) AND COGNITIVE/ ACADEMIC LANGUAGE PROFICIENCY (CALP) IN CLIL**

The terms of BICS and CALP are introduced by Cummins (1979, as cited in Baker, 2011). BICS occurs when “there are contextual supports and props for language delivery”, such as: “face-to face context embedded situations” which
Greetings!

Here we are at the end of 2012, the much talked about year. The year has seen so many happenings in the world, and so has in the field of English language studies and English education. Through this second edition of 2012 Journal of English and Education (JEE), we intend to share with you, yet again, many elaboration of teaching ideas and fruitful research findings in English language and education fields. This edition is a special one as we bring in more articles than usual. The articles presented are on a wide variety of topics, and one of them is an article encapsulating the growth and the changing status and recent use of English as International Language, also known as EIL. The multifaceted dimension of English language and English education captured in this edition is therefore worth explored!

In the end, our hope is to enrich our readers and encourage them to aspire for more growth in their professional venture in the field of English language and English education. We are also indebted to our contributors of this edition for their astounding support and contribution. We also hope that this journal could eventually reach more and wider audiences, English language and English education professionals in this country and around the globe whom are keen to share their insights with us and our JEE readers.

The publication of this edition of JEE is not without flaws, thus any constructive critics and suggestions for the improvement of this journal are pleasantly welcomed.
content and language? Thus, I shall argue that the implementation of CLIL would be a failure if teachers did not possess appropriate BICS and CALP to teach the subject matters.

Moreover, the instructional implication of CALP must be considered in order to implement CLIL successfully. Cummins (1981, as cited in Baker, 2011) points out this implication in two-dimension diagram model with four quadrants which considers BICS as context embedded and cognitively undemanding communication while CALP as context reduced and cognitively demanding communication. These instructional implications include: planning tasks, teaching strategy and assessment.

In Indonesia, the tasks are often adapted from the materials which are based on Singaporean, Australian, or Cambridge curriculum (Gower, 2002). In adapting the material, teachers often forget that the students in Indonesia are in different context in the exposure of English from the students in Singapore or Australia. The students in Singapore or Australia, where Cambridge curriculum is intended to be designed, use English as their first or second language. These students must have better mastery of BICS and CALP than Indonesian students. In contrast, English is used as a foreign language in Indonesia where students are not exposed in English as much as the students in Singapore and Australia do. As a result, most students in Indonesia find the tasks are not affordable. They have too much cognitive input from language and content without developing the abilities to link the content and language. Gajo (2007) argues that the idea of integration language and content should give the priority either to linguistic issues or to subject issues according to the task/sequence being carried out, even if discourse remains the common entrance to both (p.578)

As a consequence, planning task and teaching strategy for a CLIL lesson requires discourse analysis study so that the students can have authentification (Gajo, 2007) of the content. In addition, teachers should develop techniques in adapting the materials such as addition, expansion, deletion, subtraction, reduction, modification, replacement, reorganization, resequencing, and conversion (Tomlinson & Hitomi, 2004) by considering the students’ English proficiency.

Another issue is that the assessments in international standard class are still in Indonesian (Zaenuri, 2007; Bax, 2010). It creates the mismatching between
text type are found in the reconstructed writing. To do so, they will be given a piece of paper containing a template of recount’s discourse features with labels on each of its sides (below, Anderson & Anderson, 1997, p.52).

<table>
<thead>
<tr>
<th>Structure</th>
<th>The X Files</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction that gives an orientation</td>
<td>The X Files is one of television’s most popular shows, watched each week by millions of people over sixty countries.</td>
<td>Descriptive words</td>
</tr>
<tr>
<td>Sequence of events that recount the past in the order in which the events occurred</td>
<td>The show was created by Chris Carter, a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came after he saw the results of a survey that said three out of every hundred Americans believed that aliens had captured them. Carter’s next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television it received poor reviews. After a while the audience grew and The X Files became popular with both adults and teenagers. By this time Carter was able to spend more on production.</td>
<td>Proper nouns, Past tense, Words showing when</td>
</tr>
<tr>
<td>Concluding paragraph</td>
<td>The X Files has been nominated for awards and continues to attract a growing audience</td>
<td></td>
</tr>
</tbody>
</table>

The template has boxes which have to be connected to the corresponding paragraph where the features are found. The analysis will also focus on the reconstruction of the past verbs in the students’ recounts to see whether they keep their meaning the same. Doing so, the students are made to notice the gap between their language and that of the text. When the gap noticed, they are to retain the vocabulary longer. This correction stage will be done in the same pair where they assess each other’s writing and judge how accurate their reconstruction. Last but most importantly, they have to provide suggestions how the verbs can be written more accurately or appropriately to make the meaning more similar to their originally intended meaning.

The last post-reading activity in these designed tasks is vocabulary exercise. In the exercise, the students deal further with vocabulary work in two steps. First, the writer will explain about clues they can find in a text to assist them guess a word’s meaning. The clues are contextual and textual clues. While the first have been reinforced by discussing the discourse features of recount and linguistic features typical to recount, the later focuses on the grammatical function of a word. Though in this task they are to isolate verbs only, in reading they often need to what the students have learned in the classrooms, in which English is used as the language of instruction, with what is examined in the assessment. As a result, it will create confusion about how to present their cognitive input in different discourse competence. Gibbons (2001, p.52) points out that ESL students have a problem in writing because “trying to grasp concepts…is obviously much more difficult in a language in which you are not strong”. In short, I argue that to have a benefit from English bilingual education, the curriculum should be carefully arranged by considering the local context where CLIL is implemented. Adapting curriculum from abroad without considering the affordance of the students and appropriate teacher’s training will lead to failure in developing the students’ CALP. It will make the students feel more confused about the content rather than develop their higher order of thinking and problem solving ability.

THE IMPLICATIONS OF BICS AND CALP IN THE IMPLEMENTATION OF CLIL IN INDONESIA

There are three implications of these BICS and CALP issues on the implementation of CLIL in Indonesia in order to have a successful English bilingual education: first, the need to recruit native speakers with content-specific qualification with Teaching English for Speakers of Other Languages/ TESOL qualification to teach educational students specialized in science, mathematics, and IT subjects in the universities, or to facilitate educational students majoring in science, mathematics, and IT subjects to study abroad; second, the importance of developing a standardized certification to measure teachers’ CALP; and finally, the need to do more educational linguistics research in Indonesia context.

Educational students in undergraduate level who are prepared to be teachers spend four years to complete their course. If they are immersed in English taught by native speaker instructors with content mastery and appropriate TESOL qualification, they will accomplish an appropriate level of BICS and CALP of the content subjects. Another option is by facilitating these students to study abroad in the universities which use English as language of instruction, so that they experience English in the real society. The government should also develop a standardized certification to measure teachers’ BICS and CALP. In the future, teachers who do not fulfill appropriate level of BICS and CALP in English should not teach international standard class.
From the previous discussions, CLIL is believed to be an innovative approach which integrates language and content. It gives advantages to develop higher order thinking and problem solving ability which add students' competitive values in the global market. On the other hand, the issues of BICS and CALP of the teachers prove that the implementation of CLIL in Indonesia must be reconsidered, because evidence shows that most students cannot understand the subject content properly. However, English is the language which has global coverage. Therefore, CLIL should be sustained by providing appropriate English bilingual education for the teachers who are going to teach in international standard classes and doing educational linguistic research which examines the level of students' affordance to English.

And the last, educational linguistics research must be developed to find out the level of affordance of students to English. Even if “the competitiveness in global market” somewhat becomes the reason to learn English, I still doubt whether it is necessary to integrate it with the content, if it makes the students fail to understand the concept because they are unable to express themselves in the language that is more familiar and widely spoken in their daily life. In Basque context, CLIL is successful because it is implemented in learning context where both majority (Spanish as L1) and minority (Basque as L1) language students share the same class. In addition, English is more accessible due to the mobilization of people across Europe. On the other hand, Indonesia has more than 300 native languages (or regional language) and use English in EFL context. In most regions in Indonesia, the students are diverse in cultural background and use their regional language as L1 (minority language) in daily conversation, while in the CLIL class they use Indonesian (majority language) to learn most content subject, and English as L2 (majority language) to learn mathematics, science, and English. Most of the students have already had problems to understand the lesson in Indonesian because their regional language's logical patterns are different from Indonesian’s, and, at the same time, they also have to deal with English. As a result, some students may feel overwhelmed with the languages and fail to comprehend the content. In such cases, I believe, it will be better to implement CLIL only in English as a Foreign Language subject.

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Knowing how a recount is usually structured and what linguistic features are often found in recounts will certainly familiarize them to recounts and hence help them make their own.

The main reading activities of the designed tasks are at dictation and reconstruction stages of DG activities. The DG task in this design however will not involve dictation but expose learners with a reading text. In this way, the DG is modified to make learning productive and receptive vocabulary possible. The dictation phase of DG is substituted with a reading activity which promotes receptive vocabulary learning. In the reading phase, learners are not merely to read to later reconstruct a text but also to notice the verbs found in the text. The verbs to pay attention to are in the text and will be determined prior to the reading. After reading the text, the writer will take the text from the students who will then start reconstructing the text using their own language.

The reconstruction task in DG actually resembles free recall reading task suggested by Anderson (2000). Free recall, which is a task where test-takers read a short text within a time limit and immediately write down what they can recall from the text, Anderson argues, most carries authentic reading processes (p.230). The reconstruction text allows the students to improve their productive vocabulary through writing. To help them reconstruct, they are advised to use their knowledge of the discourse features of a recount. While reconstructing, they will compare their own language with that of the text. This will lead them to notice the targeted vocabulary or structure if the text is deliberately made to occupy the lexical and grammar which the learners are to acquire (Qin, 2008). The chosen text should thus need to contain a good number of past verbs and recount seems to fit in the criterion. The reconstruction is an individual task but open to pair discussion. The peer-discussion is expected to illuminate the language related episodes - 'occasions where L2 learners discuss or question their language use while carrying out a reconstruction task in L2' (Qin, 2008, pp.63-64). During the discussion, the students are expected to exchange on ideas of the meaning of the verbs that they do not know yet since they cannot use dictionaries. In so doing, they are also to build learning autonomy through collaborative works with peers (Klapper, 2006).

After the main activities, the students move to post-reading activities. The activities will first begin with the text analysis with correction, which is typical of DG tasks. The analysis will first look at whether the discourse features of a recount
meaning. Guessing meaning can, however, be of too much problem especially for L2 learners, when the text exhibits less sufficient context and the reader has low English proficiency. Guessing meaning has thus been of one greatest lexical difficulties L2 readers encounter. In that regard, the tasks this paper is developing will deal with a bottom-up reading strategy which is guessing meaning from context within the discussion of recount text type.

Recount is often part of L2 learners’ language repertoires particularly when they come to the job of describing things that happened to them. Producing and understanding a recount are thus a must-have language skill. The vocabulary to be dealt with in the tasks concerns English verbs particularly past verbs including both regular and irregular. The choice is made because recounts usually require a good deal of different uses of verbs in different tenses. Anderson and Anderson (1997) outline a sample of recount text type and do the discourse analysis on it. They explain that a recount text usually has a) an/a ‘introduction that gives an orientation, b) sequence of events that recount the past in the order in which the events occurred, and c) concluding paragraph’ (p.52). They also describe that it often uses descriptive words, proper nouns, past tense and words showing when. Understanding or producing a recount text coincides with the students' morphological range. As previously mentioned, the students have acquired past irregular and are about to learn past regular (-ed). Since recounts display a range of English past tense verbs, they are very potential to enhance learners’ already acquired tense (irregular past) while promoting their acquisition of regular past ed. In this way, the students' proficiency and morphological development levels make them ready to work with the designed tasks.

The tasks designed in this paper depart from the characteristics of a dictogloss (DG) task. DG is typified with four procedures: preparation, dictation, reconstruction, and analysis with correction (Wajnryb, 1990 in Qin, 2008). DG is mainly discourse-oriented for stressing on meaning as a text (Thornburry, 1997 in Qin, 2008). The tasks will thus start with the pre-reading activities. The first pre-reading activity aims to brainstorm and activate their background knowledge related to the text. The text used for this design is about ’The X Files' movie. Movie is the chosen theme for its common popularity among young adults. The pre-reading activity then moves to discussion on the discourse structures of recount text type where the writer will display an example of recount with the analysis of its text type characteristics. The discussion will expose learners to the knowledge of

REFERENCES


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**Learning autonomy/strategies**

Synthesizing skills in identifying the pattern of discourse features in various text types.

- Be aware of different reading strategies that they can use when reading.
- Peer-learning

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Part of curriculum development is designing tasks that meet the specified goals and objectives as well as the syllabus. To exemplify the development of task for this curriculum, this paper proposes two tasks integrating reading and vocabulary since the teaching of reading has been well associated with vocabulary improvement. Indeed, one of difficulties in processing reading has to do with the lack of vocabulary that reduces readers' lexical accessibility particularly in second language (L2) reading (Celce-Muria & Olshtain, 2000, p.132). Despite many believe that reading will naturally enrich one's vocabulary attainment, research in reading shows that natural (extensive) reading has resulted in relatively small vocabulary gain and thus needs to be supplemented with other activities (Min, 2008). Loufer (2003 in Min, 2008) found that reading only activity brought about significantly less vocabulary growth compared to activities that involved reading and sentence completion and text composition. Drawing on Loufer’s study, Min thus suggests that ‘learners involved in productive word-focused tasks were more likely to recall words than those engaged in receptive tasks’ (p.7). He further asserts that reading comprehension only yields less vocabulary gains than reading activity that comes with text-based vocabulary exercises.

Given the potential of reading to increase vocabulary growth, this paper is also set to design two tasks where productive vocabulary and reading activities are integrated. This task design departs from the goals of Reading II course, i.e. to develop learners' reading skills/strategies so as to make them a good reader. Celce-Muria & Olshtain (2000) claim that a good reader usually integrates both top-down and bottom-up reading fashions. When s/he finds an unfamiliar word for example, s/he will make use of his or her top-down strategy which is relating the text at hand to the prior knowledge s/he already has, in conjunction with his or her bottom-up strategy which allows him or her to use clues the text provides, to guess the word's