

CLIL in German Lessons for Indonesian German Teachers to Achieve The SGDs

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Abstract

This paper aims to solve the problem of the lack of use of German language in German lessons and the lack of mastery of material and didactic methodological competence of Indonesian German teachers through the implementation of Content and Language Integrated Learning (CLIL). The method used is to conduct a CLIL-based lesson using prepared prototypes in the workshops, conduct observations during implementation, collect interview data, evaluate and discuss work results. The workshop participants and respondents of this research were Indonesian German teachers. The results of this study show that CLIL can be implemented well and smoothly. By implementing CLIL, German teachers' mastery of materials and didactic methodological competence can be improved, making learning German more interesting and enjoyable. Ultimately, we can contribute to the efforts to achieve SDG target 4, namely quality education.

Keywords: *German Language, Content and Language Integrated Learning (CLIL), SGDs*

Introduction

The learning of German language in Indonesia ideally emphasizes language learning as a means of communication rather than as an object of learning (Ardiyani & Rofi'ah, 2021). However, the reality in this area shows that teachers have a tendency to use Indonesian instead of German as the language of instruction in the classroom, giving the impression that the language is being used as an object of learning (Cindy & Rosyidah, 2020). In addition, one of the learning problems of teaching German in Indonesia is the teachers' lack of mastery of didactics and methodology (Ardiyani et al., 2022, 2023; Ardiyani & Rofi'ah, 2021, 1; Wijayati et al., 2018)

This gap between ideal conditions and real-life conditions is certainly not good for learning. This can have a negative impact on learning outcomes (Cindy & Rosyidah, 2020). To solve these problems, an approach to learning is needed that can improve quality and learning outcomes. One of the solutions offered is Content and Language Integrated Learning (CLIL).

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CLIL is a learning approach that integrates both material (content) and the language used (language). CLIL combines a language and content approach in which a second or foreign language is used not only as a language in the classroom, but also as a very important tool for building knowledge (Amiroh et al., 2020; Dafouz et al., 2010; goethe.de, o. J.-b, o. J.-a; Graham et al., 2018; Yufriзал, 2020). In the context of foreign language learning, CLIL not only increases expectations of success in language learning, but also develops learners' skills and discourse in general (goethe.de, o. J.-a)

Research on CLIL has been conducted by many researchers in various subject areas in Indonesia. The studies by Amiroh et al. and Kamumu have applied the CLIL approach in mathematics materials using English, while Muti'ah has applied CLIL to Indonesian language subjects through specialization materials (Amiroh et al., 2020; Kamumu, 2020; Muti'ah, 2020; Putera & Setianingsih, 2017). These four studies had a positive impact on learning. However, English and Indonesian were used in these studies rather than German. Even though the Goethe-Institut, as the official institution for the supervision of German learning for international foreigners, intensively promotes the project "Content Language Integrated Learning" (CLIL) in German learning, there is no study on CLIL in German learning in Indonesia so far.

In order to improve the performance and quality of German language learning in Indonesia, it is important to do this research. It is hoped that this research can improve the mastery of the material and the didactic methodological competence of German teachers so that they can improve the German language skills of Indonesian German learners and make learning German more interesting and enjoyable. This is expected to make students enjoy learning and achieve the required competencies in the curriculum. In the end, we can contribute to achieving the SDGs goals.

Method

This qualitative research implements CLIL in German lessons for Indonesian German teachers in order to increase the mastery of material and didactic methodological competence and to activate the use of German in the classroom.

Two data collection techniques were used in this research, namely observation and questionnaires. Meanwhile, the following items must be known through a questionnaire: 1) The effectiveness of the workshop, 2) Suitability of the language level for the participants, 3) Determination of participant expectations, 4) Fulfillment of participant expectations, 5) Results of the workshop phases, 6) Active participation. 7) Workshop environment, 8) Seminar materials, 9) Confirmation of participation and 10) Comments.

The method used to implement CLIL in German lessons for German teachers at the workshop includes the following activity phases:

- 1) Creating the learning plan with the CLIL approach to teaching German.
- 2) Socialization of the aims and benefits of the workshop.
- 3) Implementation of workshop 1 on the application of CLIL in German language learning using the prepared prototype.
- 4) Implementation of workshop 2 on the application of CLIL in German language learning using the prepared prototype.
- 5) Implementation of workshop 3 on the application of CLIL in German language learning using the prepared prototype.
- 6) Implementation of workshop 4 on the application of CLIL in German language learning using the prepared prototype.

- 7) Observation during implementation.
- 8) Collecting response data from the workshop participants.
- 9) Evaluating the results of each training activity.
- 10) Discussion of the results of the work.

Development and improvement discussions are also held at the end of the session to gain insights that will be more useful for future classroom teaching.

Results

The workshops were held four times in 2023. A total of 20 teachers who are members of the Indonesian German Teachers Association (IGBT) participated in the workshops. During the first workshop, theoretical information about CLIL in German language learning and its principles were provided. This was followed by the next workshop on the practical application of CLIL teaching in the German classroom. The third and fourth workshops were a continuation of the previous workshop implementing CLIL teaching in German.

Based on observations during the workshop, it is known that the number of participants was relatively ideal (20 people) and they arrived on time. All participants participated very actively and worked well together in the group work. The participants were very enthusiastic as they were able to use the workshop materials in class. The lectures and experiments were very useful and the participants had many discussions with the instructor. The duration of the exercise and the steps are according to the set plan and standards.

The results of the questionnaire also showed positive results. Based on the results of the questionnaire, it can be seen that the CLIL language learning workshop went smoothly and was well implemented. The participants found the workshop useful and enjoyable. Participants were able to take part in the workshops from start to finish and worked well with the materials and tasks provided. Teachers were also able to practice the material illustrated by the speakers.

The language level during the workshop is adapted to the participants. In this case, the participants play roles as if they were high school students (SMA/MA) who have mastered levels A1-A2. The instructor became the teacher and led the CLIL lessons in the classroom. They learned German with specific topics, for example on the subject of “food sharing”. At the beginning of the lesson, they were asked what they knew about the topic of “food sharing”. They wrote their opinions on the mentimeter. Then they discussed food and food sharing, in between looking at a few examples of food in Germany where they could find German words. They then worked in groups to read an authentic text in German and discuss what was particularly important in the text.

In this workshop, both examiners and participants were “challenged” to use as much German language as possible. This was to familiarize German teachers with the practical use of German as the language of instruction, including in the classroom. This habit should reduce the problem that teachers tend to use Indonesian instead of German as the language of instruction in class, giving the impression of making the language an object of learning (Cindy & Rosyidah, 2020).

Discussion

The use of German as the language of instruction for certain topics in German lessons corresponds to the basic principles of CLIL. CLIL is a learning approach that integrates both

material (content) and the language used (language). CLIL combines a language and content approach in which a second or foreign language is used not only as a language in the classroom, but also as a very important tool for building knowledge (Amiroh et al., 2020; Dafouz et al., 2010; goethe.de, o. J.-b; Graham et al., 2018).

There are three key arguments in favor of the CLIL approach (goethe.de, o. J.-b). First is the empirical-experimental approach in many subjects, especially in the natural sciences, which is very important in mastering a foreign language and leads to a method of analogous learning; The second is to learn a foreign language in a real context with immediately usable content; And third, the ability to reinforce language for real things and events can be fully explained.

By integrating material and language, learners do not turn language into an object to be learned in particular, but rather as a tool for learning specific material without losing the essence of language itself. In this way, learning becomes more meaningful. Furthermore, CLIL not only increases expectations of success in language learning, but also develops students' skills and discourse in general (goethe.de, o. J.-b). According to goethe.de (goethe.de, o. J.-b) CLIL emphasizes 10 principles as follows:

1. Bilingual subject teaching is a new discipline in schools, as it combines existing elements to create a new way of imparting and exploring knowledge and skills.
2. Due to its complex application requirements, bilingual subject teaching is an example of the promotion of the use of didactic methodological approaches such as active learning, learners as the focus of the teaching and learning process and learner independence.
3. In bilingual lessons, the process of learning a discipline in one language and in another language takes place in a specific situation. In this way, a cycle of "absorbing, observing, testing, applying, producing language and increasing language awareness" is created, which is repeated again and again on both a small and large scale.
4. In general, previous foreign language teaching leads to everyday language skills (Basic Interpersonal Communication Skills/BICS), while bilingual teaching leads to language skills as a medium for representing complex thought processes in a foreign language (cognitive academic language proficiency/ CALP). In addition, skills are developed in discourse that relates to meaning. In this way, bilingual learning aims to acquire basic skills.
5. Bilingual subjects are not required to have learning objectives (especially for language). Teaching has top priority and determines the learning objectives.
6. Science, mathematics, computer science and engineering are well suited for bilingual teaching; firstly, because science and language disciplines take an empirical-experimental approach, which leads to analogous learning methods; secondly, the foreign language is learned in a real context with directly applicable content; thirdly, language skills should be maximally strengthened in relation to real events and things that can be explained in detail.
7. Bilingual subjects require collaboration. This teaching method is designed for project work.
8. Bilingual learning is not limited to forms within official institutions, but can also be extended to extracurricular activities, for example in cross-curricular projects.
9. Bilingual learning can "take place" at different stages of development, starting with small, multi-week thematic project modules on a topic; through a cycle of topics oriented towards comprehensive learning objectives and within a year or semester

until inclusion in the curriculum; or permanently integrated into the teaching and learning process over a period of years.

10. Bilingual learning can begin as early as kindergarten or pre-school age, naturally in the form of games. Continuation of basic education in the first four or six years and continuation until the age of full development and maturity, while exploiting the full development potential in the last three years of basic education until the end of secondary school.

Observations indicate two key recommendations for improving the CLIL approach. First, the workshops require more intensive follow-up sessions that focus on practical implementation, including activities like classroom simulations, hands-on teaching practice, and feedback discussions. This aims to help teachers better integrate German as the language of instruction. Second, it's important to ensure that the fundamental principles of CLIL are clearly emphasized during training, so teachers can apply them effectively in their classrooms. Further research, through direct observation of teachers implementing CLIL, is needed to evaluate the effectiveness of the workshops and their impact on student learning outcomes.

The whole series of workshop activities is aimed at improving teacher quality. This is an attempt to solve teachers' lack of mastery of didactic material and methodology (Ardiyani et al., 2022, 2023; Ardiyani & Rofi'ah, 2021, 1; Wijayati et al., 2018). By improving the teacher's ability to deliver learning in the classroom, this will eventually lead to an increase in the quality of education. This is in line with the main objectives of the SDGs (Bappenas, o. J.)

Sustainable Development Goals (SDGs) are an agreement between the nations of the world to create a more peaceful, secure and prosperous world for all citizens of the world. The 2030 Agenda includes a new development agreement that promotes changes towards sustainable development based on human rights and equality to promote social, economic and environmental development (in Indonesia plus law and governance).

SDGs are implemented with universally integrated and inclusive principles to ensure that no one is left behind. SDGs consist of 17 goals and 169 sub-goals to continue the efforts and achievements of the Millennium Development Goals (MDGs), which ended in 2015. The 17 goals are (1) Zero Poverty, (2) Zero Hunger, (3) Good Health and Well-Being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, innovation and infrastructure, (10) reduced inequalities, (11) sustainable cities and communities, (12) sustainable consumption and production, (13) climate action, (14) life below water, (15) life on land, (16) peace, justice and strong institutions and (17) partnerships to achieve the goals (Bappenas, o. J.; DIFU, 2020).

Education is included in the fourth point of the SDGs, because education is the right of every human being. The aim of this quality education is to ensure inclusive, equitable and quality education and to increase lifelong learning opportunities for all. Based on this, education goals will also be the focus of the government's efforts to promote the achievement of sustainable development goals and targets for SDGs by 2030, based on the 2015 UN Forum orientation agreed in August 2. Improving the education of the Indonesian people will drive the achievement of other goals and targets in the 17 SDG points, especially the increase in Indonesia's Human Development Index (Bappenas, o. J.).

Conclusion

The ideal way to learn German in Indonesia emphasizes the language as a means of communication. However, many teachers still tend to use Indonesian as the language of instruction in the classroom. In addition, teachers lack mastery of didactic materials and methodology. To solve this problem, a learning approach that can improve quality and learning outcomes is needed. One of these is Content and Language Integrated Learning (CLIL). CLIL is an approach to learning that integrates both material and language. According to observations during the workshop with the CLIL approach, language learning went smoothly and could be implemented well by the participants. In the workshop that implemented the CLIL approach, German teachers used German as the language of instruction in the classroom in order to accustom teachers to using German in the classroom and reduce the tendency to use Indonesian.

Recommendations

In observation activities related to the implementation of the CLIL approach, two key recommendations emerged to enhance its effectiveness. First, outreach efforts through workshops need to be intensified, focusing on practical application to better equip teachers with the skills needed to implement CLIL in their classrooms. This includes more frequent follow-up sessions with case discussions, classroom simulations, and sharing best practices. Second, it is essential to emphasize the core principles of CLIL to help teachers effectively use German as the language of instruction. Further research through direct observation of how teachers (workshop participants) apply the CLIL approach with their students is necessary to assess the success of these workshops and to evaluate the impact of CLIL on students' language skills and content understanding. With regard to observation activities using the CLIL approach, the following is recommended: 1) The outreach work carried out in relation to workshops needs to be carried out more intensively with regard to the implementation of the CLIL approach; and 2) CLIL principles need to be emphasized and observed more so that teachers can make better use of German as a language of instruction.

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