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## Using CLIL-Based English Materials Development for Business and Marketing in Vocational High School

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### ABSTRACT

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#### Keywords:

*CLIL, English language materials, ESP, 21<sup>st</sup> century skills*

This paper aims to describe the use of Content and Language Integrated Learning (CLIL) approach in developing English language material for Business and Marketing major in vocational high school. It emphasizes on learning a subject and language all at once in language teaching. The study explores the needs of 21<sup>st</sup> century vocational students, CLIL advantages related to current curriculum, and its material resources. The results offer some relevant theories and considerations in developing the materials to improve students' English competence on their workplace.

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### 1. INTRODUCTION

Vocational program is a type of education that prioritizes skill mastery in related study field. It focuses on the development of students' competencies and readiness for future careers. Moreover, students are expected to be ready in providing professional services in their workplace. In terms of teaching and learning English at school, to meet the needs of students, one of the most important elements that should be taken into account is supporting materials. Students at vocational high school must understand the components of the language as well as the functions in real contexts communication. As a regard of these goals, teaching materials should be adjusted to maximize the outcomes.

CLIL is a popular approach used in language teaching especially ESP (English for Specific Purpose). This approach has two focuses which are learning, and teaching by using additional language to get both language and content (Coyle et al., 2010)., ESP program is used for vocational students. The basic concept of ESP is to teach English competence based on what is needed by the graduates in the workplace and professional context (Robinson, 1996). English materials developed using the approach can be integrated with ESP content and language implementation. Therefore, the needs of students in Business and Marketing major students could be fulfilled as well. Compared to the general English, it does not need specific context. Thus, the materials used between them should be differentiated.

At the moment, teachers in Indonesia commonly use the course books and student's workbook from government. However, the books provided by government is basically almost similar with general English classroom. Moreover, the contents of the books are minimalized and not relatable with the vocational major contexts. Even if teachers are allowed to develop their own materials or have others additional resources to fulfill students' needs, not many of them concerns on giving content-related materials for the students. CLIL approach may help the teachers in constructing the materials needed by the learners. This could support the course book from the government. It could promote students' motivation to learn as the materials are related to their majors.

Current curriculum in Indonesia (K13) is in line with CLIL approach principles that tries to promote important 21<sup>st</sup> century skills. Coyle et al., (2010) states that CLIL promotes cognitive flexibility, cognitive engagement, enhances cognitive functioning, problem-solving skill, and higher order thinking. In addition, (Marsh, 2002) states that CLIL may strengthen learners' ability to process input, which prepares them for higher level thinking skills, and enhances cognitive development. Those statements have the same criteria with 21<sup>st</sup> century skills which is the 4Cs; 1) critical thinking and problem solving, 2) creativity and innovation, 3) communication, and 4) collaboration. Accordingly, it is very effective and reliable way to acquire the ultimate targets of nowadays education that emphasis on practical skills and knowledge studied all at once. Teachers are required to be creative and selective to choose the source materials in order to maximize learning outcomes. They also must consider the learning objectives and make sure that all of it can be achieved.

## **2. METHOD**

This is a library research which information are collected through library and digital resources to describe the use of CLIL-Based English Materials Development for Business and Marketing in Vocational High School. CLIL approach may help the teachers in constructing the materials needed by the learners. This could support the course book from the government. It could promote students' motivation to learn as the materials are related to their majors. Current curriculum in Indonesia (K13) is in line with CLIL approach principles that tries to promote important 21<sup>st</sup> century skills. Coyle et al., (2010) states that CLIL promotes cognitive flexibility, cognitive engagement, enhances cognitive functioning, problem-solving skill, and higher order thinking.

## **3. RESULTS AND DISCUSSION**

The term 21<sup>st</sup> century skills refers to general forms of knowledge and skills which are believed to be significantly necessary to success in today's world, particularly in educational program and current demands for careers in workplace. It represents an approach in teaching that integrate content to skill. It means that teaching students the most applicable, in-need, and valuable skills should be highlighted in today's schools. In fact, not many schools have not adequately prioritized such skills yet in teaching to students.

There are set of three categories of 21<sup>st</sup> century skills which helps students to be able to adapt and stay competitive in a changing job market: (1) Learning skills (the four C's), (2) Literacy skills (IMT), and (3) Life skills (FLIPS). The whole categories cover all 21<sup>st</sup> century skills which contribute to students to succeed in the future career. The 4 C's category of 21<sup>st</sup> century skills are the most well-known as it is universal and recognized by most educators. It consists of today's demands upon a modern work environment equipped by students to be adaptable. It comprises critical thinking, creativity, collaboration, and communication. These 4 C's skills are unanimous needs for any future careers.

Critical thinking is the widespread spoken topic in term of education. Paul & Elder (2008) defines "critical thinking as a way of thinking about any content, problem subject in which the thinker improves the ability of his or her thinking skill and quality and also analyze the structures." Critical thinking has an essential role in negotiation to better options, educated decisions, and innovative problem solving. Critical thinking brings about an intelligibility of perception which students are capable to re-appraising their own opinions or perceptions, values, and calculation toward the problems/ events. With critical thinking, a person can

significantly obtain self-improvement and self-actualization. To have this criterion of skill in today's world really can help students to stay viable in the workplace.

Then creativity leads to make use of a new approach to problem solving, innovation, and discoveries. It is assumed as one of essential skills and become an effective learning in this 21<sup>st</sup> century. Creativity has been noted as a significant skill in a human lifespan (Egan et al., 2017). This skill is crucial for students since it has obvious relationship with the contents and skills development. In any field, creativity becomes a means of adaptation that essentially empowers students to see concepts from any wide-ranging aspects. As a result, it leads to innovation process. In any ways, a key of adaptability and to succeed is by innovation. It is crucial for any companies in today's dynamic marketplace. It can enhance the company's growth and sustainability. Learning creativity which leads to innovation process will be able to prepare students for the changing competitive workplace.

Furthermore, collaboration is a way of skill which gets the students to work all together, discusses to express their ideas, finds clarification, and participates in organizing, synthesizing, analyzing critically, problem-solving, and finding a new concept in a depth. Though it may be the most difficult concept of four C's skills, it becomes a trend approach in 21<sup>st</sup> century shifting the teacher's center to collaborative learning. Collaboration is believed to give opportunity for all stakeholders to engage in problem-solving to generate ideas and also the feedbacks. By collaboration and synergizing, it gives a company-wide success, a greater good, leading to the higher achievement than a common goal. However, it is not easy for people to takes into integrating ideas, skills, experiences, and opinions from diverse people brains.

Finally, communication skill is pivotal that glues all these educational qualities together. All matters result from communication. Good communication becomes a requirement for any company as it gives many benefits to maintain profitability and efficiency. It also crucial to allow people in understanding and processing information more efficient and accurate. Contrasting to poor communication, it leads to frustration and frequent misunderstanding. Consequently, it is crucial for students to learn how to convey their ideas towards other people. Any company would like to see this skill becomes the most crucial conquered by employees. When employees have poor communication, it leads to reduce efficiency or productivity and any other ways. Without understanding this skill in the 21<sup>st</sup> century, students may not be able to survive in the workplace even less to progress their careers.

The practices of the four C's by far are generating knowledge or contents to skills. It is simply relatable to the goals of schooling in vocational program. This program is considered as an alternative for high school students who are not going to higher education, a college. It is an educational program that aims to create human resources who have specific abilities, skills, and expertise. Students in vocational program learns skills to prepare them in in a specific career field after high school. Vocational program equips students with skills to start working in a certain field.

In terms of English teaching and learning in vocational education, Widodo (2016) argues that it should be considered as English for Specific Purposes (ESP) program. It totally should be different from the general English (GE) that focusing on improving all four language skills or competences and components of English equally. In general English, it is designed in targeting vocabulary work, language function, pronunciation, grammar, and many other skills. However, in ESP, the objective of teaching and learning English is to meet the needs of particular students. This is the big point for teachers when designing the appropriate competencies for them. Furthermore, ESP is an advance approach compared to General English. It concerns on

language teaching which all the choices are related to the content. Some characteristics which ESP must have; it all based on the students' requirements that should be related to certain skill or job, it has particular use of vocabulary related to the particular field, and definitely it depends on students' need goal oriented.

The main focus of ESP can be directed to the content, not emphasis on the language other ways. However, it tries to highlight the needs of students, especially for Business and Marketing, as one of popular majors in vocational high school. Each major indeed has different needs which not all competencies and components of English will be constructed. Therefore, English is taught in distinguish way as each field demands. It puts more significance on training and selecting appropriate contents. Teacher should study and consider what English focus is needed by the students to prepare them in the future career. After observing and maintain the needs of students, teacher may construct the suitable materials. This act is taken since the materials and topics discussed on the textbook at school provided by government is not appropriate with the needs of students. Though it has been differentiated from the textbook of General English used by senior high scholars, the materials could not cover the needs of students. Furthermore, there are many majors of vocational program, yet the textbooks are elaborated in the same way.

Based on the research findings, Akbar & Gunadi (2018) demonstrates that most teachers only tend to prepare the materials provided by the government without adapting into the context. Most teachers were not initiative to equip the students with additional textbook. They do not really concern on giving content-related materials for the students. Moreover, in practice, teachers infrequently conduct need analysis to determine students' needs (Rahayuningsih, 2016). Besides, students at vocational high schools needs an English learning based on content-related to prepare them to be ready in the workplace. CLIL approach may help teachers in designing the content-related materials based on particular field. As it focuses on how integrating content to language. Students learn English both the contents and language.

According to (Coyle et al., 2010), Content and Language Integrated Learning (CLIL) is viewed as the approach of teaching that integrate both language learning and content learning as well. It is supposed to enable students in understanding the content through the language. On secondary level, especially on vocational program the implementation of CLIL approach may help students to prepare themselves for future career. The successful implementation of CLIL enables to combine content focusing on the development of knowledge, skills, and understanding related to particular elements based on the curriculum, while communication concerns on how to use language to learn whilst learning to make use of language. Then, in term of cognition is by developing thinking skills and it connects to understanding of a content and language. Finally, culture is seen as exposure to alternative perspectives and understanding to the awareness of other people and self.

CLIL lessons exhibit several characteristics as follows. First, it integrates language and skills, and responsive and valuable skills. The lessons of CLIL are often based on reading or listening texts/ passages since students may learn both language and content at a time through these skills. Moreover, the language focus is not seen as the use of structural grading but concerning more on the content, so the language is approached through lexically rather than grammatically. This integration is suitable when used at vocational program that has the same focus, the content, and its language. It is supposed to students successfully learn the content and also achieve the capability to use the CLIL language for specific purposes. It may help the teaching and learning process at vocational program, especially for Business and Marketing major. By implementing this approach, students may learn how to understand the content through

language. It helps them to prepare in the future workplace in this changing developed world. Thus, they will be able to stay competitive and unbeatable in any condition.

The concept of CLIL which tries to promote the 21<sup>st</sup> century learning is using collaborative learning or known as students' centered. This method is frequently used in the curriculum of Indonesia (K13) which focusing how the students communicate and solve the problem altogether. The realization of CLIL concerning both knowledge and skills is in line with the basic competence in the decree of Indonesian Ministry of Education no. 24 year 2016 contains two aspects: knowledge and skills (Indonesian Ministry of Education, 2016). First, the knowledge aspect is stated in the decree of the Indonesian Ministry of Education no. 24 year 2016, dealing with English components that should be conquered by the students. While the skills aspect deals with all four English skills: listening, speaking, reading, and writing.

From those statements, it may be concluded that CLIL approach can be used in constructing appropriate materials for vocational high school students. It is appropriate with the students' needs and not against the curriculum of Indonesia. The 2013 curriculum is able to sustain the use of CLIL as it integrates several subjects which can integrate the content and English (language). This can help both the teacher and students to achieve the aims of learning. According to Prasetyanto (2014), there are several reasons why English materials had better use CLIL. First, the certain technical terms (vocabulary) which related to specific field. It differs from the daily English, such as in geography, physics, chemistry, etc. For instance, in mathematics, the word *sudut tumpul*, which cannot be translated into *blunt corner*. However, the technical term for this word is *obtuse angle*. It also works with other terms according to each specific topic. Not all vocabularies can be directly translated. The students should understand not only daily English but also the technical term. As stated by (Ball, 2020) that the differences are located in the lexical and structural basis.

Then, another reason which stated by Lorenzo et al., (2010) shows that on the linguistic evaluation, CLIL learners outperformed non-CLIL learner. It means that the students' linguistic competence can be improved through CLIL. In addition, Calviño (2012) states some benefits of using CLIL in developing materials, First, the students' motivation increases because the goals of the learning are suitable with their needs. Second, it can do attitude towards students, because it is not only focusing on the grammar or reading however it also focuses on the practicing the language through the topic of materials. Third, definitely students can learn the technical terms of some certain topic which cannot be obtained through daily English.

In order to make the practice of CLIL successful, teachers must plan their teaching and learning process effectively. As the purpose of the approach, it requires professional teachers who master both "language" and "content" (Morton, 2016). Consequently, teachers of ESP have to consider the practical use of language in certain context related to the course that the students are taking. In responds to the lack of teachers' guidance about the approach, according to Graaff et al., (2007), a good CLIL teacher should perform these five important things in their class; (1) exposing appropriate materials by selecting, adapting, and scaffolding it, (2) employing meaning-focused activities, (3) eliciting output production, (4) helping learners acquiring strategies to facilitate communication. From those facts, explicitly, we know that materials delivered is pivotal in achieving learning goals. Teachers need to choose suitable materials that respect and support learners' L1 and their culture (Navés, 2009).

CLIL class students learn the content of their subject while using and also learning additional language (Bentley, 2007). Therefore, teachers should manage the information that will be delivered to the class well. It can be done by following these steps (Pérez & Malagón, 2017):

1. Choosing the topic, main subject, and relevant language content.
2. Searching materials that is going to be used in the class such as textbooks, audio, video, and etc.
3. Organizing and adapting the materials
4. Deciding the appropriate activities and elaborate it

First, teachers need to choose the topic, main subject, and relevant language content. They need to choose a proper topic for the class based on the teaching goals. After that, they need to search the materials that they will use in the class such as textbooks, audio, video, and many more. They can even make their own materials for the students. This is harder, but it meet students' needs better. Then, teachers need to organize and adapt the materials. They need to make an organized lesson plan. Last, teachers need to decide the appropriate activities and elaborate it. The activities must be attractive and meaningful for the students. Teachers need to create it based on their students' level and ability.

Furthermore, sometimes teachers cannot find decent materials for their lessons. Therefore, Moore & Lorenzo (2007) propose some solutions for them to produce their own original materials, and employ or adapt authentic materials. By doing that, teachers are ensured that the content is relatable and able to fulfill what students really need. However, to make it happen is not an easy task. They are required to give more efforts to adjust and create the materials that have language complexity. Teachers must dedicate themselves more because it is time consuming.

In developing and mapping the units in CLIL, educators can use 4Cs framework as a guidance (Coyle et al., 2010). First of all, teachers must choose the content of the materials by considering the setting of the class. It explores the coverage of the discussions, topics, objectives, skills, and priorities. Then, they need to analyze and select students' cognition such as problem solving, creativity, and thinking skills that will be used related to the content. In other words, it includes higher order thinking skills (HOTS) and lower thinking skills (LOTS). After that, teachers can use language Triptych in designing communication through connecting three linked parts; language of learning, language for learning, and language through learning. Last but not least, cultural aspect must be included to develop their awareness of surroundings. In addition, it is important to understand the principles at primary education and secondary education

1. Prioritizing the subject
2. Avoiding long, dense, and complex sentence structure in the text
3. Presenting the content by giving visual aids such as charts, diagrams, pictures, drawings and etc.
4. Learning process must be guided and well-structured
5. Using more comprehension tasks
6. Active learning must be done when possible
7. Process of learning is emphasized
8. Integrating the four skills for presenting and learning new information

To maximize the outcome, teachers can relate the topics of content to the curriculum. It might discuss about real world problems and what students can find around them. Real news or part of the movie can also be used as an introduction to the topic. Other than that, teachers can increase students' motivation, interactions among students, and basic competence related to technologies by using ICT (information and communication technologies).

#### 4. CONCLUSION

All in all, CLIL is one of the best options to choose when it comes to material development for ESP especially business and marketing major in vocational high school. Learners can learn both language and content at the same time. Moreover, CLIL principles are in line with current curriculum that tries to foster 21<sup>st</sup> century language skills. It is also aimed to give students ability based on their future career to compete in this era. Furthermore, the approach does have many benefits for students such as increasing students' motivation. It happens because the materials that are discussed in the class are closely related to their major and real thing around students. Additionally, in material development phase, teachers have to follow the steps in sequence and consider the principles of CLIL to plan everything effectively. Lastly, those are all related theory that can provide some considerations for teachers in developing materials to help achieving learning objectives.

This paper aims to help teachers to develop materials for English subject in Vocational High School using CLIL. Vocational High School is different from Regular High School. In Regular High School we do not focus to learn a particular concentration. However, in Vocational High School, students are divided into their concentration. Therefore, CLIL is needed to help teachers develop their materials. Students do not only learn General English, but it can be meaningful to learn a specific topic related to their concentration at school.

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