TEACHERS' ATTITUDES TOWARD THE USE OF CLIL IN ESP CLASSES

Noverita Wahyuningsih, Utami Widiati, Mirjam Anugerahwati
Pendidikan Bahasa Inggris Pascasarjana-Universitas Negeri Malang
Jalan Semarang 5 Malang. E-mail: noverita@polinema.ac.id

Abstract: CLIL has now become an alternative approach that many ESP English teachers could use in their classes to keep up with the current approach in language teaching. Apparently, there is still a question on what kind of attitudes ESP teachers have on the use of CLIL for teaching ESP. The present study aims at reporting research findings on teachers' attitudes toward the use of Content and Language Integrated Learning (CLIL) approach in the teaching of English for specific purposes (ESP), in terms of teaching material, teaching method, teaching media, and assessment.

Keywords: teachers'attitudes, CLIL, ESP classes

Abstrak: CLIL (*Content and Language Integrated Learning*) kini telah menjadi pendekatan alternatif yang bisa digunakan oleh dosen ESP dalam kelas mereka untuk dapat mengikuti pendekatan terkini dalam pembelajaran bahasa Inggris. Selain itu, ternyata masih ada pertanyaan tentang bagaimana sikap dosen terhadap penggunaan CLIL untuk mengajar ESP. Penelitian ini bertujuan untuk melaporkan temuan penelitian mengenai sikap dosen terhadap penggunaan CLIL dalam pembelajaran bahasa Inggris untuk tujuan tertentu (ESP), terkait materi, metode, dan media pembelajaran, serta penilaian.

Kata kunci: sikap dosen, CLIL, kelas ESP

The success of a teaching and learning process depends on many influencing factors; but it is widely believed that teachers are key component determining the success of a lesson. Teachers are expected to play many different roles in the classroom. Harmer (2007:108—111) put forward the idea that committed teachers aims at facilitating language learning, and described different teacher roles: as a controller, a prompter, a participant, a resource, as well as a tutor. A teacher needs to be able to switch between those various roles. In addition to that, Brown (2007:214—216) mentioned that the success of classroom learning is very much dependent on several factors, one of which is on what roles the teacher plays. Brown pointed out that in order to create an interactive classroom, there are five roles that a language teacher might play: the teacher as controller, as director, as manager, as facilitator, and/or as resource. According to Coyle, et al., (2010:88), therefore, the respective roles of teachers and students are central in CLIL (Content and Language Integrated Learning), because its very nature tends to demand more student-centred approaches.

Teachers' attitudes toward certain approach/technique/method in teaching are therefore important because they could not only have an influence on the effectiveness of teaching method that teachers implement in the classroom, but also establish teachers' professional development. Teaching can be seen as thinking and decision making activities, and teachers are viewed as agents in the development of their own practice. Richards (1998:66) pointed out that a primary source of teachers' classroom practices is beliefs systems –the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom. What teachers do, therefore, tends to be controlled by their attitudes and those perceptions might serve as a filter in their decision making activities. This is considered an important factor in teachers' professional development, in which teachers' attitudes might influence the quality of their teaching itself. In addition to that, Lange (in Bailey et al, 2001:4) saw that teachers' attitude could be considered as one of the meaningful aspects of teachers' professional development. He wrote that teachers' development is a term which is used in the literature to describe a process of continual intellectual, experiential, and attitudinal growth of teachers.

The attitudes of ESP (English for Specific Purposes) teachers are also worthy of note. The teaching of English in an ESP setting is often considered important as it deals with the use of language for meaningful communication in a particular area of study. ESP teachers' attitude, therefore, is considered important as ESP teachers play meaningful roles. Hutchinson and Waters (1987:157) mentioned that the role of ESP teachers differs from that of general English teachers because of two reasons. Firstly is because ESP teacher's role is one of many parts. It is expected that in addition to normal functions of a classroom teacher, an ESP teacher will have to cope with needs analysis, syllabus design, materials writing, or adaptation and evaluation. The second reason is that the great majority of ESP teachers have not been particularly trained to teach English for specific

purposes. As a result, they need to orientate themselves to a new environment for which they have not generally been well-prepared.

This is also the case at the State Polytechnic of Malang, in which ESP teachers were challenged with the dynamic of students' need of English as a foreign language. Therefore, the students demand more students centred approach. They want to develop both their language skills and mastery content knowledge. These are provided by CLIL method. However, based on the preliminary study, not all teachers of this higher education institution were ready to adopt CLIL method. Therefore this study is significant to figure out their attitudes toward the use of CLIL method in teaching ESP classes.

One of the current approaches in ESP teaching is the CLIL or Content and Language Integrated Learning. CLIL approach is one of the current issues in the field of English language teaching, which has a dual focus, one of which is that content from other subjects is used in language learning classes. Integrating content and language is well thought-out to be beneficial and has great educational potential. Mehisto, et al. (2008:27) stated that CLIL is a value-added approach that seeks to enrich the learning environment; whereas Dale and Tanner (2012:11—14) mentioned that CLIL is considered a good thing as it has many benefits not only for the learners but also for teachers and schools as well. For those reasons, co-operation and skills exchange among language and content teachers becomes an important strategy for implementing CLIL in schools. In addition to that, CLIL has now become an alternative approach that many ESP English teachers could use in their classes to keep up with the current approach in language teaching. Despite those facts, apparently there is still a question on what kind of attitudes ESP teachers have on the use of CLIL for teaching ESP. It will be remarkable to find out about teachers' attitudes toward the use of CLIL in ESP classes. This study, therefore, aims at exploring teachers' attitudes toward the use of CLIL in ESP classes in Indonesia.

In accordance with the background of the study, the present study is conducted to provide answers for the following general question, "What attitudes do teachers hold toward the use of Content and Language Integrated Learning in ESP classes?" The general question can further be developed into groups of sub-questions. The first group is on component of teaching, in which the sub-questions are as follow:

- What attitudes do teachers hold about the use of CLIL in ESP classes in terms of teaching materials?
- What attitudes do teachers hold about the use of CLIL in ESP classes in terms of teaching method?
- What attitudes do teachers hold about the use of CLIL in ESP classes in terms of teaching media?
- What attitudes do teachers hold about the use of CLIL in ESP classes in terms of teaching assessment/evaluation?
  The second group deals with component of attitudes, whereas the sub-questions are:
- What cognition attitudes do teachers hold about the use of CLIL in ESP classes?
- What behavioral attitudes do teachers hold about the use of CLIL in ESP classes?
- What affective attitudes do teachers hold about the use of CLIL in ESP classes?

METHOD

The research design that was implemented is case study. Case study here refers to the intensive study of an aspect of behavior at one period of time. A case study is one of the qualitative research methods used to study in-depth a unit of a person, a social group, a social institution or a community for the purpose of understanding an important part of the life cycle of the unit (Latief, 2012:86; Richards, et al., 1996:47). In this case, the unit was a group of ESP teachers at the State Polytechnic of Malang. The case study method is expected to provide an opportunity to collect detailed information which may not be observable using other research techniques. Its focus is on exploring and describing the case being studied to construct a theory. In addition, it is usually based on the assumption that the information gathered on a particular individual, group, or community etc, will also be true of the other individuals, groups, or communities.

Moreover, this approach is also considered appropriate for the present study because it described the attitudes of a group of English teachers instead of identifying shared patterns of behavior exhibited by the group, in this case, ESP teachers. The focus of this study will be more toward learning the trends in teachers' attitudes and toward in-depth exploration of an actual case instead of relating variables of ESP and CLIL, nor predicting outcomes. In addition to that, the type of case study that the present research employed was instrumental case, which served the purpose of explaining a particular issue (Cresswell, 2012:465; Latief 2012: 86—89) in this case, the issue of whether or not to use CLIL in ESP classes.

Subjects of the Study

The subjects of the study were purposively determined, in which the researcher intentionally selects a group of individuals and sites to learn or understand the central phenomenon. In this study, the individuals were English language teachers who taught ESP whereas the site is in a vocational higher education institution in Malang, namely the State Polytechnic of Malang.

State Polytechnic of Malang was chosen as the site of the research because based on the preliminary study, not all teachers of this higher education institution were ready to adopt CLIL method. However, students of this institution demand teaching learning activities which employ a more student-centred approach. Meanwhile, teachers at this institution had the privileged of using any teaching approach in teaching their ESP classes. Some of them were familiar with the CLIL principles while some others were not. The subjects of the study were 14 (fourteen) English teachers at the State Polytechnic of Malang, with either Master or Doctorate degree in ELT, and various years of teaching experience that ranges from <5 years to >20 years.

FINDINGS
Teachers' General Attitudes toward the Use of CLIL in ESP Classes

When asked about familiarity with the term CLIL, the majority (42.86%) of the respondents admitted that they were not sure; whereas 35.71% mentioned that yes, they were familiar with it; and only 21.43% said No. The respondents were also asked whether or not they implemented the CLIL approach on their ESP classes, and half (50%) of them responded that they were not sure about that. Some (42.86%) responded positively that they think they implemented CLIL approach, while a small proportion (7.14%) of them said that they did Not implement CLIL approach in their ESP classes. This information is available on Appendix 7.

In general, the questionnaire response items can be categorized into 3 (three): high, medium, and low range groups. High-range group (with the value of Mean ranging from 3.5—4) indicated that most or all of the participants consider that they agree with the statement related to the use of CLIL in ESP classes. Meanwhile, medium-range group (with the value of Mean ranging from 3—3.49) indicated that some of the participants consider that they agree with the statement related to the use of CLIL in ESP classes. Lastly, low-range group (with the value of Mean ranging from 1—2.99) indicated that only a small number of the participants consider that they strongly agree with the statement related to the use of CLIL in ESP classes.

Questionnaire statements about the use of CLIL in ESP classes which fall into the high-range category were items 1 and 11. Statement 11, which said that if the respondents implemented CLIL, they would create a safe and enriching environment in their ESP classes, has the highest Mean of 3.64. This means that the majority of the respondents (64%) strongly agree with the statement. Meanwhile, regarding statement 1, 50% of the respondents agree that they thought that teaching in CLIL approach had three different goals: language skills, content skills, and learning skills. The other 50% strongly agree with that statement, making it as the second questionnaire item which fell into the high range group (Mean 3.50).

In addition to that, there were 15 (fifteen) questionnaire items with responses that made them fall into medium-range group. Those are items 3, 4, 5, 8, 9, 10, 12, 13, 16, 17, 19, 20, 22, 24, and 25. They had Means ranging from 3.43 (the highest in the category) to 3.00 (the lowest). Items number 3, which stated that the use of CLIL in ESP classes could be advantageous, number 8 (about adapting or adopting any available textbooks), and number 10 (on the availability of suitable textbooks or materials) shared the same high Mean of 3.43. Whereas items numbers 19 (the use of graphic organizers) and 22 (the use of portfolio assessment technique) shared the same Mean of 3.00, which was the lowest in the category.

In the category of low-range group, there were 8 (eight) questionnaire items out of the total 25. They were items numbers 2, 6, 7, 14, 15, 18, 21, and 23. Statements about the implementation of CLIL in ESP classes (item number 2) and easiness in applying on-going assessment for teaching ESP by using CLIL (item number 21) shared the same Mean 0f 2.93. Meanwhile, statement about the difficulty of applying technology (item number 18) had the lowest mean, 2.36, meaning that none of the respondents strongly agree to it.

Table 1. Teachers' General Attitudes toward the Use of CLIL in ESP Classes

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	Teaching in CLIL approach bears 3 different goals: Language skills, Content skills, and Learning skills.	7	50	7	50	0	0.0	0	0.0
2.	I have implemented CLIL approach in my ESP classes.	3	21.4	9	64.3	0	0.0	2	14.3
3.	The use of CLIL in ESP classes could be advantageous.	6	42.9	8	57.1	0	0.0	0	0.0
4.	If I have good knowledge about CLIL, I might implement it in my ESP class.	4	28.6	10	71.4	0	0.0	0	0.0
5.	Using CLIL might support active learning as it allows students to communicate more than the teacher.	4	28.6	9	64.3	1	7.1	0	0.0

In Table 1, half (50%) of the respondent teachers showed strong agreement in the different goals of CLIL. They also showed agreement in implementing CLIL in their ESP classes (71.4%), while disagreement occurs in the statement on the way CLIL support active learning (7.1%). Furthermore, teacher-participants' responses to the questionnaire items would be categorized according to teaching materials, method, media and assessment, which can be presented in the following sections.

Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Materials

Regarding teaching materials, teachers' attitudes toward the use of CLIL in ESP classes could be seen from the responses of statements number 6—10 of the questionnaire. All of them showed that most (ranging from 50% to 71%) of the participants agreed with the statements related to the use CLIL in ESP classes in terms of teaching materials. The average mean for this category was 3.03, which means slightly more than agree; and the average percentage of respondents who agreed with the statements was 59.98% (see Table 2). This illustrated that more than half of the teachers suggested agreement on statements related to teaching materials when using CLIL in ESP classes.

Statements 8 and 10 shared the same Mean, which was 3.43. Each of the two statements showed that most (57%) of the participants agreed that they might be able to adapt or adopt any available textbooks materials and resources for teaching ESP by using CLIL (as reflected in item number 8), and that CLIL materials should provide learners' need for content knowledge about language (item 10).

Of all five statements related to teaching materials, statement number 6, which was about difficulties in providing teaching materials for implementing CLIL in ESP classes, had the lowest Mean (that is, 2.50) and the smallest number of responses agreeing on that (that is, 50%). This gave the idea that half (8 respondents or 50%) of the participants agreed that it might be difficult to provide teaching materials for implementing CLIL in ESP classes.

For statement number 8, about teachers' perspective that they might be able to adapt or adopt any available textbooks, materials, and resources for teaching ESP by using CLIL, there were only *agree* (57%) and *strongly agree* (43%) responses, and there was no response of disagreement. This was also the same case for statement about CLIL materials that should provide learners' need for content knowledge about language. Moreover, as many as 10 teachers or 71% of the respondents agreed that they might use CLIL in teaching ESP classes if there were any available and suitable textbooks or materials (statement number 10). More detailed data about teachers' attitudes toward the use of CLIL in ESP classes in terms of teaching materials can be summed up in Table 2. as follows.

Table 2. Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Materials

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	It might be difficult to provide teaching materials for implementing CLIL in ESP classes.	1	7.14	7	50	4	28.6	2	14.3
2	Creating CLIL teaching materials from authentic texts might need a lot of effort.	1	7.14	9	64.3	2	14.3	2	14.3
3	I might be able to adapt or adopt any available textbooks, materials, and resources for teaching ESP by using CLIL	6	42.9	8	57.1	0	0.0	0	0.0
4	I might use CLIL for teaching ESP classes if there is any available and suitable textbooks or materials	3	21.4	10	71.4	1	7.1	0	0.0
5	CLIL materials should provide learner's need for content knowledge and knowledge about the language	6	42.9	8	57.1	0	0.0	0	0.0
	AVERAGE	3.4	24.3	8.4	59.98	1.4	10	0.8	5.72

As shown in Table 2., the respondents showed strong agreement in adapting any available materials for teaching ESP using CLIL approach (42.9%). Similarly, strong agreement was also found in the statement to provide learners' need for both content knowledge and language knowledge (42.9%). The respondents agreed on the use of CLIL for teaching ESP classes if there was any suitable materials (71.4%).

In addition, some of them (14.3%) disagreed to the statement that it might be difficult to provide materials for implementing CLIL; whereas half (50%) agreed to it. This could mean that although it might be difficult to provide CLIL-related teaching materials, ESP teachers were eager to implement CLIL in their classes and had confidence to adapt or adopt any available textbooks and resources. The reason behind this was that teachers believed that adapting or adopting textbooks was considered not too difficult to do. Besides, they were confident with their ability to do so. To sum up, English teachers at the State Polytechnic of Malang (Polinema) had positive attitudes toward the use of CLIL in their ESP classes; and this was partly because they thought that CLIL had similarity with CBLT and that CLIL was not difficult to implement if they made some effort preparing for it.

Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Method

In terms of teaching method, teachers' attitudes toward the use of CLIL in ESP classes could be seen from the responses given to statements number 11—15 of the questionnaire. When observed from the highest percentage of each questionnaire item, the respondents mostly agreed on statements 12—15, whereas on statement 11 they strongly agreed. The average percentage of responses for these was 58.56%, while the average Mean was 3.17 (see Appendix 7). This gives an idea that a big number of respondents (64%) were more than agree to statements 11-15 about attitudes toward the use of CLIL in ESP classes, viewed from teaching method. These are in line with the data about the use of CLIL in ESP Classes in Terms of Teaching Method as shown in Table 3.

Table 3. Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Method

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	If I implement CLIL, I will create a safe and enriching learning environment in my ESP classes.	9	64.3	5	35.7	0	0.0	0	0.0
2	Teaching CLIL in ESP classes assumes that language is learned in context, rather than language depends on content or content depends on language.	6	42.9	7	50	1	7.1	0	0.0
3	Using CLIL in ESP classes means supporting language learning in content classes or supporting language learning in content classes.	4	28.6	10	71.4	0	0.0	0	0.0
4	Using CLIL in ESP classes is different from applying content-based language teaching.	1	7.14	10	71.4	3	21.4	0	0.0
5	It might be easy to collaborate with content teacher for implementing CLIL in ESP classes.	1	7.14	9	64.3	3	21.4	1	7.1
	AVERAGE	4.2	30.02	8.2	58.56	1.4	9.98	0.2	1.42

Of all the statements in the questionnaire as shown in Table 3., item 11 showed the highest Mean, that is 3.64. This can be interpreted that most of the participants (9 respondents or 64%) strongly agreed that if they implemented CLIL, they would create a safe and enriching learning environment in their ESP classes. Meanwhile, statement number 15 about collaborating with content teacher for implementing CLIL in ESP classes had the lowest Mean; that is, 2.71. This might infer that most of the participants (64%) thought that it might be easy to collaborate with content teacher for implementing CLIL in ESP classes. Moreover, half (50%) of the respondents considered that teaching CLIL in ESP classes assumes that language is learned in context. 42.9% strongly agreed on the assumption that language is learned in context.

To come to the point, English teachers at Polinema had positive attitudes toward implementing teaching method that was in line with CLIL and that needed collaboration with content teachers. They (at least the majority of them) also had good understanding of the idea of using CLIL for teaching ESP. The reason that was pointed out was that using CLIL in ESP classes was in line with other method and teaching strategies that they had already been familiar with.

Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Media

Regarding teaching media, teachers' attitudes toward the use of CLIL in ESP classes could be seen from the responses of statements number 16—20 of the questionnaire. All of them showed that most (ranging from 50% to 71%) of the participants agreed with the statements related to the use CLIL in ESP classes in terms of teaching media. The average percentage of respondents who agreed with the statements was 62.86%. This illustrated that more than half of the teachers suggested agreement on statements related to teaching media when using CLIL in ESP classes. Table 4. displayed the data regarding the use of CLIL in ESP classes in terms of teaching media.

Table 4. Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Teaching Media

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	The use of technology as teaching media supports three goals of CLIL: language, content, and learning goals.	6	42.9	7	50	1	7.1	0	0.0
2	The use of technology might facilitate teaching ESP by using CLIL approach.	6	42.9	8	57.1	0	0.0	0	0.0
3	It might be difficult to incorporate technology as teaching media in ESP classes.	0	0	6	42.9	7	50.0	1	7.1
4	I use graphic organizers when teaching in my ESP classes.	0	0	14	100	0	0.0	0	0.0
5	If I have extra time for preparation, I would consider incorporating technology as teaching media in my ESP classes.	4	28.6	9	64.3	1	7.1	0	0.0
	AVERAGE	3.2	22.88	8.8	62.86	1.8	12.84	0.2	1.42

As shown in Table 4 the respondents strongly agreed to use technology as teaching media to support CLIL teaching in ESP classes (42.9%). In addition, they also showed strong agreement on the use of technology to facilitate ESP teaching using CLIL approach (42.9%). All (100%) of the respondents agreed that they used graphic organizers when teaching ESP. As one of the characteristics of CLIL, graphic organizers were considered as an effective teaching media for presenting content-related ideas, aside from the advantage that its visual information made it easier for the students to understand certain concepts or ideas.

The use of technology such as computer and the internet in ESP classes was also believed to be advantageous should a teacher use CLIL in his/her classes. The teachers had an opinion that implementing CLIL in ESP classes means making extra preparation for making the use of teaching media (especially computer related media) as it could help achieving the three goals of CLIL approach: language goals, content goals, as well as learning skills goals. These supported the idea that teachers had positive attitudes and understanding toward the use of CLIL-related teaching media in ESP classes.

Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Assessment

In terms of assessment, teachers' attitudes toward the use of CLIL in ESP classes could be seen from the responses of statements number 21—25 of the questionnaire. All of them illustrated that the majority (ranging from 71% to 100%) of the participants agreed with the statements related to assessment in the use of CLIL in ESP classes. The average percentage of respondents who agreed with the statement was 85.72%. This indicated that more than three quarters of the respondents expressed agreement on statements related to assessment for using CLIL in ESP classes. More detailed data about teachers' attitudes toward the use of CLIL in ESP classes in terms of assessment will be presented in the following table.

Table 5. Teachers' Attitudes toward the Use of CLIL in ESP Classes in Terms of Assessment

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	It is/will be easy to apply on-going assessment for teaching ESP by using CLIL approach.	0	0	13	92.9	1	7.1	0	0.0
2	I might use portfolios as assessment technique in my ESP classes.	0	0	14	100	0	0.0	0	0.0
3	I might compose assessment that measures both language and content in my ESP classes.	0	0	12	85.7	2	14.3	0	0.0
4	I might compose assessment that allows students to work with authentic materials in my ESP classes.	3	21.4	11	78.6	0	0.0	0	0.0
5	Portfolio is one example of assessment in a CLIL class.	3	21.4	10	71.4	1	7.1	0	0.0
	AVERAGE	1.2	8.56	12	85.72	0.8	5.7	0	0

An interesting finding was found regarding questionnaire item number 22, which was about the use of portfolio assessment. All (100%) of the respondent teachers demonstrated agreement to that statement, implying that they might use portfolios as assessment techniques in their ESP classes should they teach by using CLIL approach. The rest of the questionnaire items in this category were responded by agreement too, which means that the respondents agreed that if they taught ESP classes by using CLIL approach, they would: think that it was easy to apply on-going assessment; might compose assessment that measured both language and content; might compose assessment that allowed students to work with authentic materials in ESP classes; and think that portfolio was only one example of assessment in a CLIL class.

Furthermore, connected with the four teaching domains namely teaching materials, teaching method, teaching media, as well as assessment, teachers' attitudes consists of three components namely Cognition, Affect, and Behavior, as suggested by Eiser & Pligt (in Cahyono, 2005). The description of each of those three components of teachers' attitudes will be presented in the following sections.

Teachers' Cognition Attitudes toward the Use of CLIL in ESP Classes

Teachers' cognition attitudes toward the use of CLIL in ESP classes were gathered from teacher-participants' responses to 9 (nine) questionnaire items, and this could be described in Table 6. below.

Table 6. Teachers' Cognition Attitudes toward the Use of CLIL in ESP Classes

No.	Components	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	Teaching in CLIL approach bears 3 different goals: Language skills, Content skills, and Learning skills.	7	50	7	50	0	0.0	0	0.0
2.	Using CLIL might support active learning as it allows students to communicate more than the teacher.	4	28.6	9	64.3	1	7.1	0	0.0
3.	CLIL materials should provide learner's need for content knowledge and knowledge about the language	6	42.9	8	57.1	0	0.0	0	0.0
4.	Teaching CLIL in ESP classes assumes that language is learned in context, rather than language depends on content or content depends on language.	6	42.9	7	50	1	7.1	0	0.0

No.	Components	SA		A		D		SD	
		f	%	f	%	f	%	f	%
5.	The use of technology as teaching media supports three goals of CLIL: language, content, and learning goals.	6	42.9	7	50	1	7.1	0	0.0
6.	The use of technology might facilitate teaching ESP by using CLIL approach.	6	42.9	8	57.1	0	0.0	0	0.0
7.	Portfolio is one example of assessment in a CLIL class.	3	21.4	10	71.4	1	7.1	0	0.0
	AVERAGE	5.43	38.8	8	57.13	0.57	4.06	0	0

From Table 6, it can be seen that teachers' cognition attitudes toward the use of CLIL in ESP classes tend to be positive, as the majority (57.13%) of responses to agreed to the statements measuring about cognition attitudes. This implied that the teachers had positive attitudes and good understanding toward the use of CLIL in ESP classes.

Teachers' Behavioral Attitudes toward the Use of CLIL in ESP Classes

Teachers' behavioral attitudes toward the use of CLIL in ESP classes were gathered from teacher-participants' responses to 10 (ten) questionnaire items, and this could be described in Table 7. as follows.

Table 7. Teachers' Behavioral Attitudes toward the Use of CLIL in ESP Classes

No.	Components	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	I have implemented CLIL approach in my ESP classes.	3	21.4	9	64.3	0	0.0	2	14.3
2.	If I have good knowledge about CLIL, I might implement it in my ESP class.	4	21.4	10	71.4	0	0.0	0	0.0
3.	I might be able to adapt or adopt any available textbooks, materials, and resources for teaching ESP by using CLIL	6	28.6	8	57.1	0	0.0	0	0.0
4.	I might use CLIL for teaching ESP classes if there is any available and suitable textbooks or materials	3	21.4	10	71.4	1	7.1	0	0.0
5.	If I implement CLIL, I will create a safe and enriching learning environment in my ESP classes.	9	21.4	5	35.7	0	0.0	0	0.0
6.	I use graphic organizers when teaching in my ESP classes.	0	21.4	14	100	0	0.0	0	0.0
7.	If I have extra time for preparation, I would consider incorporating technology as teaching media in my ESP classes.	4	21.4	9	64.3	1	7.1	0	0.0
8.	I might use portfolios as assessment technique in my ESP classes.	0	21.4	14	100	0	0.0	0	0.0
9.	I might compose assessment that measures both language and content in my ESP classes.	0	21.4	12	85.7	2	14.3	0	0.0
10..	I might compose assessment that allows students to work with authentic materials in my ESP classes.	3	21.4	11	78.6	0	0.0	0	0.0
	AVERAGE	3.2	22.12	10.2	72.85	0.4	2.85	0.2	1.43

From Table 7, it can be seen that teachers' behavioral attitudes toward the use of CLIL in ESP classes tend to be positive, as the majority (72.85%) of responses to agreed to the statements measuring about behavioral attitudes. This implied that the teachers had positive attitudes and high willingness to use CLIL in their ESP classes.

Teachers' Affective Attitudes toward the Use of CLIL in ESP Classes

Teachers' affective attitudes toward the use of CLIL in ESP classes were gathered from teacher-participants' responses to 6 (six) questionnaire items, and this could be described in Table 3.8. below.

Table 8. Teachers' Affective Attitudes toward the Use of CLIL in ESP Classes

No.	Components	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	The use of CLIL in ESP classes could be advantageous.	6	42.9	8	57.1	0	0.0	0	0.0
2.	It might be difficult to provide teaching materials for implementing CLIL in ESP classes.	1	7.14	7	50	4	28.6	2	14.3
3.	Creating CLIL teaching materials from authentic texts might need a lot of effort.	1	7.14	9	64.3	2	14.3	2	14.3
4.	It might be easy to collaborate with content teacher for implementing CLIL in ESP classes.	1	7.14	9	64.3	3	21.4	1	7.1
5.	It might be difficult to incorporate technology as teaching media in ESP classes.	0	0	6	42.9	7	50.0	1	7.1
6.	It is/will be easy to apply on-going assessment for teaching ESP by using CLIL approach.	0	0	13	92.9	1	7.1	0	0.0
	AVERAGE	1.5	10.72	8.67	61.92	2.83	20.23	1	7.13

From Table 8 it can be seen that teachers' affective attitudes toward the use of CLIL in ESP classes tend to be positive, as the majority (61.92%) of responses to agreed to the statements measuring about affective attitudes. This implied that the teachers had positive attitudes and opinions toward the use of CLIL in ESP classes. Therefore, it reflects teachers' eagerness to implement the principles of CLIL approach into their ESP classes.

DISCUSSIONS
English Teachers' Attitudes Regarding Pedagogical Components

This study showed that, in general, ESP teachers were in agreement with the use of CLIL for in teaching ESP. This is evident from their responses to all of the pedagogical components: teaching materials, teaching method, teaching media, and assessment. Although they expected that it would be better if there were available and suitable textbooks or materials for teaching ESP by using CLIL and that it might need a lot of effort to create teaching materials (as shown in Table 3), English teachers believed that they would be able to adapt or adopt any available textbooks, materials, and resources. They were aware that in doing so, they should correspond to and take into account learners' needs as well as facilitate learning processes. This is in line with Richards' (in Brown, 2007:157—158) suggestion on some criteria for guidelines in selecting textbooks.

Moreover, when asked and interviewed about teaching method, the respondents showed agreement with some characteristics of CLIL-related teaching method. They were also aware that CLIL was about 'combining' content and language in the teaching learning process, and that it involved collaboration between language teachers and content or subject matter teachers. However, they mentioned that rather than CLIL, they were more familiar with a range of approaches from Communicative Approach to Task-Based Learning to Contextual Teaching and Learning, as well as Content-Based Language Teaching. On being questioned if they collaborate with content teachers, the majority of the respondents confirmed that they made collaboration, and only one respondent said *No*. This is closely related to Dale and Tanner's (2012: 4—5) idea that CLIL teachers work with language department colleagues and subject teacher's on developing subject and language with learners. Meanwhile, the reasons that were pointed out for collaborating with content teacher were various, and below are some of the examples.

"To ask technical terms and basic ideas of the contents." (Participant N)
"I get so much insights from them. And then because I have *kedekatan personal* with them. About workshop processes and grinding, milling. Lathe machine. And also especially about this… (*she opened a page of a module*): properties of engineering materials." (Participant A)
"Collaboration? Yes, sometimes. For example with the teachers of *Marketing* and

Office Administration. Mostly I ask about concepts and principles, as well as specific
terms like office equipments." (Participant H)
"To understand content so that I can see whether student's answer is valid or not. For
example with the teachers of subjects like *Surveying*, *Structure*, and *Project
Management*." (Participant J)

In addition to that, the teacher-participants were also asked if they assess and marked students' language skills, content knowledge, or both. All of the respondents responded that they assessed both language skills and content knowledge, as found out from the questionnaire (as described in Table 5) and interview. Some of them also assessed students' ability to work with authentic materials and used portfolio to determine students' achievement levels for measuring progress in achieving content and language. This is correspond to Mehisto, Marsh, and Frigols' (2008:121—123) idea on the characteristics of assessment in CLIL. However, the proportions of content:language that they assessed as well as the reasons that they put forward were different.

"I assess both but the more weight is put on the language part because after all it is a
language class." (Participant N)
"I assess both, but 80% is more on the language. The assessment for content
knowledge is usually within –not beyond—student understanding. (Participant B)
"I think assessment for mechanical engineering students should balancing language
and content. …My consideration? Because they are students at vocational education
institution." (Participant A)

To sum up, although they expressed in different ways and considered different reasons, English teachers has positive attitudes and opinions regarding four pedagogical components of teaching materials, teaching method, teaching media, as well as assessment.

English Teachers' Responses Regarding the Components of Attitudes

Concerning the components of attitudes, this study showed that there were similarities among English teachers' conceptual knowledge about the use of CLIL in ESP classes and how they really felt about it, as well as how they would behave in relation to it. These would be discussed as cognition, affective, and behavioral, respectively. Overall, both English teachers with a small number of teaching experience in years and those who had a big number of teaching experience were sure that CLIL approach is relevant for teaching ESP. Moreover, these teachers believed that just like what Dale and Tanner (2012:12—14) revealed, CLIL approach is considered a good thing as it is advantageous in several ways. They believed that the use of CLIL in ESP classes could help the students to be motivated as it involved content knowledge, that they were interested in. Another advantage was that CLIL learners' language could progress more, compared to teaching ESP by using another approach. They also understood that CLIL learners would tend to be prepared for studying in English as a foreign language. The reasons that they put forward for that varied, some of which were expressed below.

"It will result in students with high confidence in speaking and writing their ideas
about their major or area of study in a foreign language." (Participant N)
"CLIL seems advantageous. Not only the students, teachers too can understand new
things in content knowledge. Besides, they will also know aspects of the language
which is required." (Participant J)

In addition, ESP teachers at Polinema indicated to have a good understanding on conceptual knowledge – as Richards' (1996:59) term for cognition–about the use of CLIL in ESP classes, although there was also a minor tendency for them to get mixed up ideas between the content-based language teaching (CBLT) and content and language integrated learning (CLIL). In regards to Dale and Tanner's (2012:4—5) differentiation between CLIL and CBLT, the concept could be made clear. Apparently, furthermore, there were teacher-participants who thought that they had implemented some principles of CLIL but were unaware of it. Some others, on the other hand, confidently believed that they had employed the CLIL approach in their ESP classes.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the findings from the questionnaire and interview, it is shown that Content and Language Integrated Learning (CLIL) approach, as language teachers believe, is relevant with the teaching English for Specific Purpose (ESP). When asked and interviewed, respondents showed positive attitudes toward the use of CLIL in ESP classes, although it could not be denied that those teacher-participants also agreed that there were some challenges and difficulties too.

ESP teachers have positive attitudes in that teaching materials played an important role in using CLIL for ESP classes. Although teaching material for using CLIL in ESP classes was considered difficult and need a lot of effort to provide, there was a positive attitude toward teachers' ability to adapt or adopt available textbooks to make it suitable for using CLIL approach. Positive attitude was also reflected in the way that teaching ESP classes by using CLIL required more preparation, not only in providing teaching materials, but also applying teaching method and conducting assessment.

ESP teachers also showed positive attitudes toward the use of CLIL as a potential approach which is in line with various teaching methods in English language teaching, regardless of the implementation of the approach in their ESP classes. In addition, the findings also showed that English teachers have positive attitudes toward the use of CLIL in ESP classes in terms of teaching media. The teachers believed that the use of CLIL-related teaching media is possible in ESP classes. Moreover, they were in agreement that they would consider incorporating technology as teaching media to support three goals of CLIL: language, content, and learning goals, should they had better knowledge and were well informed about CLIL. In terms of assessment, there were also positive attitudes toward the use of CLIL in ESP classes, as shown by teachers' eagerness to assess not only the language but also the content, although more proportion was given to the language assessment.

This study also found that ESP teachers at Polinema showed similar cognition, behavioral, and affective attitudes toward the use of CLIL in their ESP classes. In terms of cognition, it can be seen that teachers' attitudes toward the use of CLIL in ESP classes tend to be positive, which reflects their knowledge and understanding of CLIL principles. In terms of behavioral attitudes, the teacher-participants displayed willingness to implement the principles of CLIL approach into their ESP classes. Regarding affective attitudes, ESP teachers showed eagerness to implement CLIL as a potential approach in their classes.

Suggestions

Based on the findings, some suggestions are recommended. Using CLIL in ESP classes is believed to be different from using other approaches and therefore, it is considered that it needs careful preparation in the teaching and learning process. If an ESP teacher would like to use CLIL in his/her classes, he/she should have positive attitudes toward it.

Language teachers should take the challenge to customize their language teaching activities by taking into consideration to use CLIL approach and its principles in their ESP classes. In addition, collaboration with the subject/content teachers in determining the syllabus and the materials is also strongly recommended. Teachers are also suggested to undertake workshops or trainings on using CLIL approach for teaching ESP, as a form of teacher professional development. Finally, it is advisable for future researchers to investigate further how teachers' attitudes might correlate with successful ESP teaching by using CLIL approach.

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