

**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN  
EFL: AN OVERVIEW OF ONLINE IMPLEMENTATION DURING  
COVID-19 PANDEMIC**

**(A Case Study in a Private Junior High School in Bandung)**

**THESIS**

Submitted in partial fulfillment of the requirements for  
the Master of Education Degree



by

Vina Nuzulul Fitria

1706342

**ENGLISH EDUCATION STUDY PROGRAM  
SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITAS PENDIDIKAN INDONESIA**

**2022**

**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN  
EFL: AN OVERVIEW OF ONLINE IMPLEMENTATION DURING  
COVID-19 PANDEMIC**

**(A Case Study in a Private Junior High School in Bandung)**

Oleh

Vina Nuzulul Fitria

S.Pd Universitas Pendidikan Indonesia, 2014

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd) pada Fakultas Pendidikan Bahasa dan Sastra

© Vina Nuzulul Fitria 2022

Universitas Pendidikan Indonesia

Agustus 2022

Hak cipta dilindungi undang-undang.

Tesis ini tidak boleh diperbanyak seluruhnya atau Sebagian, dengan dicetak ulang,  
difotokopi, atau cara lainnya tanpa izin dari penulis.

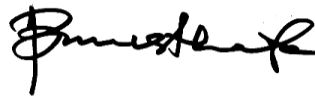
**PAGE OF APPROVAL**

This thesis entitled

**“Content and Language Integrated Learning (CLIL) in EFL: An Overview  
of Online Implementation During Covid-19 Pandemic”**

has been approved by

**Main Supervisor**



Prof. Bachrudin Musthafa, M.A., Ph.D

NIP. 195703101987031001

**Co-Supervisor**



Prof. Dr. Dra. Sri Setyarini, M.A.,Ling

NIP. 196312291990022001

**The Head of English Education Study Program**



Prof. Dr. Didi Suherdi, M.Ed.

NIP. 196211011987121001

# **CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN EFL: AN OVERVIEW OF ONLINE IMPLEMENTATION DURING THE COVID-19 PANDEMIC**

**(A case study in a private junior high school in Bandung West Java)**

**By : Vina Nuzulul Fitria**  
**Main Supervisor : Prof. Bahcrudin Msuthafa, M.A., Ph.D**  
**Co-Supervisor : Prof. Dr. Dra. Sri Setyarini, M.A., Ling**

## **ABSTRACT**

Content and Language Integrated Learning (CLIL) has become a popular terminology in language learning and other subjects in both offline and online learning modes. This research was aimed at investigating: 1) how CLIL was implemented in an online learning setting, and 2) what factors determine the successful implementation of online CLIL in online classes. The research employed a qualitative method with a case study design. The data for this research were collected by non-participant observations and in-depth interviews. The participants involved in this research consisted of an English teacher and school management at one private junior high school in Bandung, West Java. The result signified that first, CLIL was implemented with the following cycles of 4Cs framework: communication - culture - content - cognition. Second, as the CLIL is implemented in an online setting, there are some factors contributing to the success of online CLIL, which consists of school and teacher readiness in conducting online learning, teacher pedagogical and technological competence, and learning achievement. Nevertheless, during the online CLIL implementation, students' low learning motivation remains an unsolved issue. On that ground, fostering students' learning motivation when teaching online CLIL is worth researching.

Keywords: CLIL, EFL, online learning, covid-19 pandemic

## TABLES OF CONTENT

<b>DECLARATION</b>	i
<b>PREFACE</b>	ii
<b>ACKNOWLEDGEMENT</b>	iii
<b>ABSTRACT</b>	v
<b>TABLES OF CONTENT</b>	vi
<b>LIST OF TABLES</b>	viii
<b>LIST OF FIGURES</b>	ix
<b>CHAPTER I: INTRODUCTION</b>	1
1.1 Background	1
1.2 Research Questions	5
1.3 Aims of the Research	5
1.4 Scope of the Research	5
1.5 Significance of the Research	6
1.6 Definition of Key Terms	6
1.7 Thesis Organization	7
1.8 Concluding Remarks	8
<b>CHAPTER II: LITERATURE REVIEW</b>	9
2.1 Online Learning	9
2.1.1 Definition	9
2.1.2 Online Learning Theoretical Underpinnings	10
2.1.3 Advantages	11
2.1.4 Disadvantages	12
2.2 Learning during Pandemic	13
2.2.1 Recent Phenomena	13
2.2.2 Current Trends on Language Teaching and Learning	15
2.2.3 Factors to Successful Online Language Learning	17
2.3 Content and Language Integrated Learning (CLIL)	18
2.3.1 Theoretical Framework of CLIL	18
2.3.2 Conceptual Framework of CLIL	19
2.3.3 CLIL Elements	22
2.3.4 CLIL Principles	23
2.3.5 CLIL Lessons	29
2.3.6 CLIL Teaching Techniques	30
2.3.7 CLIL Guidelines for Materials Development	33
2.3.8 CLIL Assessment	34
2.3.9 CLIL Research	36
2.4 Concluding Remarks	37
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	38
3.1 Research Design	38

3.2 Participants and Research Setting	38
3.3 Data Collection	38
3.3.1 Observations	39
3.3.2 Interviews	40
3.4 Data Analysis	41
3.4.1 Observations	41
3.4.2 Interviews	41
3.5 Validity	42
3.6 Concluding Remarks	42
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b>	43
4.1 Findings	43
4.1.1 How is CLIL implemented in the online classroom during Covid-19 Pandemic?	43
4.1.2 What factors determine the successful implementation of CLIL in online learning?	49
4.2 Discussions	56
4.2.1 CLIL implementation in online classroom during Covid-19 Pandemic	56
4.2.1.1 Communication	57
4.2.1.2 Culture	58
4.2.1.3 Content	59
4.2.1.4 Cognition	59
4.2.2 Factors determine the successful implementation of CLIL in online learning	61
4.2.2.1 School and Teacher Readiness in Conducting Online Learning during pandemic	61
4.2.2.2 Teacher Pedagogical and Technological Competence	62
4.2.2.3 Students' Cognitive Engagement	62
4.3 Concluding Remarks	63
<b>CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</b>	64
5.1 Conclusions	64
5.2 Implications	65
5.3 Recommendations	65
5.4 Concluding Remarks	65
<b>REFERENCES</b>	66
<b>APPENDICES</b>	76
Appendix 1 (Observation Sheet)	77
Appendix 2 (Interviews)	82
Appendix 3 (Administrative Letters)	83

## **LIST OF TABLES**

Table 2.1 Conceptual Framework of CLIL	20
Table 2.2 The CLIL General Principles	23
Table 2.3 Criteria for Quality CLIL and Implementation	25
Table 3.1 The Meeting Observed	39
Table 3.2 The Interview Blueprint	40
Table 4.1 The Results of Observations in Pre-Activity	43
Table 4.2 The Results of Observations in Whilst-Activity	45
Table 4.3 The Results of Observations in Post-Activity	47
Table 4.4 Factors to Successful Implementation of Online CLIL	51
Table 4.5 The CLIL Cognition on LOTS and HOTS Framework	60

## **LIST OF FIGURES**

Figure 2.1	CLIL 4Cs framework	22
Figure 4.1	Students 'OFF Camera' during the online meeting	50
Figure 4.2	The CLIL teacher's 4C framework	57



## REFERENCES

- Aithal, P. S., & Aithal, S. (2016). Impact of technology on higher education. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 225–235. <https://doi.org/10.5281/zenodo.161113>
- Al-Mwzaiji, K. N. A., & Alzubi, A. A. F. (2022). Online self-evaluation: The EFL writing skills in focus. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1). <https://doi.org/10.1186/s40862-022-00135-8>
- Al Musawi, A. S., & Yousif Abdelraheem, A. (2004). E-learning at Sultan Qaboos university: Status and future. *British Journal of Educational Technology*, 35(3), 363–367. <https://doi.org/10.1111/j.0007-1013.2004.00394.x>
- Albelbisi, N., Yusop, F. D., & Salleh, U. K. M. (2018). Mapping the factors influencing success of Massive Open Online Courses (MOOC) in higher education. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(7), 2995–3012. <https://doi.org/10.29333/ejmste/91486>
- Allman, A., Kocnevaite, A., & Nightingale, F. (2021). The effectiveness of online portfolios for assessment in higher education. *The IAFOR International Conference on Education – Hawaii 2021 Official Conference Proceedings*, 469–480. <https://doi.org/10.22492/issn.2189-1036.2021.35>
- Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies*, 25(6), 5261–5280. <https://doi.org/10.1007/s10639-020-10219-y>
- Almosa, A. (2002). *Use of computer in education* (2nd ed.). Future Education Library.
- Amelia, R., & Istianah, T. N. (2021). Teaching strategies: How do teachers in remote area survive during remote learning? *ELT Forum: Journal of English Language Teaching*, 10(2), 146–153. <https://doi.org/10.15294/elt.v10i2.47856>
- Anderson, T. (2008). *The theory and practice of online learning* (2nd ed.). AU Press.
- Andrade, H. L. (2019). A critical review of research on student self-assessment. *Frontiers in Education*, 4(August), 1–13. <https://doi.org/10.3389/educ.2019.00087>
- Ávila, C. M. M. (2014). Towards implementing CLIL (Content and Language Integrated Learning) at CBS (Tunja, Colombia). *Colombian Applied Linguistics Journal*, 16(2), 151–160. <https://doi.org/10.14483/udistrital.jour.calj.2014.2.a02>
- Ball, P. (2018). Innovations and challenges in CLIL materials design. *Theory Into*

- Practice*, 57(3), 222–231. <https://doi.org/10.1080/00405841.2018.1484036>
- Barbero, T. (2012). Assessment tools and practices in CLIL. In F. Quartapelle (Ed.), *Assessment and evaluation in CLIL* (pp. 38–56). Ibis.
- Bates, T. (2005). *Technology, e-learning, and distance education*. Routledge.
- Birdsell, B. J. (2021). CLIL in the times of COVID-19 : Content , communication, and creative cognition in remote learning. *The Journal of the Japan CLIL Pedagogy Association*, 3(April), 134–149.
- Boitshwarelo, B., Reedy, A. K., & Billany, T. (2017). Envisioning the use of online tests in assessing twenty-first century learning: A literature review. *Research and Practice in Technology Enhanced Learning*, 12(1), 1–16. <https://doi.org/10.1186/s41039-017-0055-7>
- Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S. R., Al-Freih, M., Pete, J., Olcott, D., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. V, Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., De Coëtlogon, P., ... Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1–126. <https://doi.org/10.5281/zenodo.3878572>
- Burns, M. (2020). *We are all distance learners: Online education across the globe—Part 2*. May 13, 2020.
- Cañado, M. L. P. (2018). Innovations and challenges in CLIL teacher training. *Theory Into Practice*, 57(3), 212–221. <https://doi.org/10.1080/00405841.2018.1492238>
- Carliner, S. (2004). *Overview of online learning*. Human Resource Development Press.
- Chong, C. S. (2021). *Six trends for the new future of English language teaching*. 27 October 2021. <https://www.britishcouncil.org/voices-magazine/six-trends-english-language-teaching-2021>
- Cinganotto, L. (2020). Lessons learnt from remote CLIL and online interaction during Covid-19 emergency. *13th International Conference Innovation in Language Learning - Virtual Edition, December*. <https://doi.org/10.26352/EY12-2384-9509>
- Cinganotto, L., & Cuccurullo, D. (2015). The role of videos in teaching and learning content in a foreign language. *Journal of E-Learning and Knowledge Society*, 11(2), 49–62.
- Collen, I. (2021). *Language trends England 2021: Language teaching in primary and secondary schools in England*. British Council
- Cone, L., Brøgger, K., Berghmans, M., Decuypere, M., Förschler, A., Grimaldi, E., Hartong, S., Hillman, T., Ideland, M., Landri, P., van de Oudeweetering, K.,

- Player-Koro, C., Bergviken Rensfeldt, A., Rönnerberg, L., Taglietti, D., & Vanermen, L. (2021). Pandemic acceleration: Covid-19 and the emergency digitalization of European education. *European Educational Research Journal*, 14749041211041792. <https://doi.org/10.1177/14749041211041793>
- Coonan, C. M. (2003). *Some issues in implementing CLIL*.
- Costa, F., & D'Angelo, L. (2011). CLIL: A suit for all seasons. *Latin American Journal of Content and Language Integrated Learning*, 4(1), 1–13. <https://doi.org/10.5294/laclil.2011.4.1.1>
- Coyle, D. (2006). Developing CLIL: Towards a theory of practice. In *Monograph 6*. APAC Barcelona.
- Coyle, D, Hood, P., & Marsh, D. (2010). *Content and Language Integrated Learning*. Cambridge University Press.
- Coyle, Do. (2013). Listening to learners: an investigation into ‘successful learning’ across CLIL contexts. *International Journal of Bilingual Education and Bilingualism*, 16(3), 244–266. <https://doi.org/10.1080/13670050.2013.777384>
- Crawford, J., Butler-Henderson, K., Rudolph, J., Malkaw, B., Glowatz, M., Burton, R., Magni, P. A., & Lam, S. (2020). COVID-19: 20 countries’ higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1–20. <https://doi.org/10.37074/jalt.2020.3.1.7>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 pandemic. *Acta Bio-Medica : Atenei Parmensis*, 91(1), 157–160. <https://doi.org/10.23750/abm.v91i1.9397>
- Dabbagh, N., & Bannan-Ritland, B. (2005). *Online learning: Concepts, strategies, and applications*. Pearson Education.
- Dalton-Puffer, C. (2007). *Discourse in Content-and-Language-Integrated Learning (CLIL) classrooms*. John Benjamins. <https://doi.org/10.1075/llt.20>
- Daraini, A. M., Fauziyati, E., & Rochsantiningasih, D. (2021). Students’ perception of the implementation of Content and Language Integrated Learning (CLIL) at senior high school. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 41–48. <https://doi.org/10.35445/alishlah.v13i1.404>
- Darvin, R., Lo, Y. Y., & Lin, A. M. Y. (2020). Examining CLIL through a critical lens. *English Teaching and Learning*, 44, 103–108. <https://doi.org/10.1007/s42321-020-00062-2>
- Dhawan, S. (2020). Online Learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>

- Diab, A. A. M., Abdel-Haq, E. M., & Aly, M. A.-S. (2018). *The effectiveness of using Content and Language Integrated Learning (CLIL) approach to enhance EFL student teachers' cultural awareness.*
- Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction.* Merrill/Pearson.
- Duhoe, A. A. A., Owusu-Afriyie, R., & Kumi, E. (2020). Examining the significance of online and distance learning management in response to crisis in education. *Research Journal in Comparative Education, 1*(1), 57–72. <https://royalliteglobal.com/rjce/article/view/313>
- Efriana, L. (2021). Problems of online learning during Covid-19 pandemic in EFL classroom and the solution. *JELITA: Journal of English Language Teaching and Literature, 2*(1), 38–47.
- El-Senousy, H. (2020). How peer assessment could be interactive and effective. *South African Journal of Education, 40*(2), 1–14. <https://doi.org/10.15700/SAJE.V40N2A1651>
- Ellis, N. C. (1998). Emergentism, connectionism and language learning. *Language Learning: A Journal of Research in Language Studies, 48*(4), 631–664. <https://doi.org/10.1111/0023-8333.00063>
- Fauzi, R. A., & Asri, Y. (2021). Barriers and solutions in online learning during the Covid-19 pandemic, Indonesian language education students at the Riau Islamic University. *Series:Advances in Social Science, Education and Humanities Research Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020), 14–18.* <https://doi.org/10.2991/assehr.k.210325.003>
- Fernández-Sanjurjo, J., Fernández-Costales, A., & Arias Blanco, J. M. (2019). Analysing students' content-learning in science in CLIL vs. non-CLIL programmes: empirical evidence from Spain. *International Journal of Bilingual Education and Bilingualism, 22*(6), 661–674. <https://doi.org/10.1080/13670050.2017.1294142>
- Flowerdew, L. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: Countering criticisms against corpus-based methodologies. *English for Specific Purposes, 24*, 321–332.
- Gabillon, Z. (2020). Revisiting CLIL : Background, pedagogy, and theoretical underpinnings. *Contextes et Didactiques, 15*(June), 88–115. <https://doi.org/10.4000/ced.1836>
- Genesee, F. (1996). *Educating second language children: The whole child, the whole curriculum, the whole community* (Ed., Vol. 2, Issue 2).
- Georgiou, S. I. (2012). Reviewing the puzzle of CLIL. *ELT Journal, 66*(4), 495–504. <https://doi.org/10.1093/elt/ccs047>

- Greks, S., & Landri, P. (2021). Editorial: Education in Europe and the COVID-19 pandemic. *European Educational Research Journal*, 20(4), 393–402. <https://doi.org/10.1177/147490412111024781>
- Gunawan, G., Sahidu, H., Susilawati, S., Harjono, A., & Herayanti, L. (2019). Learning Management System with Moodle to enhance creativity of candidate physics teacher. *Journal of Physics: Conference Series*, 1417(1), 1–6. <https://doi.org/10.1088/1742-6596/1417/1/012078>
- Herrington, A., Herrington, J., Oliver, R., Stoney, S., & Willis, J. (2001). Quality guidelines for online courses: The development of an instrument to audit online units. In G. Kennedy, M. Keppell, C. McNaught, & T. Petrovic (Eds.), *Meeting at the crossroads: Proceedings of ASCILITE 2001* (pp. 263–270). The University of Melbourne.
- Isidro, X. S. (2018). Innovations and challenges in CLIL implementation in Europe. *Theory Into Practice*, 57(3), 185–195. <https://doi.org/10.1080/00405841.2018.1484038>
- Jamal, H., & Shanaah, A. (2011). *The role of Learning Management System in educational environments: An explanatory case study*.
- Johnson, H., Mejia, M. C., & Cook, K. (2015). *Successful online courses in California's community colleges*. [https://www.ppic.org/wp-content/uploads/content/pubs/report/R\\_615HJR.pdf](https://www.ppic.org/wp-content/uploads/content/pubs/report/R_615HJR.pdf)
- Kamal, T., & Illiyan, A. (2021). School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: An econometric analysis. *Asian Association of Open Universities Journal*, 16(3), 311–325. <https://doi.org/10.1108/AAOUJ-10-2021-0122>
- Kao, Y.-T. (2022). Understanding and addressing the challenges of teaching an online CLIL course: a teacher education study. *International Journal of Bilingual Education and Bilingualism*, 25(2), 656–675. <https://doi.org/10.1080/13670050.2020.1713723>
- Karimi, P., Lotfi, A. R., & Biria, R. (2017). Efficacy of Content and Language Integrated Learning (CLIL) pedagogical techniques in improving aviation students' engagement in attaining specific learning outcome. *The Journal of Teaching English for Specific and Academic Purposes*, 5(4), 781–791. <https://doi.org/10.22190/JTESAP1704781K>
- Kartha, C. P. (2006). Learning business statistics vs. traditional. *Business Review*, 5, 27–33.
- Khan, R. A., & Jawaid, M. (2020). Technology Enhanced Assessment (TEA) in COVID 19 pandemic. *Pakistan Journal of Medical Sciences*, 36((COVID19-S4)). <https://doi.org/10.12669/pjms.36.COVID19-S4.2795>
- Khusniyah, N. L., & Hakim, L. (2019). Efektifitas pembelajaran berbasis daring : Sebuah bukti pada pembelajaran bahasa Inggris. *Jurnal Tatsqif*, 17(2), 19–33.

- Klimova, B. F. (2012). CLIL and the teaching of foreign languages. *Procedia - Social and Behavioral Sciences*, 47, 572–576. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.06.698>
- Kondylakis, H., Katehakis, D. G., Kouroubali, A., Logothetidis, F., Triantafyllidis, A., Kalamaras, I., Votis, K., & Tzouvaras, D. (2020). COVID-19 mobile apps: A systematic review of the literature. *Journal of Medical Internet Research*, 22(12), e23170. <https://doi.org/10.2196/23170>
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212–218. [https://doi.org/10.1207/s15430421tip4104\\_2](https://doi.org/10.1207/s15430421tip4104_2)
- Kuzembayeva, G., Umarova, A., Maydangalieva, Z., Gorbatenko, O., Kalashnikova, E., Kalmazova, N., & Chigisheva, O. (2022). Content and Language Integrated Learning practices in Kazakhstan secondary schools during COVID-19 pandemic. *Contemporary Educational Technology*, 14(2), 1–11. <https://doi.org/10.30935/cedtech/11733>
- Lastariwati, B., Komariah, K., Mulyatiningsih, E., & Kartika, M. G. (2021). Exploration of the determining factors of successful online learning in the industrial revolution 4.0 era. *Journal of Physics: Conference Series*, 1833(012069), 1–6. <https://doi.org/10.1088/1742-6596/1833/1/012069>
- Le, N. P., & Nguyen, P. (2022). Content and Language Integrated Learning (CLIL) method and how it is changing the foreign language learning landscape. *Open Access Library Journal*, 09(e8381), 1–5. <https://doi.org/10.4236/oalib.1108381>
- Lesca, U. (2012). *An introduction to CLIL*. [https://www.itis.biella.it/europa/pdf-europa/CLIL\\_Report.pdf](https://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf)
- Liaw, S.-S., Huang, H.-M., & Chen, G.-D. (2007). An activity-theoretical approach to investigate learners' factors toward e-learning systems. *Computers in Human Behavior*, 23(4), 1906–1920. <https://doi.org/https://doi.org/10.1016/j.chb.2006.02.002>
- Lo, Y. Y. (2019). Development of the beliefs and language awareness of content subject teachers in CLIL: Does professional development help? *International Journal of Bilingual Education and Bilingualism*, 22(7), 818–832. <https://doi.org/10.1080/13670050.2017.1318821>
- Lo, Y. Y., & Fung, D. (2020). Assessments in CLIL: The interplay between cognitive and linguistic demands and their progression in secondary education. *International Journal of Bilingual Education and Bilingualism*, 23(10), 1192–1210. <https://doi.org/10.1080/13670050.2018.1436519>
- Lo, Y. Y., Lin, A. M. Y., & Liu, Y. (2020). Exploring content and language co-construction in CLIL with semantic waves. *International Journal of Bilingual Education and Bilingualism*, 1–22. <https://doi.org/10.1080/13670050.2020.1810203>

- Luaran, J. E., Samsuri, N. N., Nadzri, F. A., & Rom, K. B. M. (2014). A study on the student's perspective on the effectiveness of using e-learning. *Procedia - Social and Behavioral Sciences*, 123, 139–144. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.01.1407>
- Maatuk, A. M., Elberkawi, E. K., Aljawarneh, S., Rashaideh, H., & Alharbi, H. (2022). The COVID-19 pandemic and e-learning: Challenges and opportunities from the perspective of students and instructors. *Journal of Computing in Higher Education*, 34(1), 21–38. <https://doi.org/10.1007/s12528-021-09274-2>
- Mahan, K R. (2020). *Teaching Content and Language Integrated Learning (CLIL) Classroom practices and student perspectives in three Norwegian classrooms* (Issue 71) [University of South-Eastern Norway]. [https://openarchive.usn.no/usn-xmlui/handle/11250/2654544%0Ahttps://openarchive.usn.no/usn-xmlui/bitstream/handle/11250/2654544/phd\\_2020\\_71\\_Mahan.pdf?sequence=1&isAllowed=y](https://openarchive.usn.no/usn-xmlui/handle/11250/2654544%0Ahttps://openarchive.usn.no/usn-xmlui/bitstream/handle/11250/2654544/phd_2020_71_Mahan.pdf?sequence=1&isAllowed=y)
- Mahan, Karina Rose. (2022). The comprehending teacher: scaffolding in content and language integrated learning (CLIL). *The Language Learning Journal*, 50(1), 74–88. <https://doi.org/10.1080/09571736.2019.1705879>
- Marsh, D. (2002). *Content and Language Integrated Learning: The European dimension-actions, trends and foresight potential*. <http://europa.eu.int/comm/education/languages/index.html>
- Martí Arnándiz, O., Moliner, L., & Alegre, F. (2022). When CLIL is for all: Improving learner motivation through peer-tutoring in Mathematics. *System*, 106, 102773. <https://doi.org/https://doi.org/10.1016/j.system.2022.102773>
- Massler, U. (2011). Assessment in CLIL learning. In Ioannou-Georgiou & P. Pavlou (Eds.), *Guidelines for CLIL implementation in primary and pre-primary education*. PROCLIL.
- Massler, U., Ioannou-Georgiou, S., & Steiert, C. (2011). Effective CLIL teaching techniques. In Ioannou-Georgiou & P. Pavlou (Eds.), *Guidelines for CLIL implementation in primary and pre-primary education*. PROCLIL.
- Medeiros Vieira, L. M., Ferasso, M., & Schroeder, C. da S. (2014). Connecting multiple intelligences through open and distance learning: Going towards a collective intelligence? *European Journal of Open, Distance and E-Learning*, 17(1), 108–117. <https://doi.org/doi:10.2478/eurodl-2014-0007>
- Mehisto, P. (2012). Criteria for producing CLIL learning material. *Encuentro*, 21, 15–33.
- Mehisto, P., Frigols, M. J., & Marsh, D. (2008). *Uncovering CLIL: Content and Language Integrated Learning and multilingual education*. Macmillan Books for Teachers.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications, Inc.
- Mohan, B. A. (1986). *Language and content*. Addison-Wesley.
- Moorhouse, B. L., & Beaumont, A. M. (2020). Utilizing video conferencing software to teach young language learners in Hong Kong during the COVID-19 class suspensions. *TESOL Journal*, *11*(3), 1–6.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), S27–S31. <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>
- Nakayama, M., Yamamoto, H., & Santiago, R. (2007). Relationship between learner characteristics and learning performance in hybrid courses among Japanese students. *The Electronic Journal of E-Learning*, *5*(3), 195–206.
- Nugroho, A. (2020). Content and Language Integrated Learning practice in English for accounting course. *IJET (Indonesian Journal of English Teaching)*, *9*(2), 172–181. <https://doi.org/10.15642/IJET2.2020.9.2.172-181>
- Nuraeni, C. (2021). Maximizing Mobile-Assisted Language Learning (MALL) amid Covid-19 pandemic: Teachers' perception. *Metathesis: Journal of English Language, Literature, and Teaching*, *5*(1), 11–18. <https://doi.org/10.31002/metathesis.v5i1.3336>
- O'Dowd, R. (2018). Innovations and Challenges in Using Online Communication Technologies in CLIL. *Theory Into Practice*, *57*(3), 232–240. <https://doi.org/10.1080/00405841.2018.1484039>
- Osman, M. E. T. (2020). Global impact of COVID-19 on education systems: The emergency remote teaching at Sultan Qaboos University. *Journal of Education for Teaching*, *46*(4), 1–9. <https://doi.org/10.1080/02607476.2020.1802583>
- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning Journal*, *21*(3), 166–190. <https://doi.org/10.24059/olj.v21i3.1225>
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' perception of online learning during pandemic Covid-19. *Jurnal Penelitian Pendidikan*, *20*(3), 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>
- Rosalina, E., Nasrullah, N., & Elyani, E. P. (2020). Teacher's challenges towards online learning in pandemic era. *LET: Linguistics, Literature and Language Teaching Journal*, *10*(2), 71–88. <http://jurnal.uin-antasari.ac.id/index.php>
- Rosenberg, M. J. (2001). *E-learning: Strategies for delivering knowledge in the digital age*. McGraw-Hill.
- Salto, D. (2020). COVID-19 and higher education in Latin America: Challenges and possibilities in the transition to online education. *ELearn*, *2020*(9).



<https://doi.org/10.1145/3424971.3421751>

- Schmidt, K. (2004). A model to integrate online teaching and learning tools into the classroom. *Journal of Technology Studies*, 30(2), 86–92.
- Setyaningrum, R. W., & Purwati, O. (2020). Projecting the implementation feasibility of CLIL approach for TEYL at primary schools in Indonesia. *JEES (Journal of English Educators Society)*, 5(1), 23–30. <https://doi.org/10.21070/jees.v5i1.352>
- Simpson, O. (2018). *Supporting students in online, open and distance learning*. Routledge. <https://doi.org/10.4324/9780203417003>
- Steiert, C., & Massler, U. (2011). Guidelines for evaluating and developing CLIL materials. In Ioannou-Georgiou & P. Pavlou (Eds.), *Guidelines for CLIL implementation in primary and pre-primary education*. PROCLIL.
- Suwannoppharat, K., & Chinokul, S. (2015). Applying CLIL to English language teaching in Thailand: Issues and challenges. *Latin American Journal of Content and Language Integrated Learning*, 8(2), 237–254.
- Talpur, N., Kalwar, T., & Talpur, M. J. (2021). Computer-assisted Language Learning in Pakistani context during COVID-19 pandemic. *REiLA : Journal of Research and Innovation in Language*, 3(3), 210–225.
- The European Council and Commission. (2015). *2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) — New priorities for European cooperation in education and training* (pp. 25–35). [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215(02))
- The Ministry of Education and Culture. (2020). *Panduan penyelenggaraan pembelajaran di masa pandemi COVID-19 [The guidelines of organizing learning during the COVID-19 pandemic]* (pp. 1–58). <https://www.kemdikbud.go.id/main/blog/2020/06/buku-saku-panduan-pembelajaran-di-masa-pandemi-covid19>
- Valtonen, T., Pontinen, S., Kukkonen, J., Dillon, P., Väisänen, P., & Hacklin, S. (2011). Confronting the technological pedagogical knowledge of Finnish Net Generation student teachers. *Technology, Pedagogy and Education*, 20(1), 3–18. <https://doi.org/10.1080/1475939X.2010.534867>
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet. Child & Adolescent Health*, 4(5), 397–404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)
- Wahyono, P., Husamah, H., & Budi, A. S. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *Jurnal Pendidikan Profesi Guru*, 1(1), 51–65.

<https://doi.org/10.22219/jppg.v1i1.12462>

- Waloyo, A. A., Khoiriyah, K., & Farah, R. R. (2021). Teachers' perception to CLIL and web-based material implementation in a primary school. *English Review of English Education of English Education*, 9(2), 227–234. <https://doi.org/10.25134/erjee.v9i2.4347>
- Westberry, N. C. (2009). *An activity theory analysis of social epistemologies within tertiary-level eLearning environments: Vol. Doctor of* [University of Waikato]. <https://hdl.handle.net/10289/4184>
- Wieland, N., & Kollias, L. (2020). Online learning before, during and after COVID-19: Observations over 20 years. *International Journal of Advanced Corporate Learning (IJAC)*, 13(2), 84. <https://doi.org/10.3991/ijac.v13i2.16779>
- Yaguara, J. A., Salinas, N. P. V., & Caviche, J. C. O. (2022). Exploring the implementation of CLIL in an EFL virtual learning environment. *Latin American Journal of Content & Language Integrated Learning*, 14(2), 187–214. <https://doi.org/10.5294/lacil.2021.14.2.1>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA Sage.
- Ying, Y., Siang, W., & Mohamad, M. (2021). The challenges of learning English skills and the integration of social media and video conferencing tools to help ESL learners coping with the challenges during COVID-19 Pandemic: A literature review. *Creative Education*, 12, 1503–1516. <https://doi.org/10.4236/ce.2021.127115>
- Yudiawan, A., Sunarso, B., Suharmoko, Sari, F., & Ahmadi. (2021). Successful online learning factors in covid-19 era: Study of Islamic higher education in west papua, indonesia. *International Journal of Evaluation and Research in Education*, 10(1), 193–201. <https://doi.org/10.11591/ijere.v10i1.21036>
- Yuhanna, I., Alexander, A., & Kachik, A. (2020). Advantages and disadvantages of online learning. *Journal Educational Verkenning*, 1(2), 13–19. <https://doi.org/10.48173/jev.v1i2.54>