

**CLASSROOM INTERACTION IN CLIL: A CASE STUDY AT  
PRIMARY CLASSROOM CONTEXT**

**SKRIPSI**



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**By:**  
**Sherly Aisyia Anggraeni**  
**21120035**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2025**

## APPROVAL SHEETS

The skripsi entitled **“CLASSROOM INTERACTION IN CLIL: A CASE STUDY AT PRIMARY CLASSROOM CONTEXT”** is compiled by:

Name : Sherly Aisyia Anggraeni

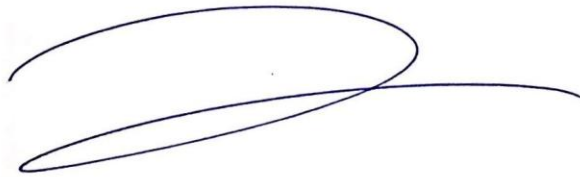
NIM : 21120035

Department : English Education

Has been approved by the advisors.

Bojonegoro, 9 July 2025

Advisor I,

A stylized, flowing signature in blue ink, consisting of a large loop followed by a horizontal stroke.

Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

NIDN 0723058302

Advisor II,

A stylized signature in blue ink, featuring a large 'C' shape followed by a series of loops and a horizontal stroke.

Ayu Fitrianingsih, M.Pd.

NIDN 0720049101

## LEGITIMATION

The skripsi entitled **"CLASSROOM INTERACTION IN CLIL: A CASE STUDY AT PRIMARY CLASSROOM CONTEXT"** is compiled by:

Name : Sherly Aisyia Anggraeni

NIM : 21120035

Department : English Education

This is to certify that this skripsi to the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Educations, IKIP PGRI Bojonegoro on 28 July 2025

Bojonegoro, 28 July 2025

Chairman,



Dr. Cahyo Hasanudin, M.Pd.

NIDN 0706058801

Secretary,



Ayu Fitriyaningsih, M.Pd.

NIDN 0720049101

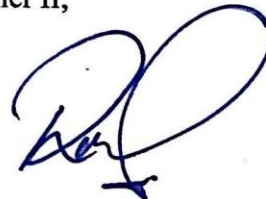
Examiner I,



Fitri Nurdianingsih, S.Pd., M.Pd.

NIDN 0729058701

Examiner II,



Dr. Refi Ranto Rozak, S.Pd., M.Pd.

NIDN 0702058403

Rector,

Dr. Dra. Junarti, M.Pd.

NIDN 0014016501

## STATEMENT OF AUTHENTICITY

I, the undersign below:

Name : Sherly Aisyia Anggraeni  
NIM : 21120034  
Department : English Education  
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

### CLASSROOM INTERACTION IN CLIL: A CASE STUDY AT PRIMARY CLASSROOM CONTEXT

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 9 July 2025



Sherly Aisyia Anggraeni

NIM 21120035

## **MOTTO**

"Just like the stars need the night to shine, every struggle prepares us  
to glow in our own time."



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Bojonegoro, 7 July 2025



Sherly Aisyia Anggraeni

## ABSTRACT

Anggraeni, (2025). Classroom Interaction in CLIL: A Case Study at Primary Classroom Context, Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitriyaningsih, M.Pd.

**Keywords** - CLIL, classroom interaction, teacher talk, student talk, primary education.

Classroom interaction in the Content and Language Integrated Learning (CLIL) approach plays a crucial role in supporting both language acquisition and content understanding. This study aims to identify the types of teacher talk and student talk that occur in CLIL-based primary classroom interactions. This research employed a qualitative method with a case study approach. The participants included two English teachers and forty-five fifth-grade students from a primary school. Data were collected through classroom observations, interviews, and document analysis, and were analyzed using Flanders Interaction Analysis Categories (FIAC). The findings revealed that the dominant types of teacher talk were giving directions, asking questions, repeating students' answers, giving praise, and lecturing. Meanwhile, student talk often took the form of specific responses, choral responses, and occasional student-initiated utterances. These interactions were largely influenced by the teachers' questions and classroom activities such as games, group work, and presentations. These findings suggest that balanced interaction between teachers and students in CLIL classrooms can enhance student engagement as well as improve both language skills and subject matter comprehension.

## ABSTRAK

Anggraeni, (2025). Classroom Interaction in CLIL: A Case Study at Primary Classroom Context, Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianiingsih, M.Pd.

**Kata Kunci** - CLIL, interaksi kelas, tuturan guru, tuturan siswa, pendidikan dasar.

Interaksi kelas dalam pendekatan Content and Language Integrated Learning (CLIL) memiliki peran penting dalam mendukung pemerolehan bahasa sekaligus pemahaman materi pelajaran. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis tuturan guru dan tuturan siswa yang muncul dalam interaksi kelas berbasis CLIL di tingkat sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Partisipan terdiri dari dua guru bahasa Inggris dan empat puluh lima siswa kelas lima dari sebuah sekolah dasar. Data dikumpulkan melalui observasi kelas, wawancara, dan analisis dokumen, serta dianalisis menggunakan kategori Flanders Interaction Analysis Categories (FIAC). Hasil penelitian menunjukkan bahwa jenis tuturan guru yang dominan meliputi pemberian instruksi, mengajukan pertanyaan, mengulangi jawaban siswa, memberikan pujian, dan penjelasan materi. Sementara itu, tuturan siswa umumnya berupa respons spesifik, respons bersama (koral), dan sesekali inisiatif dari siswa. Bentuk interaksi ini sangat dipengaruhi oleh pertanyaan dari guru dan kegiatan kelas seperti permainan, kerja kelompok, dan presentasi. Temuan ini menunjukkan bahwa interaksi yang seimbang antara guru dan siswa dalam kelas CLIL dapat meningkatkan keterlibatan siswa sekaligus menunjang keterampilan bahasa dan pemahaman materi pelajaran.



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Despite all my efforts, I realize that this thesis is still far from perfect. Therefore, constructive feedback and suggestions are highly welcomed for the improvement of this work.

Finally, I hope that this thesis can provide useful insight and contribute to the field of English language education, particularly in classroom interaction within the CLIL context.

Bojonegoro, 9 July 2025



Sherly Aisyia Anggraeni

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents a general overview of the research while explaining the underlying motivations behind it. It is divided into five sections: the study's background, research problem, research objectives, significance of the study, and definitions of key terminologies.

### **A. Background of the Study**

Classrooms play a crucial role for both teachers and students, serving as the primary setting for teaching and learning activities. Tsui (1995) defines a classroom as a space where individuals come together to learn, with one person designated as the teacher. A key element of the classroom is interaction, which requires active participation from both teachers and students. This interaction extends beyond the teaching and learning process, encompassing activities such as joking, storytelling, socializing, and various other forms of communication.

According to Brown (2000), interaction refers to a collaborative process where two or more individuals exchange thoughts, emotions, or ideas, creating a mutual influence on all participants involved. It is characterized as a two-way communication process where messages are both sent and received to ensure effective interaction. Similarly, Wagner (1994) explains interaction as a reciprocal event that involves a minimum of two entities and two actions, occurring when these entities and their activities exert mutual influence on one another.



Interaction is very crucial in the classroom. Harmer (2001), emphasizes that interaction is an essential element in education, as effective teaching and learning cannot happen without meaningful exchanges between teachers and students or among the students themselves. Interaction occurs, for example, when a teacher poses a question and a student provides a response. This process facilitates the flow of information from the source to the recipient.

Classroom interaction involves all events in the classroom, including verbal and non-verbal communication. According to Meng & Wang (2011), teacher communication should integrate verbal and non-verbal elements. Verbal interaction involves written and spoken communication, while non-verbal interaction includes behaviors such as nodding, raising hands, and other gestures that do not involve words. Successful interactions can also improve learning, inspire pupils, and encourage participation between students or between teachers. Through collaboration to achieve goals, share experiences, and meet curriculum standards, teachers and students simultaneously develop and refine their communication skills (Crago et al., 1997). The outcomes of a classroom, regardless of its purpose, are collaboratively shaped by both teachers and students, as they work together to manage interaction and facilitate learning (Allwright, 1984). Moreover, direct classroom activities significantly enhance students' learning effectiveness. Active participation, such as taking turns in discussions or responding to questions, can help students improve their language skills. In contrast, students who remain passive in class are

likely to have fewer opportunities to develop these skills. Clearly, active engagement from both teachers and students is essential for fostering productive classroom interaction. Both parties must be actively involved in communication and classroom activities. Consequently, the overall quality of teaching and learning largely depends on the active interactions between teachers and students.

Content and Language Integrated Learning (CLIL) has emerged as a prominent pedagogical approach that combines content and language objectives within a unified educational framework. By integrating subject-specific content with foreign language instruction, CLIL provides students with the opportunity to gain knowledge in areas like science, mathematics, or history, while also improving their language skills (Coyle et al., 2010).

In the context of primary education, classroom interaction plays a vital role in the effective implementation of CLIL. Effective teacher-student interactions foster a deeper understanding of both content and language, creating opportunities for meaningful communication and scaffolding learning experiences. Interaction patterns, including teacher-led questioning, peer discussions, and collaborative problem-solving, are central to engaging students and enhancing their cognitive and linguistic development (Dalton-Puffer, 2011). However, classroom interaction in CLIL settings presents unique challenges. Young learners may struggle to balance the demands of understanding subject matter and expressing themselves in a non-native language, which can impact their participation and overall learning outcomes.

Despite its importance, research on classroom interaction in primary CLIL contexts remains limited, especially in diverse educational settings. Although much of the existing research focuses on secondary or higher education, studies in primary schools are necessary to capture the distinct characteristics of young learners and the pedagogical strategies required for their development. In Indonesia, some studies have begun exploring CLIL at the primary level. For example, Kurniawati and Atmojo (2022) examined teachers' beliefs about CLIL implementation in Indonesian primary schools and found that teachers generally perceived CLIL positively for improving students' language and content learning, though they also highlighted challenges such as limited training and resources. Similarly, Anggraini, Munir, and Purwati (2022) investigated CLIL practices in a primary bilingual school and reported that while teachers recognized its potential, many lacked a comprehensive understanding of CLIL methodology, leading to varied and sometimes inconsistent practices. These findings underscore the need for more in-depth studies examining how interaction unfolds in primary CLIL classrooms, particularly to address pedagogical challenges and provide context-specific strategies. Investigating classroom interaction in such contexts can offer valuable insights into the dynamics of teaching and learning in CLIL settings. Such research can inform educators and policymakers, helping them optimize the implementation of CLIL and better support both content learning and language development for young learners (Pérez Cañado, 2018).

Based on the explanations above, it is clear that classroom interaction plays an important role in facilitating effective teaching and learning, especially in the context of Content and Language Integrated Learning (CLIL). Despite its importance, studies on classroom interaction in CLIL contexts are still limited, so further exploration is needed to understand the dynamics and strategies that can support students. Therefore, this study is entitled Classroom Interaction in CLIL: A Case Study in a Primary Classroom Context, aims to examine the nature of classroom interaction in a primary CLIL environment. The research focuses on the strategies used by teachers to integrate content and language learning, as well as patterns of student participation, to provide insights into effective practices for optimizing educational outcomes in such environments.

## **B. Research Problem**

Considering the background of the study discussed above, the researcher identifies the following problems:

1. What types of teachers talk in CLIL classroom context?
2. What types of students talk in CLIL classroom context?

## **C. Objectives of the Research**

Based on the research problem outlined above, the objectives of this study are defined as follows:

1. To identify the types of teacher talk that happen in classroom interaction.
2. To identify the types of student talk that happen in classroom interaction.

#### **D. Research Significance**

The results of this study are expected to hold several significances and contribute to the English language teaching process, as detailed below:

1. **Theoretical :** This study contributes to the theoretical development of classroom interaction and Content and Language Integrated Learning (CLIL) by providing insights into how interaction patterns influence both language acquisition and content learning in primary education. It adds to the body of knowledge on interactional competence and bilingual education, serving as a foundation for future studies in CLIL-based classroom discourse and educational linguistics.
2. **Practical :** The findings offer practical implications for teachers and educators. This research provides strategies for enhancing meaningful student-teacher and peer interactions in the CLIL classroom. It helps practitioners design classroom activities that support dual-focused learning objectives, thereby improving the overall effectiveness of content and language integration in real teaching scenarios.
3. **Pedagogical :** The study supports the development of instructional practices that encourage active participation and collaborative learning among students. It promotes an understanding of how interaction can empower learners to engage more confidently in classroom activities. The study also serves as a guide for improving lesson planning and classroom management techniques to optimize both language use and content mastery in primary CLIL settings.

## **E. Definition of Key Terminologies**

### **1. Content and Language Integrated Learning (CLIL)**

The definition of Content and Language Integrated Learning (CLIL) is introduced early in the study to ensure a clear understanding of the research context and setting. CLIL can be understood through definitions offered by its proponents, such as Mehisto (2011) who define it as an educational method in which subject matter is taught through a foreign language at the primary, secondary, or tertiary levels.

Furthermore, Lasagabaster D. and Sierra J. M. (2009) describe CLIL as a method in which a foreign language serves as the language of instruction, typically encountered by students in the classroom but commonly used in the broader social context. CLIL initially developed as a component of bilingual programs, immersion education, and content-based instruction (CBI). As an educational phenomenon, CLIL is complex to define precisely due to its varied forms and implementations. It is often viewed as a broad term encompassing diverse types of bilingual education or as a program combining foreign language teaching with subject content learning. In the context of this study, CLIL is understood as a method of enriching students' foreign language skills through content subject teaching, aiming to balance content learning with language acquisition.

### **2. Classroom Interaction**

Tsui (2001) explains that classroom interaction involves exchanges both between teachers and students, as well as interactions among

students, all occurring within the classroom setting. Hall (2002) describe it as a fundamental mechanism through which learning occurs in the classroom. Similarly, Dagarin (2004) defines classroom interaction as a reciprocal process within the learning environment, where teachers affect students and students also have an impact on teachers.

According to Eriba & Achor (2010) emphasize classroom interaction as a method involving the systematic and objective observation of classroom events to analyze teachers' behavior and the interaction processes taking place. J. C. Richards & Schmidt (2010) also describe it as the verbal and non-verbal communication patterns, as well as the social connections, that emerge within classrooms.

### 3. Teacher Talk

Teacher talk refers to the language used by teachers during classroom instruction and interaction. According to Flanders (1970, as cited in Richards, 2003), teacher talk is classified into two major categories: indirect and direct influence. Indirect influence includes behaviors such as accepting student feelings, praising or encouraging, and asking questions, while direct influence includes giving directions, lecturing, and criticizing or justifying authority.

This classification highlights how teacher talk not only delivers instructional content but also shapes classroom dynamics and student responses. In the context of this study, teacher talk is understood as all forms of spoken input by the teacher that guide, manage, and facilitate



learning within a CLIL classroom setting, encompassing both instructional language and interactional functions.

#### 4. Student Talk

Student talk refers to verbal expressions made by students during classroom activities. According to Flanders (1970, as cited in K. Richards, 2003), student talk is categorized into two forms: student-initiated talk and student response. Student-initiated talk involves learners contributing ideas or asking questions independently, while student response includes replies to teacher prompts or questions.

This distinction emphasizes the active and reactive roles students play during interaction. In this study, student talk includes all student verbal participation that occurs during CLIL-based instruction, reflecting their involvement in learning both content and language through interaction with the teacher and peers.

#### 5. Primary Education

Primary education, also referred to as elementary education, is the first stage of formal education, typically provided to children aged between 6 and 12 years. According to UNESCO (2012), primary education aims to provide basic literacy, numeracy, and fundamental knowledge in subjects such as mathematics, science, and language.

In this study, primary education refers specifically to the educational context in which CLIL is implemented at the fifth-grade level. It is within this stage that students begin to develop both subject knowledge

and language skills, making it a crucial period for observing classroom interaction and the effectiveness of CLIL strategies.