

## CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN SCIENCE CLASS DURING COVID-19 OUTBREAK: A NARRATIVE INQUIRY

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**Abstract:** COVID-19 outbreak that has shifted face-to-face (f2f) to forced remote learning challenged the CLIL Science teacher to thrive in a new teaching form. The f2f adaptation of the virtual meeting using video conferencing software has driven the teacher to have an effective and accessible synchronous learning environment, in addition to the asynchronous one. This research was a narrative inquiry participated by a CLIL Science teacher teaching the first-grader in a small town in Indonesia. By employing an in-depth interview, the data were collected and then analyzed by emotional geography frameworks. The findings showcased the f2f adaptations made by the teacher that synchronous mode of delivery was conducted in thirty minutes by careful attention on CLIL frameworks, the language (s) use, and students' engagement. Her sociocultural, moral, professional and political geographies led her to decide what to do to make the students learning feasible. An implication of this is the possibility that the experience of how the CLIL Science teacher taught the young learners using English would be a new insight for other teachers in dealing with real-time live lesson delivery during the COVID-19 outbreak.

**Keywords:** *CLIL Science; COVID-19 outbreak; face-to-face adaptation; young learners*

### INTRODUCTION

COVID-19 outbreak has shifted the face-to-face (f2f) to remote teaching and learning process. This forced remote teaching and learning process require teachers to manage their onsite planned activities that they have prepared throughout the 2020

academic year, which cannot directly be implemented remotely. Moorhouse (2020) suggested the new mode of delivery during the COVID-19 outbreak using asynchronous and synchronous platforms. Osman (2020) reported that various asynchronous platforms such as Google Classrooms, Schoology, Seesaw, Blackboard, and Moodle had been used in private and international schools in Oman once the COVID-19 pandemic started. Meanwhile, on-air lessons and other e-learning platforms were the different options for public schools there. In other parts of the world, schools that are well-equipped with Information and Technology (IT) support like in Singapore, synchronous platforms like Zoom, Microsoft Teams, and Google Suite are used (Monbec, 2020).

Regarding remote learning platforms, student engagement issues, which involve student psychological investment in learning and mastering materials or encouragement and learning strategies (Cohen, Madsen, Touchan, Robles, Lima, Henin, & Parra, 2018; Richardson & Newby, 2010), were emerging. Therefore, the use of the platforms and the students' engagement should be the essential considerations taken by the teachers for teaching students during the COVID-19 outbreak. In the CLIL setting, forced remote learning should shift the learning by scaffolding the content and composition of the various technologies and the different interactions to achieve the same learning outcomes of f2f (Monbec, 2020).

F2f adaptation during COVID-19 pandemic for young learners CLIL lessons requires more effort because of the complexity of situations. Grieveson and Wendy (2012) claimed that CLIL for young learners was carried out for various purposes. They are: (a) Children's educational experience is enhanced when the quality of the subject is more emphasized than the words used, (b) Language is taught in context and thus is more important to children, (c) CLIL is more inspiring and offers a wider variety of opportunities for a broader range of learners, (d) It gives learners greater exposure to foreign languages in a natural way, and (e) It does not need any extra time. With young learners in primary schools applying CLIL, the teachers should pay attention to CLIL frameworks. Content, Cognition, Communication, and Culture (4Cs) frameworks proposed by Coyle, Hood, and Marsh (2010) should be practiced to produce engaging,

high-level lessons with meaningful consequences for the students' oral language and content knowledge related to the use of L1 that support L2 as the medium of instruction.

Tragant, Marsol, Serrano, and Llanes (2016) compared the vocabulary building of primary school students and found that they have been exposed to more words and more abstract and technical vocabulary in CLIL content than those in EFL context. Still, students in both groups have made substantial improvements in vocabulary learning in both contexts. Indeed, learning vocabulary from content has proven more challenging than learning English in the EFL class. Shao-Jun and Liu (2018) found the students' engagement was higher in the CLIL Science classroom discussing Life Cycle. To acknowledge it, Karlsson, Larsson, and Jakobsson (2019) have shown that translanguaging in Science classrooms could be a medium for multilingual students in the mutual sharing of scientific information and related languages to combine knowledge of science with prior experience. It demonstrated the authentic use of the young learners L1 and L2 from a socio-cultural point of view. They used English in addition to their home-language in Science class, and it was found the gradual movement of scientific knowledge and language (Laere, Aesaert, & Braak, 2014).

Related to the languages used in the CLIL classroom, Lin and He (2017) have investigated the languages used to negotiate meanings. For example, translanguaging was found as a dynamic flow in the CLIL classroom as the students communicated by their community or home language during group tasks instead of English which is required language in the classroom. This is because the specific goals of CLIL and English Language Teaching (ELT) contribute to different classrooms. For instance, in the CLIL classroom, Mathematics and Science are taught in English, while English is taught as an ELT program. Evnitskaya & Dalton-Puffer (2020) found that in the CLIL classroom, the students often noticed the gaps in their oral output and initiated to repair them, which is rarely found in the ELT context. Nevertheless, the affective component of foreign language learning is crucial in CLIL environments. The study's object is not language per se, but also the subjects through the target language and young learners are significantly

affected by the learning situation and their attitudes and beliefs towards foreign language learning (Pladevall-Ballester, 2018).

To deal with forced remote learning situations, the CLIL Science primary school teachers should find the most appropriate strategies for making their teaching meaningful. An experience of forced remote teaching in primary schools in Indonesia, as reported by Rasmitadila, Aliyyah, Rachmatudtullah, Samsudin, Syaodih, Nurtanto, and Tambunan (2020), exemplified factors that support remote learning. It comprised changes in instructional strategies, technology readiness to teachers in implementing forced online learning, support, and the motivation of teachers, parents, schools, and government involvement. Additionally, Cheng (2020) found the significant role of teachers when the school is off, but the class is on, such as emotional communication between teachers and students, which differs from f2f and the lack of real-time feedback.

Suppose the previous findings are connected to the CLIL context at the primary school level; in that case, the teacher position is central to get the students engaged in the remote learning that the f2f adaptation can be practiced well. For young learners, the teacher's "real" presence by synchronous learning mode provokes a stronger sense of social sensibility than asynchronous one (Humphry & Humpden-Thompson, 2018). An hour of real-time live lesson delivery using synchronous platform, as suggested by Moorhouse (2020), can be the option if the teacher should accommodate the young learners' needs in learning content and language, resembling the f2f situation. It can be combined with the asynchronous mode activities using the school's Learning Management System (LMS) or other asynchronous platforms to share individual tasks and other additional instructions.

Meanwhile, Monbec (2020) recommended how to plan online learning during the COVID-19 outbreak for university students by dividing it into 100-minutes learning, including the pre-tutorial preparation and the post-tutorial follow up activities that can be adapted for young learners learning. The teacher should carefully plan it by preparing task guidelines and learning materials like videos and reading texts by asynchronous platforms before the activities are conducted synchronously. During synchronous learning using Zoom, the students

follow the activities such as a short lecture, the whole class discussion, and group discussion in breakout rooms. Hence, during post-tutorial, the students work on individual tasks using asynchronous platforms provided by the teacher.

Teaching in CLIL setting should provide young learners linguistics resources in their second language instruction (Mahan, 2020). At the time of the COVID-19 outbreak, the studies on young learners CLIL remote teaching are very few. Therefore, how the young learners CLIL Science teacher manages her teaching and her emotional geography of making her teaching meet the CLIL learning requirements are critical to investigate. They are as the answers of the following research question: In what ways do the teacher manage the CLIL Science at a primary school by f2f adaptation during COVID-19 outbreak? Therefore, this study makes a major contribution to research on CLIL for young learners during the forced remote learning.

## METHODS

Narrative inquiry documents the participants' stories or experiences related to their social interaction activities (Clandinin & Huber, 2010). This research employed narrative inquiry to describe a grade-one CLIL Science teacher's experience in teaching her students during the COVID-19 outbreak. Riessman (2008) claimed that documents and visual data could be sources of narrative inquiry. In addition, oral data were transformed into textual form while the verbal data were transcribed as narrative data from stories and the answers of the semi-structured interviews.

The research was conducted at an Islamic primary school located in a small town near Surabaya-Indonesia that synergizes three curricula: National Curriculum, Cambridge Curriculum, and *Al-Islam, Kemuhadiyahahan dan Bahasa Arab (ISMUBA)* or Islamic teaching, *Muhammadiyah* ideology, and Arabic. Those three curricula are holistically integrated into learning and applied to International Class Program (ICP) since grade one. Every student has to complete a pre-ICP program before enrolling in grade one. During five days per-week meeting the students have been exposed to English language like greetings, instructions, English-Indonesian translation, and reading aloud sessions. To internalize the English language use,

some common English words were in use during thematic lessons

This research was participated by a millennial female CLIL Science teacher who who has been a homeroom teacher of CLIL classroom since her graduation four years ago. Previously, she was teaching at a well-known demonstration school owned by a public university in Malang Indonesia before moving to the school she is working for now. It was also reported that her English was advanced as she has passed a year training of English for Specific Purposes program that she joined during her undergraduate education. During her teaching service, she had opportunities to join teachers' professional development organized by Cambridge Center ID 110. At the recent school, she teaches grade one, aged 6-7 years, who take various subjects and deal with three languages; Bahasa Indonesia, English, and Arabic.

The research data were obtained from in-depth interviews. To support, the teachers clarified her explanation by showing the teaching documents consisting of lesson plans (modified by the researcher for consistent display) and student worksheets. During the interviews, the teacher told her stories of teaching young learners in CLIL setting based on some topics such as how the teacher adapted the f2f learning for forced remote

CLIL lesson, the integration of 4Cs CLIL frameworks, the language (s) use, and the students' engagement. The interviews were conducted online by using WhatsApp and Zoom meeting platforms.

To analyze the results of interviews, the researchers followed the steps suggested by Widodo (2014) by listening to the interview recording and making notes for essential parts, writing the data and coding them, interpreting the data, and validating the data by discussing the data with the participant to avoid misinterpretation. Furthermore, the data were analyzed using the emotional geography frameworks proposed by Hargreaves (2001). It identifies the patterns of closeness and distance in human interaction that shape emotions that someone experiences about relationships with self, others, and the world. Sociocultural, moral, professional, political, and physical closeness and distance are five elements of teaching's emotional geography. Meanwhile, the teaching documents were described by considering f2f adaptation principles during the COVID-19 outbreak connected to CLIL principles for young learners. The following table explains the emotional geography.

Table 1. *Emotional geography (Adapted from Hargreaves (2001))*

<b>Emotional Geography</b>	<b>Definition</b>
Sociocultural	Sociocultural closeness or distance leads teachers to stereotype and to be stereotyped by the communities they serve.
Moral	Since emotion is a moral phenomenon, it is closely linked to and caused by purposes. It also lets anyone select the most suitable choice from a wide variety of options.
Professional	It is related to closeness or distance of authority relations, occupation, or ethics within a rationalized and bureaucratized structure.
Political	As emotion is not just a personal matter, it is bound with the people's experiences of power or powerlessness. It deals with closeness or distance of how the teacher experiences anger, resignation, depression, anxiety, or satisfaction with authoritarian parties (like principals).
Physical	This is the most visible emotional geography of teaching. It is related to closeness or distance to emotional understanding and maintaining emotional relations that require closeness and some measure of the strength, frequency, and consistency of contact.

## RESULTS AND DISCUSSION

The teacher narrated her experience in teaching CLIL to young learners by explaining her first job as a CLIL school teacher after graduation. Because of her professional and pedagogical performance and her English language proficiency, she was assigned as a homeroom teacher and Mathematics in a well-known bilingual school, a demonstration school of the state university in Malang Indonesia. When teaching at the school operated by a prominent university that prepares prospective teachers in Indonesia, she got opportunities to meet educational experts and practitioners in CLIL during her first year of teaching. She was lucky as she was assigned as a home-room teacher who taught the thematic subject and Mathematics using English as a medium of instruction based on the Cambridge curriculum. She was learning and practicing how the national curriculum and one of the Organization of Economic Co-operation and Development (OECD) countries (Cambridge Curriculum) were synergized. The two-year experience had given her foundation for teaching her students.

After her turning to the recent school for two years, the challenging time of the COVID-19 outbreak has changed her teaching to the first graders. Like almost all schools globally, the policy of emergency remote learning due to the pandemic is applied. She has to deal with the situation by doing some feasible activities. The adaptation of f2f learning is taken to get the students learning as targeted by the curricula. As a millennial, she quickly responded to the situation by preparing materials to support her teaching. She was also ready to be online for answering questions from parents and students. Using both synchronous and asynchronous delivery modes, she affirmed that she has prepared her lesson plan for the whole semester.

### *F2f adaptation in CLIL science for the first graders*

To provide the students learning activities similar to f2f before the COVID-19 outbreak, the school offered full synchronous learning using Zoom for three hours - from 07.30 – 11.15 in the morning. This aimed at providing the students with learning experiences resembling those of before the pandemic. The next session continued in the evening for those who could not access the learning time during working hours and those who would

like to get more reinforcement for the day's theme. However, based on the parents' request to reduce the time for synchronous learning and the number of meetings per week, the school reduced the screening time to 07.30 – 10.30. The parents concerned their children's health as the effect of screening times and attention span. The following narration explains the situation.

*“Alhamdulillah, our school has provided the students' opportunity to learn synchronously. To support the learning, the teacher-made video was sent to the students by WhatsApp and was uploaded to the school's YouTube channel. The video was in English, so the students could learn some important points before the real-time live lesson.”* (The Teacher, Zoom Interview, October 18, 2020)

For the teacher, the COVID-19 outbreak was not a big problem because she could stay positive in dealing with the learning situation. Her expression of *Alhamdulillah* that translates all praise be to God was a sign of her moral geography. She could make a decision by creatively making a video using English to solve the problem related to the time limitation of forced online learning and get the purpose of her teaching. By sharing the video through WhatsApp and uploading it to the school's YouTube channel, her sociocultural geography existed because of her willingness to serve the community.

Contrasting to her efforts in providing video for the students before the synchronous class the next day, the students started to refuse to watch the video before the scheduled Zoom meeting. The teacher looked a little bit disappointed with the situation, but she tried to accept the reality. The following story helps explain the situation.

*“The students used to enjoy watching the video before class, but they gradually forget that it is their individual task. I understand that it was boring to watch a video of a unit like Living and Non-Living Things with a long duration. So, I decided to trim the video and make it chunked into smaller sub-unit like Parts of Body or Parts of Plant. Unfortunately, they confirmed that they did not watch the video before class, although it is in a shorter version. I was disappointed with this situation, but I think I have to find a way to make them watch*

the video as part of their forced online learning.” (The Teacher, Zoom Interview, October 18, 2020)

The teacher's sociocultural emotion has forced her to do her best for the community she served. Although she was upset because of the situation, she chose to find ways to make her students watch the video as part of their learning. Her moral geography

led her to choose the most appropriate choice among those that might be taken but making the situation worse. For Science lesson, particularly, she managed thirty minutes synchronous learning in addition to asynchronous one. To deal with the situation, she was making the Science learning schedule in the following table.

Table 2. *The CLIL science lesson*

<b>Activities</b>	<b>Aims</b>	<b>Learning Platforms</b>
Sending the video for the next day Science class (A day before the class)	Providing the students' points to learn	WhatsApp
Greetings and Introduction (5 minutes)	Preparing the students to get ready for the class and checking their attendance.	Zoom
Apperception – watching the video sent before the class or reviewing the video if the students have watched it in advance (5 minutes)	Linking the students' background knowledge and real-life experience with the materials learn during the day.	Zoom
Teacher's Presentation and Students Activities (10 minutes)	Engaging the students in learning the materials based on the lesson	Zoom
Students' Presentation (5 minutes)	Providing the students an opportunity to read, give opinions, or answer the questions in English	Zoom
Closing (5 minutes)	Concluding the lesson and Reinforcement	Zoom
Students Individual Task (with time limitation)	Providing the students with some activities related to the theme autonomously at home	WhatsApp and Hard Copy submitted to the teacher weekly

*Source: Teacher Made Schedule*

Table 2 shows that combining the synchronous and asynchronous modes of delivery (Monbec, 2020; Moorhouse, 2020) was the right decision because there should be a limitation of synchronous learning and there should be some individual tasks that the students have to complete. Finding the most appropriate strategy in teaching young learners in primary school is essential for supporting the forced remote learning that depends on technology (Rasmitadila et al., 2020). Therefore, the teachers should open to any possibilities since online

learning is not suitable for young learners, the first graders in particular, because of their very short attention span and preference to actively move than stay still. Rasmitadila et al. (2020) reported that the teacher should reduce the time for synchronous learning and changed the instructional objectives to be fewer than 2f.

*The integration of 4Cs CLIL frameworks*

There were external factors that arose during the forced remote learning. By synchronous mode of

delivery, integrating 4Cs frameworks of CLIL in teaching young learners CLIL Science was another challenge. She should struggle to make her teaching suitable with the 4Cs frameworks, such as starting with the content, linking the content with communication, exploring the kind of thinking skills the teacher developed that suited to what has been planned in content and communication, and making consideration to the culture where the CLIL was taught by including the existing language in learning. There will, likewise, be a situation that the teachers needed to attract the students' attention during the forced learning time. Prompting questions was an option, for attracting the students' attention to the CLIL lesson (Evnitskaya & Dalton-Puffer, 2020).

Calling the student's name and asking her/him to answer a question worked for the student's learning and thinking process. The questions were based on the video that they watched or their real-life experience related to the lesson. If one meeting was not enough, she extended the learning process to the following session. Her narration is as follows.

“I should be patient in teaching online. If I can choose, I prefer f2f learning to this forced online learning. For me, teaching is not only transferring knowledge but also educating my students. That is a part that I missed because of the pandemic. If I could not finish my teaching within one synchronous learning session, the next session means a lot to me because I have another session to wrap up and reinforce the content and language learning.” (The Teacher, Zoom interview, October 18, 2020)

Notwithstanding her obstacle in teaching CLIL Science for the first graders, her moral geography drove her to make the learning meet 4Cs CLIL frameworks. Adequate reception of teacher support is considered very necessary to ensure that students have achieved meaningful results at the level of inputs they have obtained (Meyer, 2017). She found that a student did not want to sit still in front of the computer during the learning time because that student considered unimportant to sit for a certain length of time in front of the computer if he could listen to the teacher's voice in the distance. To control the existing situation, the teacher should be back to the 4Cs frameworks by resetting what to

teach, how to communicate, how to make the student thinking and learning, and how to attract cultural opportunity in the first language.

#### *The language (s) use*

Since English is a medium of instruction in the CLIL Science lesson, pivotal exposure in the target language should be considered. In her class, English has been used up to 50%, aside from the use of Bahasa Indonesia for daily communication. The language reinforcement was still in practice during the forced remote learning by establishing video in English, asking the students to read the materials in English, and asking them to do the worksheets written in English. A thirty-minute real-time live meeting was just enough to get the students learning both content and language, despite the spotlight session's constraint on the students' English. She explains the situation as follows.

“Dealing with English language integration for young learners' CLIL lesson, I tried my best to get a chance to exploit the students' linguistic competency. I used to get time to spotlight the students' English before Zoom time reduction to 30 minutes. Now, I only can make it with a few students. The time is not enough for intensive English reinforcement. What I can do if I want to see the students' written English product, I ask them to write it on the paper, and they will send the photos of their work to my personal contact number through WhatsApp.” (The Teacher, Zoom Interview, October 18, 2020)

From the narration, the teacher did not consider the situation as a burden. Her moral geography set her to choose the best thing to do to make her students learn English. If there is no natural language support for young learners in the CLIL lesson, they will not get their learning goals. She showed political geography as she could not change the real-time live learning duration, her professional geography forced her to find a way to control the students' English learning. Scaffolding is one of the strategies that CLIL that the teacher can integrate into learning the language while learning the content (Mahan, 2020). She believed that young learners in grade one still needed support for their language learning as they learned the content in the target language with Non-Native English Speaker

Teacher (NNTS), who was not a foreign language expert (Dalton-Puffer, 2011; Evnitskaya & Dalton-Puffer, 2020).

There is evidence to suggest that young learners' language learning requires literacy experience. The young learners' English literacy should be conceptualized to better their language proficiency (Satriani, 2019). The teacher affirmed that a thirty-minute meeting was only used for explaining the lesson without any extra time to train students' English literacy. The following is her explanation about the literacy program.

“Students' literacy in English is one of my attentions. That is the rationale for providing the students in my class with printed worksheets that should be submitted to the teacher every other week. I believe that the first graders need to learn how to write words related to Science in English. Reading those

words and writing them for completing the individual tasks on worksheets helps advance their English literacy.” (The Teacher, Zoom Interview, October 18, 2020)

The teacher's professional geography has led her to pay attention to the literacy program. She understood that in the CLIL setting, young learners should get more exposure to the target language in various ways; one of those is to use multimodal texts. They can lead the young learners' comprehension, participation, and motivation to use the target language naturally (Kaminski, 2019). Accordingly, the teacher provided worksheets for students to develop their English literacy at home. Her professional geography guided her to do things that support the students learning. The following is an example of the worksheet used for literacy support.

**Is it a plant, an animal or non-living?**

**Look at the pictures. Circle the plants. Underline the animals. Put a cross through the non-living things.**

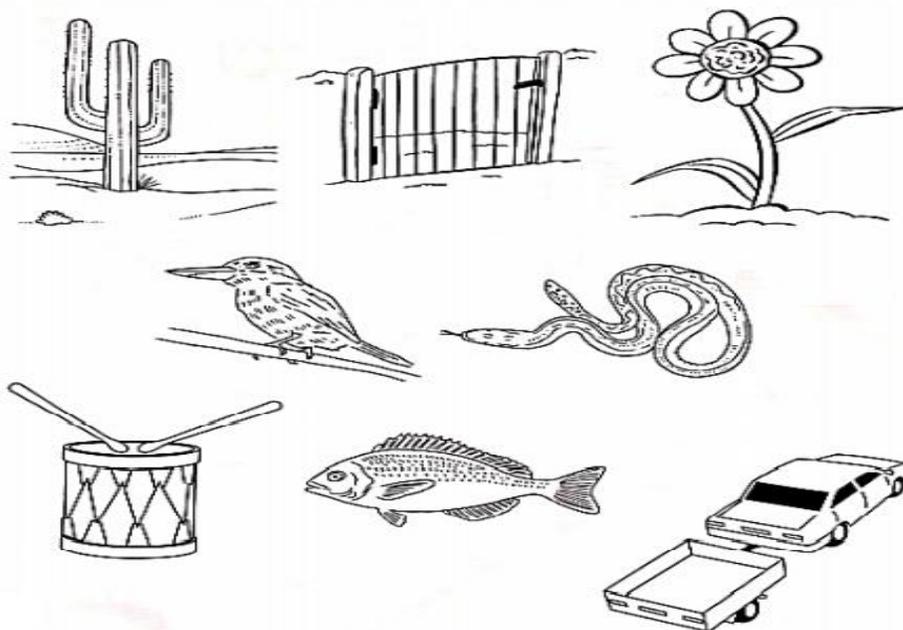


Figure 1. *Worksheet for English literacy at home* (Source: teacher-made worksheet)

Printed worksheets provided by the teacher for literacy support were for making the students use multimodal texts. This worksheet could make the

students respond toward multimodal text in the form of pictures and writings. The instruction like to circle, underline, or cross different groups of

things can positively impact English language learning. Young learners' language learning is not a matter of vocabulary memorization but how they can experience using the language in context (Shin & Crandall, 2014). Translanguaging as dynamic activities flows in the CLIL classroom (Lin & He, 2017) was another teacher's endeavor in CLIL Science. As she taught young learners, she had to manage her teaching by providing them the opportunity to practice translanguaging. A translanguaging approach in teaching and learning is not a matter of code-switching, but rather an agreement that normalizes bilingualism without a diglossic functional distinction (Creese & Blackledge, 2015). Although the teacher did not know the term translanguaging, her teaching efforts for CLIL Science in grade one has proved it. She clarified her statement as follows.

"I don't know what translanguaging is. What I know is that I always use English in teaching and I make a video using English. I usually ask my students to translate some reading text to understand a particular concept in science. If they cannot say any words in English, I let them use Bahasa Indonesia. I also clarify my explanation in English by using Bahasa Indonesia. I also use media to make the students understand the content through their thinking and learning process." (The teacher, Zoom Interview, October 18, 2020)

The explanation shows that the teacher's professional and moral emotional geographies have led her to make the learning environment feasible for the students to learn the content using the appropriate languages for communication to make the students understand the science concept by their thinking learning competencies. In the CLIL lesson, the meaning is negotiated using L1 and/or L2 to increase classroom conversational dynamics by shifting from one language to another (Griva, 2017). In accordance, Coyle, Hood, and Marsh (2010) affirmed that an additional language could be used for the CLIL lesson, and it can be supported by the L1, specifically for explaining the course. Hence, Zein (2018) claimed that translanguaging is a realistic strategy for advancing multilingual pedagogy among linguistically different young learners.

### *The students' engagement*

Teacher's attention during synchronous learning is essential to engage in the learning process. One of the teacher's attention was to call the students' names. This research participant told a story about the parent's request for calling her child's name frequently to make him back to his synchronous learning device.

"I know that every student has a different learning style. For the student who likes kinesthetic learning, she/he cannot sit in front of their virtual learning device for a long time, while the audio learner can multiple tasks while listening to the teacher. One day, a mother informed me that her child was leaving his device to do something else, and he was back to it if the teacher was calling him, he's got his turn. It was true that I can control students' engagement when I call their names to do something." (The Teacher, Zoom interview, October 18, 2020)

From the interview transcription about the students' engagement, the teacher's professional geography was shown from her understanding of the students' learning style. She was also convinced that doing the parent's request to call the student's name showed her sociocultural geography for being stereotyped by society.

Students' engagement in remote learning is crucial because they cannot perform in the learning process similar to f2f. Time limitation and the learning situation do not permit the students to demonstrate their excessive-performance (Groccia, 2018). Since the students' position at home, the teacher tried to engage them in teaching and synchronous learning by asking them to get living and non-living things around the house. The following is her narration.

"To reduce the students' boredom during remote learning, I involve the students to get the materials for learning. I asked them to tell what they know about the materials, like living things. I encouraged them to use the English and Bahasa Indonesia. I have to be ready for guiding them learning both content and language. Repeating the words in both languages with them is always fun." (The Teacher, WhatsApp Interview, 19 October 2020)

Based on the narration, the teachers moral and professional geographies have motivated her to engage the students in learning by showing the teacher and friends learning media that might be different from others'. They proudly presented what they found at home, like pets, plants, even the people around them. This participatory activity was meant to avoid boredom. It was understandable by the students, easy to follow, and involving the students' presentation. Boredom is classified as one of the "activity-related" emotions that shows students emotional experience during online learning (Humpry & Hampden-Thompson, 2018). When the students are engaged in the activity, Janna, Christopher, Barbara, Kalle, Joseph, Jari, & Katariina (2018) affirmed that they are in a situational engagement because the students feel that the task is exciting and challenging for them that they can use their skills to complete it.

## CONCLUSION

The implementation of CLIL to young learners underpins a variety of comments. From a pedagogical viewpoint, CLIL relies on constructivist and socio-cultural notions where the learning process makes it easier for young learners to provide more concrete feedback and output in L2 or target language. In addition to this, there will be more and more versatile options for both content and language learning. CLIL provides more practical and natural opportunities for young learners to learn and use additional language.

In the time of the COVID-19 outbreak, young learners CLIL Science forced remote learning requires the teacher's commitment to f2f adaptation because of time limitation for the synchronous mode of delivery. It was too short that the teacher only focused on the content with only a little time for English language reinforcement. The initiatives taken by the CLIL Science teacher in this research has allowed the students to engage in the material with considerable potency and efficacy as it puts out some fundamental tenets of a particular system of task-based learning and communicative language teaching by accommodating the state of sincerity and meaningfulness in communication.

Real-time live lessons using a particular synchronous platform was advantageous for the teacher and students to interact just like f2f

learning session, but drawbacks of screening time for the young learners' health and psychology should be sensitive consideration. That is why in teaching science to the first graders, the teacher combined synchronous and asynchronous modes of teaching. The teacher's creativity was pivotal in getting the young learners engaged in doing content and language learning activities by using the two modes of delivery. CLIL, as a new trend in language teaching, can be practiced remotely as the teacher to direct content scaffolding through learning. Limited time and space the teacher shared with the students could be manipulated by the teacher's creativity in arousing young learners' curiosity about their learning.

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