Students' Attitudes and Learning Preferences: A Need Analysis for CLIL Materials in EFL Primary Schools

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Abstract

A thorough need analysis (NA) is essential for designing effective instructional materials, particularly in the context of Content and Language Integrated Learning (CLIL) for English as a Foreign Language (EFL) primary school students. Despite the increasing demand for ready-to-use CLIL materials, little research has explored the specific needs of students in this context. This study employed a Research and Development (R&D) approach, focusing on the NA phase to gather insights into students' attitudes and material preferences for CLIL instruction. A total of 93 EFL primary school students participated in the study, with data collected via an online questionnaire that addressed two key aspects: students' attitudes toward learning English and their needs for learning materials through the CLIL approach. The data were analyzed using basic statistical methods in JASP software. The results indicated that while students generally hold a positive attitude toward learning English—particularly regarding its importance, their intention to continue learning, and intrinsic motivation—they do not consider English their preferred subject, and their interest in CLIL-related activities remains moderate. Regarding material needs, students preferred interactive and engaging methods, particularly through multimedia resources, group work, and technology integration. They also prioritized improving listening and vocabulary skills. Additionally, students showed strong interest in topics related to personal experiences and global issues, such as leisure activities, nature, and sports, while displaying less enthusiasm for academic subjects like geography and literature. These findings offer helpful input for developing digital CLIL materials better aligned with young learners' interests and learning preferences.

Keywords: students, language, behavior, thinking, intensity, intercultural, communication

INTRODUCTION

Teaching and learning English for young learners in Indonesian primary schools entail numerous intertwined challenges that affect both instructional quality and student engagement. Large class sizes, for instance, can limit the individual attention teachers can offer (Sulistiyo et al., 2019; Wang & Calvano, 2022). In such settings, monitoring each child's

progress or tailoring tasks to different proficiency levels becomes difficult, especially when students come from diverse linguistic backgrounds (Sundari, 2017; Liando et al., 2023; Siwa & Basthomi, 2023). As a result, teachers must frequently revert to a one-size-fits-all approach that may not align with young learners' developmental needs and learning styles. In addition, many instructors rely on traditional, rote-based practices rather than weaving language learning into meaningful activities that naturally spark curiosity (Kurniasih, 2016; Hidayat et al., 2024). Resource limitations—ranging from insufficient classroom materials and technology to a lack of ready-made, age-appropriate content—further compound the problem (Hawanti, 2014; Iskandar, 2015; Malaikosa & Sahayu, 2018; Latifah et al., 2023). Moreover, time constraints in the weekly schedule restrict the frequency and depth of English instruction. When only a small window of instructional time is available each week Zein, M. S. (2017), teachers have to compress lesson objectives. They could end up focusing on rote learning or quick vocabulary drills. This condensed approach leaves little room for interactive activities, project-based tasks, or engaging content that typically motivates young learners.

These overlapping challenges in Indonesia's primary-level English instruction highlight the need for innovative pedagogical approaches that promote meaningful language development. One promising solution is Content and Language Integrated Learning (CLIL), which employs English as the instructional medium for core academic subjects such as science, mathematics, and social studies (Mukadimah & Sahayu, 2021; Hussain, 2022; Adijaya, 2023). According to Coyle et al. (2010), CLIL operates on the premise that language serves as both the medium and outcome of content instruction, fostering a meaningful environment where learners develop linguistic skills while deepening their subject-area knowledge. Central to this approach is the idea of 4Cs—Content, Communication, Cognition, and Culture. Content pertains to the chosen subject or topic; Communication focuses on the language required for interacting and constructing knowledge; Cognition deals with fostering higher-order thinking skills as learners engage critically with the material; and Culture highlights the opportunity to cultivate intercultural awareness (Coyle, 2006; Coyle, 2008; Coyle et al., 2010).

Furthermore, CLIL aligns with young learners' developmental needs and diverse linguistic backgrounds by emphasizing purposeful communication within meaningful content areas (Pižorn, 2017). Adopting CLIL also allows educators to maximize limited instructional time, a common constraint in Indonesian primary schools (Zein, 2017). By merging academic content with language practice, teachers can target multiple learning goals simultaneously (Bergman, 2013), which is particularly advantageous when English classes meet only once or twice a week. Moreover, Ball et al. (2015) suggest that this integration fosters deeper learner engagement, as students perceive English as a functional tool for exploring themes that resonate with their everyday lives. Assessment in a CLIL framework likewise gains a dual focus, measuring subject mastery and language proficiency (Mehisto, 2012; Massler et al., 2014; Yang, 2014; Işık, 2021). Consequently, as Nikula et al. (2016) argue, teachers can better gauge the extent to which students understand and apply new concepts in English, rather than merely testing discrete linguistic forms. Through this holistic approach, CLIL shows promise to solve the interconnected challenges facing EFL education in Indonesian primary schools.

Recent studies underscore the potential of CLIL to strengthen both language proficiency and subject-matter knowledge across various educational levels. In a higher education context, Kanoksilapatham and Khamkhien (2022) found that implementing CLIL in an engineering research methodology course enhanced students' English research article reading skills and vocabulary knowledge, generating positive attitudes among students and instructors. Their findings emphasize that scaffolding—which includes close collaboration between language and content teachers—maximizes CLIL's benefits by helping learners navigate complex disciplinary texts. Addressing the impact of CLIL on vocabulary, Castellano-Risco et al. (2020) compared mainstream English as a Foreign Language (EFL) instruction with CLIL classes among secondary-school learners, revealing that instructional context, rather than sheer L2 exposure, drives vocabulary development. Specifically, the CLIL group demonstrated growth in receptive vocabulary knowledge, indicating that learning subject content through the target language can be more influential than increasing input hours.

From an Indonesian perspective, Mahmud (2020) examined bilingual programs at the secondary school level. He noted that discontinuing the International Standards School (ISS) program created a gap in established guidelines for implementing bilingual approaches. By combining CLIL with a Genre-Based Approach (GBA), Mahmud proposed a model that addresses the curriculum's linguistic and structural elements, offering a framework for future bilingual initiatives. Similarly, Deswila et al. (2020) studied CLIL implementation in science classrooms at a private Islamic boarding school, reporting that it effectively improved students' English language use and emphasising the importance of teacher training and awareness of local EFL constraints. Focusing on primary schools, Setyaningrum and Purwati (2020) investigated CLIL's feasibility under the 2013 curriculum, where English is an extracurricular subject. Although teachers were unaware of formally using CLIL, they integrated language and thematic content in ways that aligned with CLIL principles, suggesting its natural adaptability. Finally, Yufrizal (2021) explored a project-based CLIL model in higher education, documenting substantial gains in students' English proficiency, as the blending of project-based learning with CLIL principles facilitated active engagement, collaboration, and authentic language use.

Although Content and Language Integrated Learning (CLIL) has demonstrated its effectiveness in enhancing language proficiency and subject-matter knowledge, most existing research focuses on secondary or tertiary education, leaving a gap in how this approach can be optimised for young learners in Indonesian primary schools. Minimal attention has also been given to incorporating digital resources into CLIL-based materials, even as technology gains importance in contemporary classrooms. This study addresses students' views, needs, wants, and challenges in learning English through a comprehensive need analysis, which informs a well-structured CLIL framework. Incorporating context-specific findings into curriculum design, instructional materials, classroom management, and assessment, the research offers practical insights that directly respond to learners' demands. Two primary research questions guide the investigation: (1) How are students' attitudes toward learning English and integrating CLIL? and (2) What are students' needs for designing CLIL-based materials?

METHOD

This research adopted a research and development (R&D) approach to design English language teaching materials, using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) proposed by Branch (2009). Widely employed in educational settings, ADDIE is recognised for its adaptability in various contexts (Aldoobie, 2015; Adeoye et al., 2024). In this preliminary phase, the study focused solely on the Analysis stage, employing a quantitative survey design to investigate the target and learning needs of EFL primary school students in several East Java, Indonesia regions. Plans to execute and document the subsequent phases—Design, Development, Implementation, and Evaluation—are set for future research.

The participants in this study were 93 primary school students in grades 4, 5, and 6, drawn from five districts in East Java (Malang, Lamongan, Tuban, Bojonegoro, and Surabaya). This selection was intended to capture a diverse sample of urban and semi-urban contexts, reflecting the varying socio-cultural and linguistic environments. (Bucholtz, 2021). Students in this age bracket (approximately 9–12 years old) are commonly viewed as pivotal for language acquisition, marked by growing cognitive maturity and the emergence of metalinguistic awareness (Pinter, 2017; Ellis & Brewster, 2014). The purposeful sampling method was chosen to ensure that students who already experience English instruction—whether as an extracurricular activity or part of a local content curriculum—could offer informed perspectives on current practices and resources. Policies at the primary level.

Table 1. The demographic of the participants

	Characteristics	Frequency
	9 years old	30
Age	10 years old	33
	11 years old	30
Gender	Male	49
	Female	44
	Fourth grade	30
Grade	Fifth grade	33
	Sixth grade	30

The first step in developing the teaching materials involved preliminary research and data collection, forming the basis for the Analysis phase (Branch, 2009). During this stage, instructional designers typically consider four key elements: (1) understanding the learners (their contexts, skills, and needs), (2) conducting an instructional analysis (outlining essential steps and learning opportunities), (3) defining instructional goals (specifying target outcomes), and (4) determining how to measure goal attainment (Aldoobie, 2015). In this study, the Analysis phase focused on identifying the needs, wants, and lacks of primary school students studying English within a CLIL (Content and Language Integrated Learning) context.

Data were gathered through an online survey, using a questionnaire as the primary instrument to collect quantitative information on students' attitudes, behaviours, and beliefs about their English language needs in a CLIL setting. The questionnaire was divided into two main sections: (1) students' attitudes toward learning English (11 items) and (2) students' needs for learning English via CLIL—covering skill preferences (4 items), the

need for additional practice (8 items), learning methods (21 items), and favourite topics (22 items). After collecting the responses, the data were analysed quantitatively using basic statistical procedures. Mean scores were interpreted according to the following categories: 1.00–1.89 as low agreement, 1.90–2.69 as medium-low agreement, 2.70–3.49 as moderate agreement, 3.50–4.29 as medium-high agreement, and 4.30–5.00 as high agreement.

FINDING AND DISCUSSION
The Primary Students' Attitude toward Learning English

Investigating students' attitudes toward learning English is essential, as it helps gauge their motivation, interest, and overall engagement with the language. This section highlights survey responses on how students value English as part of their educational experience, their willingness to pursue further learning, and their perspectives on integrating English with other subjects.

Table 2. The student's attitude toward learning English

No	Statements	Mean	SD
1	I really enjoy learning English.	3.301	0,67
2	English is an important part of the school program.	3.882	0,57
3	I plan to learn as much English as possible.	3.677	0,52
4	I would really like to learn English	3.710	0,53
5	Studying English is an enjoyable experience.	3.613	0,55
6	English is one of my favourite courses.	3.140	0,59
7	I really work hard to learn English.	3.495	0,58
8	I enjoy the activities of our English class much more than those of my other classes.	2.946	0,57
9	My English teacher has a dynamic and interesting teaching style.	3.634	0,53
10	In my opinion, it is very interesting to learn English integrated with other subjects such as Mathematics and Science.	3.452	0,60
11	I think, by studying Mathematics and Science using English I can learn the language and the content of the subject matter well	3.269	0,56

Table 2 summarises students' overall positive attitudes toward learning English, with mean scores generally clustering in the medium-high range (3.00–4.00). The highest average rating (M = 3.882) indicates that students recognise English as an important part of their school program (Item 2). They also express enthusiasm about continuing to learn English (Items 3 and 4) and acknowledge their teacher's engaging teaching style (Item 9). In contrast, the relatively lower mean for Item 8 (M = 2.946) suggests that students are less enthusiastic about English class activities than other classes. Regarding integrating English with subjects like Mathematics and Science (Items 10 and 11), the mean scores around 3.30–3.45 imply moderate agreement with the notion that learning academic content in English can benefit both language and subject mastery. The results indicate a generally positive attitude toward English, although some areas—such as making classroom activities more appealing—may need further attention.

It is worth noting that the students generally exhibit positive attitudes toward learning English, particularly regarding its importance, their plans to continue studying it, and their overall eagerness to learn more. Previous studies (Kadir et al., 2020; Getie, 2020;

Zulfikar, 2019) reinforce these findings, indicating that learners appreciate the value of the language. However, while students recognise English as crucial for future opportunities, their enjoyment and emotional engagement are more moderate. This gap suggests the need for more interactive lessons, real-world connections, and opportunities for student autonomy to strengthen their affective connection to the language. Enhancing cross-disciplinary learning (e.g., integrating English into subjects like Mathematics and Science) and adopting more dynamic, engaging teaching methods could heighten students' interest and willingness to participate. These insights align with the core principles of the CLIL approach, which encourages the simultaneous development of language proficiency and content knowledge (Dalton-Puffer et al., 2021; Gabillon & Ailincai, 2013; Sakurai, 2015; Suhandoko, 2019).

The Primary Students' Preferences in English Skills

This section explores the language skills students find most essential or appealing in their English learning process. Determining which skill areas—listening, speaking, reading, or writing—they view as a priority helps educators create more targeted and engaging lesson activities.

Table 3. Students' preferences in English skills

Questions	Responses		
	Yes	No	No answer
Do you like reading?	54.84%	40.86%	4.30%
Do you like speaking?	55.91%	43.01%	1.08%
Do you like writing?	73.12%	21.51%	5.38%
Do you like listening?	80.65 %	17.20%	2.15%

Table 3 reveals that listening and writing emerge as the most favoured skills among respondents, with 80.65% indicating that they enjoy listening and 73.12% favour writing. Speaking (55.91%) and reading (54.84%) are moderately preferred, though still valued by more than half of the students. The dominance of listening suggests that learners may perceive it as less challenging or more enjoyable, possibly due to passive engagement through songs, podcasts, or videos—an observation supported by Garton (2014) and Pamuji et al. (2021). In light of these findings, developing extensive listening activities that integrate songs and stories at a manageable pace can create a more engaging and routine listening practice for young learners.

The moderate preference for speaking may stem from students' fear of making mistakes or lacking confidence when using English in real-time communication. Teachers can address these concerns by implementing low-pressure, interactive strategies—such as peer interactions, chants, games, and pronunciation drills—to make speaking activities more enjoyable (Nunan, 2018; Kumar et al., 2022; Pebriantini et al., 2024). Similarly, the moderate interest in reading highlights the need for diverse, interactive materials. Techniques like group discussions, multimedia resources, and project-based learning can foster deeper engagement (Almulla, 2020). Incorporating technology into lesson plans can also enhance speaking and reading by offering immersive, interactive tasks that facilitate skill development (Ironsi, 2023; Rokhayati & Widiyanti, 2022).

The Primary Students' Need for Further Practice

Developing language proficiency requires sustained engagement with various linguistic aspects—ranging from the core skills of listening, speaking, reading, and writing to subskills such as vocabulary, grammar, spelling, and pronunciation. This section overviews students' preferences for additional practice and discusses how these insights can inform more effective instructional designs.

Table 4. Students' preferences in English skills

Questions	Responses		
	Yes	**No**	**No answer**
I would like to practice reading more.	84.95%	12.90%	2.15%
I would like to practice speaking more.	82.80%	13.98%	3.23%
I would like to practice writing more.	82.80%	12.90%	4.30%
I would like to practice listening more.	92.47%	6.45%	1.08%
I would like to practice vocabulary more.	88.17%	10.75%	1.08%
I would like to practice grammar more.	82.80%	15.05%	2.15%
I would like to practice spelling more.	87.10%	10.75%	2.15%
I would like to practice pronunciation more.	86.02%	9.68%	4.30%

Table 4 highlights a strong student demand for additional practice across a wide range of English language skills and components, reflecting a high level of motivation for comprehensive language development. Listening stands out as the most requested area for further practice (92.47%), followed closely by vocabulary (88.17%), spelling (87.10%), and pronunciation (86.02%). This pattern suggests that students prioritise receptive and productive language abilities essential for understanding input and producing accurate output in real-life communication. Skills such as reading, speaking, writing, and grammar also received substantial interest (ranging from 82.80% to 84.95%), further emphasising learners' awareness of the need for balanced skill enhancement.

These findings underscore the necessity for instructional strategies that integrate skills and language components in meaningful, context-driven ways. In this regard, Content and Language Integrated Learning (CLIL) offers a highly suitable framework. CLIL promotes the simultaneous development of language and subject content by embedding the practice of specific linguistic skills within authentic academic contexts (Coyle et al., 2010). For example, listening activities in CLIL can be tied to subject content such as science or geography, using real-world input (e.g., videos, experiments, or thematic storytelling) that improves listening comprehension and supports vocabulary expansion and pronunciation accuracy (Dalton-Puffer, 2021). Moreover, CLIL naturally encourages the development of grammar and writing through tasks like report writing, project-based reflections, or summarising informational texts, allowing students to practice form and meaning simultaneously (Lasagabaster, 2010). Despite its relatively lower favorability as a skill, the demand for more speaking practice suggests that learners may find verbal expression challenging due to performance anxiety or lack of confidence. CLIL contexts help mitigate this by encouraging purposeful communication in supportive, content-based discussions or collaborative tasks (Nikula et al., 2016; Gabillon & Ailincai, 2013). Integrating English practice into meaningful subject learning increases motivation and provides repetitive, contextualised exposure that reinforces language retention.

The Primary Students' Ways of Learning

Understanding how students prefer to learn is essential for designing effective and engaging instructional materials. Young learners have diverse learning styles and respond differently to various classroom activities, such as group work, visual aids, games, or hands-on tasks. This section presents students' responses regarding the methods and activities they find most helpful in learning English.

Table 5. The primary students' ways of learning

Questions	Responses		
	Yes	**No**	**No answer**
Studying grammar rules	64.52%	29.03%	6.45%
Doing written exercises/practices	80.65%	17.20%	2.15%
Writing short passages	75.27%	19.35%	5.38%
Reading texts/stories	70.97%	25.81%	3.23%
Listening to CDs or other audio media	56.99%	36.56%	6.45%
Watching videos	84.95%	13.98%	1.08%
Doing oral exercises/practices	80.65%	16.13%	3.23%
Discussing in the classroom	72.04%	22.58%	5.38%
Doing projects	65.59%	27.96%	6.45%
Doing homework	73.12%	23.66%	3.23%
Reading aloud in class	43.01%	53.76%	3.23%
Working alone	64.52%	31.18%	4.30%
Working in pairs	79.57%	16.13%	4.30%
Working in groups	82.80%	12.90%	4.30%
Working as a whole class	81.72%	15.05%	3.23%
Using technologies	68.82%	22.58%	8.60%
Using the Internet	79.57%	13.98%	6.45%
Playing games	64.52%	32.26%	3.23%
Singing songs	75.27%	21.51%	3.23%

Table five highlights students' preferred ways of learning English, with the most favoured methods being watching videos (84.95%), working in groups (82.80%), doing oral exercises (80.65%), and working as a whole class (81.72%). These preferences suggest that students enjoy interactive, collaborative, and visually engaging activities. High responses for using the internet (79.57%) and doing written exercises (80.65%) also indicate a positive attitude toward digital and traditional learning tools. In contrast, reading aloud in class (43.01%) received the lowest preference, possibly due to anxiety or lack of confidence. The findings emphasise incorporating varied, student-centred, and technology-supported strategies into English instruction.

The data indicate that students strongly prefer interactive and collaborative learning methods, particularly those involving social engagement, such as group work, pair work, and classroom discussions. This preference aligns with previous studies (Anggeraini, 2018; Kholis & Azmi, 2023; Omar et al., 2020), highlighting that interactive activities can boost students' self-confidence, foster a supportive classroom atmosphere, and encourage the communicative use of English. In addition, students show a marked interest in using digital tools and media—such as watching videos, accessing the internet, and using educational

technologies—which suggests that technology-enhanced learning environments are more engaging and accessible for them. This is supported by findings from Pitukwong and Saraiwang (2024) and Thi and Ha (2021), who emphasise the role of digital resources in enhancing student motivation and participation. To maintain student motivation, it is crucial to design interactive, engaging media resources (Elyas & Al-Bogami, 2019; Widiantari & Dewi, 2023). Such resources can boost young learners' enthusiasm and willingness to engage with English content (Sun & Hsieh, 2018). Moreover, incorporating technology-based tools, as advocated by Meşe and Mede (2022) and Purnamaningwulan (2024), offers varied and dynamic avenues for students to practice and refine their skills, further enhancing their language development.

The Primary Students' Favourite Topics

Identifying students' favourite topics is essential for designing CLIL-based materials that are engaging, relevant, and aligned with learners' interests. Content that resonates with students' curiosity and experiences can significantly boost motivation, attention, and language retention. This section explores the themes and subject areas that students find most appealing, providing valuable insights for selecting and integrating topics that support language learning and enhance content understanding in CLIL instruction.

Table 6. The primary students' ways of learning

Questions	Responses		
	Yes	**No**	**No answer**
Culture/habits	87.10%	9.68%	3.23%
Geography	51.61%	40.86%	7.53%
Advertising/shopping	66.67%	32.26%	1.08%
Food/diet/cooking	73.12%	22.58%	4.30%
Technology	77.42%	16.13%	6.45%
Environment/Nature	94.62%	4.30%	1.08%
Music	87.10%	8.60%	4.30%
Family/friends/relationships	89.25%	9.68%	1.08%
Free time/hobbies	96.77%	2.15%	1.08%
Traveling	88.17%	9.68%	2.15%
Jobs	70.97%	23.66%	5.38%
Health	88.17%	5.38%	3.23%
Famous people/celebrities	62.37%	29.03%	8.60%
Drama/cinema	55.91%	37.63%	6.45%
Entertainment	76.34%	19.35%	4.30%
Internet	83.87%	9.68%	6.45%
Literature/stories	68.82%	23.66%	7.53%
Sports	90.32%	9.68%	3.23%
Art/painting	65.59%	26.88%	7.53%
Science	81.72%	26.88%	8.60%
Festivals/celebrations	70.97%	21.51%	7.53%

The findings reveal that students are most interested in topics closely related to their personal lives and everyday experiences, such as free time and hobbies (96.77%), environment and nature (94.62%), sports (90.32%), relationships with family and friends

(89.25%), and travelling (88.17%). These preferences suggest that young learners are more motivated when engaging with familiar and relatable themes, which offer meaningful contexts for language use. In CLIL (Content and Language Integrated Learning) context, selecting content that aligns with students' interests is essential to sustain motivation, enhance cognitive engagement, and support deeper learning (Coyle et al., 2010). Learners who find the subject matter personally relevant are more likely to participate actively and retain both language and content knowledge.

Moreover, high interest in topics such as health, culture, music, and technology indicates students' readiness to explore personal and global issues through English, making these themes ideal for cross-curricular CLIL integration. As Meyer (2010) emphasised, topic relevance is a core element of effective CLIL instruction, as it helps bridge the gap between language learning and subject knowledge by contextualising both in engaging, age-appropriate content. In contrast, lower interest in topics like drama/cinema, geography, and celebrities suggests that not all content areas hold equal appeal. Carefully selecting themes is crucial when designing CLIL-based materials for young learners. These results underscore the importance of learner-centred material development in CLIL, where the choice of topics strategically drives both motivation and learning outcomes (Doiz et al., 2014; Yang, 2014; Mukadimah & Sahayu, 2021). By incorporating favoured topics into CLIL instruction—especially those that allow for exploration, discussion, and creative expression—teachers can create meaningful learning experiences that blend language and content in a way that resonates with students' interests and developmental stages (Lasagabaster, 2011; Mehisto et al., 2008). Ultimately, topic selection should be guided by curriculum requirements and students' voices, ensuring that CLIL content is both pedagogically sound and personally meaningful.

CONCLUSION

This study provided a preliminary foundation for developing CLIL-based digital teaching materials in Indonesian EFL primary schools, focusing on students' attitudes and learning needs. Overall, students showed positive attitudes toward learning English and moderate openness to integrating it with subjects like Math and Science. Listening and writing were the most preferred skills while listening, vocabulary, pronunciation, and spelling were identified as top areas for further practice. Students favoured interactive, collaborative, and technology-supported learning methods like group work, video-based learning, and hands-on activities. Topics related to their daily lives—like hobbies, environment, and health—were most appealing, highlighting the importance of relevant and engaging content in CLIL material design. These findings underscore the need for student-centred, practical, and digitally enriched instruction. Future research should involve more diverse student groups and consider teachers' perspectives to ensure broader applicability and effectiveness in classroom settings.

However, this study was limited to a specific group of students and may not fully represent the diversity of learners across Indonesia. To enhance generalizability, future research should include a larger, more diverse sample across different regions, age groups, and school contexts. Additionally, incorporating teachers' perspectives could offer a more comprehensive understanding of how student preferences are addressed in classroom practice. Expanding the scope of inquiry in these ways will provide richer insights for

developing inclusive, effective, and contextually appropriate CLIL-based materials for primary EFL learners in Indonesia.

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