THE IMPACT OF CLIL ON STUDENTS' ENGLISH SKILLS AND COMPETENCES IN PRIMARY SCHOOL

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Abstract: Studies investigating the implementation of content language integrated learning (CLIL) have been widely conducted in response to the use of English as a lingua franca. However, they are mostly conducted in secondary to higher education where students have acquired their L1. They are also limited to primary education and have largely examined the teachers' perspectives. Therefore, this study investigated the impact of the CLIL implementation on students' English proficiency and skills at primary school to look at the feasibility of this approach implemented in primary schools. Descriptive quantitative research is conducted to analyze and explain the English proficiency levels and skills of 64 third graders and 62 fourth graders in one primary school in Surabaya, Indonesia. The findings revealed that the CLIL approach implementation had

positive impacts on students' English acquisition. The students' English proficiency levels were from basic to outstanding levels. They showed satisfied English average scores on writing, listening, and the use of English. They also demonstrated higher average scores on every skill component. This was due to the amount of English exposure and input the CLIL students received from the content-subject materials. The content material's understanding, knowledge, and skill helped them acquire the target language. However, the students needed to improve their reading for detail skills as their scores were low.

Keywords: *CLIL, English language acquisition, English proficiency levels, primary Students*

INTRODUCTION

The global use of English as a lingua franca has influenced many educational institutions worldwide to teach English to students. The necessity of possessing the ability to communicate with individuals from various cultural backgrounds is becoming increasingly evident since English is now being spoken among global citizens. Moreover, English is a crucial tool in providing individuals access to a globalized world and is an integral part of general education (Chang, 2011; Kirkpatrick, 2012). In response to this issue, the Indonesian Government committed to develop every dimension of the student profile of Pancasila that covers global diversity and strengthening English language education, which becomes a priority in the Merdeka Curriculum (Kurka, 2022). He added that the general learning outcomes of English learning at primary and secondary education levels in the Merdeka Curriculum provide opportunities for students to open their knowledge about themselves, social relations, culture, and global job opportunities.

However, in a primary education setting in Indonesia, English is an optional subject that the schools can regard as either a local content subject or an extracurricular activity. Nikolov and Mihaljević Djigunović (2011) mentioned that the initial instruction of English as a foreign language in primary school settings typically occurred in conditions with limited exposure, where a maximum of three to four hours per week was dedicated to it and often took place in large groups and was frequently led by teachers who lack proficiency in the target language. Therefore, to overcome this problem, certain primary schools offer English as an additional language and design a well-set-up program to realize the goals by promoting English as the medium of instruction in teaching and learning.

The use of English as the main language instruction to teach other subjects is commonly known as a content language integrated learning (CLIL) approach. Coyle et al. (2010) stated that content language integrated learning (CLIL) is a dual-educational approach where an additional language, such as English is employed as the primary medium for teaching and learning. Dalton-Puffer (2011) stated that the CLIL students who frequently study English with the CLIL topic courses, which gave them a time advantage over their peers were expected to outperform the regular EFL students in their foreign language exam scores. This expectation has been answered by several studies, such as Lyu (2022) who conducted a systematic review to find out how the CLIL approach affected the students' language acquisition in non-native speaking countries. The results showed that the student's English proficiency improved after implementing the CLIL lessons. The students felt more motivated and enthusiastic about learning English after using the CLIL approach. Merino and Lasagabaster (2018); Olsson (2021); and Soto-Corominas et al. (2023) found another finding that CLIL students had more linguistics outcomes, vocabulary, and receptive and productive skills because students experienced of getting more English exposure that affected their English skills. Another English skill that recently gained increasing attention, particularly due to the greater complexity of

comparing CLIL and non-CLIL learners in this specific area compared to other areas of competence is writing. Studies by Kusmayadi and Suryana (2017), Alnoori (2019), and Khairurrozikin et al. (2020) discovered that CLIL students performed positively and significantly on their writing skills. Additionally, students who experienced studying in CLIL class showed greater skills in reading skills (Gomez-Patino, 2017; Bayram et al., 2019; BinSaran, 2021), speaking skills (Delliou & Zafiri, 2016), and listening skills (Papaja, 2014).

As the use of the CLIL approach provides many benefits for students' language acquisition, the practice of using the CLIL has long been one of the topics being discussed by researchers, for example, some European countries including Italy and the Netherlands that have institutionalized the CLIL approach into their national educational curriculum (Lopriore, 2018; van Kampen et al., 2018). They believed that integrating the CLIL approach into the curriculum could encourage multilingualism (Fazzi & Lasagabaster, 2020) and motivate foreign language use (Goris et al., 2019). Several Asian countries, such as the Philippines, Malaysia, Taiwan, and Hong Kong, have also reported the CLIL implementation's success in promoting English as an additional language (Cenoz, 2015; Yang, 2016; Chen et al., 2020).

In Indonesia, the implementation of CLIL is commonly known as a bilingual or international-based curriculum school where they use English as the medium of instruction to teach other subjects (Deswila et al., 2020). Daraini et al. (2021) mentioned that CLIL has emerged as the prevailing method of bilingual education in Indonesia and has garnered increased acknowledgment. The feasibility of CLIL implemented in the teaching of English to young learners (TEYL) is because there is a growing belief in language learners' ways to access new content and see the world by learning a new language starting from the early stages so that they can develop their communication skills through their new knowledge (Coyle et al., 2010). Vallbona González et al. (2014) stated that young learners had enthusiasm, which was ideal for them to acquire foreign languages and develop

their communication skills actively. Nikolov (2009) added that introducing and exposing young learners to a foreign language could positively improve their attitude toward learning a foreign language and decrease their anxiety. Moreover, Mehisto et al. (2008) mentioned that the CLIL program offered students a good quality of language exposure so that foreign language acquisition was processed successfully. It is because the CLIL program fosters a more authentic learning experience compared to conventional EFL lessons. The emphasis on content establishes a purpose for the utilization of language (Dalton-Puffer, 2011) and decreases students' anxiety (Catalán & De Zarobe, 2009).

However, studies on the implementation of CLIL in primary schools are limited because the CLIL programs are often conducted in secondary to higher education as the students' L1 skills have been fully learned and a basic command of the foreign language has been achieved (Dalton-Puffer, 2011). Waloyo et al. (2021) stated that there is less research on bilingual education using the CLIL approach in Indonesia since it is commonly utilized in Europe. Additionally, Khoiriyah's (2021) study by doing a systematic literature review revealed the growing trend of research on CLIL in Indonesia in recent years. Of twenty research results, only four explored CLIL implementation in primary education. These four studies found that the CLIL approach is feasible for implementation in primary schools.

With that feasibility, many recent studies attempted to explore the impact of the CLIL approach on primary students. However, many of them widely examined the impact of CLIL implementation from the teachers' perspectives, such as Waloyo et al. (2021), who examined the teachers' perceptions of the use of CLIL and web-based learning materials in a primary school in Malang. They found that teachers had positive perceptions of the CLIL practice and web-based materials, but teachers did not feel confident because they lacked English competencies. Ningrum (2023) and Siwi et al. (2023) discovered similar results where the CLIL primary teachers viewed CLIL as a positive approach that could help students improve their

English skills. Aflahatun et al. (2022) added that teachers perceived the CLIL approach positively. They believed that as students were taught the content in English, they should be fluent in both content and English.

Given the positive results described by previous studies from the teachers' perspectives, a study exploring the impacts of CLIL in primary education on the students' learning achievements is needed. It aims to find out how the implementation of the CLIL approach affected the students' language proficiency. The student's language proficiency could determine the student's readiness to attend subject-content classes in the CLIL context. Abedi (2008) mentioned that testing the EFL students' English language proficiency was crucial because it assessed their preparedness to participate in state content-based tests, including reading, language arts, math, and science. Moreover, Devi's (2023) study found that there was a significant correlation between the students' English proficiency and their academic success. Thus, this research sets out to determine whether the implementation of the CLIL approach in primary education positively benefits students' English acquisition by analyzing the students' English proficiency levels and skills. It also aims to determine CLIL students' language outputs in the primary education context. Therefore, this study can provide new insights into the feasibility of using the CLIL approach in primary schools, provide information about which English skills and competences students benefited from and which skills and competences need to improve and contribute to the theories on second language acquisition on teaching English for young learners. Due to those reasons, this study seeks to answer the following research questions:

1. Is there any impact of implementing the CLIL approach on primary students' English proficiency levels?
2. What skills and competencies do primary students benefit from the CLIL implementation, and what skills and competencies do they need to improve?

METHOD
Research Design

A descriptive quantitative was utilized in this study to collect, analyze, and describe the quantifiable information about the impact of the CLIL approach on students' English proficiency levels and competences. According to Gray et al. (2012), quantitative research was conducted to collect and analyze numerical data to describe, explain, predict, or control variables and events. The data were collected from the students' English scores in one primary school in Surabaya, Indonesia. This school has been implementing the CLIL approach since 2009 and utilized English as the main medium of instruction to teach other subjects, such as Math and Science. The students are prepared to attend several international-based examinations to gain access to international certification, enhance their English proficiency, and encourage learners' motivation to acquire a foreign language. This international-based examination is a set of assessments conducted for students in grades 3 to 6 to assess the student's progress in English, Science, and Math lessons. It aims to evaluate the student's performance, to assess the student's performance based on the international benchmark, and can be used as a diagnosis to inform further teaching and learning. Therefore, the data collected in this study were from the students' Cambridge Progression Test reports, which include the students' English proficiency levels and the average percentage scores of each skill and sub-skill to know the students' English achievements, which were beneficial to inform further teaching and learning improvement.

Participants

The participants of this study were 64 third graders (8-9 years old), which consisted of 28 male and 36 female students, and 62 fourth graders (9-10 years old), which consisted of 29 male and 33 female students. They studied Science and Math through English since the first grade. The duration of learning the CLIL subjects was English (140 minutes), Science (80 minutes), and Math (60 minutes) in

one week. All the subject's teachers taught the content materials in English by using books and worksheets, which have been integrated with the CLIL-based materials. Primary three and four students must attend international-based progression tests in this school. Nevertheless, the progression test in primary three only tested the student's English proficiency, while in primary four, they had to attend three subjects: Science, Math, and English examination.

Data Collection

To determine the student's English proficiency levels and skills, the researcher collected the data from the students' English as a Second Language Cambridge progression test (CPT) reports stages 3 and 4 by the Cambridge University Press and Assessment (2023). This progression exam was developed by Cambridge; thus, it has been tested for its validity and reliability. To fulfill the ethical requirement process, the researcher asked permission and gave an ethical consideration form to the teacher to collect and present their reports in this study. After collecting the reports, the researcher analyzed and classified them based on the student's English proficiency levels and skills.

The reports showed several items, including the percentage distribution of students' performance bands for each skill and sub-skill. These performance bands were graded by counting the raw marks (marks obtained by students in tests without any form of alterations). For example, a student reached

- 30 marks out of a maximum mark of 50 on English progression test paper 1
- 12 marks out of a maximum mark of 30 on English progression test paper 2

It meant that this student had obtained a total subject raw mark of 42 marks out of 67 total marks. The raw marks of each strand/skill were also counted, for example, listening 17, reading 17, use of English 17, and writing 20. Then, the student's total subject raw marks were converted into standardized values by using Rasch analysis.

This analysis generated the scores on a scale ranging from 0 to 50, considering the complexities of the questions. This scale uniformly measured the equivalent level of performance in every subject, encompassing the students' competence, knowledge, and understanding. The scales are described in the table below.

Table 1.
English progression tests scales and descriptions

| Scale	Performance Band	Minimum percentage scores	Description
0	Unclassified	0	Students do not demonstrate any level of achievement.
1- 10	Basic	20%	Students demonstrate a basic understanding, knowledge, and skills of the content.
11-20	Aspiring	40%	Students demonstrate some aspects of basic and good performance.
21-30	Good	60%	Students have consistently demonstrated a high degree of accomplishment. They have exhibited a proficient level of comprehension, knowledge, and skills in the majority of the curriculum material but would gain advantages by concentrating on the particular areas of the curriculum that have been recognized.
31-40	High	80%	Students demonstrate some aspects of good and outstanding performance.
41-50	Outstanding	90%	Students have consistently demonstrated a commendable degree of accomplishment. They have a good understanding, knowledge, and skills from the curriculum materials. Thus, they should be very well-prepared for the next level of learning.

Table 1 describes the minimal indicative percentage scores students need to attain each performance band on the progression test, for example, if the student got a percentage score of 76% on his/her listening skill. It meant that the student was categorized in a "Good" performance band, indicating that the student had consistently demonstrated high accomplishment, had exhibited a proficient level of comprehension, knowledge, and skills in most of the curriculum material but would gain advantages by concentrating on the particular areas of the curriculum that have been recognized.

FINDINGS

As this study aimed to investigate the impact of the CLIL approach on primary students' English acquisition, in this section, the researcher reported the findings in two sub-topics, including the students' English proficiency levels and the skills that benefited from the CLIL implementation, which were collected and analyzed from the students' English as a second language progression test.
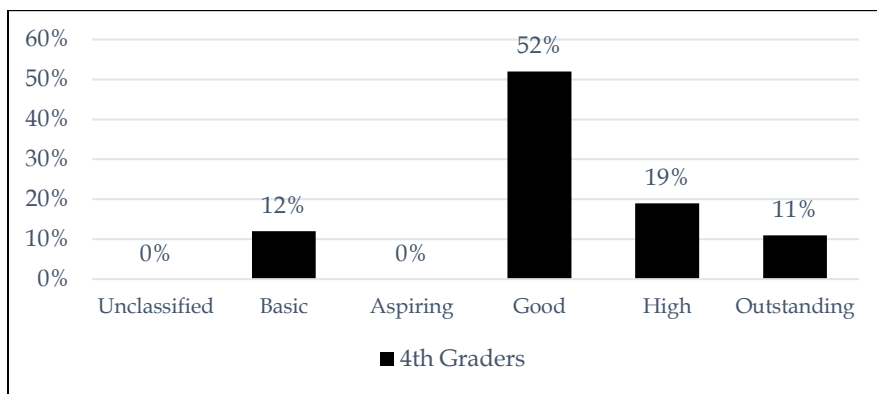
Students' English Proficiency Levels

This first set of findings attempted to determine the CLIL approach's impact on primary 3 and primary 4 students' English proficiency, which was analyzed from the students' English progression test reports. The results are presented in the figures below.
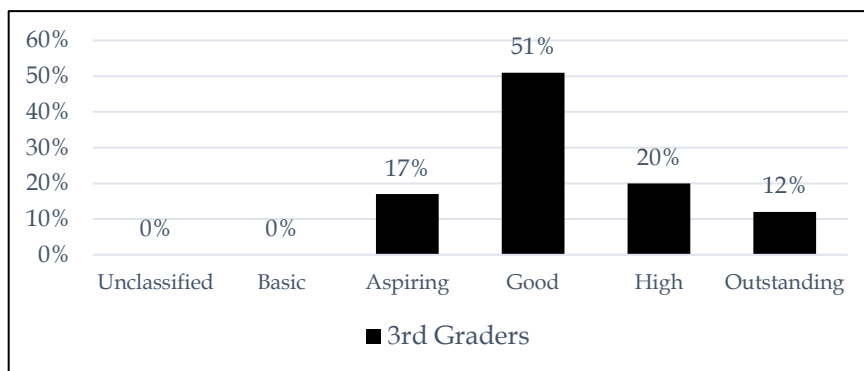
Figure 1. The percentage distribution of 3rd graders' English scores

Figure 1 presents the average percentage distribution of the third graders' English scores and the students' performance bands. The performance bands indicated which levels students were at. Based on the figure, we could infer that the third graders were at the aspiring to outstanding levels, with 17% of students (11 students) were at the "aspiring" level, 51% of students were at "good" level (33 students), 20% of students (13 students) were at "high" level, and 12% of students (8 students) were at "outstanding" level. None of the students were classified at unclassified and basic levels.

**Figure 2.** The percentage distribution of 4th graders' English scores

The second figure demonstrated the results of the fourth graders' English proficiency levels. The results showed that the fourth graders are at basic to outstanding levels. There were 12% of students (7 students) were at the "basic" level, none of the students were at the "aspiring" level, 52% of students (32 students) were at "good" level, 19% of students (12 students) were at "high" level, and 11% of students (7 students) were at "outstanding" level.

The results demonstrate that most third—and fourth-graders were at the "Good" level of English proficiency. The lowest level of third-grade students was at the aspiring level (0% basic level), while the fourth graders were at the basic level, with a percentage of

students who were at the basic level of 12% (7 students). This implies the different English abilities that students had.

Students' English Skills

Based on the percentage distribution of the students' English proficiency levels, the average percentage scores of the students' English skills (listening, reading, use of English, writing) and sub-skills (listening for detail, reading for detail, reading for global meaning, grammatical form, sentence structure, vocabulary, creation of texts, communicative achievement, and organization) were identified.
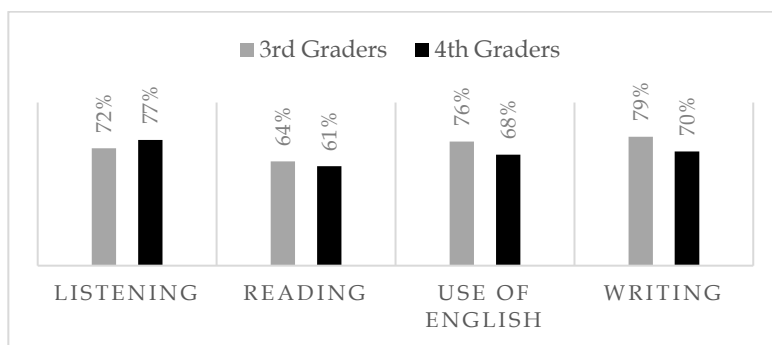
Figure 3. The percentage marks of English skills achieved by students

Based on the percentage marks distribution presented in Figure 3, the 3rd graders achieved average marks of 72% in listening skills, 64% in reading skills, 76% in the use of English, and 79% in writing skills. Meanwhile, the 4th graders achieved average scores of 77% in listening skills, 61% in reading skills, 68% in the use of English, and 70% in writing skills.

From these average percentage scores, skills that students had mastered and the ones they needed to improve can be detected. For example, the third graders had the highest average scores on writing skills (79%) and the fourth graders showed the highest average scores on their listening skills (77%). It indicated that the third graders had demonstrated a high degree of accomplishment in their writing skills,

and the fourth graders were good at listening. However, both 3rd graders and 4th graders had the lowest average scores on reading skills (3rd graders = 64%, 4th graders = 61%). It indicated that the students needed to improve their reading skills to achieve higher performance bands in their progression tests.

After identifying the skills, the table below presents the average percentage scores of the sub-strands of each skill to provide detailed information about which language components CLIL students were impacted by and which language components they needed to learn more about. The questions in the test relate to six sub-strands from the framework. The table 2 describes the average percentage mark achieved by students.

Table 2.
Sub-skills average percentage marks achieved by students

No	Skills	Sub-skills	3rd Graders	4th Graders
1	Listening	Listening for detail	72%	77%
2	Reading	Reading for detail	49%	44%
		Reading for global meaning	86%	84%
3	Use of English	Grammatical forms	76%	72%
		Sentence structure	70%	77%
		Vocabulary	82%	51%
4	Writing	Creation of texts	94%	82%
		Communicative achievement	83%	64%
		Organization	60%	69%

From Table 2, it can be concluded that the CLIL students in this study were skilled in writing because they had the highest percentage scores in two writing components: creation of texts (94% and 82%) and communicative achievement (83% and 64%). However, they needed to pay attention to the writing organization as the percentage scores were 60% and 69%. Even though the 3rd and 4th graders' average percentage scores of reading skills were low, their reading for

detail average percentage scores were higher (86% and 84%). It meant the students had difficulty in reading for detail (49% and 44%).

The 3rd and 4th graders listening for detail average percentages scores were 72% and 77%. Nevertheless, the third graders showed higher average scores on the use of English, including grammatical form (76%), sentence structure (70%), and vocabulary (82%) rather than the fourth graders (grammatical form 72%; sentence structure 77%; vocabulary 51%). This indicated that the 4th graders needed to improve their vocabulary.

DISCUSSION

This study set out with the aim of investigating the impact of the CLIL approach on primary students' English proficiency levels and skills. This study's findings indicated a positive impact of its implementation as students exhibited satisfactory English proficiency levels and skills. Most of them were at a "Good" to "Outstanding" level of English proficiency, which meant that the CLIL students in this study had demonstrated a high degree of accomplishment and exhibited a good proficient level of comprehension, knowledge, and skills in the content, but they needed to concentrate more on the particular areas of the content that have been recognized.

These findings supported the results from previous studies conducted by Nikula et al. (2013) which revealed that CLIL frequently impacted the students' overall language proficiency and vocabulary acquisition, and Rohmah (2019), who found that the CLIL implementation in primary schools effectively enhanced students' English proficiency. The possible reason for its success was that the students were allowed to acquire knowledge in various content areas and were exposed to a diverse array of language encompassing many subjects and vocabulary through their learning experiences (Mehisto & Ting, 2017). Moreover, students are able to "think about the content," "think beyond what they see in experiments," "think about

what they have learned," and "keep" that knowledge when they study content subjects in English (Garcia, 2009).

This finding answered Dalton-Puffer's (2011) expectation, which stated that the CLIL students who frequently study English with the CLIL topic courses, which gave them a time advantage over their peers, were expected to outperform the regular. In this study, the students have learned English through the content subjects (Science and Math) since the first grade. Therefore, they were able to acquire a satisfactory English proficiency level after three to four years of learning due to the amount of English exposure and input they received. Rachmajanti et al. (2015) also discovered that third graders who learned content through English since the first grade acquired better English proficiency.

This finding highlighted the importance of giving input and exposure to the L2 to foreign language learners. According to Gass and Mackey (2015), language acquisition occurs when individuals are exposed to comprehensible input and provided the opportunity to interact using a foreign language while receiving feedback. In the CLIL classrooms, content and language teachers provided students with many inputs from the topics they discussed and the learning materials they learned. As proposed by Krashen and Terrell (1998), the natural approach asserts that authentic communication in real-life settings is the most successful way to achieve proficiency in a foreign language. This aligned with the principles of CLIL programs in primary education, which prioritize understanding meaning rather than studying grammatical form (Dalton-Puffer, 2008).

Furthermore, the researchers discovered the students' English skills and sub-skills average percentage score distributions to determine which skills they had advanced from and which skills they needed to improve. Based on those average percentage distribution marks, the students demonstrated satisfactory English achievements in their writing skills. This is in accordance with Dalton-Puffer (2011), who mentioned that writing skills have recently garnered greater

attention, mostly due to the greater complexity of comparing CLIL and non-CLIL learners in this particular area, as opposed to other areas of competence. This result added to the findings conducted by previous studies such as Kusmayadi & Suryana (2017), Alnoori (2019), and Khairurrozikin et al. (2020) who found that the CLIL students performed positively and significantly on their writing skills. Llinares & Nashaat-Sobhy (2023) mentioned that the CLIL students produced higher scores on writing than the non-CLIL students due to their knowledge and skill in expressing meanings because teachers assessed their writing by analyzing their use of academic vocabulary and their accuracy in conveying meanings through appraisal.

In this study, the students reported good writing scores in all writing components, including the creation of text, sentence structure, and communicative achievement, except the writing organization. Nevertheless, this finding was contrary to Chumbay & Ochoa's (2020) findings that the CLIL students exhibited high mean scores across all assessed parameters in writing, including content, communication achievement, use of language, and significantly improved syntax and text organization. The students in this study had low average percentage scores in text organization. Shing (2013) found a similar finding where students frequently struggled with presenting a logical argument, organizing thoughts, and utilizing proper punctuation when writing texts. Hence, it was important to introduce and teach students the organization in writing since it could affect the writing quality, as stated by Fareed et al. (2016) that good-quality written text should be concise, precisely organized, appropriately ordered, and meticulously selected in terms of vocabulary.

The CLIL students in this study also showed high percentage marks in the use of English (grammatical forms, sentence structure, and vocabulary). However, the average percentage scores of 4th graders' vocabulary were low (51%). It indicated that the 4th graders' still lacked vocabulary knowlegde and understanding compared to the 3rd grade students. Whereas many studies found that vocabulary

was the component which the CLIL students showed high scores in , for example, Heras & Lasagabaster (2015) and Olsson (2021) findings who discovered that the CLIL students had highest vocabulary scores and content-related vocabulary in compared to other language components because they were exposed to subject-specific vocabulary in their content classes. Nevertheless, Whittaker (2018) mentioned that teaching subject-specific vocabulary could be a challenge he CLIL teachers as they needed to deal with the textbooks and emphasize crucial terms on the page or board. Thus, the CLIL teachers who taught the 4th graders should give more vocabulary inputs as stated by Castellano-Risco et al., (2020), the CLIL groups had better vocabulary growth rather than the non-CLIL groups due to the input given in the CLIL class focused on teacher talk and used content materials.

Another skill that conveyed good results was listening. It indicated that the CLIL implementation affected the students' listening skills. Even though studies on CLIL's benefits on listening skills were more inclusive and understudied (Ruiz de Zarobe, 2011), some previous studies attempted to conduct research on it. For example, Pladevall-Ballester (2016) did an experimental study to discover the development of listening skills of CLIL primary students in Spain. The result indicated that primary school students exposed to CLIL significantly improved their listening comprehension skills compared to non-CLIL students. However, these significant disparities in listening abilities only emerged after sufficient and intensive exposure. Hence, this supported the idea that CLIL exposure positively impacts listening comprehension abilities. Papaja (2014) stated further that the CLIL students experienced more exposure than the regular English students. Hence, they were able to acquire a lot of lexical resources that they could understand and use to formulate thoughts, criticize, or respond. It was proven in this study that the students had the highest ability to listen for detail, with 72% and 77% average percentages. It indicated that the students in

this school had been exposed to English through the content subjects, which benefited their ability to comprehend information listened from the CLIL materials.

Unfortunately, the CLIL 3rd and 4th grade students in this study got the lowest average percentage scores in reading. Their average percentage of reading for global meaning was high (86% and 84%), but their reading for detail was low (49% and 44%). It implied that the students had difficulty answering questions about reading for global meaning in the test. Therefore, teachers should find suitable teaching strategies to improve students' reading skills. Whittaker (2018) stated a possible reason for this, which is that students in CLIL classes had to get used to doing extensive reading and have a deep understanding of the topic to find detailed information from the texts, as commonly, teachers only asked or tested them with some comprehension questions. Instead of doing that, teachers were better to study with a subject textbook excerpt, guide students through the reading process, assist them in identifying key content and language, and model aloud what goes on in the head of a proficient reader (Whittaker, 2018a). This extensive reading and writing activity led to a deep acquisition of the topic and its language, which students subsequently utilized to write about other topics of their choice or from the curriculum. According to Kodan (2017), reading is a dynamic process in which reading, analysis, and comprehension occur simultaneously. Successful reading involves a complex relationship between language, sensory experience, memory, and motivation. There were two crucial factors in reading fluency including word recognition and analysis, and comprehension or structuring of textual understanding. As the results of this study suggested, CLIL teachers focus on improving students' reading for details. Teachers also needed to pay attention to the factors affecting these problems. Therefore, the CLIL students would get more benefits on every skill in English.

CONCLUSION

The main goal of the current study was to determine the impact of CLIL on the acquisition of English skills and competences of primary students. This study has identified that implementing the CLIL approach at primary schools positively impacted students' English proficiency and skills. The students in this study showed satisfactory English proficiency levels, in which most of them were at basic to outstanding levels. It implied that the students have consistently demonstrated high achievement and exhibited proficient comprehension, knowledge, and skills in most content material. This study proved that the content-language-driven in CLIL implementation could effectively expose students to the target language.

Furthermore, this study has shown that the students have performed well in all English skills in the tests except the reading skill. This was because they were exposed to content-subject materials and language input during the learning process from the first grade. Their understanding, knowledge, and skills derived from the content materials helped them create writing texts and comprehend information in listening tests. However, the students had the lowest scores in reading, especially reading for details. As the findings of this study relied on the students' English progression test reports, the researchers could not describe the factors affecting their low reading scores. Further studies exploring the factors affecting students' reading performance on their progression tests are needed so that teachers are able to find the appropriate strategies to improve their reading skills. Thus, the CLIL implementation in primary schools could positively impact in all students' English skills.

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