

## **Teachers' Beliefs in CLIL: Understanding Formative Assessment Strategies in Bilingual Education**

**Desi Arinda**

*Monash University, Australia*

### **Abstract**

Content and Language Integrated Learning (CLIL) programs are designed to integrate both content knowledge and language development. However, the way these programs influence teachers' beliefs and assessment practices has not been thoroughly explored. This issue has received little attention, particularly in Indonesia, where CLIL is primarily implemented in private international schools to improve English proficiency alongside academic learning. Informed by Ajzen's Theory of Planned Behavior, this qualitative case study examines how social science teachers' beliefs—behavioral, normative, and control—shape their formative assessment practices in CLIL settings. Through semi-structured interviews with three CLIL teachers, the study reveals that teachers' beliefs about content mastery and language development influence their assessment strategies in varied ways. Some teachers tend to focus more on evaluating students' understanding of subject matter, while others give greater weight to language proficiency, depending on their perceptions of student needs and institutional expectations. Additionally, teachers face challenges in balancing linguistic and cognitive demands, particularly when assessing higher-order thinking. The findings suggest that teachers' beliefs significantly affect their approaches to assessing both content knowledge and language skills, particularly when evaluating students' ability to apply critical thinking skills. These insights highlight the need for professional development programs that better support teachers in aligning content and language objectives. The study's implications extend beyond Indonesia, offering valuable insights for improving bilingual education practices globally.

**Keywords:** assessment, bilingual education, cognitive demand, linguistic demand, international school