CLIL ASSESSMENT:
What Every CLIL Teachers Should Know

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PREFACE

Praise and gratitude we pray to the presence of God Almighty who has given His mercy and grace to us so that we have succeeded in completing the book with the title CLIL Assessment: What Every CLIL Teacher's Should Know as targeted. This book This book contains CLIL Assessment: What Every CLIL Teacher's Should Know contains assessments that teachers should understand about CLIL assessments. We realize that this book is still far from perfect, therefore constructive criticism and suggestions from all parties are always hoped for for the perfection of this book.

Finally, we would like to thank all those who have participated in the preparation of this book from beginning to end. May the Almighty God always bless all our efforts. Amen.

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Chapter I: Introduction

A. Basic Concept of CLIL

Content and Language Integrated Learning (CLIL) is considered as an innovation in education especially in the area of language teaching and learning. It is an approach in education where dual focus of learning (content and language) is mutually beneficial for both content and language subjects. Moreover, it aims to increase learner motivation, develop learners' second or foreign language, cognitive skills, and intercultural understanding (Eurydice, 2006). Regarding its beneficial, CLIL is greatly gaining a momentum and introduced as an educational approach in the worldwide context.

The term Content and Language Integrated Learning (CLIL) was launched in Europe by some scholars in the 1990s. They were CLIL expert from different backgrounds, including educational administrators, researchers, and practitioners (Marsh, 2002). But now it spreads outside Europe, including in Asia. CLIL can be considered as the primary instructional technique and practice that can be used in classrooms to promote L2/foreign language learning (Ball and Lindsay 2010; Hu¨ttner & Rieder-Bu¨ nemann 2010). Moreover, CLIL

has often been identified exclusively with English-Medium Instruction (EMI), immersion, and Content-Based Instruction (CBI) since it has had an significant affect on teacher and trainers, and teachers who work in English as a second or foreign language contexts (Dalton-Puffer et al., 2010; Whittaker et al., 2011).

Some scholars (Mehisto et al., 2008; Met, 1998) also consider that immersion programs and Content-based Instruction (CBI) are CLIL since they have the same concern of language performance in the target language, but many advocates of CLIL (Coyle, 2007; Marsh. 2002; Pe´rez-Can˜ado, 2012) have highlighted the differences between CLIL, CBI, and immersion program. Comparing the certain characteristic among CLIL, CBI, and immersion are also crucial since there is an ambiguity towards the relationship among CLIL scholars.

The differences among CLIL, CBI, and immersion often focus on the goals of each approach, the target languages, the balance between content and language instruction, and other pedagogical issues. To sum up, the differences between those terms as elaborated in the following table.

B. Contrasting forms of language programs

Contrasting forms of language programs Coyle (2007)

Language program	Immersion program	CBI	CLIL
Academic goal	High second language performance, increased cultural awareness	Acquisition of academic language and content learning; linguistic and cultural assimilation or higher language performance	Academic achievement, higher functional performance in a foreign language, familiarization with additional culture
Language use	Language(s) used as medium of instruction	Language(s) used as medium and target of instruction	Language used as medium and target of instruction
Instructional use of language	Uses target language mostly	Uses target language mostly	Uses target language
Pedagogical	Integration of	Integration	Integration of

| emphasis | language and content, fluency | of language and content, functional fluency | language and content, fluency |

C. CLIL in Indonesia

Recently, in the primary education sector in Indonesia, English served as a local content subject. Still, in some primary schools, English commonly is given as a "language across the curriculum" or as it is now named in a Content and Language Integrated Learning (CLIL) model (Puspita et al., 2016). Subjects such as Science, maths, social science, or history are taught using English as an instructional language. This is required an adjustment of the mainstream curriculum to accodate the teaching and learning of foreign language to follow international curriculum, and thus needs a synergy between the National Curriculum of Indonesia and an International Curriculum program. These schools have a particular type of class which called International Class Program (ICP), where the bilingual education program is adopted (Rachmajanti et al., 2015).

In its typical application in Indonesia, CLIL teachers interweave the language into the lessons (Fitriani, 2016). Furthermore, many schools in Indonesia tried to adopt CLIL

with some expectations, CLIL considered offers several benefits for learners, such as (1) learners are motivated; (2) learners developed their cognitive and communication skills; (3) learners' communication skills progress more due to meaningful communication; (4) learners receive a lot of language input and output; (5) learners develop intercultural awareness (Dale & Tanner, 2012). The curriculum in Indonesia is changed regularly by the government to follow the need of society and to face the challenges. "There are several curricula used in Indonesia; curricula 1950 and 1958, curricula 1962 and 1968, curriculum 1975, curricula 1984 and 1994, curricula 2004 and 2006" (Faridi, 2012, p. 2).

Besides, According to Dale and tanner (2012), CLIL also contribute some benefit for teachers and school, such as: (1) teachers and school are encouraged to have development and innovation; (2) it is a powerful impulse for renewal and reflection in a school; (3) teachers often become enthusiastic as they think about and discuss learning, curriculum development, and materials; (4) teachers broaden their understanding of both the subject and the teaching of the subject; (5) teachers start to collaborate more.

In most places, the implementation of CLIL has been fueled from two areas (high-level policy making and grass-roots actions). Indonesian tends to implement CLIL based on parents and teacher choices (Fitriani, 2016). What we see all

is individuals' reaction to what they perceive as significant contribution in society and economic life, with both becoming increasingly international, requiring ever better-educated employees who know specific languages that are considered crucial in the job market (Ferguson, 2006). Parents believe that CLIL promises their children an edge in the competition for employment (Li, 2002), and teachers often take the initiative, adapting their language practices to teaching through the medium of English (e.g., Dalton-Puffer et. al., 2008; Maljers et. al., 2007)

Implementing CLIL teaching and learning, consequently demands on teachers' role to make a difference in students' live. They are the agent of change in their classroom (Safari & Fitriati, 2016). Teachers are also required able to teach subjects such as Mathematics and Science using English. They also have to be able to assess two areas, both assessing content subject and students' English performance. Those abilities are part of the requirements needed in the two competencies that teachers have to possess. The teachers have to master the contents of the subject matters (professionally) and also the techniques of teaching the students (pedagogically).

The schools established as an international class program was based on the school's founders and the stakeholders' belief that learning English is primary need to

succeed in the global market. Moreover, in this era, English is needed for survival economically, culturally, psychologically, as well as in political manner. Since education is the means for preparing the students in the real global context. It also expected to fulfil the demands as well as challenges of the 21st Century.

Dale and Tanner (2012) argued that the demand of 21st education, especially in language learning leads to the innovation of Content and Language Integrated Learning which is a dual-focused educational approach in which an additional language is used for the learning and teaching both content and language. Regarding the value of CLIL to support language learning, Marsh (2000) stated that CLIL provides a wide variety of opportunities for meaningful tasks and helps the students to speak more in the classroom as students do not learn about the language, yet how to use the language in real communication. So, this concept considered as one of the answers to 21st-century demands in language teaching and learning implemented in many countries. Teacher's competence affects many aspects of education. It is one of the factors that determine the quality of knowledge and the quality of students, which in turns assess the quality of education (Aisyah, Yuliasri, & Warsono, 2019).

CLIL has been implemented in 2010 since the schools established as an International Class Program. The

consequence is that there was no English (EFL) taught as a subject. CLIL embedded the learning of English in all the subjects except Bahasa Indonesia and Arabic. The students learn English by using it as an instructional language. The schools' policy to use English to deliver the content subject was because the school administrator wants the students to use English as a habitual communication language. It is in line with Marsh (2002) who stated that In CLIL classroom setting L2 (foreign language) is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.

The curriculum used by those schools was combining the national curriculum to develop the content and the Cambridge curriculum to bridge the integration of both content and the language manner (CLIL). CLIL intended the outcome of the schools' curriculum produced to support students' English performance. It was generated from the schools' mission statement in the schools' policy document: "Graduated from International Class program, the vision of ICP expected the students to have good English communication skills". The schools' mission is to give an emphasizing the development of students' English performance and mainly build the use of English as a habit.

"Assessment in CLIL focused on learners as the teachers will assess the students based on their work using sets of

criteria to shows how well learners can demonstrate specific, often practical skills" (Rose, 2005, P. 319). It is usually carried out at the end of a course, sometimes by external examiners involves selecting and organizing samples of work as evidence of progress throughout the study. It involves teachers and learners, which is reveals feedback on what has learned.

Theoretically, according to Rose (2005, p. 319) "there are two major types of language assessment: *first*, language assessment as measurement, where the goal is to determine either the level of a student, or the extent to which specific language content learned; *second*, assessment for learning, which sees assessment practices as integrated into teaching and oriented not towards a statement of level, but enhanced learning. The assessment viewed as an integral part of the process of teaching and the development of learning opportunities".

Assessment in CLIL is crucial because of its "wash-back" effect on learning; it must cover both content and language and take into consideration all aspects of CLIL communication in their specific context (Barbero, 2012). Language assessment in CLIL, as in all other education fields, must fulfil general quality criteria, two of which are essential: *validity* and *reliability* (Barbero, 2009, p. 108). Assessment must be supported by appropriate assessment

tools and measuring certainly what the assessment tools intended to assess and are in a whole, consistent with the teaching and learning goals. Moreover, assessment has to provide reliable feedback for the learner consisting of criteria, scores, and descriptors that may quantify, evaluate, and interpret the outcomes. The reliable assessment indicated the accuracy, precisely, and consistently (Hönig, 2010).

Chapter II Content and Language Integrated learning (CLIL)

A. Definition of CLIL

Content and Language Integrated Learning or as now it was shorten as CLIL originally was used by many education practitioners in Europe, by now it was spreads in the wide world and used as the approach of teaching and learning foreign language by means non-language subject (Coyle et al., 2011). Since it was introduced in the first time at 1990s, it was not new methodological approach in language teaching. CLIL first time was very popular in European countries. By now, some scholars and experts contributed to the various definitions about the terms of CLIL which originally developed from bilingual program.

Coyle et al. (2011) defined Content and Language Integrated Learning (CLIL) as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. According to this definition, CLIL considered as an approach instead of a method and put a stress in additional language which refers to foreign language rather than second language to deliver the teaching of both content and language.

Further, based on the given definition, practically in the teaching and learning process, there was a double focus of the learning areas which not only on the content subject areas but also the language area. Simply, CLIL required the teachers to integrate both content learning and language learning. The idea of CLIL is that the students studied one and two or more school subject in the target language (foreign language). Commonly the foreign language referred is English language as international language.

Bentley (2010) provides definition of CLIL as an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. As point out in the definition, Bentley (2010) considered CLIL as an approach and method that can be used to integrate the teaching of subject by using the language that is not students' originally mother tongue.

Another definition of CLIL proposed by Coyle, Hood and Marsh (2010) which defined CLIL as educational approach in which various language-supportive methods are used which lead to a dual-focused form of instruction where attention is given to both the language and the content. In this sense, CLIL tend to be seen as language-supportive learning method that used as instructional langauge in the teaching non language subject and demands the balance attention toward the both aspects of content and language.

A brief definition of CLIL which give an attention more to the objective of teaching and learning was proposed by Marsh (2000). Marsh (2000) defined CLIL referred to a situation in which the subject matter or part of the subject matter is taught via a foreign language with a two-fold objective: the learning of those contents and the simultaneous learning of a foreign language. Moreover, according to the definition proposed, Marsh (2002) asserted that CLIL is situated in the classroom where the teaching of non-language subject taught by medium of foreign language which put the important of both objectives of non-language subject and the teaching of language itself.

Mehisto, Marsh, & Frigols, (2011) defined CLIL as an educational approach where curricular content is taught through the medium of a foreign language in education at the primary, secondary, or tertiary level. From this view point, foreign language is used as medium of instruction of content curricular subject. Almost in the same sense, Lasagabaster and Sierra (2009) proposed a definition of content and language integrated learning as using a foreign language as a language of instruction that students will mainly encounter in the classroom, and the language is not regularly used in the wider society they live in.

In a CLIL educational curriculum setting, content subjects are taught and learned in a language which is not the

mother tongue of the learners (Ellis, 2004). Students'
knowledge of the language becomes the means of learning
content. In Indonesian context, Setyomudian and Subyantoro
(2018) defined Content and Language Integrated Learning
(CLIL) as an approach that integrate the content
learning/content capacity from subject curriculum with non-
native language. Based on some definition discussed in this
section, it can be constructed CLIL definition to be referred in
the context of the current study as students' foreign language
enrichment that packaged into content subject teaching, and it
is suggested an equilibrium between content and language
learning.

B. The distinction among the term CLIL, CBI, EMI

The current practice to serve English language teaching
and learning has been changed recently in many countries
around the world. Now, English not only appears as a subject
but also as language of instruction for other subjects. It is in
line with Graddol (1997) who stated that "one of one of the
most significant educational trends world-wide is the
teaching of a growing number of subject or courses through
the medium of English" (p. 45). This is become a new trend in
the education fields. The common practice is by interacting
the students' English learning with the content of the subject
through some approaches that recently popular such as

Content and Language Integrated Learning (CLIL), Content Based Instruction (CBI), Immersion program, and Bilingual education.

The use of these teaching, sometimes create an overlapping in the practices, especially in setting the learning goals, learning outcomes, and even the attention to an assessment. These terms also sometimes used as synonymously term to mention bilingual program. Originally, each of these terms particularly has its own characteristics.

Table 1 Approaches and goals of EMI, CLIL, CBI (Brown & Bradford, 2017)

EMI	CLIL	CBI
"The central focus is on students' content mastery and no language aims are specified" (Unterberger & Wilhelmer, 2011, p. 96).	"Diverse methodologies are used which lead to dual-focused education where attention is given to both topic and language" (Marsh, 2008, p. 1986).	"an integrated approach to language instruction, drawing topics, text, and tasks from content or subject matter classes, but focusing on cognitive, academic language skills" (Crandall & Tucker, 1990, p. 83)
"focuses on content learning only" (Smit & Dafouz, 2012, p. 4)	"a dual-focused educational approach . . . a fusion" of both subject content and language learning" (Coyle, Hood, & Marsh, 2010, p. 6)	"an effective way to engage students with content sources, while at the same time improving language abilities" (Mesureur, 2012, p. 71)
"an umbrella term for academic subjects taught through English, one making no direct reference to the aim of improving students' English" (Dearden & Macaro, 2016, p. 456)	"Parts of the curriculum are delivered through a foreign language. Learners acquire the target language naturalistically" (Coleman, 2006, p. 4).	"concurrent teaching of academic subject matter and second language skills" (Brinton, Snow, & Wesche, 2003, p. 2)
"English-taught degree programs . . . predominately aim at the acquisition of subject knowledge" (Unterberger, 2014, p. 37).	"Learners are engaged in a joint learning practice of subject matter and foreign language" (Smit & Dafouz, 2012, p. 1).	"aims to develop both the students' language and their content knowledge" (Butler, 2005, p. 229)
"the use of English to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (Dearden, 2015, p. 4)		"Many language programs endorse [CBI] but only use course content as a vehicle for helping students master language" (Stoller, 2002a, p. 112).

English-Medium Instruction (EMI) specifically described as "an umbrella term for academic subjects taught through English" because it makes "no direct reference to the aim of improving students' English" (Dearden & Macaro, 2016). Some scholars considering EMI by highlight the content subject as the primary goal of learning. It means it is possibly implementing EMI without explicitly stating the language goals in the study.

In many EMI classes, the students are expected to be able to function in near-native speakers, but EMI classes were set to the fact that students' content mastery does not the only goals of EMI, it can also incorporate the language goals although content mastery is considered as the primary focus. Moreover, EMI classes also may incorporate explicit language learning and assessment components for students before they begin taking EMI content classes (Brown, 2014). However, in EMI classes, commonly English is a tool for transmitting content in any subject and the language learning put as an implicit or sometimes incidental goal. Learning goal and assessment are both tied directly to subject content.

Differ to EMI, CLIL considered more than an approach. Since CLIL characteristic of dual focused learning which put the balancing of the content and the language focus in learning, it is a widely accepted that the method of CLIL teaching and learning in classroom emerging the study of content and language in a single courses. Further, in CLIL classroom the language learning is expected to engage students in all four language skill: reading, writing, speaking, and listening.

Beside of the content focus learning which expected the students to foster knowledge about the content as the mainstream curriculum, CLIL also designed to balance the students' receptive and productive skill in targeted language.

Differ from EMI, and CBI, in CLIL classroom, the integration of both dual aspects of content and language will be achieved through the teachers' attention to appropriately focusing on four key elements of CLIL teaching and learning, known as the four Cs: content, communication, cognition, and culture (Coyle, Hood, & Marsh, 2010).

Since the argument of CLIL definition must include reference to its dual focus, CLIL is different from EMI and CBI viewed from an understanding that CLIL is approach to education that integrates language and content learning; planning for, fostering, and assessing both, though the focus may shift from one to the other. From this point of view, the focus of CLIL assessment is on both content and language manner which much more different with EMI.

A narrower, since CLIL and CBI is merely looks as the synonymously understanding by the educational practitioners, specific definition that distinguishes CBI from CLIL and EMI is urgently needed. Originally, Content Based Instruction (CBI) is emerging from bilingual program that initiates in language learning context. CBI often referred also to a dual focus of learning similarly to that now termed as CLIL.

In this case, CBI by some education practitioners often marginalized as content learning to describe the implementation and goals of CBI, but originally, language

learning is clearly the main focus of CBI (Stryker & Leaver, 1997). Further, Stryker and Leaver (1997) defined a dual focus for CBI and introducing the three models of CBI which shifted their discussion to language teaching, referring to CBI as a "holistic and global approach to foreign language education" (p. 3). Furthermore, Further Stryker and Leaver (1997 stated that CBI shifts "the focus of instruction from the learning of language per se to the learning of language through the study of subject matter" (p. 6). The brief discussion of CBI as proposed by Further Stryker and Leaver (1997), Crandall and Tucker (1990) proposed a definition of CBI as an approach in language teaching where integrating both language and content learning but clearly frame CBI only in terms of language outcomes.

CBI defined Crandall and Tucker (1990) as "an integrated approach to language instruction, drawing topics, text, and tasks from content or subject matter classes, but focusing on cognitive, academic language skills" (p. 83). Based on both definitions proposed by some experts discussed in this section, it can be concluded that generally, the aim of CBI is language learning, and the subject matter perform as a vehicle for language learning, and it is giving a different focus of the assessment in CBI compared to the EMI and CLIL, where the focus of assessment in CBI is only at language learning.

Regarding the context of the study, CLIL is the term that mainly choosen as the context of the study, since in research setting, the teaching and learning was practiced by integrating the teaching of subject content and language. It was in line with Indonesian curriculum policy by now which put English as a subject started from Junior High Schools. In primary education, English can be served as a local content subject and it is voluntary subject. Even in the research setting, there is no any English subject taught as a subject, English learning is integrated in all subject teaching as instructional language.

Chapter III Assessment

A. Definition of Assessment

In conducting a research in the field of assessment, understanding theoretical foundation of assessment, evaluation, testing and examination is supportive to be done to be kindly understanding the dichotomous of those concepts in education. A wide of literature concerning to review the concept of assessment has been done by some experts to give a better understanding the concept of assessment.

A large number of articles, journals, books, and conference paper attempted to discuss definition of assessment in order to give an understanding the distinction of assessment related to some terms that used interchangeably by educational practiticioners to mention the process of measuring students' achievement, learning progress or figure out the outcomes of educational process (Mundrake, 2000). A brief overview of the assessment concept is presented below.

In the education field, some definitions of assessment were proposed by the experts, such as, Palomba and Banta (1999) who defined assessment as the systematic process in

collecting, review, and use of information about educational programs undertaken to improve learning and development. Based on the definition proposed Palomba and Banta (1999), it can be assumed that assessment is a process that systematically arranged by assessors (teachers) including the process of collecting information through (the test, classroom observation or discussion) to be reviewed to gather information of educational program to improve students' learning and development.

Further, Erwin (1991) defined assessment as the systematic process of gathering, using, and analyzing information about student learning outcomes to make decision of student' achievement and progress. In this definition, assessment identified as the same by the former definition which put the stress of the systematic process in gathering information of students' learning outcomes regarding to the students' achievement and learning progress.

In other sense, Black and William (2008) defined assessment as all activities undertaken by teachers which provide an information to be used as feedback to modify the teaching and learning activities in which they are engaged. In this sense, assessment is assumed by Black and William (2008) as activities that must be done by the teachers to get informations that will be used as feedback in relation to the needs to modify the activities in teaching and learning.

Brown (2004) referred the term of assessment as "any act of interpreting information about students' performance collected through any of a multitude of a means or practices" (p. 304). Based on this definition, assessment considered as teachers' act in interpreting information which collected by variety of means and practices in order to be able to figure out students' performance in any specific area of learning. Firther, Mundrake (2000) spesifically notes "Assessment is the term currently used to describe all aspects of evaluation and testing" (p.45). In this definition, assessment spesifically related to the aspects of evaluation and testing.

Regarding the purpose of study, the term assessment in the current study is operationally defined as a part of process in teaching and learning where the teachers appraise students by variety of systematic process, methods and tools to collect, measure, analyse, and interpreting information of students knowledge and skill that has been reached or perform by the students in relation to specific learning objectives.

Systematic process of assessment requires a specific standard and criteria, to identify students' certain characteristics that will be measures including some aspects posessessd by the students to understand the materials given during the teaching and learning, knowledge, ad also the aspect of studnets' skill related to the subject matter.

In gathering information about students' knowledge and skill, the teachers (assessors) provided with some tools created by the teachers or following certain standard that used such as paper test, class quiz, classroom observation, projects and many other tools that necessary for the students. For example, in assessing students' foreign language skills or abilities, the teacher can develop a variety of means using standardized test, paper test, oral test, portfolios, and practical exercises, etc. In this way, the assessment need including students' need to get a feedback from the tachers.

B. The Distinction of Assessment, Evaluation, Measurement and Testing

In educational setting, the term assessment, evaluation, measurement and testing commonly used intercangeably by the teachers to mention the way of them measuring how much the students understanding given materials during certain period of time, and how well the students are learning the materials given by the teachers during a period of time and also how well the students are achieve the learning goals and objectives set by the teachers. The teachers have to be able to distinguish the terms from one to another and use the terms in any occasion at the appropriate form and time in the classroom since the terms have variety differences and meaning in practical used.

Parkash (2016) defined evaluation by adding the goals of evaluation to contribute the value of judgement in assessment. The definition concerning the evaluation goals is implies judgement of effectiveness, suitability, or goodness of the curriculum or program and also related to desirability of any product. In application, sometimes it is used to figure out the goodness of a system is functioning in education. In conducting evaluation, the teacher may refering the information to judge of educational curriculum or program from the tests and measurement.

There also the term measurement that commonly associated with the term assessment. Measurement by some expert such as (Bachman, 2004; Nitko, 1996; Airasian, 1994) defined as a process to quantifying value presented in numerical to represent students' performance. The definition sees the measurement to measure students' performance. In another sense, Gallagher (1998) give a specific definition about measurement with put the stress in the degree to which someone or something possesses a certain characteristic, quality, or feature" (p.3). In this definition measurement tend to be considered to capture not only students' characteristic but the word something refers to any program or curriculum with certain quality and feature. Related to both definitions, measurement can be presented in total or percentage of numerical score and marks.

Meanwhile, to compare the term testing related to assessment, testing in education field, originally used by the teacher to refer to the process of eliciting and measuring a certain behavior by which the teacher able to create an inferences of students' characterictic in a certain standard and conditions. In this concern, the test which administered by the teacher is aimed to measure how much given materials in a certain subject or course taken by the students has been learned by using systematic methods of assessment. It also aimed to determine students' knowledge related to specific content which is commonly required to use specific method such as paper test instrument to elicit students' knowledge and skill.

Moreover, testing was defined by Linn and Gronlund (1995) as "a type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students" (p.5). Linn and Gronlund (1995) mention that testing is a type of assessment, it can be concluded that testing is a mean of assessment which is administered by a set of questions in a certain period of time and appropriate fo all students (test takers). It is numerically reported based on certain scale to reflect students' learning quality in a quantitative value. In this way, the students awarded with higher grades is reflected with higher of competence and the students with lower

grades reflect insufficiency or incompetence regarded to the targeted competence was set by the teacher.

To sum up the distinction of assessment towards some terms such evaluation, measurement, and testing is that assessment is a systematic process used by the teachers to gather information about students' knowledge or skill that has been reached. Meanwhile evaluation is aimed to provide judgement to make a decision towards certain program or curriculum and not represent individual competence which refered to certain criteria set by evaluator. In other hand, measurement is differ to evaluation with a broader focus not only measuring program or curriculum but can also focused to measure individual progress. Moreover, testing is a type of assessment to measure students' knowledge and skill presented in numerical score and mark. It means that testing can be considered as a part of assessment system.

C. The Purposes of Assessment

1. The threefold purposes of assessment

Some experts in the field of assessment categorized the purpose of assessment referring to the multiple use of assessment (threefold) that commonly administered by assessors. Some categorization of assessment purposes was created by some experts such as assessment in function to support learning by Brookhart (2001) and Black et al. (2003),

assessment for accountability by Black (1998), Anderson (2005) and Pityana (2007), and also assessment for the purposes of certification, progress, and transfer by Altbach et.al., (2009).

In the following sections, the categorization of assessment purposes described to give an understanding the purposes of assessment. *First*, assessment as a purpose to support the learning is often referred to the use of formative assessment in teaching and learning. Formative assessment specifically focused on the smaller units of instruction (Newton, 2007). In other hand, the idea developed by Bookhart (2001) and Black et al. (2010) whose sees the pedagogical role of summative assessment which can be used to support the learning means that summative assessment not only considered by both experts as a tool to gain information of students' learning progress but also has a role to support the learning.

Further, summative assessment as a tool to support the learning can be as a tool to improve students' learning strategies and also teacher's teaching method and strategies. It requires mutual interaction among learning and assessment. It also has a diagnostic function to determine the gap between the targeted learning objectives and students' achieved competence during a period of time (Black & Wiliam, 1998).

Regarding the purpose of assessment to support the learning it is usually conducted through formative assessment or mixed between formative and summative assessment in different event or conducted in integrated way during the teaching and learning process in the classroom. It has dual function regarding the need to determine and measure the degree of students' knowledge or competence and as the basis information for the teachers to improve the learning required.

Second, assessment for accountability tended to be seen as educational institutions responsibility to present the accountability of the funding received from the government or public sector (Black, 1998; Pityana, 2017). It usually can be achieved by an effort to provide an evidence of learning progress being promoted. In other hand, Anderson (2005) argued that "the use of assessments to inform decisions about students, schools, and personnel has been accelerated by the rise of results-based accountability systems" (p. 8).

In line with the purposes of assessment proposed by Anderson (2005), it is clearly stated that the purpose of assessments are used to make a decision related to the eligibility for the student to proceed the next level of school (class) and progress given. It also provides the decision about the rewards for administrator and teacher. The purpose of assessment in this way is referred to "high stake" assessment which use information gathered through the assessment to

improve the teaching and learning process (Anderson, 2005). However, the purpose of assessment in this way do not provides appropriate diagnostic information for the teacher related to the planning and the classroom activities with individual student since it was designed for the purposes of large number of students.

Third, assessment for the purpose of certification, progress, and transfer usually served for both institutional and individual level. Specifically, the purpose of assessment in this way often used to certify any program and individual qualification by accredited institution for further studies or employability (Altbach et al., 2009). In institutional level, this assessment commonly done and acknowledged by the accreditation body, national education system or professional board with certain qualification targeted by the institution that has an authority. Meanwhile for the purpose of individual certification, it is concerning to assess certain skills and knowledge possessed by individuals. It is commonly serves the required criteria to the next grade or individual learning level.

2. The purposes of assessment in Education

Assessment considered as one of the key component in education to support the successfulness of teaching and learning. Assessment provides the teacher with information

of individual performance compared to another or group of students. There are many kind of assessment for different setting of organizations and different purposes (Airasian, 1994; Linn & Gronlund, 1995; Pelleringo, Chudowsky & Glaser, 2001).

In education, assessment is the means used by the teacher to gather information that relevant regarding students' performance or to gain information of students' learning progress which aimed to determine what actually students' interest in order the teacher can make a judgments related to teaching and learning process. The information gathered was aimed to reflect students' achievement level and also to improve their teaching process.

As attributed by Phye (1997) who proposed the three purposes of assessment in education involving the strategy to identify and documenting students' strengths and weaknesses, planning and enhancing instruction, and evaluating progress and making decisions about students. Another important aspect that needs to be considered in conducting assessment is the purposes to provide day-to-day feedback to the students by measuring their progress related to the teaching and learning process. This assessment can be done by conducting both summative and formative assessment.

Further, Phye (1997) asserted that student's assessment is necessary caused by some reasons such as, the teacher need to check students' understanding throughout the subject by conducting formative assessment; students' difficulties during the learning can be identified from the diagnostic test conducted by the teacher to detect certain issues to improve; the teacher can determine students' achievement level by a means summative assessment in the end after the students completing the study, it also aimed to find the data of students who need remediation; the teacher also can get an information of students feeling about their learning progress and what the students should create an improvement by giving a chance for the students to conduct self-assessment, it can also be done by using peer assessment to get information from the classmate referring to the issues they should improve and the area they better at.

Chapter IV Assessment in CLIL

CLIL has its unique way in integrating the teaching of content subject and the learning of foreign language. It is unique in terms of the how the method is preented and all the activities done in the classroom, especially in organizing the lesson plan, materials and also the assessment. Since its dual focus, the teachers have to consider both criteria in conducting assessment in CLIL, the criteria to assess the content and also the language. Now days, some experts tried to formulate the effective way to conduct assessment in CLIL to balance the need to assess content understanding and also language performance in a single way. Some scholars have different point of view regarding the assessment practices in CLIL classroom. Some of them consider that content and language cannot be assessed in a single test. Masler (2011) asserted that separated test is more appropriate to assess content and language in CLIL classroom. Separated assessment in CLIL classroom requires specific and clear criteria for each issue related on its dual focus (language skill and content knowledge). In other hand some experts in the CLIL compendium (2001) such as (Marsh, Marshland, & Stenberg, 2001) argued that content and language can be assessed integratedly. Further Coyle et al., (2010) asserted

that language objectives may serve several functions as related to content objectives.

In CLIL classroom, specific learning objectives need to be formulated in the term of expected learning outcomes focused on the assessment of content and the skill required and also the assessment on the foreign language targeted. To conduct assessment toward the result of the subject studied in foreign language, criteria of both areas should be developed and become the basis consideration in assessment. There are two basic questions related to the assessment in CLIL, "What to access?" and "How to access?" (Coyle et al., 2010; Short, 1993).

First, related to the question of "What to assess? It requires a consideration of balancing the or even conflict between content and language concern in conducting an assessment in CLIL. Lo (2014) argued that in CLIL classroom, language learning objectives should not be ignored, since language is one of major resource for students to demonstrate their content knowledge. In the term of receptive and productive skill, receptively, the students need to grasp the question presented in the assessment or as an instruction, meanwhile in term of productive skills, the students have to be able to write a sentence or composing a short paragraph to answer the subject tested or speaking in foreign language as it required in the teaching and learning process in the

classroom. In line with Gablasova (2014) who asserted that the choice of using foreign language in teaching and learning and also on the assessment constrains students' ability to express their content knowledge in foreign language targeted.

Second, related to the question of "How to access?" it required two kinds of interpretations. First, the term how to assess is concerning on the goals or purposes of the assessment, such as whether it purposes to diagnose or to identify students' learning progress. Moreover, it also concern to provide a feedback during the learning (ongoing) such as formative assessment. Second, the term how to assess also concerning on the whether its function to grade or measure the standard of students such as summative assessment (Miller et al., 2009). Further explanations toward the terms formative and summative assessment are as follow:

A. Summative – Formative Assessment

Generally practiced, the type of assessment that often used by the tecahers is summative and formative assessment (Miller, 2009). Further, summative assessment has a much more "limited perspective with a focus on the 'ends' of learning in terms of what the learner has achieved at particular points" (Rea-Dickens & Germaine, 2003, p. 5). In line with the argument proposed, the summative assessment tended to be focused on the time to conduct. Specifically

summative assessment conducted in the end of learning to get information of what the students has achieved in particular period of time (product oriented). The students awarded with a mark for specific learning objectives through written/oral tests, students' projects individually or in group, or essays related to specific learning objectives during the semester that tested in the end of semester or the school year (jugemental goal). To sum up the term summative assessment as elaborated in the following table 2.1 characteristic of summative assessment according to (Pokrivčáková, 2010).

Table 4.1 Characteristics of Summative Assessment (Pokrivčáková, 2010)

Summative Assessment
Summative: final, to gauge quality
Product-oriented: what has been learned
Judgemental: arrive at an overall grade/score

In other hand assessment appear in other way as it is contrasted to summative assessment that is formative assessment. Differe to summative assessment, formative assessment is tends to aimed for diagnostic purposes. It is process-oriented which generally conducted during the learning process in the classroom. It is provides the key aspects of what being assessed to help the teacher to form their learning process, by the systematic collection of data

providing information about their current level of learning (Trumbull & Lash, 2013). Regarding the concept of formative assessment argued by Trumbull & Lash, 2013), Formative assessment is on going assessment to gain an information of what students' need to improve and what teachers' have to adjust toward their teaching and learning. To sum up the characteristic of formative assessment, tha following table 2.2 is presented to characterize the formative assessment to differ to the summative one.

Table 4.2 Characteristics of Formative Assessment (Pokrivčáková, 2010)

Formative Assessment
Formative: ongoing, to improve learning
Process-oriented: how learning is going
Diagnostic: identifies areas for improvement

Specifically, in CLIL classroom, regarding the diagnostic function and also process oriented assessment, it can follow "the five-step diagnostic and progress-oriented process which involved the development in foreign language competence; development in the content area; development of positive attitudes towards both the foreign language and content area; development of strategic competence in both the language

and content; development of intercultural awareness and promotion of intercultural education" (Massler, 2011, p. 118).

Based on the five-step diagnostic and progress oriented process, teachers in CLIL setting need to identify the gap between what student has understanding of and also the desired knowledge targeted in educational goal. Regarding the uniqueness of CLIL, it is crucial to get understading the cause of the gap. It can be in the form of the lack of content knowledge or the lack of communication caused by students' insufficient to acquire foreign language. The gap needs to be solved by offering some alternative ways of expressing content understanding. As argued by Massler, Ioannou-Georgiou, and Steiert (2011) which recommend integrating hands-on activities and symbolic representations, such as figures, pictographs, maps, diagrams, pantomimes, drama techniques to help incorporating the foreign language ability in teaching content subject.

Then, it is also crucial to be conducted by the teacher in CLIL to determine whether the student facing the problems in leraning situated in CLIL specifically related to the content, the language, or on both aspects focused. After identify the problems faced by the students the teacher can take an alternative way to support the student and adjusting the method, approach, materials, procedures and activities to help the students reach the learning goals.

Feedback as one of purpose of assessment able to motivates and activates students' effort in learning. Feedback given by the teacher should have certain qualities to maintain the learning. It is should timely given, it also has to reach the intimate and individual traits. The feedback also empowering, fostering and consolidate the learning. Feedback is also need to be given in concrete. The teacher needs to differentiate between daily-routine feedback and important feedback that can be identified beneficially.

Heritage (2007) identified that the student is an active participant in formative assessment. Practically, the student cooperates with the teacher and the classmates (self-assessmnet) to understand their leraning progress, what their strengths and weaknesses are, and what kind of action necessary to improve the learning.

Further, Heritage, 2007) proposing the option to develop comparative self-assessment sheets oriented mainly towards content and foreign-language integration. In this way, the students can compare their self-assessment with the assessments conducted by peers and the teacher then they can find out whether it is objective or not. The last, Heritage (2007) characterize formative assessment which reflected in learning progression; step by step, the student approaches the targeted educational goal.

B. Content Based Assessment

Content-based assessment (CBA) is type of assessment in CLIL that denote the integration of content and language. Practically, this kind of assessment assessed content and language areas together (McKay 2006). Gottileb (2006) and O'Malley and Pierce (1998) asserted that content based assessment is conducted based on the principle of balancing two areas of knowledge (content and language) in assessment. It was based on the dual focus of CLIL which requires assessing students' abilities to use the language in solving content based problems (Cummins, 2000). The prerequisite for CBA is the existence of a CLIL curriculum and its objectives for both language and content. This is caused by the students are taught the content like sciences, social sciences, literature, history, civics, mathematics through foreign language. Then then content assessment conducted demand the foreign language ability as an instruction.

The dual focus of assessment in CLIL is often portrayed as difficult and problematic (e.g. Hönig 2010; Morgan 2006; Mustaparta & Tella 1999; Serragiotto 2007). The problems arraised for several reasons, such as teacher confuse to decide whether to assess separately among both areas (content and language), or together simultaneously. An appropriate assessment has to be made and chosen both it will be

presented separately or integratedly (Hofmannová, Novotná & Pípalová 2008; Morgan 2006)

The dual focuses of CLIL also cause the major source of complexities in CLIL teaching and learning and raise a challenge to assessment. Short (1993) asserted that it is not appropriate for the CLIL teacher to purely assessing the content or the language because CLIL has been designed for one-dimensional assessment.

Barbero and Järvinen (2009) and also Serragiotto (2007) stated that since the dual focus in CLIL, it is practically leads to the two approaches that can be chosen by the CLIL teacher to conduct assessment. Either, it can be done through integrated assessment where the assessment of both aspects are assessed simultaneously or by conducting discrete assessment where both aspects are assessed individually.

Its dual focus also influencing the information gathered in assessment, since the content knowledge is presented through the medium of foreign language as an instruction, the information of students' achievement in assessment contains both elements, and the teachers have to investigate the two sides of the 'CLIL coin separately or integratedly. It appears an emphasis that may vary depending on the exposure of both aspects in teaching and learning practiced. Bentley (2010) claims that low exposure of CLIL program is more language-

focussed, whereas high exposure versions focus on both or content only.

Assessment in CLIL also have other focus, such as the teaching that focused on students' cognitive and communication skill, students' effort on learning to learn, practical skills both in content subject and language apects and also the attitudes towards language learning. Based on the various focus of learning, separate approaches of content and language in assessment such as discrete assessment seems to be the method suggested by the majority of scholars such García (2009) and Mohan (1986).

Meanwhile, there also another method in conducting assessment in CLIL, it was alternative assessment. This method also suggested by some CLIL expert. The kind of test such as performance-based tests, students' portfolios, journals, and projects are recommended by Short (1993). It requires the practices of assessment both on content and language knowledge are conducted separated from one another.

C. Assessing the Language in CLIL

Considering the fact of the dual focus in CLIL teaching and learning might complicate the practices of assessment. The teachers often confuse whether to place the focus of assessment on both aspects of content and language manner

and how to assess both aspects in effective way. Regarding the important of language in CLIL classroom as the vehicle to persent and transfer the subject content knowledge and skills, language-related assessment is one of the crucial issues of the CLIL study and research.

Since it is opposed to foreign language teaching (EFL) where the issue of language objectives are the main concern and the language is the big attention given, in CLIL the concern and language attention are vary for some practitioners. The focus of CLIL practitioners in assessing the language is depending on their CLIL practices and profile, CLIL teachers' expectations, and its priority within CLIL objectives (Coyle et al., 2010). Considering the treatment of language-related issues in CLIL assessment, there are two approaches to assessment proposed by some CLIL experts (discrete assessment and integrated assessment) in Otto (2019).

1. Discrete Assessment

Discrete assessment as supported by some experts (Barbero & Clegg, 2005; Järvinen, 2009; Serragiotto, 2007) considered as the most popular approach to CLIL assessment. Moreover, García, as cited in Wewer, 2014, asserted that language as the vehicle of the content subject is a separated manner. According to the advocates of discrete assessment,

language should get a special attention and not integrated in the subject. Since the language is vehicle to express the content, it is interferes with content. Furthermore, Wewer (2014) argued that it is very crucial to distinguish the aspect of the language into different disciplinary in order to avoid the problem of assessment.

Some cases related to the problem of assessment in CLIL resulted from unclear criteria and also overlapping task, especially when the language assessment integrated in a content assessment. For example, when assessment of one task interferes with the assessment of language skill, the teacher will find a muddied assessment where the criteria of both aspects can be clearly seen. Therefore (Serragiotto 2007, p. 271) stated that "assessment must be structured in such a way that there remain no doubts as to whether missing elements or mistakes are linguistic-oriented, content-related, or both". In line with serragiotto (2007), Frigols as cited in Megías-Rosa (2012) asserted that in CLIL classroom foreign language performance should be kept apart from the content performance and skills so that it does not contaminate the grade or is marked down in the task/exam. Based on what Megías-Rosa (2012) advocates, it is very important to focus on the improvement of the language than to grade the language when the teachers assessing both content and language.

Bachman & Palmer (1996) as cited in McKay (2006) argued that to obtain useful information of the students' language performance, it is best to create discrete criteria for the content and the language and each can be assessed independently. Settle on the curriculum is the basis prerequisite for discrete assessment, where the curriculum of content subject and the objectives of the language clearly determined. By clearly defined, it will easier for the teacher to decide what to assess and how to assess regarding its dual focus of CLIL. Further, it is in line with Weigle and Jensen (1997) who argued that it is very important of anchoring the proportional assessment of content and language in the requirements of the curriculum. The teacher also needs to decide the proportion of targeted language and the content targeted.

2. Integrated Assessment

On the other hand, regarding the dual focus in CLIL assessment, some scholars in the CLIL compendium (2001) recommended that the teachers can use integrated assessment instead of discrete assessment to gather information about students' content knowledge and language ability. Integrated assessment is an approach of assessment where the both aspects (content and language) are assessed simultaneously in one task or organized in a test (Marsh,

Marshland, and Stenberg, 2001). Furthermore Marsh, Marshland, and Stenberg (2001) stated that in integrated assessment, language is an instrument that used by the students to show the width of the knowledge and skills related to the content and language attained by the students.

This concern in line with the notion as pointed by Coyle et al., (2010) which asserted that in CLIL teaching and learning, language objectives may serve some functions as related to the objectives of the content subject teaching. Further Coyle et al., (2010) identify the language function to support the content teaching in CLIL involving: *First*, language objectives in CLIL is aimed to relate to the effective communication of content subject or include the notions about specific vocabulary or Cognitive Academic Language Proficiency (CALP) or its functions, such as students' ability to communicate and use language to conduct a practical discussion on the subject. *Second*, language objectives may also focused on the form but related to its function in academic discourse such as students' ability to use grammar correctly depending on the subject and appropriate level for the children.

Over all function and issues of language in CLIL related to the formulation of language assessment Coyle et al., (2010) asserted that language is used to support content communication. In this way, its function is to ensure the goals

in the foreign language is clear and that it reach expected function in the content subject. McKay, as cited in Massler (2011) asserted that there also other notion related to language function in CLIL - language-related skills. Language-related skills are appropriate to make the language more visible and give the students the chance to improve the progress in academic language.

Regarding the need for the students to mastering the language, it is necessary for the teacher to enhance the students to express knowledge in content subjects through target language. Coyle, Hood, & Marsh (2010) stated that regardless of the teachers' approach to the language, teachers should clearly defined about why they are assessing both aspects (language and content), and how they would like to assess. It is important to be taken into considerantion since by defining clearly why and how the tecahers are assessing the language, they will able to communicate what their intention to students.

There are also important issues related to the assessment in CLIL that need to be taken an attention by the teacher. Such as, is it the same the way proceeds formative assessment in mainstream education, and what need to be changed when it is implemented in CLIL. Furthermore, conducting language assessment in CLIL also needs to pay an attention to some factors i.e what type of CLIL model

implemented according the curriculum which influencing the amount of language exposure in the program. High exposure (hard CLIL) tended to content-driven and in other hand, low exposure of CLIL model tended to language-focused, and it needs to more focused on linguistics manner (Bentley, as cited in Wewer, 2014). Moreover, language assessment in CLIL also needs to pay attention to the students' level in the foreign language. Tthe expected outcome or results of the English language that used as instruction in CLIL is intended to improve communicative competence in English (Pujiastuti & Lammers, 2017)

Hönig (2010) and Wewer (2014) identified the most common problem related to the assessment language in CLIL is related the lack of CLIL curriculum that affected to the way to specify the role /function and weight of language in CLIL assessment. Wewer (2014) argued that by clear an appropriate curriculum in CLIL implementation could support the teacher determining the weight of English language exposure in subjects taught using foreign language and also the contents instructed through the foreign language, and the desired level of English in all four skills and cultural skills. 0654736558

Another notion proposed by Bentley (2010) regarding the linguistic aspects in relation to the focus of assessment is depend on the subject chosen to be taught using English. It is

guides the teacher in designing the instruments of assessment that shows important language features for related to the topics and the subjects. Subject such a maths with a view language used to demonstrate the content will be treated differently regarding the language features instead of the science subject where the language used is much more productive to express the content.

Chapter V Problem in CLIL assessment

A. The challenge of CLIL teachers

Some issues related to the problems of assessment in CLIL are mainly comes from some areas. It is caused by various reasons: First, the characteristics of CLIL itself with dual focus of learning. The focus of content teaching and language learning requires a specific approach of assessment, where it needs two area and process of assessment. The crucial issue dealing with the assessment practices is the extent of both aspects (content and language) assessment are conducted integratedly. It means, both aspects are assessed in the same time and conducted at through the same task or test and activities. Since it is conducted integratedly, the teachers have to consider the impact of the integrated assessment towards the outcome of assessment itself. For instant, when the students' do not able to achieve a good score in any subject, it does not always means that students a lack in the knowledge of the subject, sometimes it happen caused by lack of language ability to express the idea in any question. One of the functions of language is to communicate. However, it is indicated that students are not able to express their ideas because they do not speak fluently and they are not able to

pronounce the word clearly (Widyaningrum, Faridi & Saleh, 2020).

Second, there is a fact about the purposes of assessment which sees an assessment that aimed to support the learning or assessment for learning (Johnson & Johnson, 2014; Quartapelle, 2012). There also a purpose of assessment in CLIL which presents the CLIL program and implementation successfullness or as called as assessment for accountability (Panadero & Jonsson, 2013). *Third*, Practicaly, there will be a complexities assessment aspects that need an attention such as the instrument of the test, the assessment standard and criteria, the activities involved in the assessment, and the most vital one is how the teacher strategy to integrate all of the aspects in all together to be treated for the students. To sum up, in this issue, the key is on how the teacher get an information towars students' leraning progress both on two aspects (contenta and language) supporting by a complex aspects such the instrument, the activities, standard and criteria and activities.

B. Balancing the content and Language assessment

The basis consideration of CLIL program is the benefit of two-fold goals in teaching content and learning language. The teaching of the content and the learning of language served integratedly. It can not be avoided that the needs of

balancing both aspects is a complex challenges, both in teaching and learning practices and specifically in assessment phase. Short in (1993) asserted that "the difficulty with assessment is on isolating the language features from the content objectives so one does not adversely influence the other. The difficulties also appear when subject teachers with non language background of education careless the awareness of the challenges faced. It is influencing the design of assessment instrument and task that is able to determine whether the students reach the targeted content understanding or language problems, or on both aspects studied.

Balancing the assessment of content and language as the impact of dual focus is a challenge for CLIL teacher, they have to fully understand the composition of both aspects with certain elements. The question of what teacher need to assess is the concerns of conflict among the objectives of both aspects. When the subjecet teacher who tained to teach in CLIL, it need a serious guidance in conducting an assessment. Lo (2014) asserted that it is not surprising that content subject teachers put more attention to assesss on the content and emphasis on content objectives.

However, considering the important of both aspects to be considered in CLIL assessment, language learning objectives also need to be paid attention and should not be

avoided and ignored. It is because of the function of foreign language as a semiotic resource for the students to express content subject understanding. In receptive skills, the students required grasp an understanding the question presented in the assessment instruments. Meanwhile in prodyctive skills the students need to be able to write a word, sentences, or compose short paragraphs to answer the question. This ini in line with Gablasova (2014) who asserted that recently shown – the choice of using L2 in assessment to a certain extent constrains students' ability to express their content knowledge.

C. Framework of Assessment in CLIL

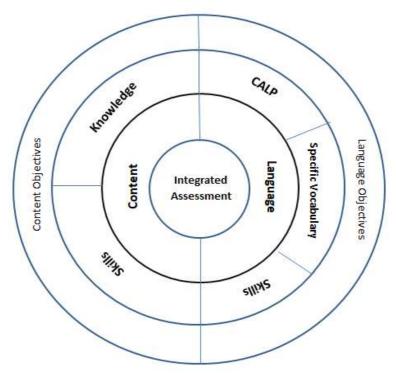**Figure 5.1 Assessment framework in CLIL**

Model of integrated assessment in CLIL (Marsh, Marshland, &
Stenberg, 2001)

Based on figure 2.1 above, there are some points that
can be explained concerning the integrated assessment model
in CLIL (Marsh, Marshland, & Stenberg, 2001). The integrated
assessment consisted of two domains to be paid atttention,
namely content area and language area of assessment which

represent content objectives and language objectives. Integrated assessment model proposed the balance of both aspects of CLIL focus to be assessed in a single task/test simultaneously (Marsh, Marshland, & Stenberg, 2001).

Content assessment in integrated assessment covers, *first*, the assessment of students' content knowledge related to specific subject, for example knowledge that needs to be mastery in science subject. *Second*, the skills produced related to the content subject such as skills-based components: to explain, describe, compare and contrast and to relate the overall content objectives. Regarding in integrated assessment consisted of the content and language objectives, but in the current study, it is focused to analyse the assessment of language practiced in CLIL.

At the core of integrated assessment in relation to the language aspects, it is theoretically supported by some aspects of language focus and objectives in CLIL proposed by Coyle et al., (2010). According to Coyle et al., (2010) language area in integrated assessment covers the assessment of language skills, specific vocabulary and also cognitive academic language proficiency (CALP) function. In this sense, language objectives can contribute several functions as related to content objectives. *First*, language objective might relate to the effective communication of content or include notions of the use a specific vocabulary related to the subject

matter. *Second*, it might also relate to the aspects of Cognitive Academic Language Proficiency (CALP) or functions. For example, students are able to communicate, to express and to use the language to be actively participated in a classroom discussion and also demonstrate the idea in the task/assessment of the subject. It might also relate to the type of academic discourse like the ability to use tenses correctly depending on the subject and discipline. *Third,* regarding the need of the students to have receptive and productive skills to demonstrate the understanding of content objectives, the aspects of language skills which cover 4 skills (productive and receptive skill such as speaking, reading, writing, and listening) also become crucial attention to the language assesment.

Based on the theory of integrated assessment in CLIL proposed by Marsh, Marshland, & Stenberg (2001) the current research highlights the integration of language assessment in content assessment in CLIL practices which derived from the believes that language is learnt more effectively if there is a meaningful context, as in real life people talk about content they find meaningful and not about language itself as asserted by Snow, Met, and Genesee (1989). It also derived from the notion that has been noted by Dalton-Puffer (2001) who asserted that in the commonly educational context, the concern of linguistic aspects and content subject

are usually taught independently and linguistic instruction alone is not usually as successful as hoped. It can be concluded that the integration of both content and language would develop students' motivation and presenting a real meaning of language learning where situated in naturalistic approach to learning a foreign language and also its assessment.

Chapter VI The studies of CLIL

Many studies revealing the implementation of CLIL were done among researchers in European context, where CLIL is originally launched. Marsh et al. (2001) in their study of CLIL implementation indicate that in order to achieve a high quality in CLIL impelemetation, schools must creates objectives for both content learning and language which can be realized differently depending on the students' age, environment, choice of language and the level of competence. Pengnate (2013) suggested that the schools which implement CLIL curriculum need to consider the objectives in a variety way and models of CLIL. Wolff (2003) expresses the need for the articulation of consistent CLIL methodology for the school to implement CLIL in their teaching and learning.

The study conducted by Eurydice (2006) conducted to describe the CLIL implementation in some European countries. The study indicated that those schools financed by the government were examined. Due to variety of method, practices and CLIL approaches, it was impossible to make a formulation of certain characteristic of CLIL in Europe. A study by Coyle (2010) focused on the implementation of CLIL in European schools practiced were varies. It was influenced

by the absence of clear and coherent principles, methodological practices and the support from institutional regulation. Another studies in the context of CLIL in Europe was conducted by by Suwannoppharat & Chinokul, (2015) which indicated that some schools studied were adopt very conventional method and tend to teacher centered approaches.

Some studies in CLIL implementation among (Pérez-Vidal, 2001; Cenoz, 2002; Miralpeix, 2008; Muñoz 2006; Navés, 2006) indicated that implementing CLIL in the earlier stage of the students is better, it is also need to associated with certain and consistent exposure and specifically, intensive exposure by the teachers in daily classroom context needs to be conducted. Further (Serrano, 2007, 2011; Serrano and Muñoz, 2007) suggested that the students exposed in CLIL must be given a chance and opportunities to be actively participate in a various social contexts where CLIL stand in addition to support regular English learning. Skehan (1998) identified that by the real and communicative effort among students and teachers will be perceived as an appropriate practice in CLIL teaching and learning.

Dalton-Puffer & Smit, 2007 and Dalton-Puffer, Nikula & Smit, 2010 in the study of CLIL implementation described the various CLIL contexts by drawing on the dimensions of CLIL macro, micro, product and process. Moreover, according to

the study conducted by (Badertscher & Bieri, 2009; Ruiz de Zarobe & Jiménez Catalán, 2009) it was classified the CLIL research in Europe which involving both product and process-oriented of the macro context of the studies. It was focused on the form of reports on the implementation of CLIL programs and descriptions of general guidelines. Moreover the study of CLIL implementation at the micro-level (Breidbach, Bach & Wolff, 2002; Coyle, Hood & Marsh, 2010; Marsh, 2002; Marsh & Langé, 2000) studied of CLIL impelementation which concerned to the origins of CLIL practices, and precisely focused on the research towards CLIL product-oriented studies which aimed at examining CLIL process and results in terms of foreign language learning outcomes.

There also numbers of different large-scale studies conducted accordingly, focused on the whole language gains in CLIL implementation were conducted among (Admiral, Westhoff & de Bot, 2006; Lasagabaster, 2008, Zydatiß, 2007). Moreover, there also other studies particularly focused on CLIL implementation related to discrete linguistic aspects involving some language components such as vocabulary, pronunciation and morphosyntax to be introduced and developed in the CLIL classroom setting were conducted among (Sylvén, 2004; Ruiz de Zarobe & Jiménez Catalán, 2009).

Some previous research has shown that the challenges in CLIL implementation was sometimes caused by the teachers' practice fails to develop or enhance students' language skills (Edlund, 2011; Lim Falk, 2008). There alsoa study conducted in Swedish countries such as Coyle (2010) which put an attention on CLIL implementation in a tertiary education. The finding of te study give an implication on the reality that CLIL does not guarantee giving a contribution to effective foreign language exposure. Further the study suggested that the need of certain foundation and principles of foreign language acquisition need to be put precisely in place for CLIL in order it can gained effective English atmosphere and not just any kind of teaching in another language.

Furthermore, a study conducted by Krashen and Terell (1983) argued that a very natural approach of foreign language learning as well as CLIL, put a crucial role of communicative abilities as a language to increase students' motivation to learn English by using it and not as a subject. Further, principle of CLIL is not a new form replication of any other models of bilingual program such as the immersion model, but it is rather a range of flexible models responding to the contextual demands.

Another study conducted by Massler, Stotz & Quessier (2014) put the focus of the study in distinguish the three

forms of CLIL provision. They are categorized into three variants: variant (A) which understanding CLIL approach as a subject lessons that stand alone as a single subject. Then the study categorized the variant (B) that implies the CLIL approach as a foreign language classrooms such EFL classroom. The last is CLIL which categorized in variant (C) that sees CLIL approach as full integrated learning of subject and foreign language.

A. The studies of Pedagogical practice and interactional features in CLIL

The studies focused on examining CLIL classrooms in worldwide context were done by some researchers to get an understanding the major forms of CLIL classroom viewed from pedagogical practices and interactional features. Badertscher & Bieri (2009) focused to provide evidence of high rank of how student initiated of negotiation sequences in CLIL. In the same manner, Mariotti (2006) conducted a study resulted the need of interactional space for the CLIL students in negotiation that might be influenced by the pedagogical design of the CLIL curriculum.

Furthermore, the findings of the study conducted by Smit (2010) revealed that the students' degree of familiarity and awareness with CLIL and their negotiation behavior might also have an impact on the students' initiated

negotiation. A longitudinal study in tertiary level group of students conducted by Basturkmen, Lowen & Ellis, 2004, focused to an active student initiation and behavior in negotiation as they appear to be familiar with CLIL objectives and instruction.

Regarding to the CLIL implementation, the issue of how content and language are conme to give dual-focused of learning (subject and language) in CLIL and when it compared to regular English language contexts was studied by Mackey (2007). There also some comparative studies focused in CLIL classroom and English as a foreign language have provided an evidence of the higher intention rate of error treatment given to in EFL teaching and learning context than when English studied by exposed in CLIL classroom context (Hampl, 2011; Schuitemaker-King, 2012).

The studies by (Hampl, 2011; Lochtman, 2007) indicated that some errors were more paid attention by the teachers in Eenglish classroom setting, that the errors were made by the students situated in CLIL classroom. Even an errors much more made by the students situated in CLIL classroom context during the teaching and learning process which indicated some conditions that in CLIL context the students speak more in foreign langauge but less monitored by the teachers caused by the greater focus of CLIL was on the meaning than on the language formation.

In the area of type of students' errors in CLIL practices, Dalton-Puffer (2007) and Llinares, Morton & Whittaker (2012) studied benefits of the focus-on-form approach compared to focus on language functions in CLIL showed similar findings which was revealed that teachers' role in giving corrective feedback in CLIL mainly focused on aspect of lexical errors and greatly done in giving correction feedback of students' pronunciation errors. Unfortunately, the aspect of morphological errors was less in attention.

Lyster (2007) conducted a study on the context of CLIL in Canadian immersion, in the setting of the study, students' pronunciation errors were paid a less attention by the teachers in giving corrective feedback. Moreover, Hampl (2011) in his study focused tocompare CLIL and English as a foreign language context where grammatical errors mainly than the other types of error in CLIL and EFL classroom context. Then the coorective feedback mainly also given to pronunciation and lexical errors made by the students.

In 2007, Dalton-Puffer conducted a study focused interviewing the CLIL teachers in Austrian. The findings revealed and contrasting the differences related to the teachers' profile in Austrian context. It is concluded that the subject teachers with no anay English backgroung (qualification) tend to be more concerning to correct students' errors in verb forms. It was contrasted with EFL

teachers who assigned to teach in the CLIL classroom context were giving less attention in correcting students' language errors and the teachers transmitted the message to the students.

Further, the findings of some studies conducted in EFL and CLIL classroom setting revealed that in the claasroom interaction, teacher reflections did not really reflect in to what happened in classroom, it was caused by EFL teachers tended to give a correction to the students more on their language errors than their non-EFL teacher (Lyster & Ranta, 1997; Mori, 2000; Lee, 2006). More research focused in various types of CLIL classrooms, mainly some comparative studies focused in CLIL and EFL classroom regarding teachers' variety of styles and background towards teachers' preferences for error correction feedback. The findings revealed that the way student errors are treated in classroom interaction have been observed used feedback type (Ellis et al. 2001; Panova & Lyster, 2002)

In the context of CLIL side by side EFL, Llinares & Lyster (2014) demonstrated that more than 50% of errors were met with recasts in both CLIL and EFL settings. Further, viewed from metalinguistic feedback, it was preferred by EFL teachers for about 16.5% and only a small number of feedback type was found in CLIL class room setting (3%). In a similar context, a study conducted by Schuitemaker-King

(2012) found few examples of metalinguistic feedback in CLIL whereas it was indicated as the most frequent feedback type given by the teachers in EFL classroom.

In Perez-Vidal's study (2007) of CLIL classroom interaction, the findings revealed that there was no corrective feedback addressed to the student's error in language use situated in CLIL that can be identified. Lotchman (2007) in his study stated that corrective feedback that pushes the students to correct errors need to be highlight in addition to CLIL classrooms. It iwas mostly in line with Lyster (2007) focused an approach aimed in integrating the both aspects of content-based and form-focused instructional options as the alternative ways to develop students' inter-language preference and system.

B. The studies of CLIL in various contexts.

Some studies of CLIL in various contexts, such as related to language acquisition conducted by Puspitasari, Anugerahwati, Rachmayanti, 2016; Quartapelle, 2012. Most of the studies revealed that CLIL was believed able to enhanced students' language acquisition. Since CLIL was a dual-focused educational approach where the foreign language is leraned by using it as instructional language during the teaching and learning, both content and language need to be paid attention in balance mode.

Some studies which is focused on capturing the acquisition process of second language in CLIL were among (Ackerl, 2007; Bruton, 2011; Coonan, 2008; Yassin, et. al, 2009; McDougald, 2015). Most of the findings revealed that the students learn the language through using it. It was effective to enhance students' second language acquisition not as a set of language fragments. Further, McDougald (2015) put a stress to the most effective CLIL model that beneficial for the students in developing or enhance students' foreign language acquisition. The findings also revelaed that the students must be engaged cognitively both in content and language point of view.

The study conducted by Yassin, et al (2009) asserted that the teachers need to be aware of their practices of teaching and learning with concerning the development of metacognitive skills such as "learning to learn". On the other hand, the teacher need to recognize and aware how to actively involve the students to enable them to critically thinking and articulate their own learning. In common practices, CLIL teaching and learning in various classrooms contexts are interactively produced by group work, students questioning and problem solving.

There were also numbers of studies of CLIL on the global scale carried out to show a significant contribution to a better English learning approach (Frigols, 2007; Alejo, Pérez

canado, 2010; Baetens, 2009). Those studies claim that CLIL commonly can be seen as a general term for a variety of teaching approaches that focused on teaching content subject through the additional exposure of one or more language/s situated such as: Bilingual Language Programs, Content-Based Instruction, Immersion Programs, and plurilingual programs among others. Being general term for all approaches that involves the teaching of content by medium of second and foreign language, CLIL certainly separated from other approaches. It was viewed from the differences in the aspects of its planned, pedagogical integration of contextualized content, cognition, communication, and culture into teaching and learning practice (Paul & Jane, 2010).

Several studies regarding the positive result of CLIL implementation as a medium for target language acquisition were among (Paul, Jane, 2010; Cendoya, Di Bin, 2010; Fernández, 2009; Coyle, 2013; Costa, D'Angelo, 2011). The studies claimed that CLIL has appeared in various forms of parctices in Europe. It also can be seen as a new opportunity for foreign /second language learning in terms of the acquisition on the knowledge of the content subject and competences for cultural learning. Furthermore, the common practices of CLIL involves students to be actively participate in developing their own potential in enhancing knowledge of the content subject and the language skills targeted.

Moreover, Only a view studies that reveal a negative effect of CLIL implementation towards target language acquisition were among (Czura, 2009; San Isidro, 2018; Doˇrnyei, Csizer, 2002).

In the European context studies in CLIL were rare between (Lorenzo, Casal, Moore, 2010; Lucietto, 2008; Dalton-Puffer, Nikula, 2011; Stohler, 2009; Scobar, Sánchez, 2010) which is investigating the effect of CLIL in education. CLIL approach has been variously implemented in some educational setting in Europe. The spreads of CLIL has also been a high trending topic issue of the study in America. In Nikula (2011), CLIL was definitely believed as an educational approach across the worldwide that can be mutually beneficial for developing content and language skill.

In the field of CLIL for young learners, there were (Diezmaz, 2016; Banegas, 2012; Bret, 2011; Zarobe, 2008; Wei, Feng, 2015) which is investigating the impact of CLIL in the process of acquiring language competences and skills in primary classroom level, most all of the findings revealed that teachers' reflection on the characteristics and appropriate considerations of students' level and background during the implementiation of CLIL in a diverse context especially for primary education is crucial to be paid attention for the successful of CLIL. Furthermore, Banegas, (2012) clearly stated that language teachers have to create joint work with

subject teachers during the teaching and learning and in setting the learning objectives to ensure that the learning objectives both on language development and content knowledge is appropriately for young learners.

Nikula (2007) in his study claimed that the IRF structure appear more rigid in the English classroom than in the CLIL classroom setting. The teacher of content subject perform better in giving intercational interactional feedback to grow students' participation in the process of joint construction of the knowledge through the second or foreign language. Another study conducted at tertiary education level by (Kääntä, 2010; Moore & Nussbaum, 2011) which pragmatically, put an attention to the study of classroom discourse in CLIL setting. The study focused in the use of speech acts to examine the interpersonal meanings in classroom interaction. The findings revealed that the use of directives is objectively caused the students to react and take a particular action in CLIL classroom.

Studies by Dalton-Puffer (2005) and Dalton-Puffer and Nikula (2006) argued that there was a close relationship between the level of directness of teacher directives and the goal of the directive and the moment when it is uttered in the CLIL classroom interaction. Furthermore, in those studies, a very clear separation was made among directives that aimed to elicit curricular contents and referred to "instructional

register" (Christie, 2002). Basically, regering to the findings, all those studies particularly focused on the teachers' use rather than the students' use of speech acts in relation to give a certain characteristic of CLIL in various practices. A study conducted by Nikula (2002) in the form of a comparative case study about CLIL lesson and EFL lesson in primary education which taught by content teacher and language teacher in primary level. The findings revelaed that, in the EFL classroom context, there was no need to do negotiate in interpersonal meaning since there was a little room created to express students' views and opinions. Considering the above reviewed research, Nikula (2002) argued in his study that the CLIL and EFL data were not totally comparable due to the predominance of teacher talk in the former. Further, Nikula (2005) examined pragmatic awareness both in teachers and students' behavior of EFL lessons and CLIL lessons in secondary education.

C. The studies of Assessment in CLIL

Specifically, there also some studies focused on implementation and its assessment in CLIL (Hofmannova, Novotna, Pipalova, 2013; Byrnes, 2009). Most of the studies claim that Content and Language Integrated Learning (CLIL) assessment primarily focused on measuring the students' progress in content and thus, it is more related to assessment

in non-linguistic subjects rather than in foreign languages. Some studies conducted by (Alister 2015; Poisel, 2008; Serra, 2013) focused to analyze the dual focus of CLIL. The findings revealed that it might complicate the assessment, as teachers commonly doubt whether to place the focus on both content and language manner. In fact, Alonso, Grisaleña, & Campo (2008) argued that due to the crucial role of language in CLIL as the medium of instruction to express content knowledge and skills, the issue of language assessment was the one of the most debated aspects in the CLIL research and literature.

Some studies focused on the assessment approach used to teach CLIL (Kiely, 2009; Massler, 2011; Admiraal, Westhoff, & de Bot, 2014). Most of the studies revealed that in the case, of teachers' choices of the approach to conduct assessment for the students in CLIL classroom, it is a must for the teacher to be clearly defined what they are expected to assess regarding the language as well as the content. Further, the finding also revelaed that the way or how they conducted an assessment must clearly decided. This is why to do so is that to ensure they can communicate their intentions to students. Besides, the considerations to conduct CLIL assessment need to consider several factors related to the CLIL model which reflect the percentage of the exposure of foreing / second language in CLIL leraning. Further, Westhoff, & de Bot (2014) put an attention for the teacher to recognize sthe students'

language background and level of skills in the foreign language. In immersion programs or high exposure or hard CLIL, where lesson objectives are content-driven, for instance, there is a significant prevalence of both content and language or content only, which facilitates the focus on content-related issues. Contrarily, the study conducted by Massler (2011) indicated the CLIL models must be more language focused where the teachers tend to give more attention to the studnets' linguistic aspects.

There was also some research strived to examine some of the aspects of English testing integration both within and across the domains (Badertscher & Bieri, 2009; Várkuti, 2010; Marsh, 2008; Gallardo, García, & Gómez, 2009; Diezmas, 2012; Ruiz, 2008). Regarding English assessment integration both within and across the domains, the biggest problem in CLIL implementation and assessment lies in the lack of a CLIL curriculum developed which specifying the role and the amount of language in CLIL assessment. Other researcher such as Gottlieb (2006) in his study recommend for the teachers to use double parameters of language performance assessment and academic achievement in order can guarantee that the content objectives can help the teachers to defined the academic language required for gaining content understanding.

Furthermore, (Tsagari & Michaeloudes, 2015; Rodis, et al., 2011) specified to explore formative assessment practices in a CLIL. The results indicated the complexity of focus in CLIL lessons. To sum up all the findings, it was revealed that formative assessment can be generated in to some features. The common feature tended to focuses on the measurement of what actually the student is able to do inspite of figure out in the skills that student unable to achieved. Rodis, et al., (2011) put a different attention in his study dealth with formative assessment that situated in traditional instruction which the focus is no more on retrieving theoretical of the concepts but on rather than in practical activities in order can help the students in showing the depth of their knowledge. Tsagari & Michaeloudes (2015) stated that formative assessment is considered as part of instruction which integratedly consructed in the daily classroom activities and routines and it was not in term of the teaching processess. Therefore, in conducting an assessment it must giving an attention to both stages, students' learning process and its learning product. Contrasting to the summative assessment, which is commonly assosciated with standardized exams, the aforemention was done by combining various types of feedback such as the feedback produced from performance assessment and also supported with classroom observation from individuals or groups of the students. Further, Little &

Erickson (2015) carried out a study aimed to explore learner identity, learner agency, and the assessment of language performance based on the Common European Framework of Reference for Languages (CEFR). The result indicated that in adapting CEFR for assessment, the teachers need to conduct need analysis before totally implement CEFR.

There also some studies focused on exploring how a teacher of content and that of English scoring students' production (Nakanishi & Nakanishi, 2015; Sasajima, Godfrey & Matsumoto, 2011; Kiely, 2009; Massler, 2011). Most of the result reveals that in assessing the content in cLIL classroom really correlated to the assessment of English as the vehicle during the teaching and learning which can be done in the written and oral production test. The awarenenss of CLIL teachers regarded their role as the responsible person both in content and language teaching need to be realized.

Kiely (2009) concluded that language teachers have to be ready to give a guidance and also assist the students in entirely language aspects which are the key for both basic interpersonal communication skill and cognitive academic language proficiency, and also plan the treatment accordingly. Further, the findings give a highlight to the content teacher as well as a language teacher to accommodate the integration of content and language in effective way in order to avoid the teachers' tendency to trest students' errors or fossilization.

Leal (2016) and Badertscher & Bieri (2009) examined tests to determine to what extent the assessment grid of both content and language aspects guides to the test development. The finding revealed that the assessment rubric and assessment grid must be supported by a clear definition of the component of content understanding and language aspects in each test. From the perspective of young learners (Bret, 2011; Gallardo et.al 2009; Nieto 2012; Várkuti, 2010) also reported in detail the difficulties and strengths of students regarding of the weight given to linguistic aspects in CLIL assessment. The teachers must create definition of the construct and specify what language aspects will be assessed. Bret (2011) suggested that it is crucial for the students to be able to use the target language in CLIL classroom context. The students required to enhance their overall target language skills and competences, take an effort to develop communication skills; and deepen an awareness of both their mother tongue and the target language. Nieto (2012) in the study that focused to explore the challenges that teachers faced in conducting assessment assesrted that there are some problem that might arises when some of the students fail to enhance and improve the target language competence and skill in the classroom, the output of the learning they produce is not adequate.

Several studies about the CLIL viewed from another perspective also done by some researchers. (Lasagabaster,

2008; Anderson, 2009; Pavlenko & Norton, 2007; Dooly & Massats, 2015; Bonnet, 2012; Mariño, 2014) examined the implementation of CLIL in a bilingual community where English language considered to represents the foreign language which included in the CLIL curriculum. The findings indicated that the CLIL method is able to successfully help the students to improve foreign language skill and competences especially in in bilingual classroom contexts (Ting, 2007; Bryan & Habte-Gabr, 2008; Korosidu & Griva, 2014).

In another perspective (Tsuchiya, Murillo, 2015; Busch, 2011; Pihko, 2007; Ćirković-Miladinović, 2009; McNamara & Deane, 2015; Clegg, 2015; Darn, 2009; Wolff, 2010) examined CLIL in higher education. Most of the results showed that CLIL is actively adhering to the bilingual and multilingual classes in the European countries. McNamara & Deane (2015) point out that there were several factors supported the integration of language and content teaching and learning instead of managed of both aspects as an individual subjects. Ćirković-Miladinović (2009) asserted that language development is naturally intermingled in the original language acquisition. The students learn the content subject and understanding about the real world through the foreign language. Some of the researcher aforementioned highlight that language is normally used in social construction and academic language contexts to exchange information on the real world matter

instead of the language that people tended to talk about something they understand. Clegg (2015) give a full stress towards the means that learning a language is purposeful, since language is needed and used by the people for a real interactional reason. Moreover, it also used to negotiate in learning about new world phenomenon instead of practicing language structures and communication as in the formal English instruction. (Lasagabaster & Sierra, 2009; Lauder, 2011).

On the other hand, the introduction of CLIL affect to the second language acquisition were among (Ball, 2010; Infante, et al., 2009; Marsh & Lange, 2010; Meyer, 2010). To sum up, CLIL represents the prominent of the framework of socio-cultural constructivism which highlights the social interaction among the students, learning through understanding the meaning and beneficial construction of the language and knowledge. Infante, et al., (2009) sees the students as an active user of the language instead of the passive recipient. Furthermore, according to Meyer (2010) teachers' perception towards the goal of CLIL related to second language acquisition is not expected the students to become a near native-speaker of second or foreign language. The students viewed as the user of language in multi competent language users instead of viewed as deficient native like. In terms of

students' perceptions, all the research shows a constructive and positive view of CLIL at the certain level (Curtis, 2012).

In the perspective CLIL for young learners, (Bailey 2015; González, 2011; Rieder, 2010) carried out an experimental project that presents practical in primary education. The results reveal that to communicate in L2 in their future lives, the students have to start using the targeted language in an early age in everyday situation in and ouside the classroom as how they do with their mother tongue. Bailey (2015) put a strees in the perception of that there is a big evidence that CLIL able to promotes a good students' performance of the language and also tolerance of less competence in language to enhances cultures and language. Furthermore, Butler (2010) suggested that teachers in primary school classrooms have to promote their subject learning such as science and math by using English in daily communication in those subject areas in everyday conversation.

A number of studies exploring the assessment in the CLIL setting was carried out by (Rodgers, 2015; Jones & Jane, 2015; Byrnes, 2008; Cumming, 2008; Costa, & D'Angelo, 2011). Specifically, the research focused on assessment in CLIL written test were conducted by (Fuentes, 2013; de Graaf, et al., 2016; Eurydice, 2006; Meyer, 2010; Poisel, 2008; Vazquez & Rubio, 2010; Serra, 2009). Teachers can also use

the written test which is recommended in the CLIL Compendium (2001), the assessment practices in CLIL can be done by both aspects of the content and language are assessed simultaneously. Vazquez & Rubio (2010) in their study asserted that the type of assessment where language is used as a mean and instrument through which the students able to show their content knowledge and language skills related to both content and language assessment. Cumming (2008) relate to the the role of effective communication of the content delivery is needed to involve or recall specific vocabulary in the content teaching through the foreign language. Further, Coyle (2010) asserted that the roles of Cognitive Academic Language Performance (CALP) also need to take in to consideration in assessing the studnets in CLIL. In this manner, language is considered as a tools to be used to improve daily content communication in the cLIL classroom.

Short (1993) suggested in his study to enrich traditional method of assessment in CLIL classroom can be done by introducing an alternative way or methods of assessment that can be used to gain more accurate result of assessment of the students' knowledge and skills or abilities. Rodgers (2015) concluding in his study about the assessment procedure in CLIL that should encompass the all aspects of educational processes instead of only selecting an appropriate tools and method of assessment. It is also need to be supported by the

teaching and learning goals and objectives and completed with consistent assessment rubric and criteria.

To sum up, all of the previous studies in the area of Content and Language Integrated Learning (CLIL) were mostly carried out to investigate the CLIL assessment in general (Serra, 2012; Short, 2013). A very few were studies focused on the specific area of English performance assessment. Meanwhile, a comprehensive study focused to English performance assessment for students was conducted in bilingual context (Wewer, 2014) and the study of English performance assessment explored in the CLIL classroom context never been conducted. Moreover the current study which is focused to evaluate the practices of English performance assessment for primary school students in CLIL class room context will answer the gap in this research area.

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CLIL ASSESSMENT:
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