

ASSESSING COGNITIVE AND CULTURAL OUTCOMES IN CONTENT AND LANGUAGE INTEGRATED LEARNING: DEVELOPING MULTIMODAL EVALUATION TOOLS

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Effective Content and Language Integrated Learning (CLIL) assessment requires a multifaceted approach that evaluates cognitive, cultural, and linguistic outcomes. CLIL, a dual-focused educational approach, integrates content and language learning, where a foreign language is used as the medium for content learning rather than the sole focus (Cimermanová, 2017; Sudarso et al., 2024). This approach emphasizes the interconnectedness of language and knowledge, aiming to develop content and language skills simultaneously (Van de Craen et al., 2007). Researchers agree on the importance of tools such as rubrics, performance-based tasks (e.g., projects and debates), and multimodal assessments to provide a comprehensive evaluation (Vega & Moscoso, 2019; Li et al., 2020; McDougald, 2018). Self and peer assessments also promote learner autonomy (Valcke et al., 2022). However, debates remain on how best to integrate cultural competence and balance content and language evaluation (Dzulkurnain et al., 2024; Shykun, 2023). Questions also persist about the long-term impact of CLIL on academic and professional outcomes (Cabrales et al., 2021). This study undertakes a literature review to analyze existing research on context-specific, task-based, and multimodal assessments, focusing on their effectiveness in evaluating both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The review synthesizes findings from various studies, highlighting that multimodal and formative assessments promote higher-order thinking and intercultural competence (Fernández-Costales, 2023; Tagnin & Ní Ríordáin, 2021). Additionally, the literature underscores the significance of teacher training and tailored assessments in fostering meaningful engagement and practical learning alignment (Charunsri & Sripicharn, 2023; Cimermanová, 2017). Given CLIL's emphasis on fostering communicative competence and cognitive functions through authentic contexts, these insights contribute to the broader discourse on enhancing CLIL practices and developing practical, innovative assessment frameworks that measure cognitive growth and cultural competence across diverse educational settings. The article aims to develop practical and innovative assessment frameworks that can measure cognitive growth and cultural competence in CLIL contexts.