

## ABSTRACT

### **Imania, Aisyah Aini (2026). Exploring Teachers' Cognitive, Affective, and Behavioral Beliefs on Young Learners' Bilingual Education: A Case Study**

Despite the recognized advantages of bilingual education for young learners, there is a gap in understanding how in-service teachers' beliefs, socio-cultural contexts, and bilingual instructional practices interplay, especially within elementary schools in Indonesia. While previous studies often focus on cognitive and academic outcomes or parental/prospective teacher beliefs, the specific context of practicing teachers' beliefs remains underexplored.

The research adopted a qualitative case study design to provide an intensive analysis of an individual unit, such as a group or event, within its specific context. Data were collected through interviews, questionnaires, and classroom observations. The questionnaire focused on three dimensions of teachers' beliefs: cognitive, affective, and behavioral. Participants included four 4th-grade homeroom teachers who also taught math, arabic, english, and science, selected using purposive sampling based on their active involvement in the bilingual program and teaching experience.

Teachers demonstrated predominantly positive beliefs towards bilingual education for young learners across cognitive, affective, and behavioral dimensions. Cognitively, they believed bilingual education supports language development, vocabulary acquisition, and conceptual understanding. Affectively, teachers expressed enthusiasm and motivation, though some acknowledged challenges like students' limited vocabulary or reluctance to speak English. Behaviorally, teachers applied flexible instructional practices, including translanguaging strategies, adapting materials, integrating visual/interactive methods, and adjusting classroom management based on student needs. However, their understanding and implementation of formal theoretical frameworks like Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI) remained varied and often intuitive rather than systematically structured.

Overall, the study concludes that teachers hold positive, practice-oriented beliefs about bilingual education, which are shaped by their extensive professional experience rather than formal theoretical frameworks. They demonstrate strong awareness of the benefits and employ adaptive strategies, but there is a need for greater conceptual understanding of formal bilingual education models and more consistent implementation of certain practices to strengthen bilingual education in primary schools.

***Keywords: Teachers' Beliefs, Bilingual Education, Young Learners, CLIL, EMI, Translanguaging.***