



Erasmus+ Strategic Partnership

**2015 - 2017**

Project number: 2015-1-ESO1-KA219-015945

**“Youth Multilingualism and Work Perspectives in Europe”**

Evaluation Report

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# CLIL RESEARCH AND EVALUATION

## INTRODUCTION

In a context with a rising unemployment among young people our schools have an important role to play. Young people need to be flexible to a new labour market with quickly changeable skills. Multilingualism, digital competence, e-skills and knowledge of the European labour market are essential for youth.

Our partnership worked to modernize our schools and adapted them to new ways of teaching and learning. It was about cultivating the notion of European citizenship through the study of labour possibilities in Europe. The students were involved with activities that allowed them to acquire knowledge on their labour market and the skills they needed to find work in Europe. They developed skills in ICT, language learning and speaking in public by presenting their tasks in English and sharing their materials through a twinspace platform.

Simultaneously, teachers prepared CLIL lessons about many areas: history, science, technology, robotics, natural resources and art, strengthening digital competence of their students. They jointly produced products based on ICT like: e-books with CLIL lessons, web pages, blogs, videos, interviews, presentations with the study of the labour market in Europe and all other products which were made by students. Throughout the two years, there were meetings in different countries which involved students presenting their tasks and products also learnt to collaborate and communicate participating in CLIL lessons with different topics and fields. Finally we came to conclusions by evaluating different areas of the project.

**The aim** of this report:

- to summarize the analyses in the context of CLIL lessons. This objective has been included in array of our objectives of our project which are stated here:

encourage students in key skills to enter the workplace, like developing digital skills and language competence,

promote the use of Content and Language Integrated Learning (CLIL) in our schools,

analyse the European labour market; find out why so many graduate people are unemployed; study the possibilities to work abroad,

promote the participation of socially disadvantaged students in the schools' activities; give them access to ICTs,

raise awareness the students about the importance of education / training in labour world,

enhance learning and using foreign languages as means necessary for integration into the European labor market,

emphasize the importance the importance of ICTs in the job search process,

rise the awareness of the importance of motivational strategies and “coaching” both to promote academic excellence and to achieve a successful job profile.

Measuring the participation and learning the content using foreign languages throughout teenagers taking part in the Erasmus+ project “Youth, multilingualism and work perspectives in Europe” is very important for a few reasons.

First of all, governmental and European founders expect the positive effects of the projects and funds passed to schools in order to develop students different skills. Secondly, with the expansion of the European Union, diversity of language and the need for communication are seen as central issues to students in educational institutions. Finally, even with English as the main language, other languages are unlikely to disappear. Languages play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which can improve the quality of language education. Some countries have strong views regarding the use of other languages within their borders. With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.

The European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages.

The project which had been provided for two years from 2015 to 2017 was coordinated by Fernando Meastre and Spanish team and other participating countries Bulgaria, Greece, Romania, Lithuania and Poland. The project was provided mainly between students aged 10-16.

Additional value of the project is the positive impact for teachers gained thanks to sharing their knowledge and learning experience in educational fields.

## MATERIALS AND METHODS

Based on the project idea and partners agreement signed during the first transnational meeting in Spain in October 2015 and after discussions in each country locally the main topics and subtopics were chosen as follows.

There were planned the topics of CLIL lessons to be provided during the learning/teaching meetings and each country chose one.

### TOPICS AND SUBTOPICS OF THE CLIL LESSONS

Romania: Science

Spain: Robotics

Bulgaria: Industry

Greece: New Technologies

Poland: Natural Resources

Lithuania: Natural and Cultural Heritage

As for the subtopics in different subjects, partners preferred to discuss in their own countries with the rest of their colleagues and students. Before the meetings they sent an email and said which they had chosen in each case.

During two Project years, there were provided 36 CLIL lessons in different subtopics.

**Topic „Industry“** – *subtopics*: Industry in Lithuania, Chemical industry in Europe and its products, Automotive industry, Furniture and paper industry, Iron industry in Romania, Food industry;

**Topic „New Technologies“** – *subtopics*: Lasers, Genetic engineering – The first step in Biology, New technologies in education, Software industry, Communication, Start up a technologic business.

**Topic „Science“** – *subtopics*: Renewable energy, Scientific method as a field study. How is science created?, Biomedicine, Pharmacy, Agriculture and industrial machines, Future means of transport.

**Topic „Natural and Cultural Heritage“** – *subtopics*: Festivities and party tourism, Biodiversity: precious European resource, The way of Saint James, Cultural tourism, Ecotourism and sustainable tourism in Europe, Mass tourism in beaches.

**Topic „Natural Resources“** – *subtopics*: Agriculture, The science of heart, The power of wind, Forest, Mineral waters, Solar power.

**Topic „Robotics“** – *subtopics*: Robots in daily life, Types of robots, Control and robotics, Artificial intelligence, Robots in medicine, Self-moving robot.

The evaluations of the CLIL lessons material and provided tasks were measured after each meeting in the general questionnaires.

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<https://twinspace.etwinning.net/10033/pages/page/87153>

<https://twinspace.etwinning.net/10033/pages/page/108312>

<https://twinspace.etwinning.net/10033/pages/page/110299>

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<https://twinspace.etwinning.net/10033/pages/page/250023>

As well as the teachers and students' ability to provide CLIL lessons were measured and evaluated at the end of the project taking into account the benefits and drawbacks of content and language integrated learning.

To evaluate the impact of the Erasmus+ project have been chosen the most important measurable qualitative and quantitative method to collect data through the online questionnaires.

In order to collect the data in the final evaluation about CLIL lessons the questionnaire was set and sent in 7th of June, 2017 to all partners with the request to fill in.

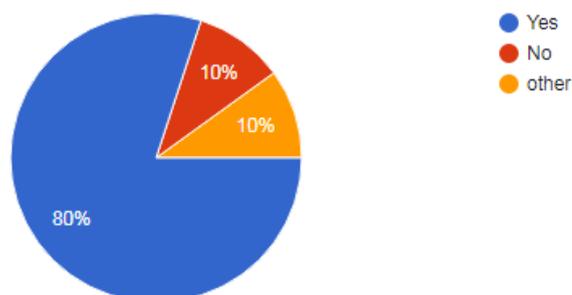
## THE ANALYSIS OF DATA AND RESULTS

There were provided two questionnaires slightly different for teachers and for students. The data collected from 10 teachers and 72 students who were the members of Erasmus+ project groups in different countries.

### DATA AND RESULTS OF TEACHER QUESTIONNAIRE

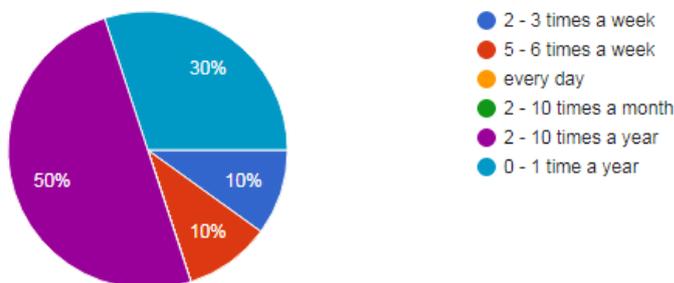
#### Teachers' attitudes, perceptions and experiences in CLIL lessons

In the first question respondents were asked if they knew about the CLIL lessons and 80% of respondents claimed that they knew about the methodology and CLIL lessons. Only 2 % said no. **(FIGURE 1)**



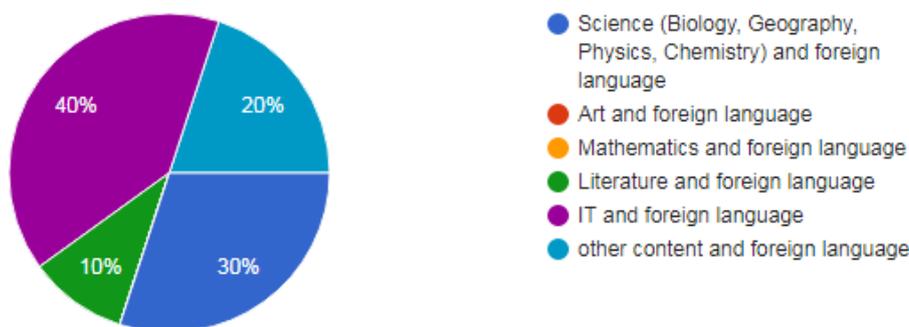
**Figure 1**

Moving on to the second question about the times CLIL lessons had been applied before the project. A half of teachers claimed that they provided CLIL lessons 2 – 10 times a year. A third part of respondents said that 2- 3 times a week. 10% only provide lessons 5 – 6 times a week. The rest part only 0 – 1 time a year. **(FIGURE 2)**



**Figure 2**

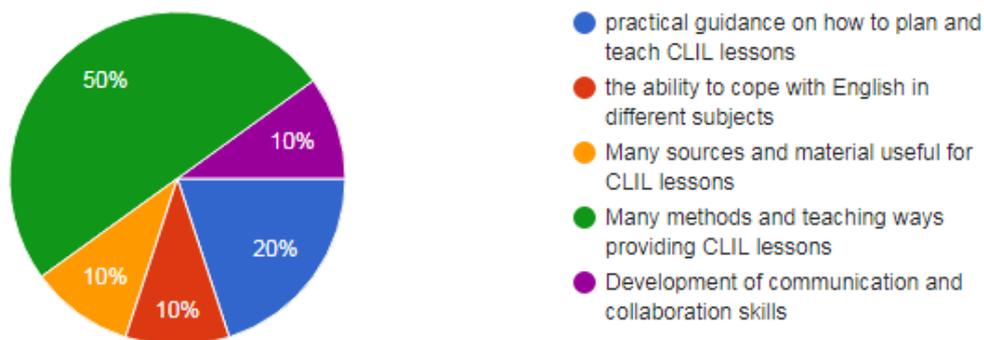
The third question was about the subjects and language integration. More than a half of respondents said that they provide CLIL lessons integrated with IT technologies and Science. Less than a quarter respondents provide integrated lessons with other content and 10% with Literature. **(FIGURE 3)**



**Figure 3**

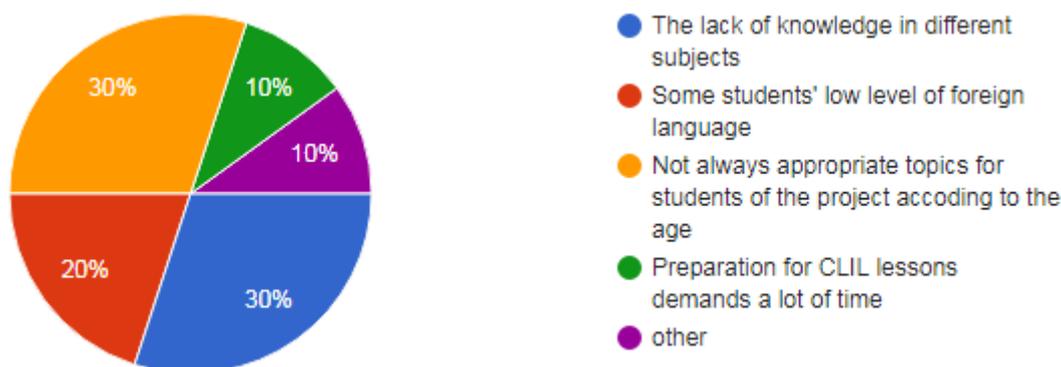
After research about the experience before the project, there were questions about the benefits and drawbacks of CLIL lessons.

Mainly teachers claimed that during the Erasmus+ project the best benefit of CLIL lessons was the opportunity to apply innovative teaching methods, ways and make learning process more attractive to students. Almost a quarter said that they got a practical guidance on how to plan and provide CLIL lessons. A third part of respondents (10% equally) found many sources and material useful for CLIL lessons, they improved the ability to cope with English in different subjects and development of communication and collaboration skills. **(FIGURE 4)**



**Figure 4**

According to the drawbacks (question 5) teachers faced providing CLIL lessons during the Erasmus+ project, the biggest one was the lack of knowledge in different topics and not always appropriate topics for students of the project according to the age (30% equally). 20% claimed that sometimes it is difficult to monitor the lesson because of weak foreign language skills of students. 10% mentioned the demand of time for CLIL lessons preparation and other. **(FIGURE 5)**

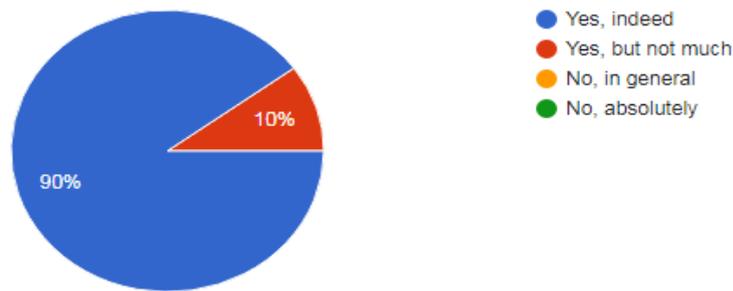


**Figure 5**

Teachers shared the students' attitude and feedback which had been reached after CLIL lessons. They became more aware of possibility to study in international groups and improve English skills. Learning process was very positive, funny and interesting. Students had developed cognitive attitudes and social attitudes: opinions, ideas. The students attended CLIL lessons with much more interest and they learnt a foreign language much easier. Students became aware of the importance of knowing a foreign language if they want to learn the latest news in research and develop their knowledge using foreign language resources.

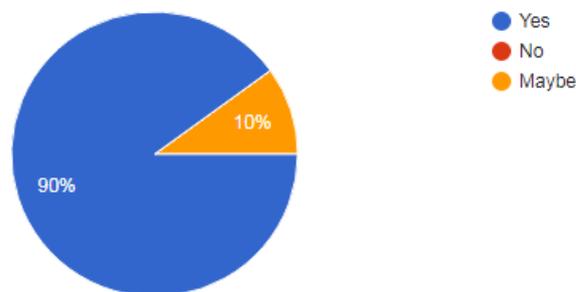
In most cases, the pupils enjoyed the lessons, improved their knowledge a lot, regarding English and many other areas.

The seventh question was about the improvement of teachers' knowledge and experience in providing CLIL lessons during the Erasmus+ project. Almost all claimed that it helped them to improve their general skills. Only 10% said that not much improvement was reached. **(FIGURE 6)**



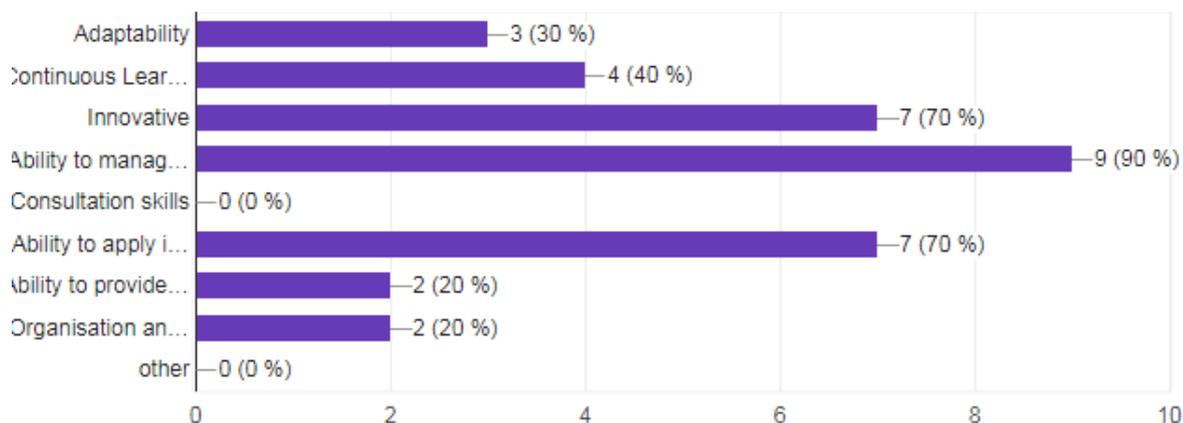
**Figure 6**

Next question was about the decision to apply CLIL lessons in their schools and teaching process. Almost all said that they will definitely use the gained experience in their educational process and their schools, only 1 respondent expressed the doubt of such possibility. **(FIGURE 7)**



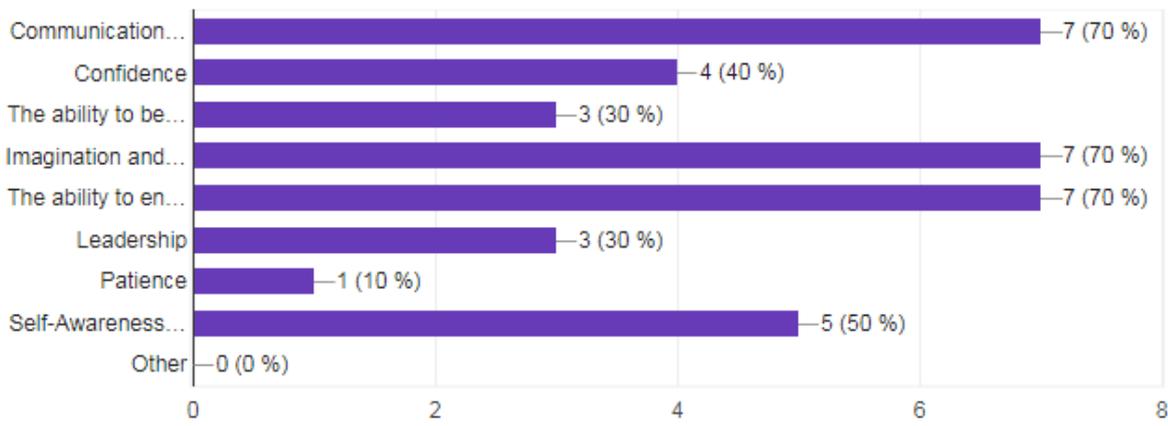
**Figure 7**

Regarding the development and refreshment of teachers' professional skills during the Erasmus+ project and the highest amount of teachers mentioned the ability to manage IT and other computer programs; well over half chose ability to apply innovative teaching methods and ways. Less than half mentioned still continuous learning and adaptability, the rest mentioned ability to provide relevant content and organization and planning the time of the lessons. **(FIGURE 8)**



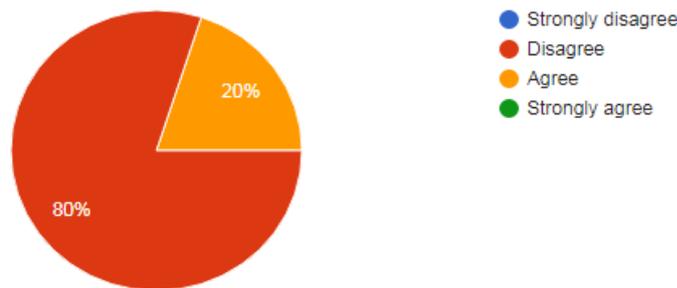
**Figure 8**

The tenth question was about the development of personal skills providing CLIL lessons. Well over half said that they developed communication, imagination, creativity skills and the ability to engage students learning motivation. Half of respondents mentioned development of self-awareness and self-assessment, well under half of teachers chose the ability to be "a team player", leadership and patience. **(FIGURE 9)**



**Figure 9**

In general, teachers agreed that CLIL Teacher's professional development is "Do-It-Yourself" activity and Students are more motivated in CLIL classroom because of English language learning. A half of the respondents claimed that being a CLIL teacher is an attractive option in terms of prestige. Although, well over than a half found out that CLIL is equally effective as non-CLIL classes when it comes to content learning. **(FIGURE 10)**



**Figure 10**

To sum up, teachers' attitudes, perceptions and experiences in CLIL lessons can be claimed that applying CLIL lessons can help the education programs and curriculum become better memorized by students. Also, it develops English skills in specific fields of education, helps to enhance students learning motivation. Also, you learn a lot by teaching the others, especially about these topics you had no idea before, plan to do this in the future.

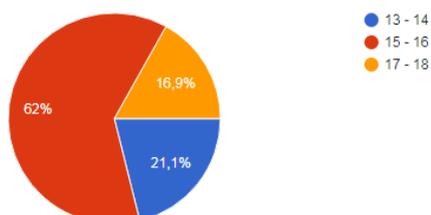
CLIL lessons are a very interesting way to teach a foreign language using subjects that are of great interest to students but the teacher should have in mind that it requires time to prepare for such lessons since many times the subjects are not very familiar to the teacher. Teachers have a great opportunity to adopt and interpret the content of CLIL lesson to the abilities and interest of the students, do not press them, teach them in the most attractive and provoking their interest approach.

Here is the wish - CLIL lessons are attractive and effective; use them as much as you can!

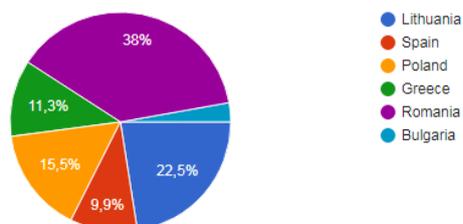
## DATA AND RESULTS OF STUDENTS' QUESTIONNAIRE

### Students' attitudes, perceptions and experiences in CLIL lessons

The survey was conducted among 72 students in Years 13 – 18 (FIGURE 11) from partners' countries who were actively participating in CLIL lessons. (FIGURE 12)

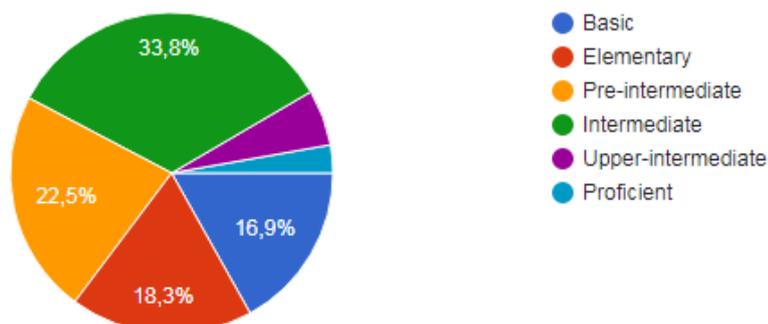


**Figure 11**



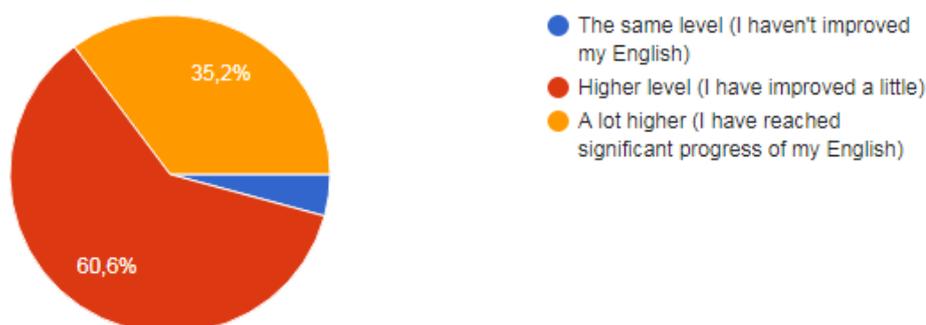
**Figure 12**

Moving on to the third question about the level of the language, assessed before participating in the Erasmus+ project, well over a quarter of them said that they are of intermediate level, a bit less than a quarter chose pre-intermediate level. 2 students evaluated themselves as proficient users. (FIGURE 13)



**Figure 13**

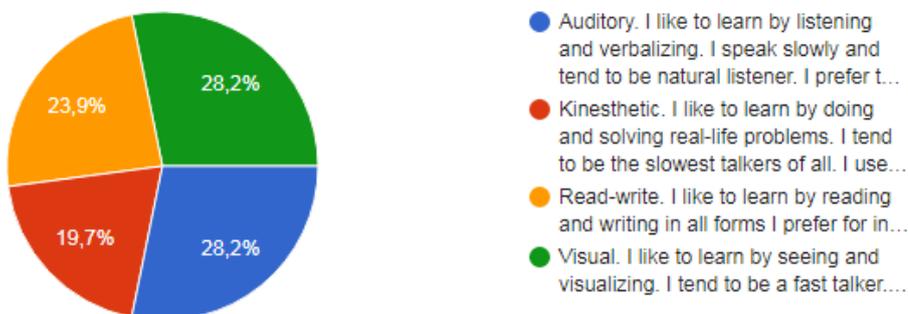
Fourth question asked about the improvement of English use and what is the level of their English after Erasmus+ project, well over a half agreed that they improved their English language skills a little, well over a quarter claimed that they reached significant progress of their English. Only three students did not make any progress in English. (FIGURE 14)



**Figure 14**

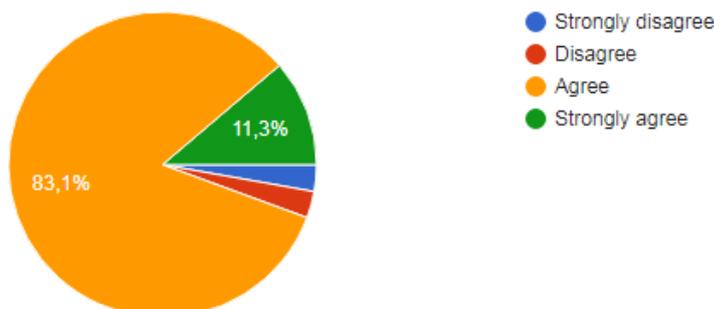
Educational progress is mainly based on different students learning styles. In order to know the ways of students' abilities to memorize information better was given a question about learning styles. CLIL lessons

are approved as a way to provide learning material using different methods and ways. Well over half of respondents learn better using visual and auditory learning styles. A bit less than a quarter claimed having read-write learning style and just under 20% chose kinesthetic style. That means that CLIL lessons could have provided and met the requirements of all students. **(FIGURE 15)**



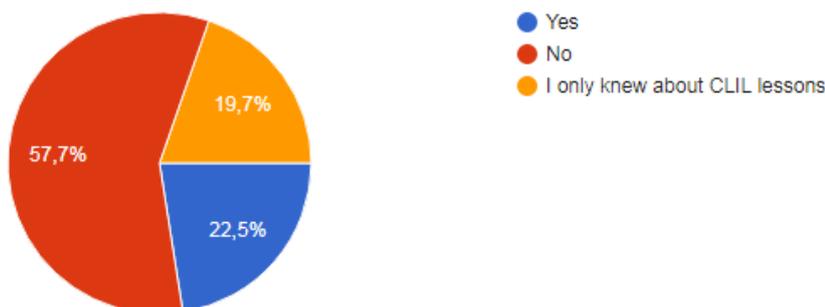
**Figure 15**

Regarding the students opinions about the ability to learn participating in CLIL lessons according to their learning style well over three quarters of students agreed of having possibility to learn in their personal learning style. Under a quarter of students strongly agreed and the rest (4 students) did not find appropriate tasks during CLIL lessons. **(FIGURE 16)**



**Figure 16**

Talking about the participation in CLIL lessons before the Erasmus+ project over half of students had no possibility to do it. Under a quarter had an experience in CLIL lessons and less than a quarter only knew about it. **(FIGURE 17)**

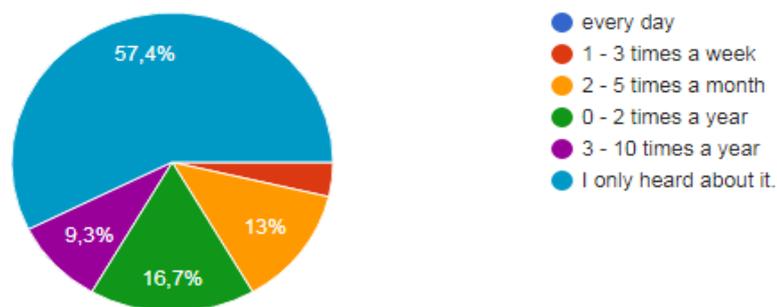


**Figure 17**

Although, regarding the participation in CLIL lessons more than half claimed that they only heard about it. Less than a quarter participated no more than 2 times a year, well under a quarter 3 – 10 times a year.

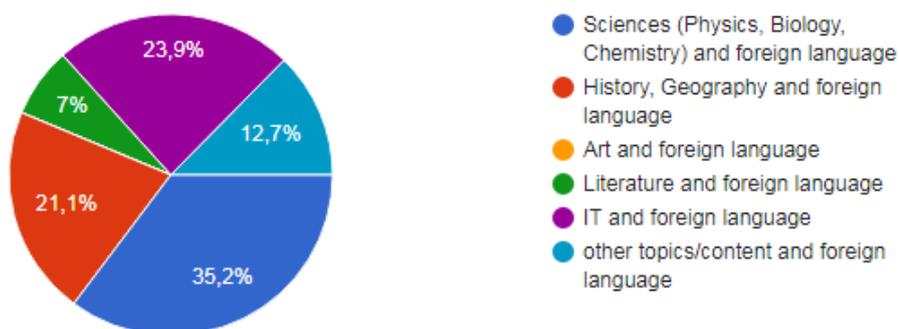
The remaining students claimed participating 2 – 5 times a month or even 1 – 3 times a week (2 students).

**(FIGURE 18)**



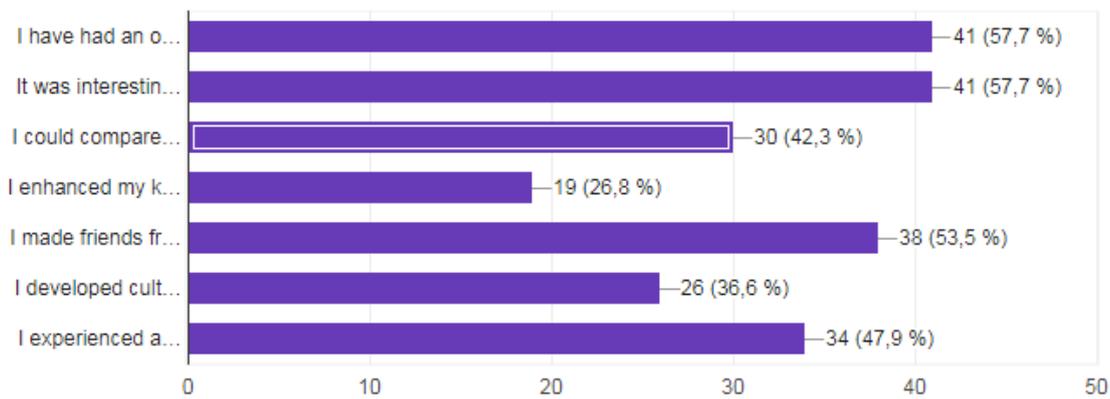
**Figure 18**

The ninth question was about integration of content (subjects) and languages students studied in educational process before the Erasmus+ project. Just over a third of students experienced integrated learning in Science and foreign language. Less than a quarter (two parts equally) learnt IT and History or Geography using foreign language. The rest of the students studied other topics or Literature and language integrated material. **(FIGURE 19)**



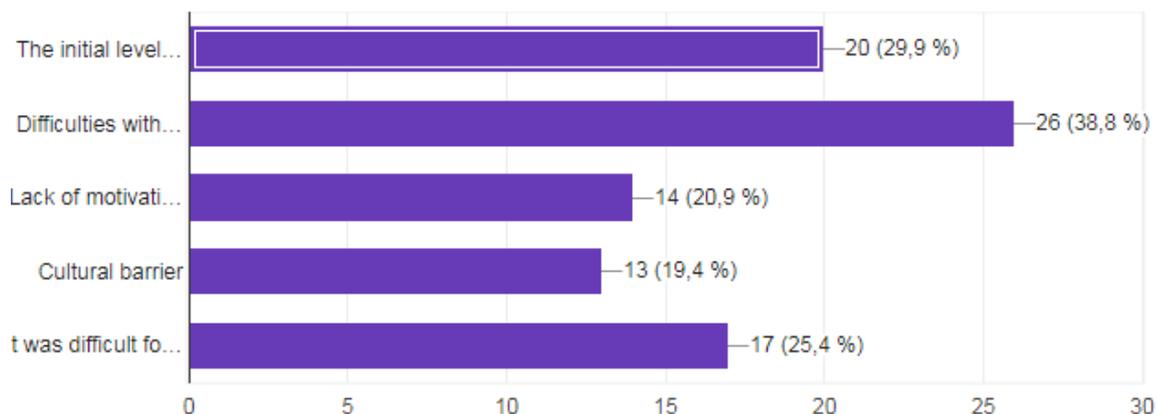
**Figure 19**

Students were asked to distinguish the benefits they found while participating in CLIL lessons. The most popular options were an opportunity to use English and exceptional experience to work in International groups (two parts equally 57.7%). Less than half mentioned the ability to compare their different skills and knowledge with students from other countries, making friends with foreigners; they could experience a challenge and increased their self-confidence using foreign language. Almost a quarter said that they developed cultural awareness and became multicultural people and enhanced their knowledge in subjects taught in foreign language. **(FIGURE 19)**



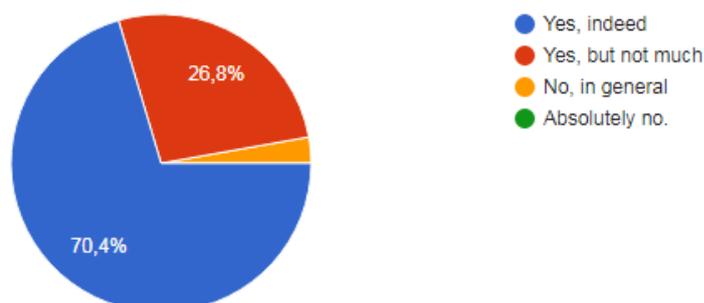
**Figure 19**

As well as the benefits students had to indicate the drawbacks/difficulties they faced learning in CLIL lessons during the Erasmus+ project. Just over a quarter of the students found difficulties to understand the content in other than their native language. Less than a quarter indicated the weak initial level of their English skills. For 17% of students were difficult to communicate effectively and express their opinion in different topics because of English language skills. Nevertheless, 20% of students mentioned the lack of learning motivation. **(FIGURE 20)**



**Figure 20**

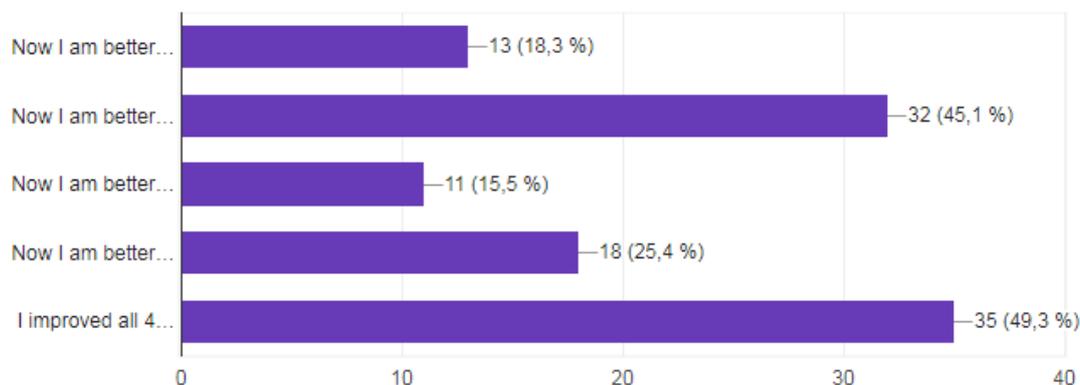
Moving on to the twelfth question about the improvement of knowledge and experience during participation in CLIL lessons after the Erasmus+ project. Well over half of respondents agreed indeed, more than a quarter agreed but not much. **(FIGURE 21)**



**Figure 21**

Question 13 was about the language skills to be improved during the CLIL lessons. Over a third of students improved all 4 skills in general, over a third feel better at speaking skills. 18% of respondents claimed feeling better at listening skills. The minority of students chose writing and reading skills.

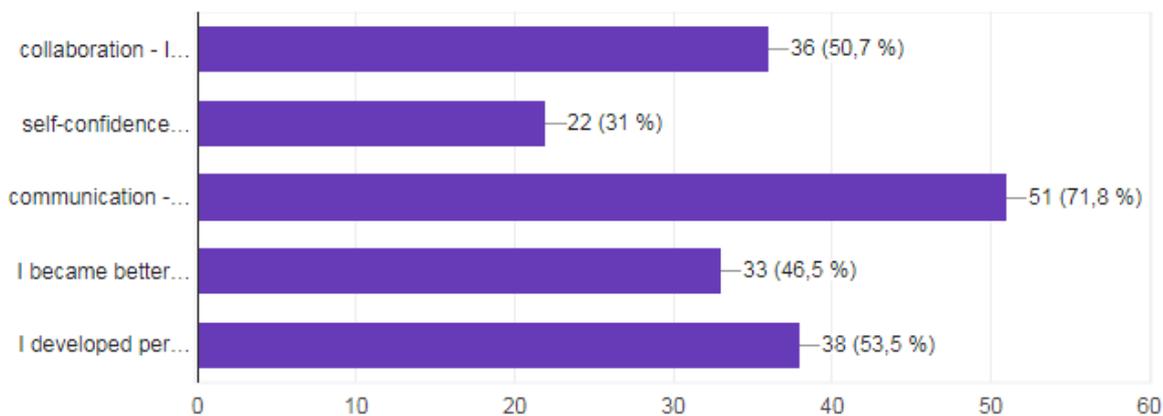
**(FIGURE 22)**



**Figure 22**

Students had to highlight the improvement of personal skills as well. A bit more than half of respondents mentioned better communication skills than before the project, a significant third part of students developed personal skills such as patience, responsibility, diligence, leadership and imagination. More than a quarter became better at solving problems, analyzing material and planning group work as well as development of self-confidence and self-assessment.

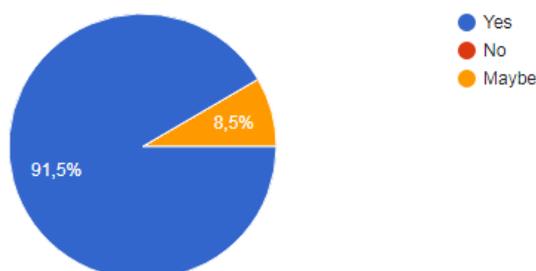
**(FIGURE 23)**



**Figure 23**

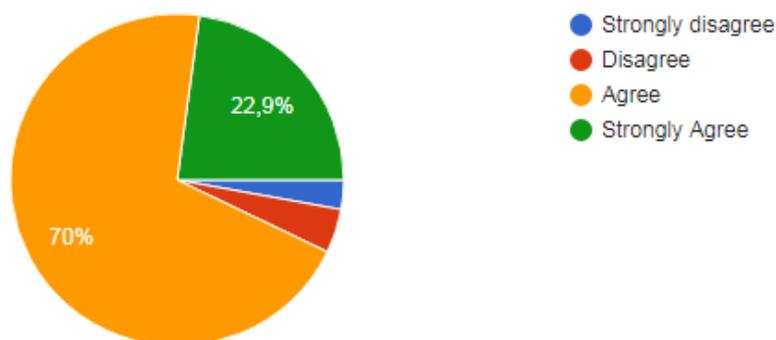
The main point is students' attitude to the CLIL lessons and almost all (91.5%) would recommend their peers to participate in. Only 6 of respondents have doubts.

**(FIGURE 24)**



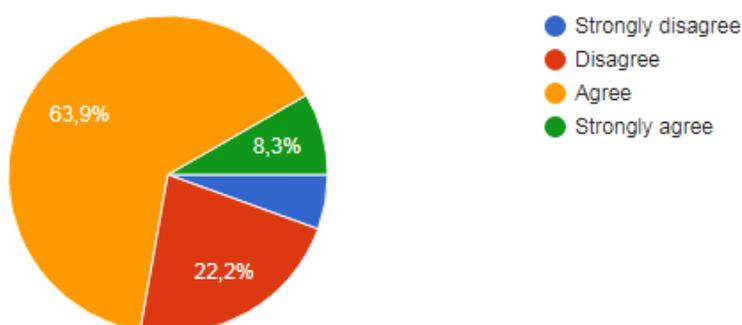
**Figure 24**

In general, students agreed with the statement that CLIL lessons are an easier way to enrich subject knowledge in foreign language (70%), under a quarter strongly agreed, and the remaining percentage simply disagreed. **(FIGURE 25)**



**Figure 25**

Students are more motivated in CLIL classroom because of English language learning (71.8%) They claim that being a CLIL student is an attractive option in terms of prestige (78.3%) and they see effective language learning as a real benefit provided by CLIL classroom (74.3%). Although, well over half of respondents found that CLIL is equally effective as non-CLIL classes when it comes to content learning. **(FIGURE 26)**



**Figure 26**

To sum up, students agreed that the way of learning using integrated language and content learning is an effective way to improve language skills in different topics. The methods based on their learning styles and applied during CLIL lessons allowed them to focus on the content more and material had been understood better than usually.

Obviously, knowledge of the language becomes the means of learning content. Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes. CLIL helps to introduce the wider cultural context, prepare for internationalization, access International Certification and enhance the school profile, improve overall and specific language competence, Prepare for future studies and / or working life, develop multilingual interests and attitudes, diversify methods & forms of classroom teaching and learning increase learners' motivation.



*This project has been funded with support from the European Commission.*

*This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained there.*

Resources and documents:

1. <https://www.teachingenglish.org.uk/article/content-language-integrated-learning>
2. <https://docs.google.com/document/d/1LXHbk3T7a8tUsveGmGKBhVFm-MJbdEmzBRPwSMDB6wI/edit>
3. [https://docs.google.com/forms/d/e/1FAIpQLSd\\_jiB7Ggt67xnDvky9qenbl\\_WulYg1x8kXGRoDttx63ZdlQg/viewanalytics](https://docs.google.com/forms/d/e/1FAIpQLSd_jiB7Ggt67xnDvky9qenbl_WulYg1x8kXGRoDttx63ZdlQg/viewanalytics)
4. [https://docs.google.com/forms/d/e/1FAIpQLSeVgeX3f9O7LORRStBxy-Ri3sP1nZV70SKQ\\_rkWuNKngXY4Lw/viewanalytics](https://docs.google.com/forms/d/e/1FAIpQLSeVgeX3f9O7LORRStBxy-Ri3sP1nZV70SKQ_rkWuNKngXY4Lw/viewanalytics)
5. <https://twinspace.etwinning.net/10033/pages/page/275794>