

“Hands On CLIL“ Need Analysis Report

PUPILS

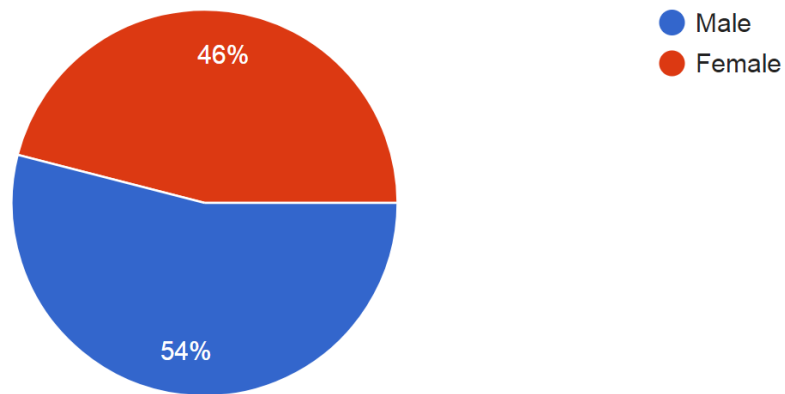


1.7 This report informs how students answered the questions in the survey

Altogether 400 students responded in the questionnaire concerning project Hands on CLIL. According to the diagram we can see that 54% of the pupils involved in the survey were boys and 46% were girls.

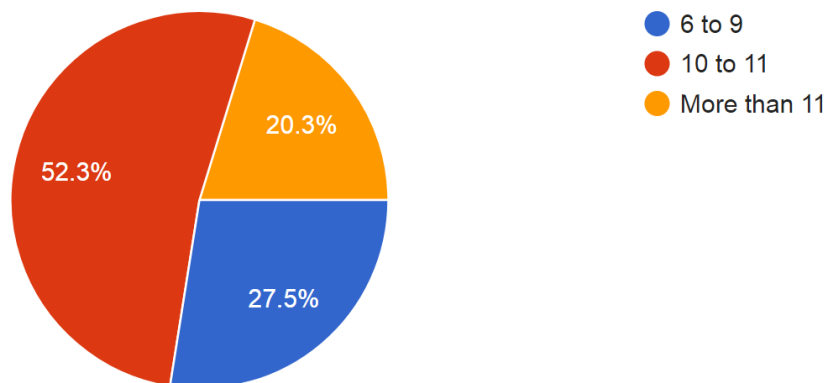
Gender

400 responses



Age

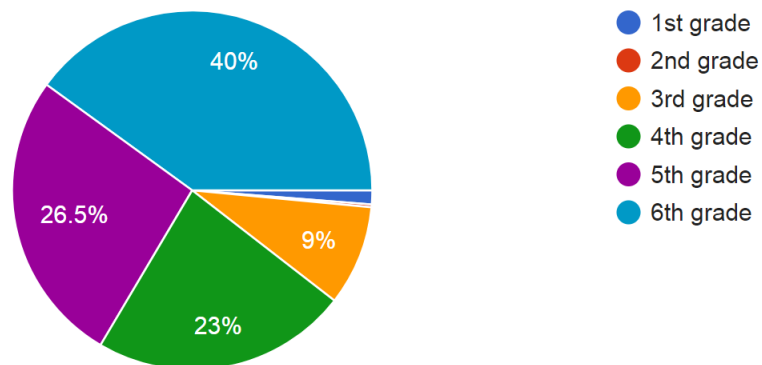
400 responses



The biggest group of pupils were children from 10 to 11 years old, it was 52:3%. Then followed the group of pupils who were in the age from six to nine , 27.5% and the last group were pupils older than 11, 20.3%.

School year

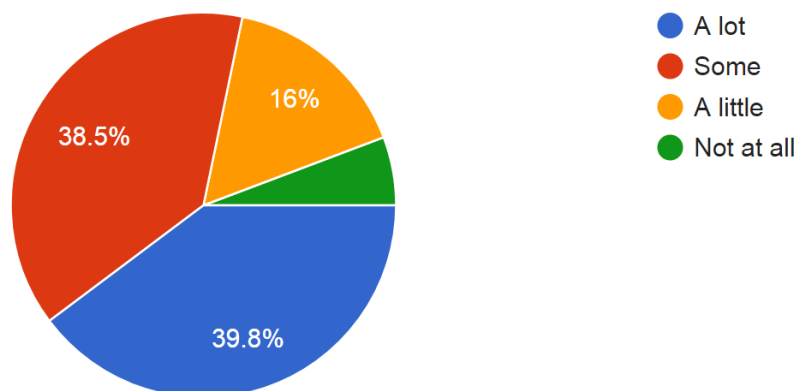
400 responses



The pupils attend different grades. Most of them, 40% attend the sixth grade, 26.5% attend the fifth grade, 23% are pupils of the fourth grade, and 9% are pupils of the third grade. The reason why, is that the children who are younger might have problems to understand and answer the questions online.

Do you like school?

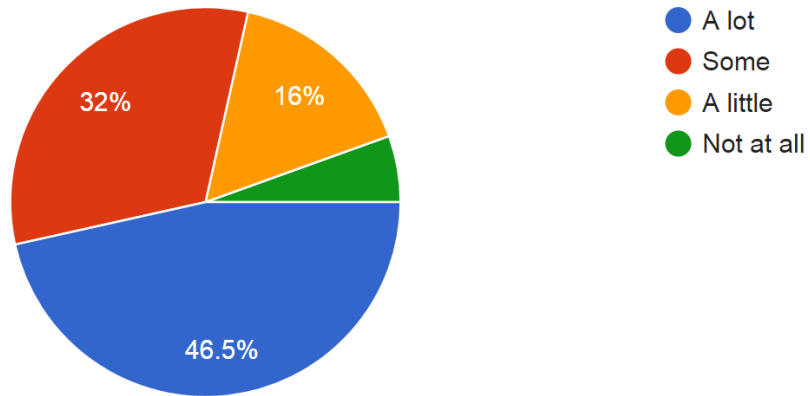
400 responses



From the graph it is obvious that the pupils like their school, 39.8 % like their school very much, 38.5 % sometimes like their school. 16% answer that they like the school a little and only 5.7 % don't like their school at all.

How much do you enjoy learning English?

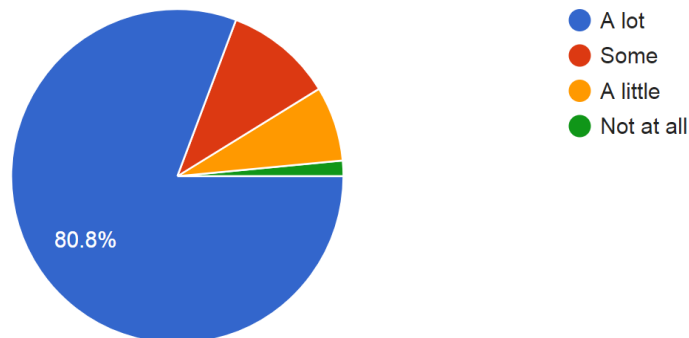
400 responses



Almost half of the surveyed pupils enjoy learning English a lot, 46.5 %. 32 % answered that they sometimes like it, 16 % enjoy it a little and 5.5 % don't enjoy it at all.

Is learning English important?

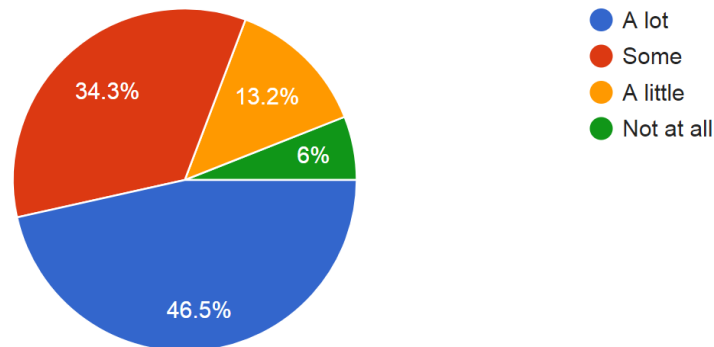
400 responses



More than three quarters of the pupils think that learning English is important for them, 80.8 %, about 12% think, it sometimes is important, 8 % think that it is important only a little and about 2 % think that it is not important at all. In general, we can see that pupils understand that learning English is really important for them and help them to find a better place on the European market.

Does learning English help you think differently or more creatively?

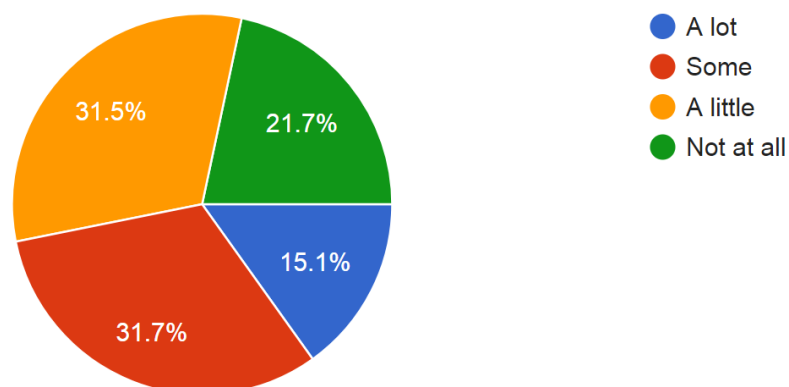
400 responses



Almost half of the pupils think that learning English help them think differently, they see the things from the different point of view, and the way of thinking is more creative. The big group 34.3 % say that it sometimes help them think differently, a group of 13.2 % answered that only a little and 6 % of them think that learning English does't influence their thinking at all.

Is schoolwork difficult in English?

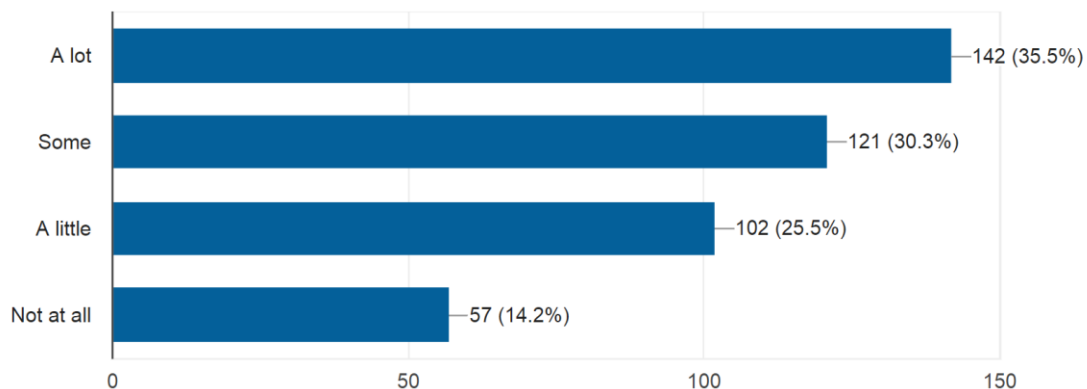
397 responses



Only 15.1 % think that schoolwork in English is very difficult. 31.7 % think that it is sometimes difficult, 31.5 % answered that it is only a little difficult and a group of 21.7 % said that it is not difficult.

Do you try to use English outside the classroom?

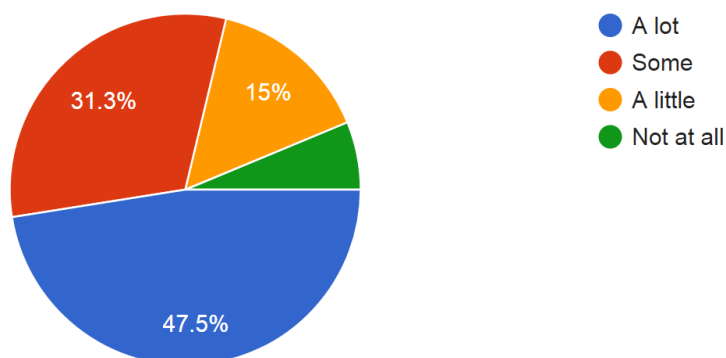
400 responses



In this question children answered how often they use English outside the classroom. 35.5 % said they use English a lot, 30.3 % use it sometimes, 25.5 % use it only a little and 14.2 % never use English outside the school.

Does learning English help you to do better in school?

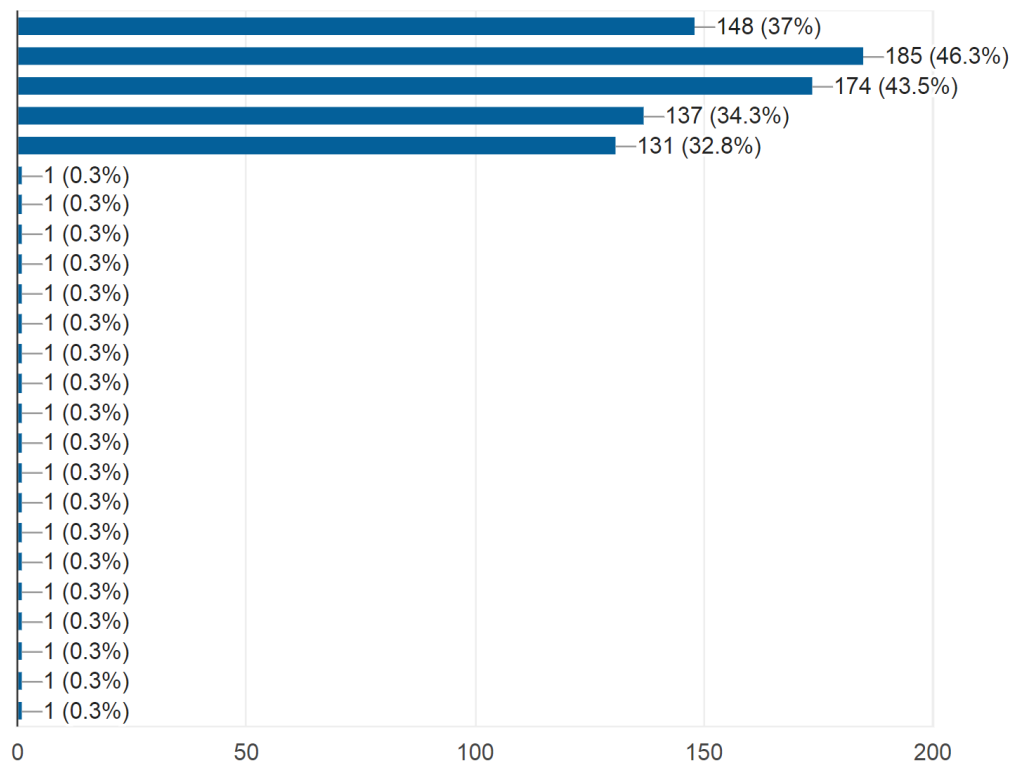
400 responses



47.5 % of the pupils think that learning English help them to do better at school very much, 31.3 % believe that it helps them sometimes, 15 % answered it helps a little and only 6.2 % say it doesn't help at all.

I learn better when:

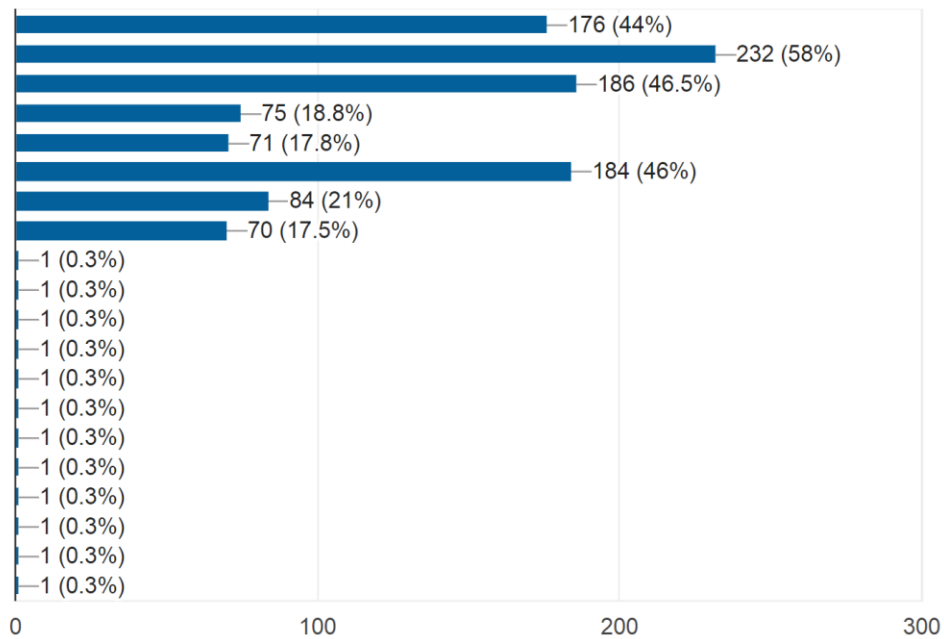
400 responses



According to this graph 37 % of pupil respondents learn better when visuals are used to introduce a topic. 46.3 % of them learn better when a lesson has an interactive element in the form of pair/group work, 43.5 % answered that they learn better when a lesson includes an element of authentic material – video/text/song, etc. 34.3 % prefers if a lesson contains a productive element in the form of presentation, performance, project, 32.8% believe that learning is easier when they use technology.

What resources do you like using during lessons?

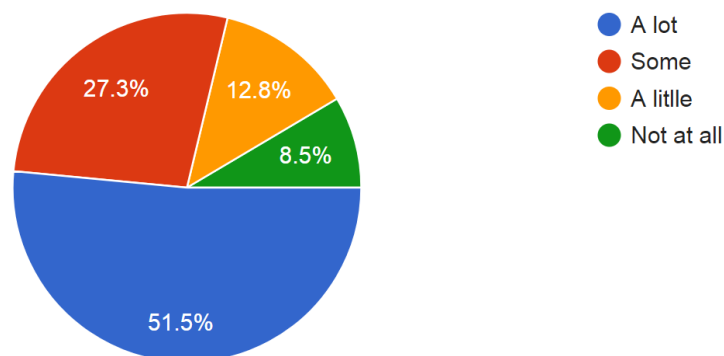
400 responses



44% of the pupil respondents said they use a course book, 58 % enjoy using videos, 46.5 % prefer songs, 18.8 % use visual aids like flashcards, posters and classroom displays. 17.8 % use mind maps, graphs, diagrams. 46 % use online games, 21 % use body language and 17.5 % use real objects and instruments. According to this we can assume that they combine different resources.

Do you think learning language and content at the same time is a better way to learn a foreign language?

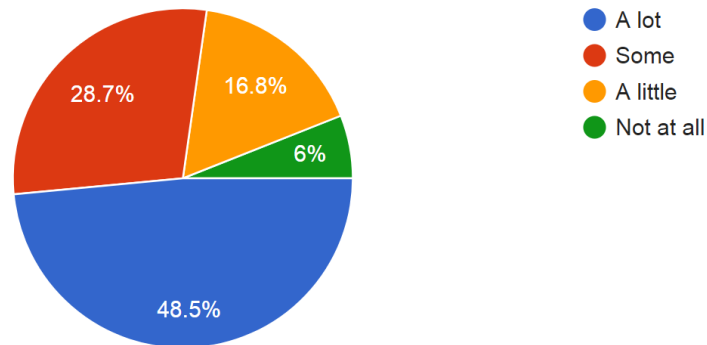
400 responses



51.5 % of the respondents think learning language and content at the same time is really a better way to learn foreign language. 27.3 % think it sometimes is a better way, 12.8 % think it is a partly good way to learn a foreign language and 8.5 % don't agree with it.

Do you think learning language and content at the same time is a better way to learn content areas like Science, PE, Music or Arts?

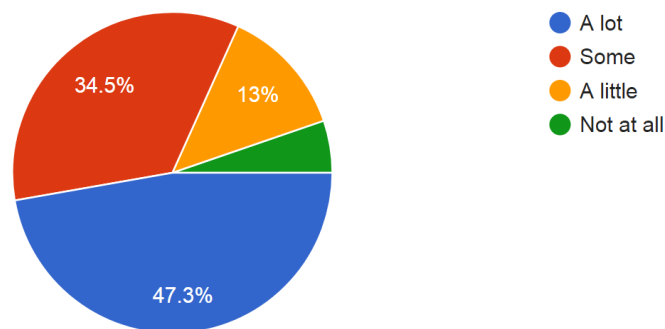
400 responses



48.5 % think that learning language and content at the same time is a better way to learn content areas like Science, PE, Music and Arts. 28.7 % think that it sometimes is a better way, 16.8 % think that it is only a little better way and 6 % don't think so.

Do you feel confident learning a content area like Science, PE, Music or Arts in English?

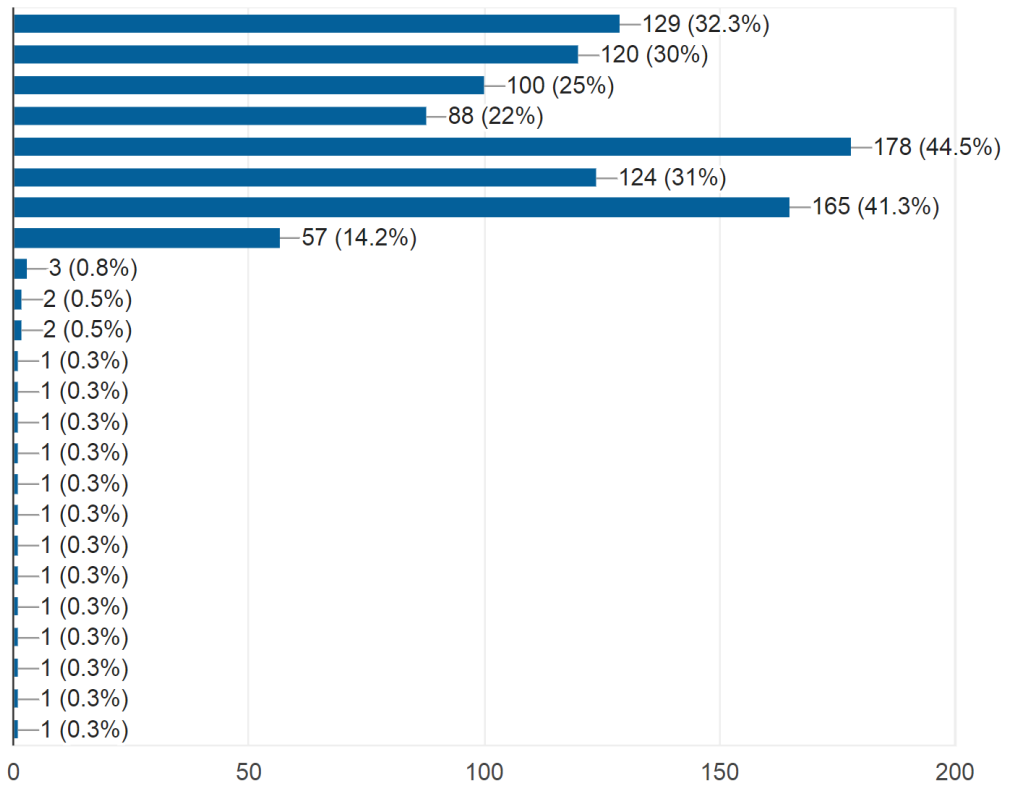
400 responses



47.3 % of the respondents feel confident learning a content area like Science, PE, Music and Arts in English. 34% are sometimes confident, 13 % are a little confident and only 5.2 % are not confident at all.

What subjects would you like to learn in English?

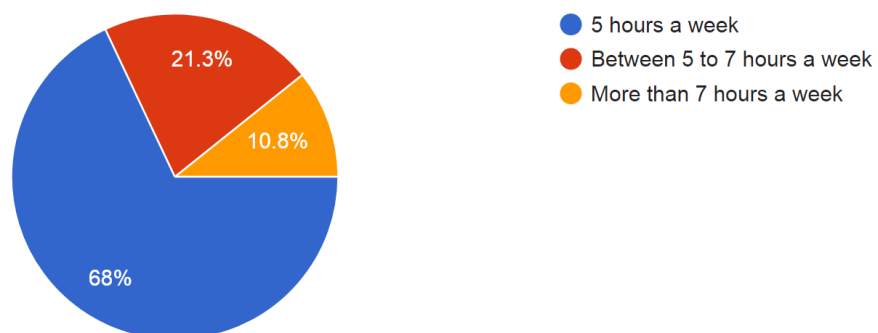
400 responses



32.3 % of the pupils would like to learn Science in English, 30 % would prefer Maths, 25 % would like to learn History in English, 22 % would prefer Geography, 44.5 % of the pupils would enjoy learning Music in English, 31 % prefer Physical Education in English, 41.3 % would like to learn Arts in English and 14.2 % Citizenship. It means that some of the students would like to learn more subjects in English.

For how many hours a week?

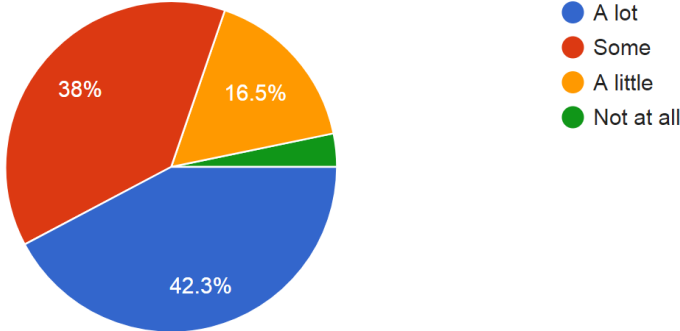
400 responses



Most of the students would prefer to learn 5 hours per week to learn subjects in English. 21.3 % of the respondents suggest from 5 to 7 hours and 10.8 % would even prefer more than 7 hours.

The methodology employed at my school is modern (learner-centred, communicative, competence-led).

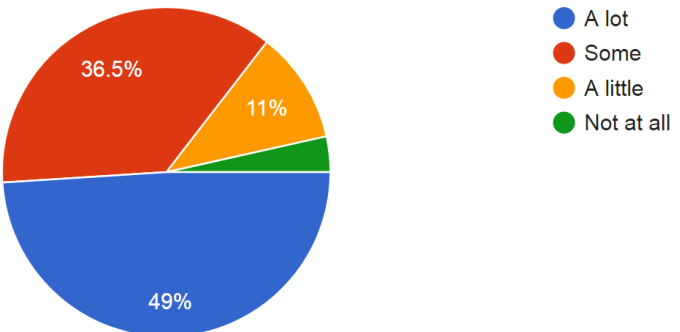
400 responses



42.3 % agree that methodology employed at their school is very modern, 38 % think it is sometimes modern (learner-centered, communicative and competence-led). 16.5 % think it is a little modern and only 3.2 % think it is not modern.

Teachers are used to use ICT in their teaching practice in my school.

400 responses



49 % of the pupils say that teachers are used to use ICT in their teaching practice in their school a lot. 36.5 % of them think that teachers sometimes use ICT, 11 % of the pupil express that they are used to use ICT only a little and 3.5 % think that teachers aren't used to use ICT at all.

Conclusion:

From the survey above, we can see that learning English and content is very important for pupils and their future and it is also enjoyable for them. Respondents say they learn better when visuals are used to introduce a topic and also when a lesson has an interactive element in the form of pair/group work or if a lesson includes element of authentic material: video/ text/ song etc. and a productive element in the form of presentation, performance, project using a technology. More than three quarters use English outside the classroom. The subjects they would like to learn in English are: Music, Arts, Science, PE. Some of the pupils would prefer to learn more than one subjects in English, e. g.: Maths, History, Geography and Civics.

To sum up, the content of the project "Hands on CLIL" meets expectations of pupils and supports the idea of parents and pupils that it will help them in their future career in the European Labour Market and learning will be more effective and enjoyable at the same time.