



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Hands On CLIL Final Evaluation

## DATA REPORT

Erasmus+ Strategic Partnerships Project

Key Action 2

2017-1-PT01-KA219-035912\_1

June 2019



Co-funded by the  
Erasmus+ Programme  
of the European Union



## CONTENTS

<b>1.</b>	<b>INTRODUCTION .....</b>	<b>3</b>
<b>2.</b>	<b>DATA ANALYSIS .....</b>	<b>3</b>
	2.1 Data Summary for TEACHERS .....	4
	2.2 Data Summary for PUPILS .....	12
	2.3 Data Summary for PARENTS .....	16
<b>3.</b>	<b>CONCLUSIONS .....</b>	<b>21</b>



## 1. INTRODUCTION

Hands On CLIL, financially supported by the European Commission through the Erasmus+ programme, KA2 Action – strategic partnerships in the school fields, reference number 2017-1-PT01-KA219-035912\_1, aims to promote the professional development of educational staff within CLIL and bilingual education, namely by comparing teaching methods in different European countries; develop and increase skills on bilingual education, learning the CLIL methodology; improve skills on project management and team collaboration; create educational resources at primary level for bilingual teaching in Arts and Crafts, Music, Science, PE, Citizenship, with ICT use; develop skills on writing curricula and methodological resources for bilingual education (CLIL); and foster students foreign language skills while learning different topics content, providing the use of foreign language in meaningful and real life situations.

To reach the aforementioned, the coordinator of the project followed a Strategic Action Plan which identified a sequence of steps to be completed such as planning, implementation, monitorisation, evaluation and dissemination.

Evaluation is used to assess project achievements, as well as to determine whether the priorities and needs of the target groups were met. Accordingly to the Strategic Action Plan set by the coordinators at the beginning of the project's preparation, several tools were devised to assess the process and the impact of Hands On CLIL.

The project was evaluated by applying pre and post-tests to pupils and teachers and general questionnaires were created for mid-term evaluation of the project and applied to both teachers, pupils and parents. Finally, to assess if the project reached its objectives and results, it was applied an online final-evaluation survey to the aforementioned target groups, and whose data report is shown in this document.

The questions focused on the skills, the acquired knowledge, the understands and perceptions, the degree of motivation and self-esteem, to determine to what extent the program objectives were achieved and if there is potential for sustainability.



## 2. DATA ANALYSIS

### 2.1 Data Summary for TEACHERS

The final survey was answered by 27 teachers that integrate the Pedagogical Teams of the schools involved in the partnership: Portugal, Slovakia, Spain and Turkey as opposed to the 23 that answered the mid-term evaluation survey, meaning that more teachers got involved as the project went along.

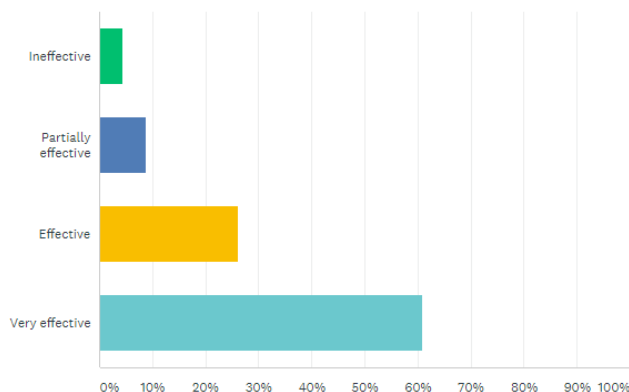
While in the mid-term evaluation survey to the question – ‘**How do you consider your experience in CLIL teaching after *Hands On CLIL* implementation**’, 60,87% of the respondents considered their CLIL experience ‘very effective’ and 26,09% referred ‘effective’; at the end of the two years of project implementation, 62,96% found it ‘very effective’ and 37,04% ‘effective’ meaning the project has met its aims, taking into consideration the data collected during Need Analysis Survey, namely that

*“nearly 60% of the respondents have never employed CLIL methodology in their teaching practice, 74% of the respondents have mentioned having ‘No training’ in CLIL and more than 50% of the inquired teachers mentioned the need of having training in CLIL to teach content and language in a natural and integrated way.”*

*Need Analysis Report, December 2017*

How do you consider your experience in CLIL teaching after the first year of Hands On CLIL implementation?

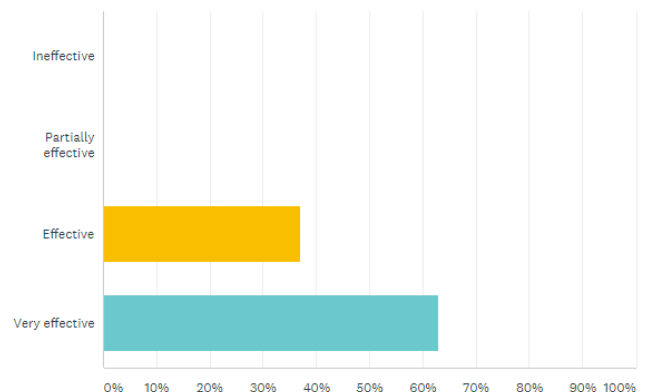
Responderam: 23 Ignoraram: 0



Mid-term evaluation

How do you consider your experience in CLIL teaching after the Hands On CLIL implementation?

Responderam: 27 Ignoraram: 0



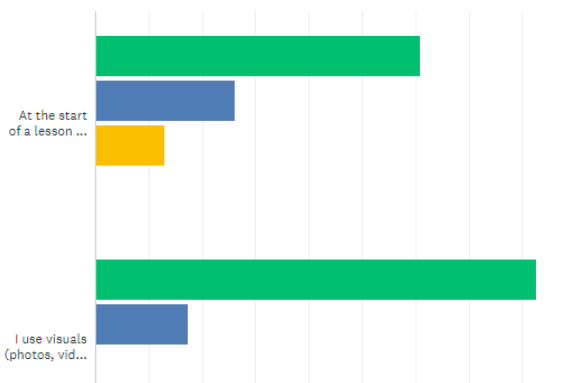
Final evaluation



As far as the **strategies that teachers employ and consider facilitating learning in their CLIL lessons**, only the use of (1) ‘visuals (photos, video, drawings, etc.) to introduce new topic’ remains as a main strategy employed by the teachers on both mid-term and final evaluation surveys. While in the mid-term survey they opted also for (2) ‘provide different sorts of input (multimodal input) – texts, pictures, real objects, videos, models – to help my learners understand the topic’, and (3) ‘help my learners learn and use subject-specific terminology’, at the end of the project, teachers chose (4) ‘I encourage my learners to interact in my classes and use a lot of pair and group work’, (5) ‘I use a variety of activities to help my learners to recycle vocabulary related to my subject’, and (6) ‘I use a variety of ways to assess my learners on both content and language’. It is safe to say the project has provided teachers with new strategies and resources for CLIL implementation offering them a variety to choose from and adapt to the groups they are working with.

Which strategies did you employ to facilitate learning in your CLIL lessons?

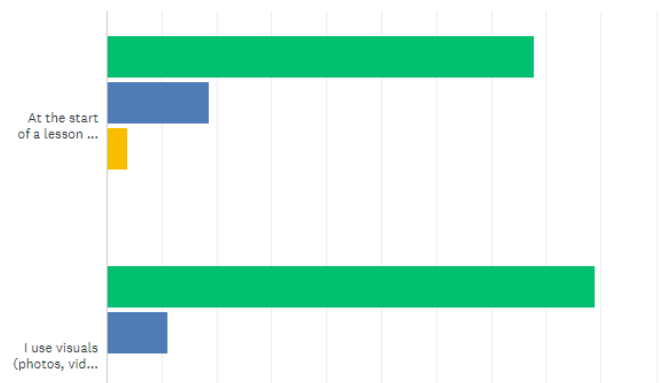
Responderam: 23 Ignoraram: 0



Mid-term evaluation

Which strategies did you employ to facilitate learning in your CLIL lessons?

Responderam: 27 Ignoraram: 0



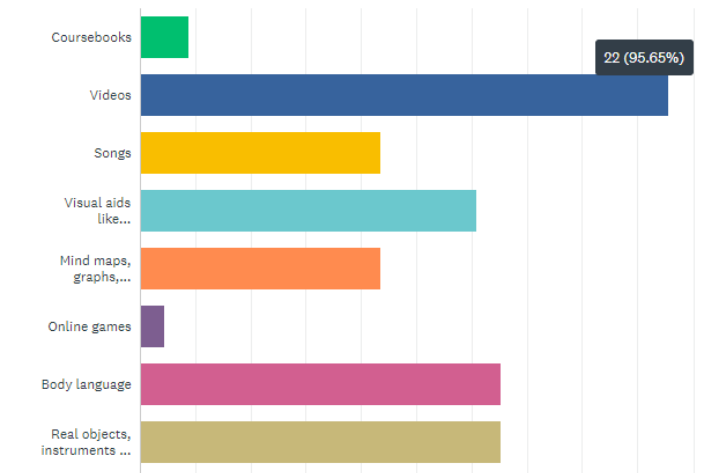
Final evaluation

With reference to the **resources that teachers find to be more helpful to deliver their CLIL lessons**, on both surveys’ participants refer ‘videos’ with 88,89%, and ‘real objects, instruments and manipulatives’ with 85,19%. Only 11% of the teachers refer ‘coursebooks’. It is important to highlight that in the mid-term survey only 1% of the teachers mentioned the ‘online games’ as opposed to the 48,15% of respondents that now refers to use them to deliver their CLIL lessons showing the project has helped teachers to bridge the gap between the use or non-use of ICT tools.

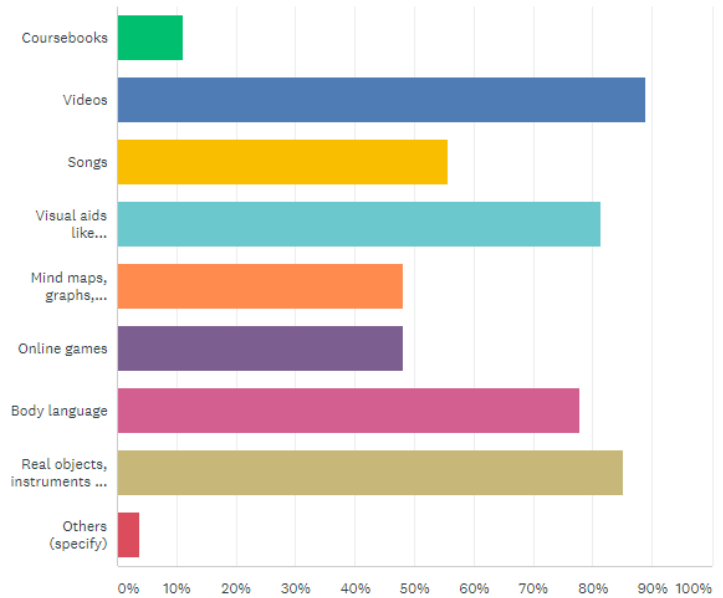


Which of the resources used have been more helpful to deliver your lessons?

Responderam: 23 Ignoraram: 0



Mid-term evaluation



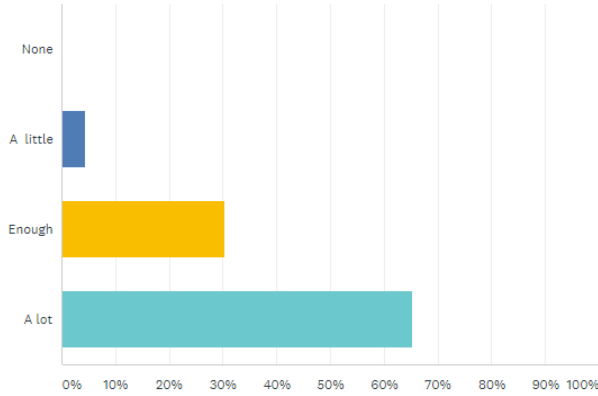
Final evaluation

At the end of the *Hands On CLIL* implementation, and taking into consideration that at the beginning of the project, according to the Need Analysis survey, 60% of the teachers had never employed CLIL in their teaching practice, 66,67% of teachers consider they have made **‘a lot’ of progress in applying CLIL methodology in their teaching practice** which supports the schools needs for the project implementation, as shown in the following bars graph. One can also infer that more teachers mentioned they have made ‘little’ progress as they only joined the project in the 2<sup>nd</sup> half of its implementation (23 teachers answered the mid-term survey as opposed to the 27 teachers that answered the final evaluation survey). Despite that it is very encouraging seeing the ‘enough’ row decreased and ‘a lot’ increased showing a shift on teachers’ perspectives as far as their progress in CLIL use.



Do you think you have made progress in applying this methodology in your teaching using a foreign language?

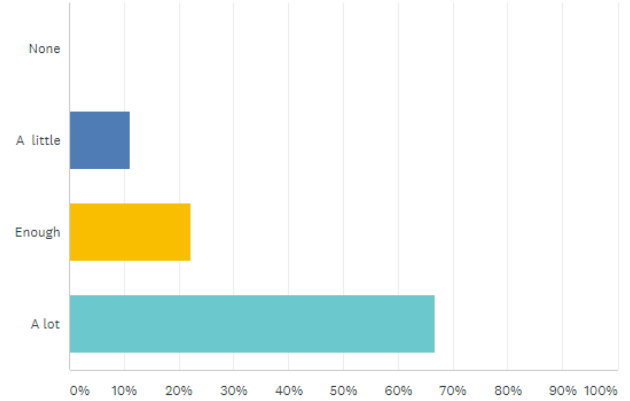
Responderam: 23 Ignoraram: 0



Mid-term evaluation

Do you think you have made progress in applying this methodology in your teaching using a foreign language?

Responderam: 27 Ignoraram: 0

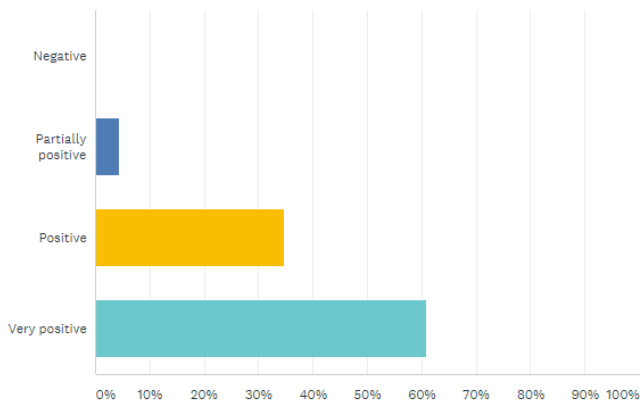


Final evaluation

In the mid-term survey, 61% of the subject teachers consider 'very positive' their **subject teaching in foreign language** (English) and in the final evaluation survey, 81,48% mentioned 'very positive'.

How do you evaluate your teaching of the subject in the foreign language?

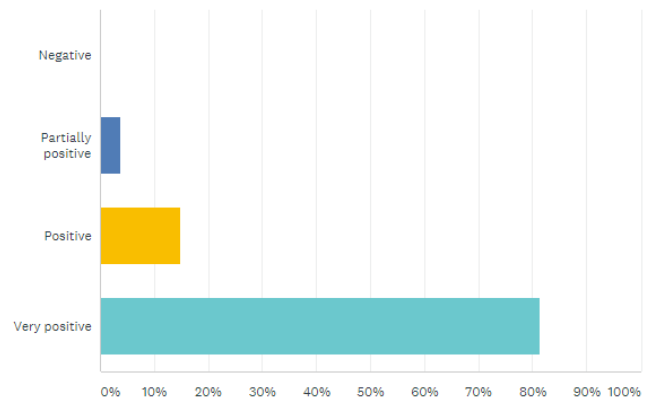
Responderam: 23 Ignoraram: 0



Mid-term evaluation

How do you evaluate your teaching of the subject in the foreign language after Hands On CLIL project implementation?

Responderam: 27 Ignoraram: 0

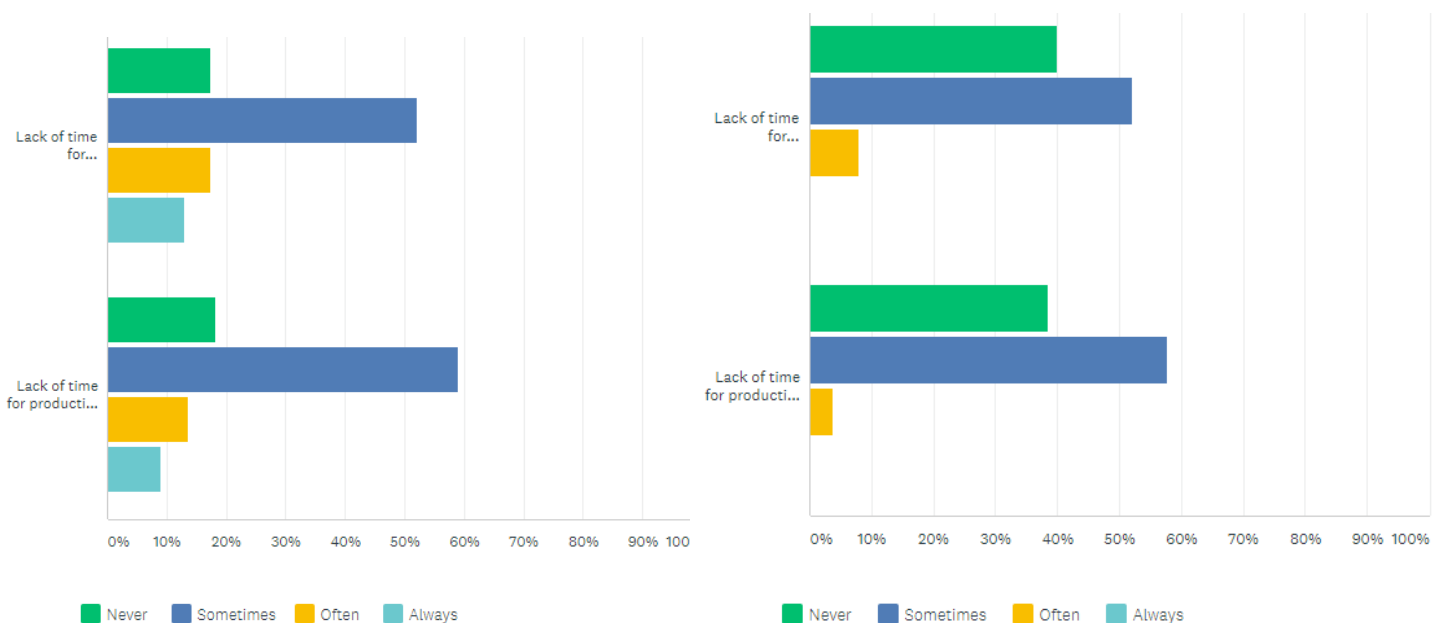


Final evaluation



With reference to the **problems encountered** by teachers during the two years of project's implementation, the main issues raised by teachers on both surveys are 'lack of time for collaborative lesson planning' with 13% mentioning 'always' in the mid-term survey but no teachers mentioning 'always' in the final survey; 17% said 'often' in the mid-term survey, decreasing to 8% in the final survey and 52% of the participants declared 'sometimes' on both surveys. With reference to the 'lack of time for production of materials', while 9% mentioned 'always' in the mid-term survey, no teachers mentioned 'always' in the final survey; 14% declared 'often' in the mid-term survey, decreasing to 3,85% in the final survey and 59% referred 'sometimes' in the mid-term evaluation survey and 57, 69% in the final survey.

After analysing both data, one can infer that school direction boards have taken into consideration the need of teachers to work collaboratively in order to implement the project, as the percentages of 'always' and 'often' are far lower than 'sometimes', and 'never' has increased significantly, meaning that *Hands On CLIL* has contributed to a collaborative school culture.



Mid-term evaluation

Final evaluation





When teachers were invited to rate several project activities, 88,89% of the respondents reported ‘excellent’ to the question ‘**How was the project evaluated?**’, showing project’s coordinators had taken into consideration the NA’s early suggestions with reference to monitorisation and evaluation of the process, as well as the impact of the project in both teachers and participant pupils; 88,89% of the teachers also considered ‘excellent’ the ‘Opportunities for the development of positive attitudes towards Europe and transnational activities’. The second highest rated activities with 85,19% of the teachers considering them ‘excellent’ were (1) ‘How helpful were the activities for your professional development?’, ‘Extent of the opportunity for participants to share relevant information about their countries’ and ‘Evidence that the needs and expectations of participants have been taken into account’.

■ Excellent=5   
 ■ Very good=4   
 ■ Good=3   
 ■ Average=2   
 ■ Poor=1

	EXCELLENT=5	VERY GOOD=4	GOOD=3	AVERAGE=2	POOR=1	TOTAL	WEIGHTED AVERAGE
How adequate is the time plan of the project?	74.07% 20	18.52% 5	7.41% 2	0.00% 0	0.00% 0	27	4.67
To what extent has the project realized its proposed objectives?	85.19% 23	11.11% 3	3.70% 1	0.00% 0	0.00% 0	27	4.81
To what extent have the project activities contributed to teaching and capabilities of the school?	66.67% 18	33.33% 9	0.00% 0	0.00% 0	0.00% 0	27	4.67
To what extent have the Blended Mobilities contributed to teaching and capabilities of the school?	74.07% 20	22.22% 6	3.70% 1	0.00% 0	0.00% 0	27	4.70
How helpful were the activities for your professional development?	85.19% 23	14.81% 4	0.00% 0	0.00% 0	0.00% 0	27	4.85
Was the use of information and communication technologies taken into account	77.78% 21	18.52% 5	3.70% 1	0.00% 0	0.00% 0	27	4.74

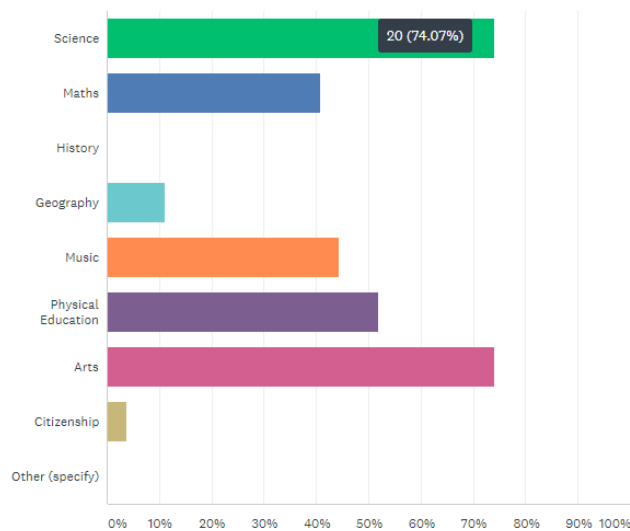


▼ Opportunities for the development of positive attitudes towards Europe and transnational activities	88.89% 24	7.41% 2	3.70% 1	0.00% 0	0.00% 0	27	4.85
▼ Extent and quality of the intercultural dimension	85.19% 23	11.11% 3	3.70% 1	0.00% 0	0.00% 0	27	4.81
▼ Extent of the opportunity for participants to share relevant information about their countries	85.19% 23	14.81% 4	0.00% 0	0.00% 0	0.00% 0	27	4.85
▼ Evidence that the needs and expectations of participants have been taken into account	85.19% 23	14.81% 4	0.00% 0	0.00% 0	0.00% 0	27	4.85
▼ Relevance and quality of materials issued during the activities	85.19% 23	11.11% 3	3.70% 1	0.00% 0	0.00% 0	27	4.81
▼ Collaboration and communication between partners-channels established and evaluated	77.78% 21	22.22% 6	0.00% 0	0.00% 0	0.00% 0	27	4.78
▼ How was the project evaluated?	88.89% 24	11.11% 3	0.00% 0	0.00% 0	0.00% 0	27	4.89
▼ How was the project monitored?	81.48% 22	18.52% 5	0.00% 0	0.00% 0	0.00% 0	27	4.81
▼ Curricular Integration	77.78% 21	18.52% 5	3.70% 1	0.00% 0	0.00% 0	27	4.74

The respondent teachers also indicated the **subjects** they felt more confident using CLIL methodology as shown in the graphic below: Science, Arts and Physical Education.

What subjects did you feel more confident with for CLIL use?

Answered: 27 Skipped: 0





At the end of the survey, teachers were invited to share what **they particularly liked in the project**, as follow:

In this project I had the opportunity to connect with other cultural realities and different forms of teaching. I also liked the exchange of knowledge and experiences between the partners.

6/5/2019 11:14 PM

[View respondent's answers](#)

friendship, cohesion between teams, good atmosphere in every country we have visited,

5/28/2019 9:14 AM

[View respondent's answers](#)

partners :)

5/27/2019 7:21 PM

[View respondent's answers](#)

The possibility of sharing our experiences with other schools, learn from other teachers and go one step further in our CLIL school project. I liked the way the skills language were included in the science contents and were not taught separately.

5/27/2019 7:03 PM

[View respondent's answers](#)

communication between teachers and students

5/27/2019 5:10 PM

[View respondent's answers](#) A

The way schools worked cooperatively, the exchange of different materials, the creation of such resources, giving the kids the opportunity to know another country and learning from their schools.

5/27/2019 2:44 PM

[View respondent's answers](#) A

The exchange of knowledge, materials and new ideas to keep working with students. Intercultural point of view related to education.

5/26/2019 9:49 PM

[View respondent's answers](#) A

The project was a challenge because I know little English but with the help of colleagues and the natural adherence of students and the educational community, it was a success for me, and particularly I liked overcoming this challenge, I also really liked the interaction among all the partners and to know other methodologies and realities.

The interaction between partners.

5/20/2019 3:44 PM

[View respondent's answers](#)

The commitment of all the teachers, pupils and parents involved. It has made all the difference!

5/20/2019 2:40 PM

[View respondent's answers](#)

Full data results available at: <https://www.surveymonkey.com/results/SM-CBFNCZDK7/>



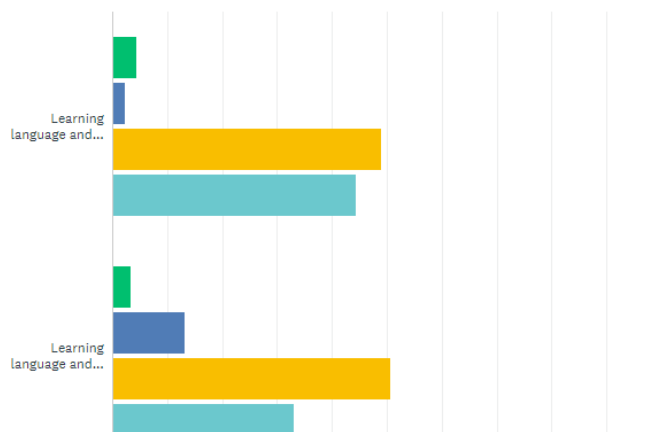
## 2.2 Data Summary for PUPILS

The mid-term survey was answered by 91 pupils and the final survey by 142 pupils from the schools involved in the partnership: Portugal, Slovakia, Spain and Turkey.

Pupils were firstly invited to ‘express their opinion about the Hands On CLIL project in their bilingual learning experience’: to the statement **‘Learning language and content at the same time is a better way to learn a foreign language’**, 61% of pupils ‘strongly agree’ and 31% of pupils ‘agree’ compared to the 44% of pupils that ‘strongly agree’ and 49% of pupils that ‘agree’ in the mid-term survey; regarding **‘Learning language and content at the same time is a better way to learn school subjects like science, PE, music or arts’**, 51% of pupils ‘strongly agree’ and 31% of pupils ‘agree’ compared to the 30% that ‘strongly agree’ and the 46% that ‘agree’ in the mid-term survey. There are around 15% of students that ‘disagree’.

Express your opinion about the Hands On CLIL project in your bilingual school learning experience.

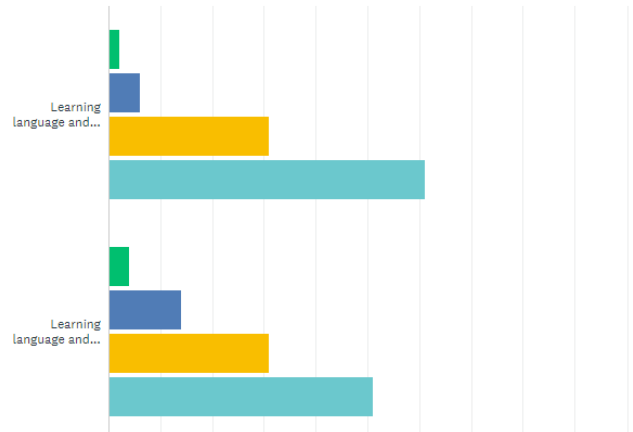
Respondidas: 91 Ignoradas: 0



Mid-term evaluation

Express your opinion about the Hands On CLIL project in your bilingual school learning experience.

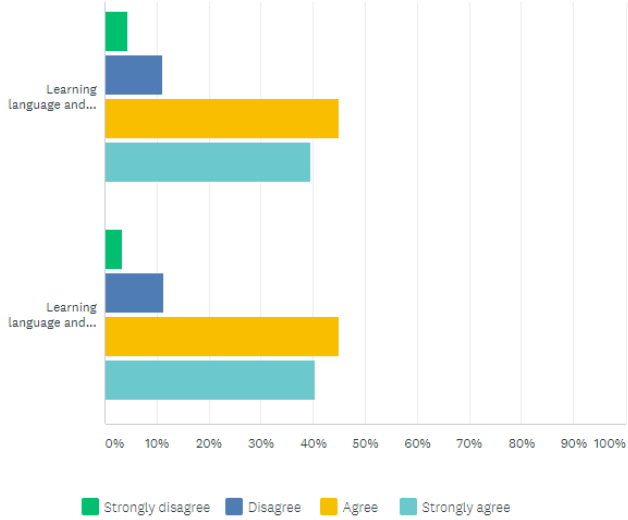
Respondidas: 100 Ignoradas: 42



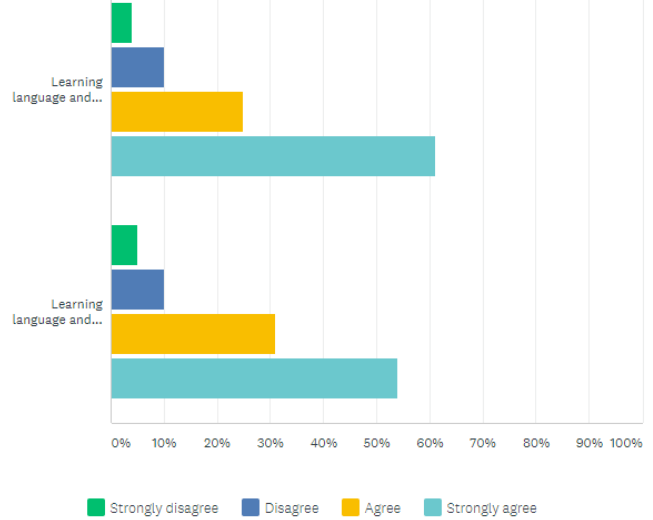
Final evaluation



Around 80% of the pupils 'strongly agree' and 'agree' that 'Learning language and content at the same time improves my ICT skills' and 61% of the pupils 'strongly agree' that 'Learning language and content at the same time provides more opportunities for pupil-centred activities'.

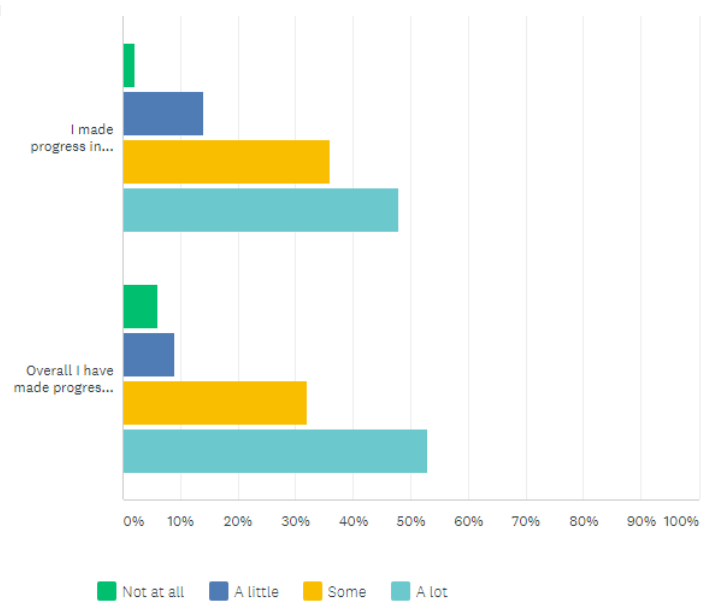
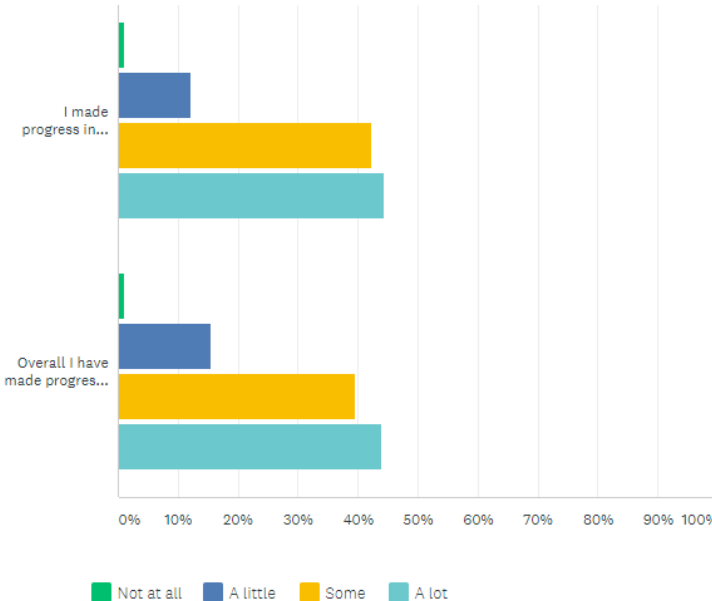


Mid-term evaluation



Final evaluation

To the question 'How did Hands On CLIL project help you make good progress with language skills?', 60% of the pupils consider they 'have made progress in speaking English' 'a lot' as opposed to 47% in the mid-term survey; 58% of the pupils consider they 'have made progress in reading English' 'a lot' as opposed to 48% in the mid-term survey; 48% of the pupils consider they 'have made progress in writing English' 'a lot' as opposed to 44% in the mid-term survey and 53% of the participant pupils consider that 'overall they have made progress in English', as opposed to 43% in the mid-term survey.

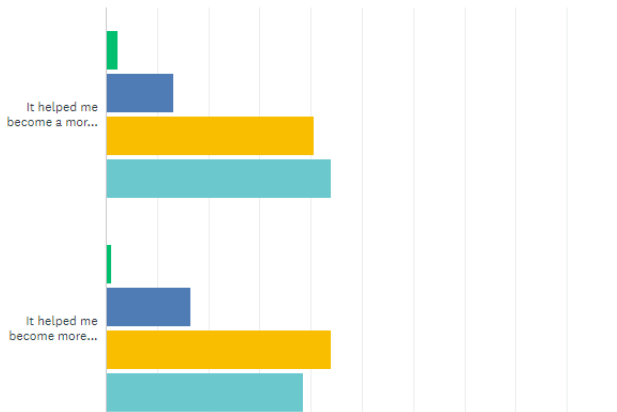




When pupils were asked ‘**How did Hands On CLIL project help you develop as a person?**’, pupils highlighted (1) ‘It helped me become more aware of people and ways of life in other countries’, with 47,47% stating ‘a lot’; (2) ‘It helped me become available for challenges’, with 45,45% of pupils saying ‘a lot’; and (3) with 45,36% ‘It helped me to deal with unforeseen situations’, meaning the project has helped pupils improve needed skills to face the challenges of the 21<sup>st</sup> century.

How did Hands On CLIL project help you develop as a person?

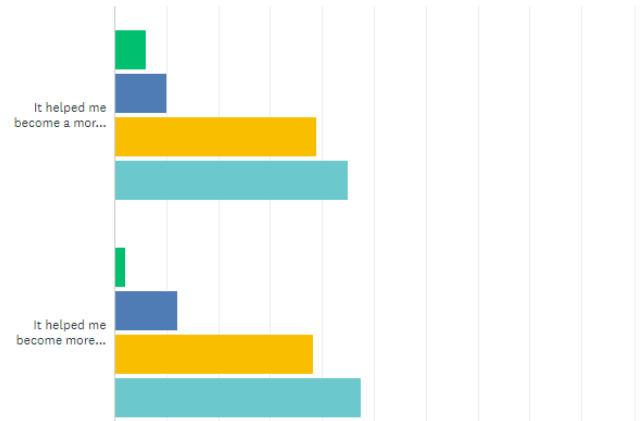
Respondidas: 91 Ignoradas: 0



Mid-term evaluation

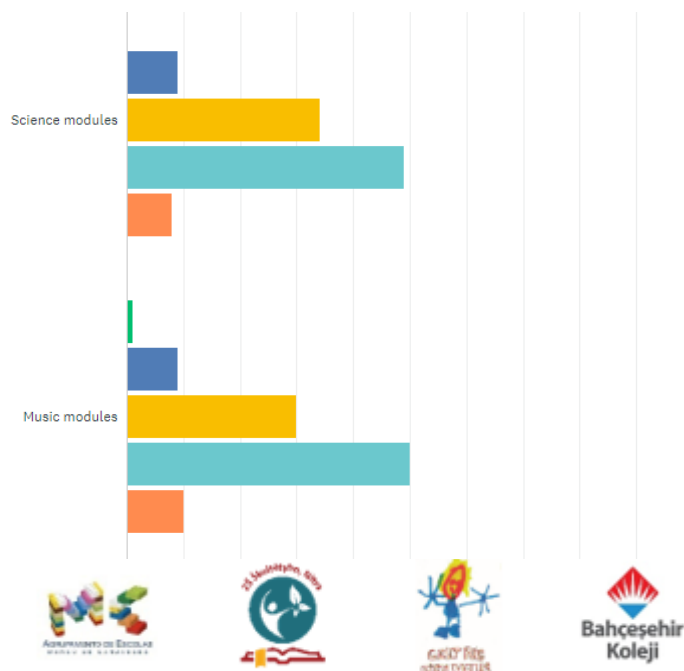
How did Hands On CLIL project help you develop as a person?

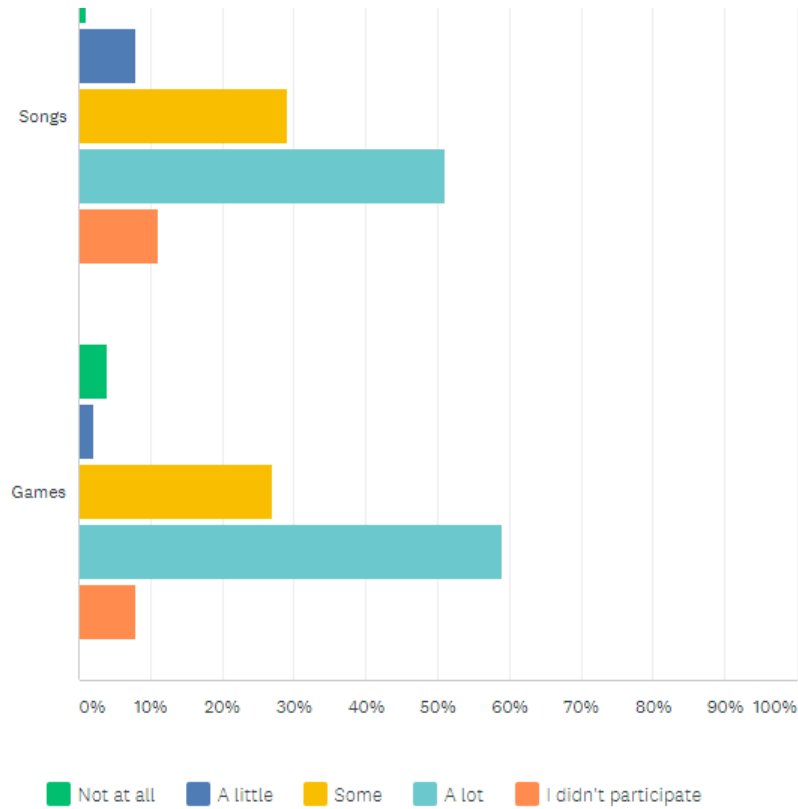
Respondidas: 100 Ignoradas: 42



Final evaluation

When asked ‘**How important were Hands On CLIL activities for your bilingual school learning experience?**’, pupils chose ‘a lot’ to the following: (1) 59% for ‘games’; (2) 51% for the ‘Europe Day Activities’ and ‘songs’; (3) 50% for the ‘Music Modules’ and (4) 49% for the ‘Science Modules’.

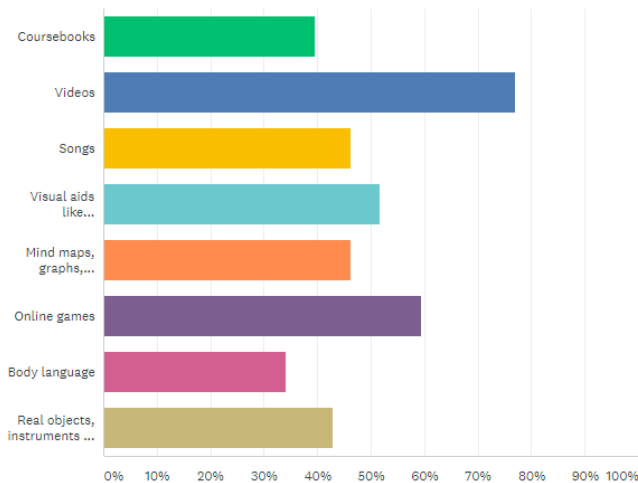




When inquired about the **resources used by the teachers that have been more helpful** for their CLIL learning, pupils refer ‘videos’ with 81%, followed by ‘Visual aids like flashcards, maps, posters, classroom displays, etc.’ with 70% and ‘songs’ with 69%. The resources pupils considered to be less helpful were ‘coursebooks’ with 49%.

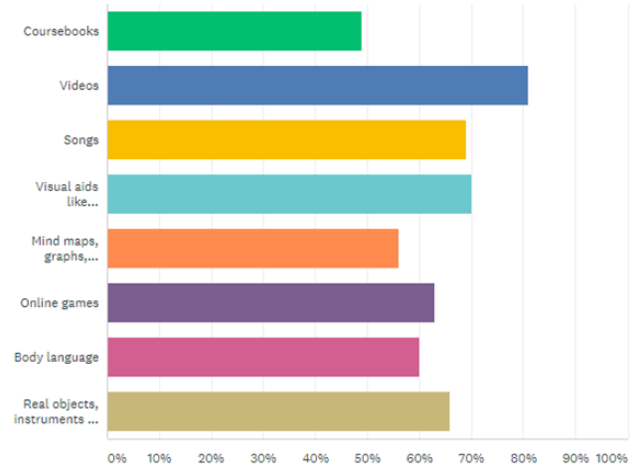
helpful?

Respondidas: 91 Ignoradas: 0



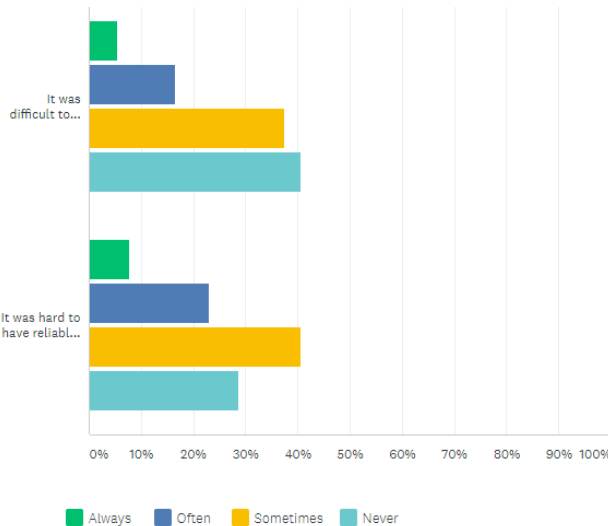
helpful?

Respondidas: 100 Ignoradas: 42

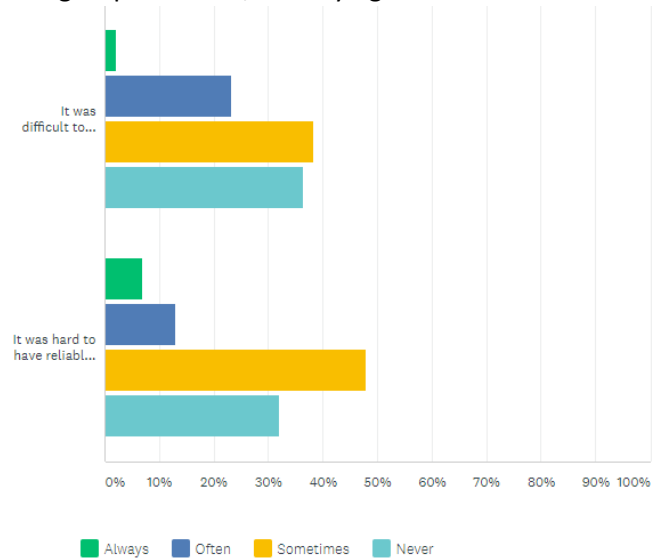




As far as **problems encountered during project's implementation**, pupils mentioned 'It was difficult to have access to computers in school' with 23,23% saying 'often' and 2% stating 'always' and 'It was hard to have reliable wi-fi connection' with 13% saying 'often' and 7% saying 'always'. The least problem they encountered was 'It was difficult to work in groups' with 48,48% saying 'never'.



Mid-term evaluation



Final evaluation

When asked '**What other activities would you like to do in the project?**', pupils referred mainly students mobilities and Maths modules. They no longer mentioned games as in the mid-term survey, as the issue was tackled in the 2<sup>nd</sup> year of the project according to their expectations and suggestions.

Full data results available at: <https://pt.surveymonkey.com/results/SM-KTXCHB2K7/?manage=true>

### 2.3 Data Summary for PARENTS

The survey was answered by 82 parents from the schools involved in the partnership: Portugal, Slovakia, Spain and Turkey, while the mid-term survey was answered by 72 parents.

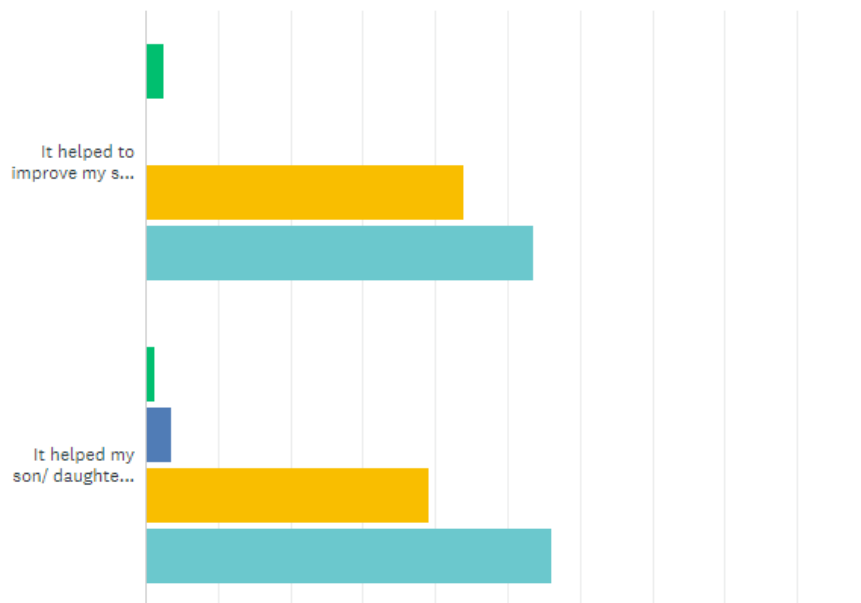




Among the parents that participated in the questionnaire and to the question – **What was the impact of Hands On CLIL project on your son/ daughter's school learning experience?**, they highlighted (1) 'It helped my son/ daughter become more confident with foreign language use' with 56,10% of the respondents referring 'strongly agree'; (2) 54,88% of the parents 'strongly agree' the project 'promoted higher motivation for school work'; and (3) with 53,66% of the respondents referring 'strongly agree', 'It helped to improve my son/ daughter foreign language communication and proficiency', 'It was a better way for my son/ daughter to learn school subjects like science, PE, music or arts' and 'It helped my son/ daughter improve ICT skills'.

### What was the impact of Hands On CLIL project on your son/ daughter's learning experience?

Respondidas: 82 Ignoradas: 0



With reference to the question **How important was Hands On CLIL in the cultural and social dimension?** parents stated 'It helped become more tolerant and respect diversity' with 64,63% of the parents stating 'strongly agree'.



How important was Hands On CLIL in the cultural and social dimension?

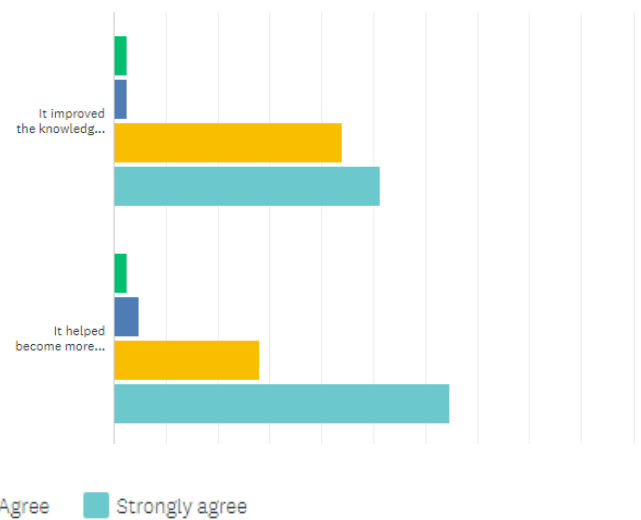
Respondidas: 73 Ignoradas: 0



Mid-term evaluation

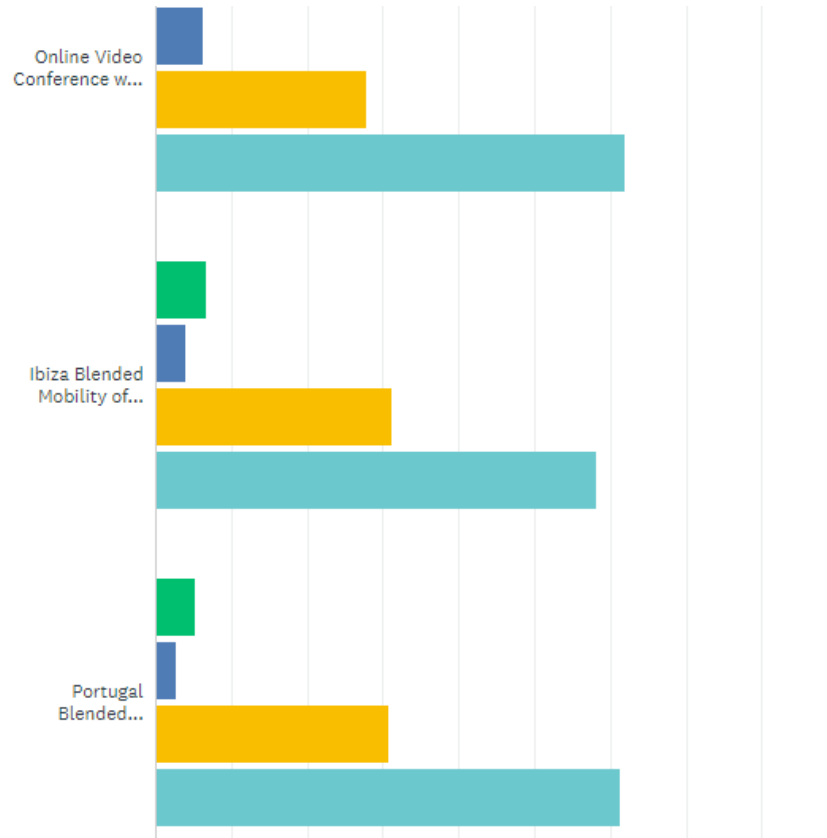
How important was Hands On CLIL in the cultural and social dimension?

Respondidas: 82 Ignoradas: 0



Final evaluation

When asked **How important were the following Hands On CLIL activities for your son/ daughter's bilingual school learning experience?**, parents chose 'very important' the following: (1) 65% for 'Online lessons with other countries' and 'songs'; (2) 62,03% for 'Online Video Conference with pupils'; and (3) 61,5% for 'WebQuests' and the 'Portugal Blended Mobility of School Learners, 11-15 March 2019', showing parents value real and communicative activities when comes to evaluate learning impact for foreign language use.



As far as **problems encountered during project’s implementation**, parents mentioned ‘The language of the materials were too difficult’ with 9,88% saying ‘often’ and 7,41% saying ‘always’ and ‘It was difficult to have access to computers in school’ with 10% saying ‘often’ and 6,25% stating ‘always’. Nevertheless, it is safe to say that parents didn’t consider that pupils faced major problems during the project’s implementation.



	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL	MÉDIA PONDERADA
The language of the materials were too difficult.	7.41% 6	9.88% 8	37.04% 30	45.68% 37	81	3.21
The teacher's questions and explanations were too difficult.	3.75% 3	10.00% 8	32.50% 26	53.75% 43	80	3.36
It was hard learning other school subjects in English.	6.17% 5	7.41% 6	41.98% 34	44.44% 36	81	3.25
It was difficult to work in groups.	3.70% 3	11.11% 9	18.52% 15	66.67% 54	81	3.48
It was difficult to have access to computers in school.	6.25% 5	10.00% 8	22.50% 18	61.25% 49	80	3.39

When asked **What other activities would you like your son/ daughter to do in the project?**, parents mentioned the following:

*more skyping*

*sharing the sport activity with other country*

*Do more interviews with people from other countries. Go to school trip and speak English. More subjects in English language.*

*Talking in English with friends, family or with teacher, improve their vocabulary and watching some films, what they want in English or playing games in English.*

*Talking English on other subjects or other languages.*

*Talking in English with family*

*More English projects, talking with some pupils from other countries*

*texting with other people from different country*



*Given the number of days that the experience lasted, the activities performed exceeded expectations. Ideally, the experience should last for a few more days. The project contained many varied activities. It was very well organized and was the best intercultural experience for my son and our family as a host family.*

*I like these projects, and I hope they will be in future too, and some new pupils will enjoy them too.*

*we should organize more projects like this and maybe in another languages*

*the activities were fine. but I would like it more if they spoke English to be at that particular school. she did not understand much because they spoke their native language most of the time*

*As the mother, caregiver and host family, I would like to thank you for the opportunity to participate in this project, because it was an enriching experience at all levels. This experience had a very positive impact on the life of my son and our family. It gave us the opportunity to know new cultures, very different from ours. Special thanks to the Project Coordinator, in the person of Professor Helena Serdoura, for the excellent organization, commitment, dedication and professionalism. It is my wish that the competent authorities recognize the excellent work carried out by teachers on this project and of the utmost importance for schools, students and their families. Finally, let me say that we have a permanent contact with the student that we have hosted in our house and we made a friendship for all the way, I hope so.*  
*Thanks*

Full data results available at: <https://pt.surveymonkey.com/results/SM-NVC58KCK7/>

### 3. CONCLUSIONS

As per data analysis, the project has had great impact on both teachers, pupils and parents.

According to the results, there was an increase of CLIL knowledge for the participant teachers with over 60% of the teachers finding the project very effective, especially if one takes into consideration that at the beginning of the project nearly 60% of the respondents had never employed CLIL methodology in their teaching practice and 74% of the respondents mentioned having no training in CLIL. It is safe to say the project has provided teachers with new strategies and resources for CLIL implementation offering them a variety to choose from and adapt to the groups they are working with



bridging the gap of lacking training in this field. Since the project has created a data base with Open Resources, the project gains sustainability for further implementation.

The project also addressed the importance to promote professional development of educational staff in ICT use in order to be able to use them in the process of teaching and learning focused on CLIL. The survey results also show the project has helped teachers to bridge the gap between the use/ non-use of ICT tools, adding innovation to the school activities and methodologies employed.

The project was innovative and complementary, and the expected results were reached successfully. More than 50% of the participant pupils consider that learning language and content at the same time is a better way to learn a foreign language and same applies for learning language and content at the same time is a better way to learn school subjects like science, PE, music, arts, etc

It also stands out from pupils' evaluations the project has made great contributions to help them become available for challenges and to deal with unforeseen situations, skills needed to deal with the 21<sup>st</sup> Century challenges.

As far as parents' reactions to the effect of the project in their children's school learning experience, they consider that *Hands On CLIL* has produced great impact in terms of foreign language use, motivation for learning and better management of ICT skills, all aims set at the beginning of the project.

It is also clear that parents valued real and communicative activities when comes to choose and evaluate the activities with greater learning impact for foreign language use.

Literature suggests that participating in joint projects with groups of pupils from partner schools from different countries offers pupils and teachers the opportunity to practice foreign languages and increase their motivation towards language learning and adopt innovative methodologies. The results shown in this report support the aforementioned and the foreseen results such as the acquisition and improvement of skills not only in the subject area on which the project is focused - content-based language education -, but also in terms of teamwork, intercultural learning, social relations, planning, self-assessment, undertaking project activities and using information and communication technologies (ICT).

Regarding Teachers impact, they became acquainted with CLIL teaching techniques; understood the different stages of CLIL implementation; became able to create new curriculum for selected subjects;



raised awareness of teachers for CLIL; became peer activities' makers; learnt how to use modern ICT tools /smartphones, tablets, etc./ in their CLIL teaching; improved their foreign language skills; and made contributions to their personal and professional development.

As far as Students are concerned, the project increased learners' motivation and confidence in both language and the subject taught; raised their awareness of being a European citizen; used the foreign language in different aspects of real life, improving foreign language skills and competences; had the opportunity to experience innovative/creative lessons; learnt to collaborate with students from their school and from other countries; and it raised tolerance among students and the understanding of different cultures and traditions.

With reference to Parents perceptions and impact, they became more engaged into school life; eager to participate in preparation of school activities like performances, parents' workshops, parents' meetings, school trips, etc.; and became more aware of the importance of language acquisition and positive aspects of bilingual education as well as their children's needs.

For the participant Schools it is expected they will introduce changes into the schools' curriculum including contents of the project, enriching their schools' offer with higher standards and a bigger interest around the school in the local community; will enhance cooperation among parties: headmaster, teachers and parents as well as other local educational institutions as well as national stakeholders like educational organisations, ministries of education, among others; increased the amount of educational resources available for bilingual teaching; and the European dimension was strengthened as the staff broaden their horizons.

The project coordinator,

Helena Serdoura | Agrupamento de Escolas de Marco de Canaveses |

PORTUGAL