



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



NEEDS ANALYSIS TEACHERS CLIL TOOL KIT GUIDE EVALUATION

Erasmus+ Strategic Partnerships
Project Key Action 2

MAY 2017





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



CONTENTS

1.	INTRODUCCION	4
1.1.	Background	4
1.2.	CLIL TOOL GUIDE – key Aims and Objectives.....	4
1.3.	Objectives: Needs Analysis Report.....	5
1.4.	Study Plan and Methods.....	5
1.5.	Description of the TEACHERS Survey questions and answers	6
a)	Information before presenting the CLIL TOOL GUIDE.....	6
b)	Information after presenting the CLIL TOOL GUIDE.....	8
2.	CONCLUSION	11





1. INTRODUCTION

1.1 Background

This needs analysis questionnaire will be addressed to the teachers of each institution before and after the presentation of the CLIL TOOL KIT GUIDE.

The CLIL TOOL KIT is a guide for teachers on how to use CLIL methodology in Primary School.

Where teachers can find the principals of CLIL (4 Cs), how to plan a CLIL lesson with templates and a SCIENCE CLIL lesson as an example, standard classroom language for teachers, pre-and post-test for students with examples.

This CLIL TOOL KIT GUIDE was presented in December by the coordinator of the project in an ETWINNING online session. After this, each partner's coordinator has presented this CLIL TOOL KIT GUIDE in January 2018 in a meeting in each school. The evidences of these meetings are uploaded in eTwinning using different photos.

There will be a respective *needs analysis questionnaire* to teachers to explore their needs about how to plan a CLIL lesson in different SUBJECTS. The needs analysis questionnaires integrate the Strategic Action Plan being the baseline survey to support later impact measurement.

All these activities will be carried out under the item "Project Management and Implementation" as they are partial project activities and published in the project's Good Practices Catalogue on CLIL in Primary Education. Within the context of this framework, Hands On CLIL partnership will address the awareness of bilingual methodology among pupils, parents and teachers.

1.2 Hands On CLIL TOOL KIT GUIDE. Aims and Objectives:

Following Europe's challenges and commitment of promoting and intensifying the integrated learning of a foreign language and curricular subject contents, the main objective of this project is to innovate the process of education and enhance cross-curricular foreign language skills of young learners by using CLIL methodology.

The main objectives of this CLIL TOOL KIT GUIDE are:

- To design the templates of each lesson following the 4 Cs of CLIL methodology: Content, Communication, Cognition and Culture.
- To help teachers to plan their lesson in different SUBJECTS: SCIENCE, MUSIC, P.E. and ARTS AND CRAFT.
- To include the key principals for lesson planning: the 4 Cs, prior knowledge, learning objectives, activities, materials, resources and evaluation.
- To record CLIL LESSONS in different Subjects that will help teachers to see how a real lesson has to be planned and to help them to plan new CLIL lessons in the future.
- To divide the activities in different steps that help teachers to plan lessons.
- To provide a standard language for teachers that will help the teachers to feel more confident in the use of a second language.



- To answer a **pre test** on their bilingual methodology knowledge beforehand and a **post test** after the implementation of each CLIL Lesson designed in order to evaluate and compare the results of students before and after the lesson.

1.3 Objectives: Needs Analysis Report

The Needs Analysis Report has been conducted as one of the project activities (Strategic Action Plan).

The principle objectives of this report were:

- ✓ To obtain statistical data on the opinions of teachers about what they know about CLIL Methodology before and after presenting the CLIL TOOL KIT GUIDE.
- ✓ To obtain statistical information about if they can describe CLIL to involve other teachers, students and parents. And to compare these answers before and after presenting this GUIDE.
- ✓ To obtain statistical data information about the teachers before and after using the CLIL TOOL KIT GUIDE:
 - They can select the main topics of their subject.
 - They can design original learning activities in English.
 - They can create their own materials (worksheets, presentations..) to be used in class.

All these pieces of information will help us measure how helpful this CLIL TOOL KIT GUIDE has been for teachers to plan their new lessons in CLIL. And also it will help us measure if they really know what CLIL methodology is and how to create materials and plan lessons following their principals.

1.4 Study Plan and Methods

The activities were divided into three sections as preparation, analysis and reporting phases.

a) Preparation

Initially, Agrupamento de Escolas de Marco de Canaveses, who is responsible for the Strategic Action Plan of the project, prepared two links of online questionnaires for teachers:

1. Hands On CLIL Needs Analysis TEACHERS PRE-TEST before presenting the CLIL TOOL KIT.
https://docs.google.com/forms/d/1BYQJs50NgQbgAD2qjavP_U83rBAKEmMecWkE3Wl3CEs/edit#responses
2. Hands On CLIL Needs Analysis TEACHERS POST-TEST after presenting the CLIL TOOL KIT.
https://docs.google.com/forms/d/1ZqCWSqIpnZPm3bj8FvlpuN2LY0CIPRChQy_USmArrdg/edit#responses



The links were then sent to project partners' coordinators to deliver in their countries to the teachers to answer these questions before and after the presentation of the CLIL TOOL KIT GUIDE.

b) Analysis

During the second phase, teachers were requested to apply the questionnaires. The results were sent automatically to Hands On CLIL Erasmus+ Coordinator who conducted the statistical analysis of collected data and their processing and then they send it to their teachers in each country.

c) Reporting

The final phase of the study will help us measure if this CLIL TOOL KIT GUIDE has been helpful for teachers to plan their new lessons in CLIL. And also it will help us measure if they really know what CLIL methodology is and how to create materials and plan lessons following their principals.

Finally, Spain integrated and analyzed the information and produced this report which will be available in the project's eTwinning platform.

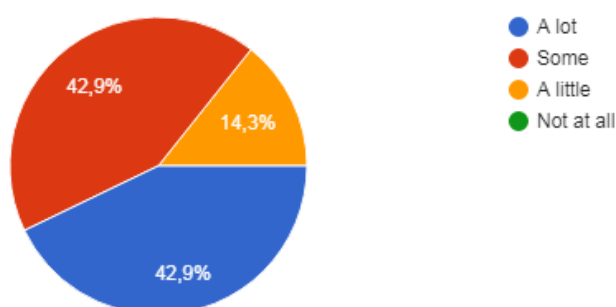
1.5. Description of the TEACHERS questions and answers:

21 teachers filled in the survey; Teachers from all the countries: Portugal, Slovakia, Spain and Turkey.

a) Pre- test statistical data answers and questions; Information before presenting the CLIL TOOL KIT GUIDE:

I can explain the key elements of the CLIL approach.

21 respuestas



Only, 42,9% of the teachers can explain **a lot** of the key elements of CLIL approach. The other 42,9 % of the teachers can explain **some** and the 14,3 % of the teachers can only explain **a little**. Most of the teachers know about CLIL before presenting the CLIL TOOL KIT

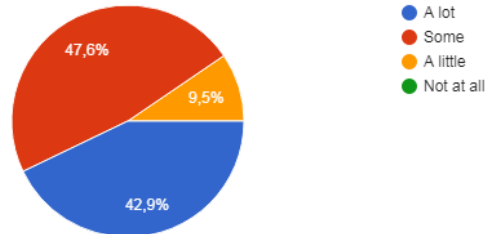




GUIDE. There is the same number of teachers that know a lot and some about the CLIL elements.

I can describe CLIL to involve other teachers, students and parents.

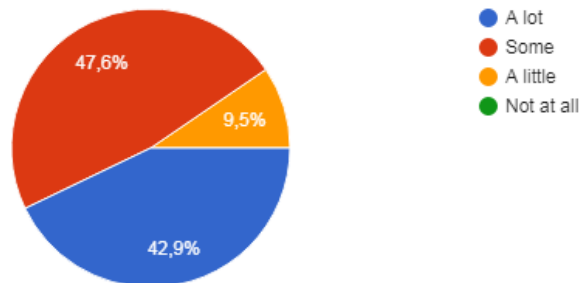
21 respuestas



47,6 % of them can describe it **a lot**, 42,9 % of the teachers can describe **some** of CLIL and the 9,5 % can only describe it **a little**. Also most of the teachers can describe what CLIL is.

I can select the contents of my subject/ of a topic to be taught in English.

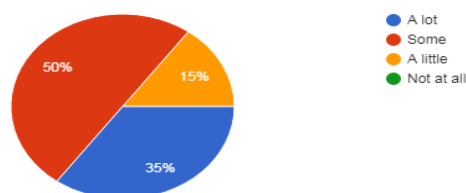
21 respuestas



47,6 % of them can select **a lot** of the contents of their subject, 42,9 % of the teachers can select **some** of the contents and 9,5% can only select it **a little**. Most of the teachers can select the contents in their subjects.

I can design original learning activities in English.

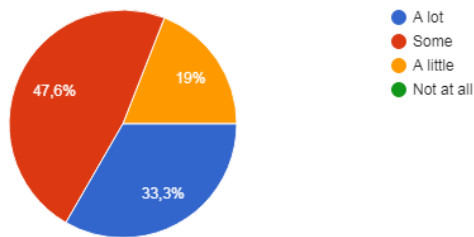
20 respuestas



Only 35 % of teachers can design **a lot** original learning activities in English, 50 % can design **some** original activities and 15 % can only design it **a little**. Most of the teachers can also design their original learning materials.

I can create my own materials (worksheets, flashcards, presentations) in English to be used in class.

21 respuestas

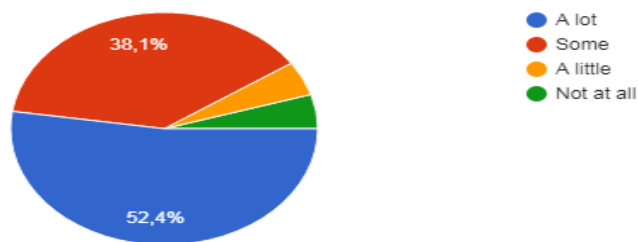


33,3 % of the teachers can create **a lot** their own materials in English, 47,6 % of them can create **some** of their materials and 19 % can only create **a little** their own materials in English. Most of them can create their own materials in English.

b) **Post-test statistical data answers and questions. Information after presenting the CLIL TOOL KIT GUIDE:**

I can explain the key elements of the CLIL approach.

21 respuestas



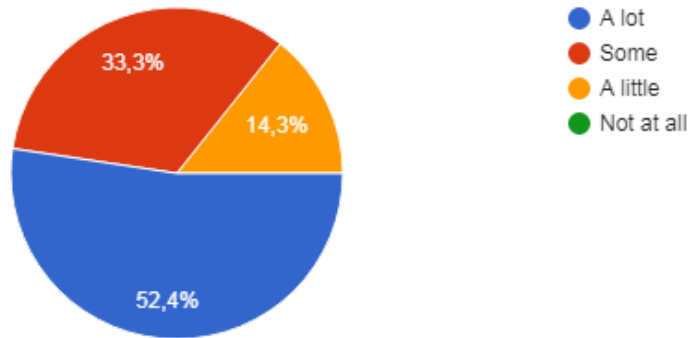
52,4% of the teachers can now explain a lot the key elements of CLIL approach after presenting the CLIL TOOL KIT GUIDE. We can see the number has increased 9 % in respect to the answers before presenting this GUIDE. Now, less teachers, 38,1 % can only explain some of this CLIL elements. And more or less the same number of teachers, the 5%, can explain a little or can not at all explain about CLIL elements.





I can describe CLIL to involve other teachers, students and parents.

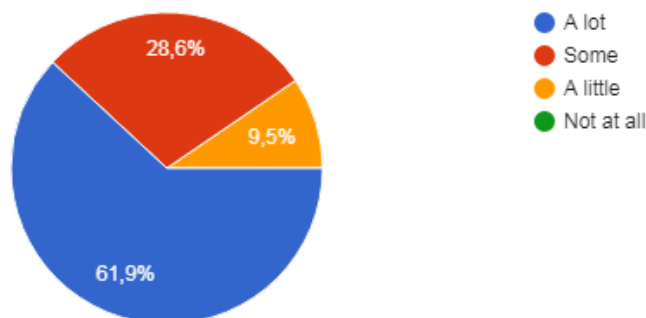
21 respuestas



52,4 % of the teachers can describe CLIL a lot to involve other teachers, students and parents. We can see the number has increased 9 % among the teachers who could do it before presenting the CLIL TOOL KIT GUIDE. And the number of teachers that can describe it some or a little has been decreased but the number of teachers who could only describe a little has increased 6 % in respect to the teachers that can explain a little before presenting this CLIL TOOL KIT GUIDE.

I can select the contents of my subject/ of a topic to be taught in English.

21 respuestas

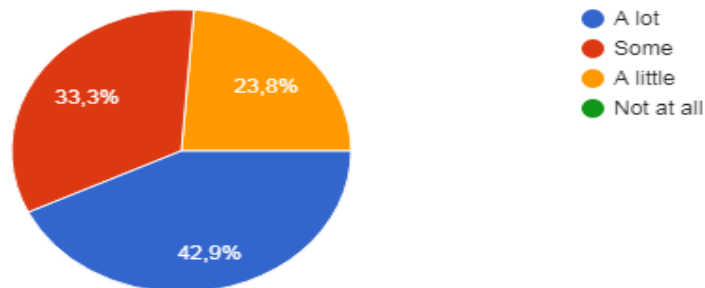


61,9 % of the teachers can now select a lot of the contents in their subject to be taught in English. This number has increased 19 % in respect to the answer before presenting this GUIDE. This is the most relevant piece of this information in comparing the answers before and after the presentation of this GUIDE.



I can design original learning activities in English.

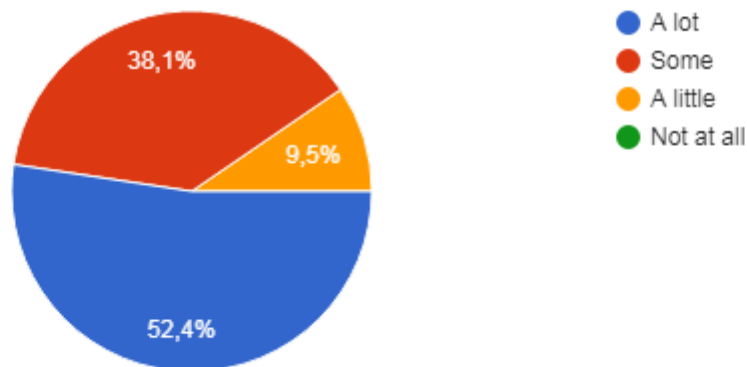
21 respuestas



The number of teachers that now can design a lot of original learning is the 42,9 %. That number has increased 8 % in comparing the answers before and after the GUIDE presentation. But is strange that the number of teachers who now could design a little original learning activities has also increased 8,8 %.

I can create my own materials (worksheets, flashcards, presentations) in English to be used in class.

21 respuestas



Now, 52, 9 % of the teachers could create a lot of their own material. This quantity has increased 19 % in comparing the answers before and after the presentation of this GUIDE.





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



2. CONCLUSION

This research study found strong evidence to support the need for some CLIL TOOL KIT GUIDES to help the teachers to plan their own lessons, create their original materials, etc.

After the presentation of this GUIDE all the answers of the teachers have increased between 9% and 19 % in comparing before and after the presentation of this GUIDE.

Also, this research shows us that most of the teachers know about CLIL methodology but they needs some guidelines or support to help them to feel more confident when they are planning lessons or creating original materials.

The weakness points for teachers are 2: to create their own materials and to design their original learning in English. So, it will be helpful for teachers to have more resources about CLIL lessons organized by topics or Subjects in the Future.

The Spanish coordinator,

Nuria Torres Tur | CEIP Puig d'en Valls |Ibiza.

SPAIN

May 2018

