Hands On CLIL

Mid Term Evaluation

Teachers

REPORT

Erasmus+ Strategic Partnerships Project

Key Action 2

2017-1-PT01-KA219-035912_1

September 2018

CONTENTS

1. INTRODUCTION

The mid-term survey intended to evaluate the project activities, outcomes and impact amongst the teachers involved and assess the on-going progress and specific management of the project.

The survey was answered by 23 teachers that integrate the Pedagogical Teams of the schools involved in the partnership: Portugal, Slov akia, Spain and Turkey.

2. DATA ANALYSIS

2.1 Data Summary for TEACHERS

Among the teachers that participated in the questionnaire most of them have never received any training on CLIL/ bilingual methodology. To the question – **How do you consider your experience in CLIL teaching after the first year of Hands On CLIL implementation**, 60,87% of the respondants referred 'very effective' and 26,09% 'effective' meaning that the project has had impact on more than ¾ of the teachers participating in the project.

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

Responderam: 23   Ignoraram: 0
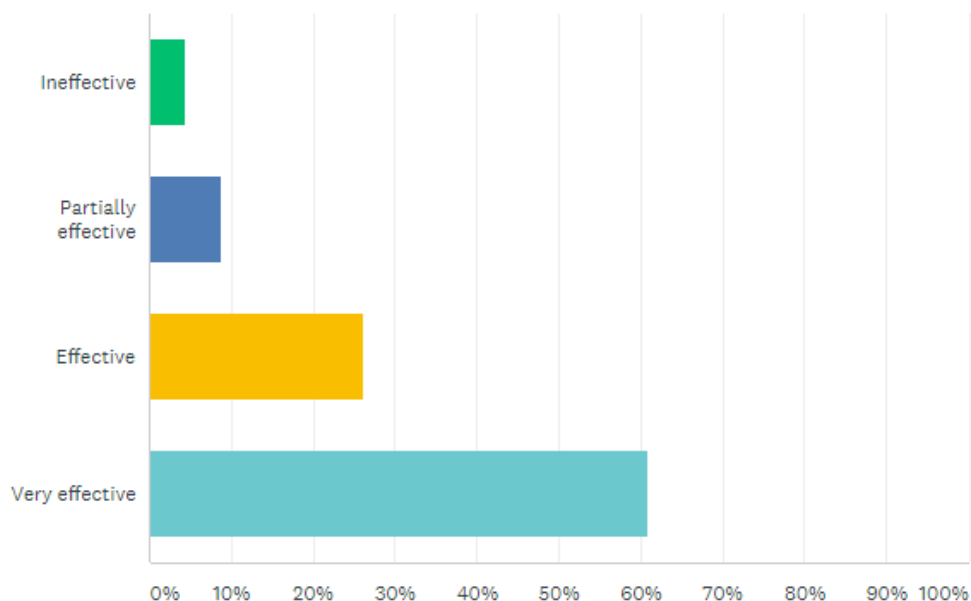
As far as the **strategies that teachers employ and consider facilitating learning in their CLIL lessons**, the ones used more frequently by the participants are: (1) 'use visuals (photos, video, drawings, etc.) to introduce new topic', (2) 'provide different sorts of input (multimodal input) – texts,pictures, real objects, videos, models – to help my learners understand the topic', and (3) 'help my learners learn and use subject-specific terminology'.

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

Responderam: 23   Ignoraram: 0

At the start of a lesson ...

I use visuals (photos, vid...
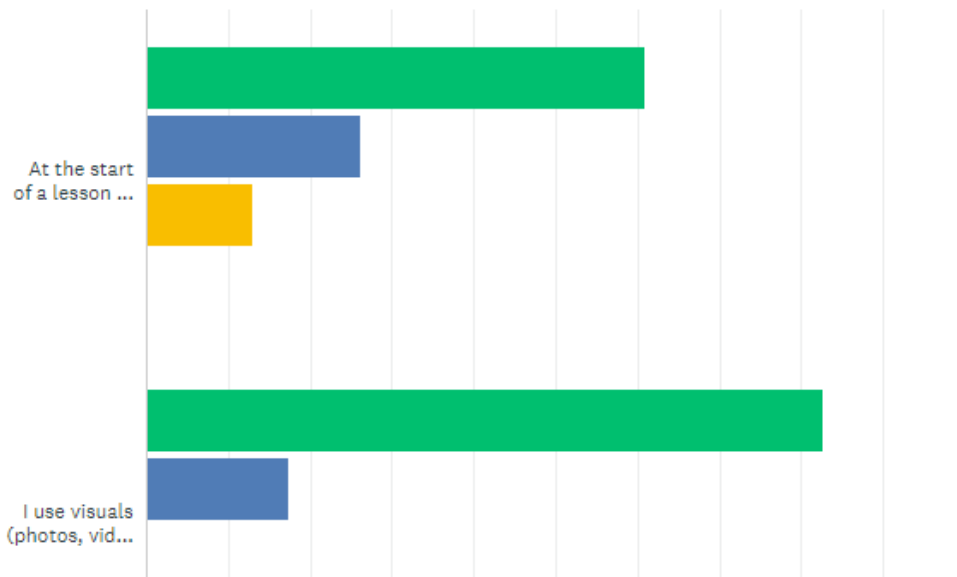
With reference to the **resources that teachers find to be more helpful to deliver their CLIL lessons**, 96% of the participants refer 'videos', and 65% refer 'body language' and 'real objects, instruments and manipulatives. Only 2% of the teachers refer 'coursebooks' and 1% refer 'online games'.

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

Responderam: 23   Ignoraram: 0
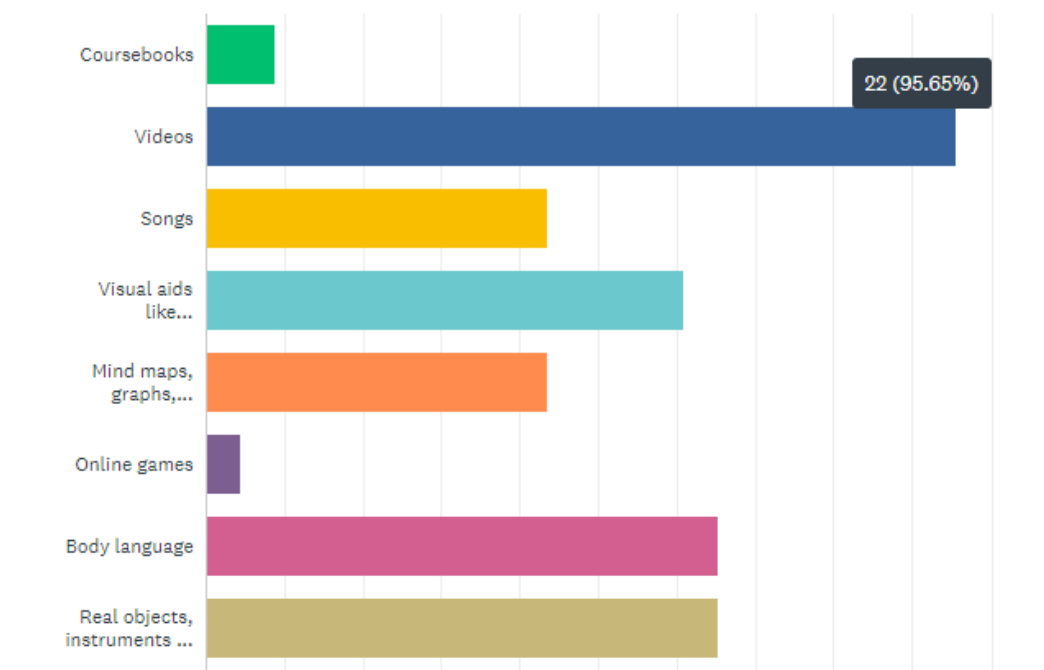
At the end of the first year of Hands On CLIL implementation, and taking into consideration that at the beginning of the project, according to the Need Analysis survey, 60% of the teachers have never employed CLIL in their teaching practice, 65% of teachers consider they **have made progress in applying CLIL methodology in their teaching practice** which supports the schools needs for it, as shown in the following bars graph.

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

Do you think you have made progress in applying this methodology in your teaching using a foreign language?
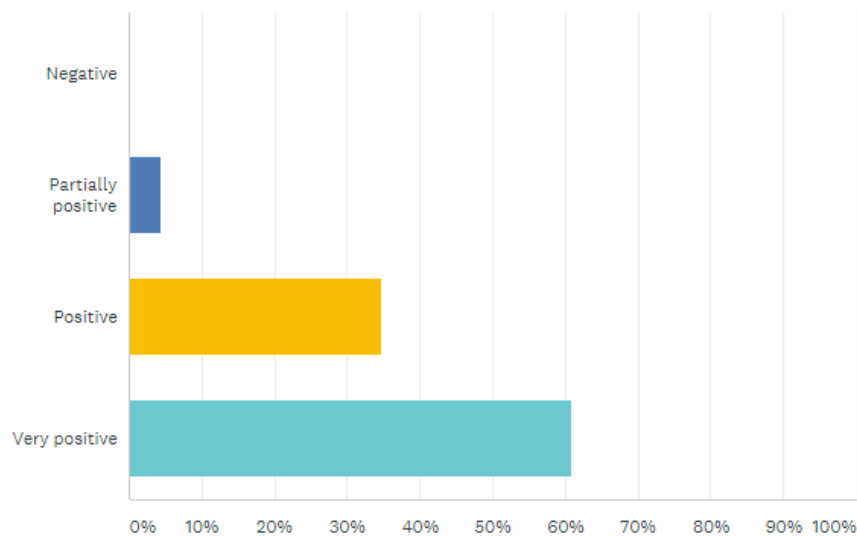
Responderam: 23   Ignoraram: 0
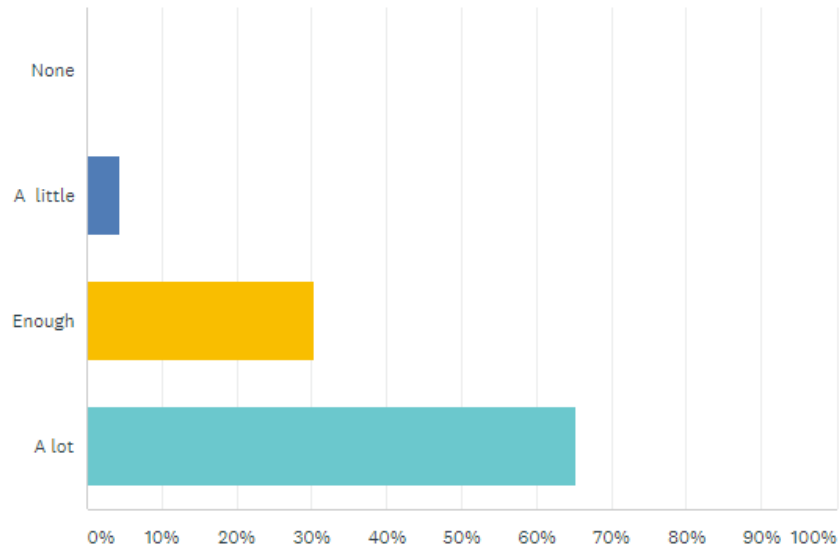
Below, 61% of the subject teachers consider 'very positite' their **subject teaching in foreign language** (English) and only one teacher mentions it to be 'partially positive'.

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

Responderam: 23   Ignoraram: 0

With reference to the **problems encountered** by teachers during the first year of the project's implementation, the main issues raised by teachers are 'lack of time for collaborative lesson planning' with 13% mentioning 'always', 17% 'often' and 52% 'sometimes' and 'lack of time for production of materials' with 9% mentioning 'always', 14% 'often' and 59% 'sometimes'. Despite this, one can inferred 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' meaning that Hands On CLIL has contributed to a collaborative school culture.
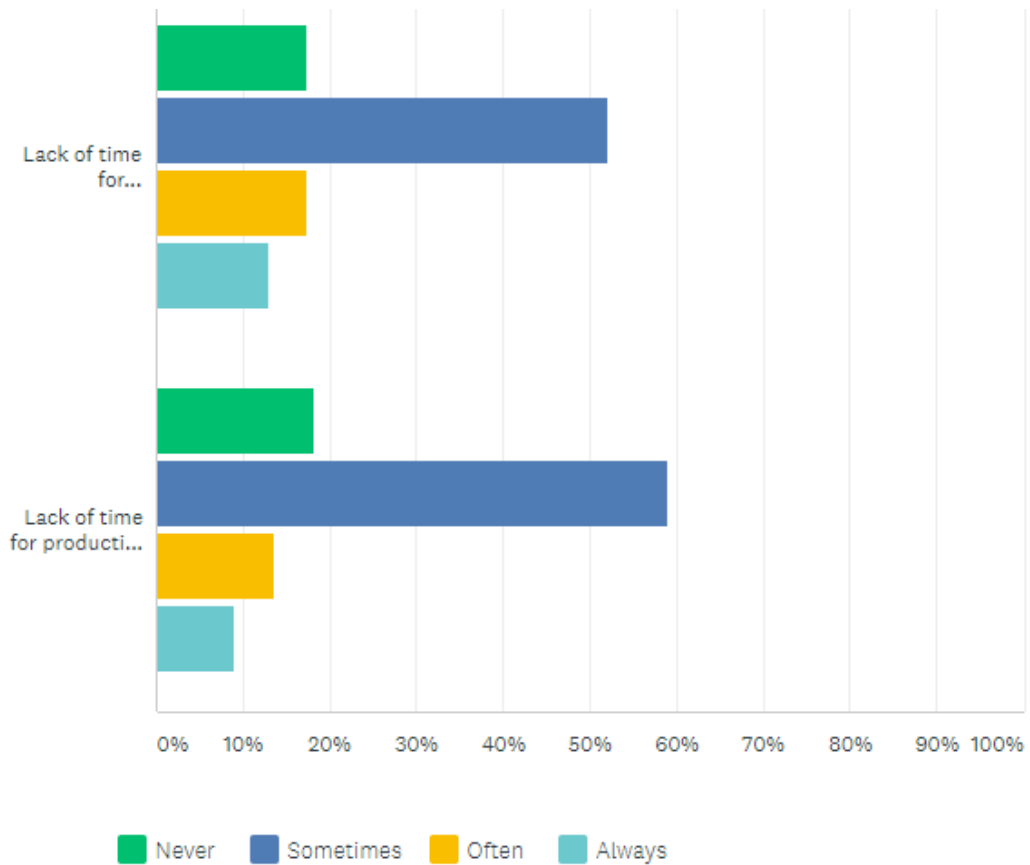
On the other hand, It Is also important to mention 61% of the teachers consider 'the pace of the lesson was "never" to high for the students' and 54% of the participants consider it was not a problem 'not having enough knowledge of the foreign language'.
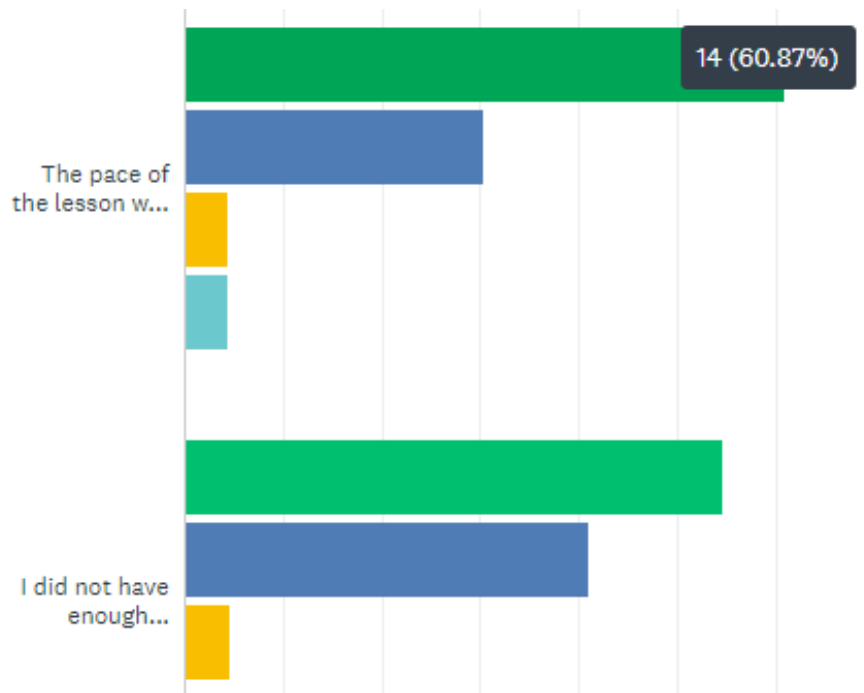
When teachers were invited to rate several project activities, 39% of the respondents mention 'excellent' to the question 'How adequate is the time plan of the project?"; 48% said 'very good' and 30% 'excellent' to 'What extent has the project realised its proposed activities?'; 61% mentioned 'very good' to 'What extent have the project activities contributed to teaching and capabilities of the school?'; 48% referred 'excellent' to 'How helpful were the activities for your professional development?'; around 80% of the teachers thinks the 'use of information and communication technologies were taken into account sufficiently'.

As far as 'Opportunities for the development of positive attitudes towards Europe and transnational activities', 35% of the teachers rate it 'excellent' and 43% 'very good'. With reference to the 'Extent of the opportunity for participants to share relevant information about their countries' and 'quality of the intercultural dimension' 39% state it 'excellent' and 39% state it 'very good' for both dimensions.

Around 70% of the participants mention that the 'needs and expectations of participants have been taken into account' during the first year of implementation and 'Collaboration and communication between partners-channels established and evaluated'. 43% of the teachers evaluated the 'Relevance and quality of materials issued during the activities' as 'excellent' and more than 50% of the respondants consider 'excellent' the project's 'curricular integration' and 'pedagogical innovation'.

Finally, more than 60% of the participants evaluated both project's monitorisation and evaluation as 'excellent' during the first-year implementation.

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

	EXCELLENT=5	VERY GOOD=4	GOOD=3	AVERAGE=2	POOR=1	TOTAL	MÉDIA PONDERADA
How adequate is the time plan of the project?	39.13% 9	34.78% 8	21.74% 5	4.35% 1	0.00% 0	23	4.09
To what extent has the project realized its proposed objectives?	30.43% 7	47.83% 11	21.74% 5	0.00% 0	0.00% 0	23	4.09
To what extent have the project activities contributed to teaching and capabilities of the school?	13.04% 3	60.87% 14	26.09% 6	0.00% 0	0.00% 0	23	3.87
How helpful were the activities for your professional development?	47.83% 11	34.78% 8	17.39% 4	0.00% 0	0.00% 0	23	4.30

the needs and expectations of participants have been taken into account	8	10	5	0	0	23	4.13
Relevance and quality of materials issued during the activities	43.48% 10	39.13% 9	17.39% 4	0.00% 0	0.00% 0	23	4.26
Collaboration and communication between partners-channels	47.83% 11	39.13% 9	13.04% 3	0.00% 0	0.00% 0	23	4.35
the needs and expectations of participants have been taken into account	8	10	5	0	0	23	4.13
Relevance and quality of materials issued during the activities	43.48% 10	39.13% 9	17.39% 4	0.00% 0	0.00% 0	23	4.26
Collaboration and communication between partners-channels established and evaluated	47.83% 11	39.13% 9	13.04% 3	0.00% 0	0.00% 0	23	4.35
How was the project evaluated?	60.87% 14	21.74% 5	17.39% 4	0.00% 0	0.00% 0	23	4.43
How was the project monitored?	60.87% 14	26.09% 6	13.04% 3	0.00% 0	0.00% 0	23	4.48
Pedagogical Innovation	56.52% 13	30.43% 7	13.04% 3	0.00% 0	0.00% 0	23	4.43
Curricular Integration	52.17% 12	39.13% 9	8.70% 2	0.00% 0	0.00% 0	23	4.43

At the end of the survey, teachers were invited to leave some suggestions for the second year of project implementation, as follow:

Additional comments and suggestions for the second year of the project.

Responderam: 4   Ignoraram: 19

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continue on the project and with the same coordinator

6/16/2018 2:11 PM

A kind of good tecnique for putting together common points in other languages

6/14/2018 4:29 PM

I propose that all the teachers related to the project have on their work schedule a common morning to plan the classes

6/10/2018 5:47 PM

There are too many curricular contents to be treated in a foreig language

6/9/2018 8:45 PM

Full data results available at: https://pt.surveymonkey.com/results/SM-TCJTTNVHV/

The project coordinator,

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PORTUGAL