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# NEEDS ANALYSIS REPORT

Erasmus+ Strategic Partnerships Project

Key Action 2

DECEMBER 2017



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## 1. INTRODUCTION

### 1.1 Background

A needs analysis questionnaire will be addressed to the staff and teachers of each institution at the beginning of the project whose data will stand for the preparation of CLIL workshops and lesson plans (CLIL pathways modules), as well as following the project progress and quality of activities.

There will be a respective needs analysis questionnaire to students, exploring their needs, interests, ways of learning. Parents will be asked to suggest how they could contribute to the project implementation. 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 - Key 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.

### 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, attitudes and needs of teachers, pupils and parents involved in the project Hands On CLIL;
- To create the content of the CLIL pathways;
- To create the content of the Hands On CLIL Learning and Teaching Training Activities.



#### 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 three kinds of online questionnaires with the contribution of all partners, to be applied to pupils, parents and teachers:

1. Hands On CLIL Need Analysis TEACHERS - <https://goo.gl/forms/yJn78ldGbxRMlisyG2>
2. Hands On CLIL Need Analysis PUPILS - <https://goo.gl/forms/IE8aGXfPS8gpqRrd2>
3. Hands On CLIL Need Analysis PARENTS <https://goo.gl/forms/a0XaJ0qrq1XFGoe12>

The links were then sent to project partners coordinators for delivery in their countries to the target people and according to set dates.

##### b) Analysis

During the second phase, partners 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, as far as Teachers data is concerned, and Slovakia the Pupils and Parents questionnaires.

##### c) Reporting

The final phase of the study involved identifying the contents of each module to be prepared for the CLIL Pathway Modules of the project with the contribution of the needs analysis report.

Finally, Portugal and Slovakia integrated and analysed the information and produced the report on needs for bilingual education which will be available at the project's eTwinning platform.

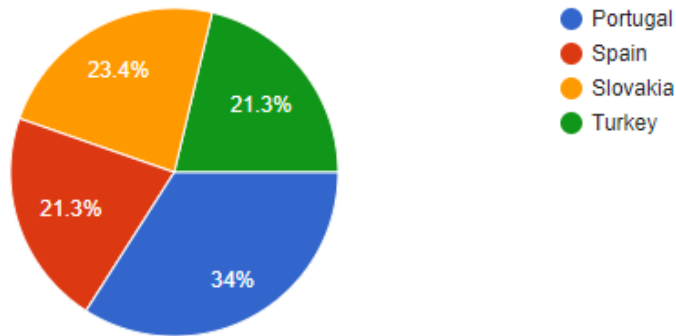
#### 1.5 Description of the Surveyed Respondents - TEACHERS

- a) 47 teachers filled in the survey: 10,6% of the respondents were male and 89,4% of the of the respondents were female.
- b) According to the participant teachers, 34% were from Portugal (16 teachers), 23,4% were from Slovakia ( 11 teachers), 21,3% were from Turkey (10) and 21,3% were from Spain (10).



## I teach in

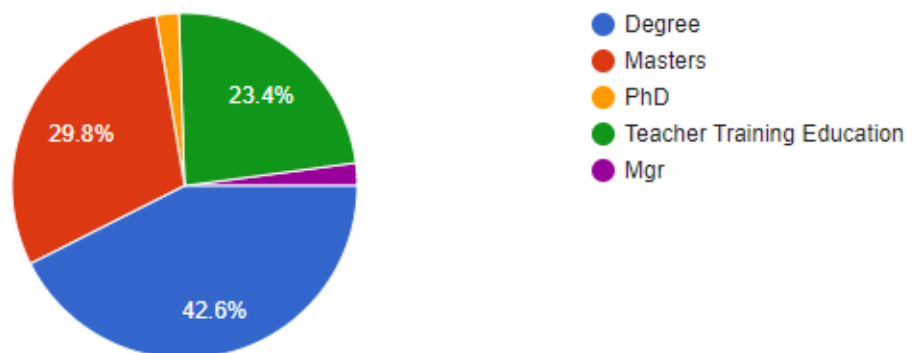
47 responses



- c) Approximately one half of the teachers respondents were aged between 36-50 years old and the rest of them were aged between 25-35 years old (34%) and with more than 50 years old (21,3%).
- d) Regarding qualifications, only one teacher had a PhD, with the rest of the teachers having either a Degree, a Masters or a Teacher Training qualification as shown in the diagram below.

## Education & Training

47 responses

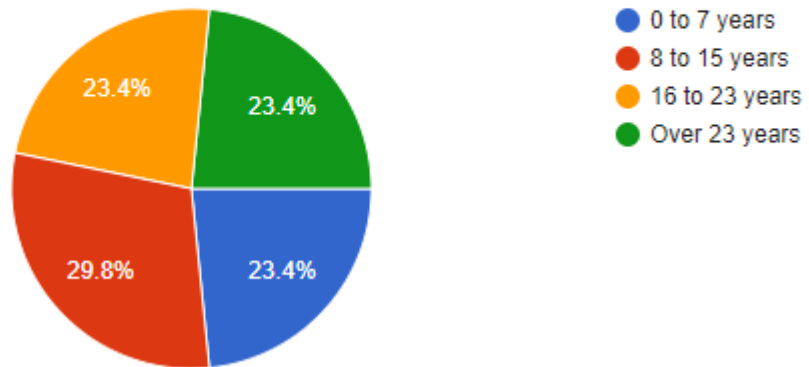


- e) In terms of teaching experience the partnership group is quite heterogeneous as it varies in a balanced way the years of experience as shown in the graphic:



## Years of teaching

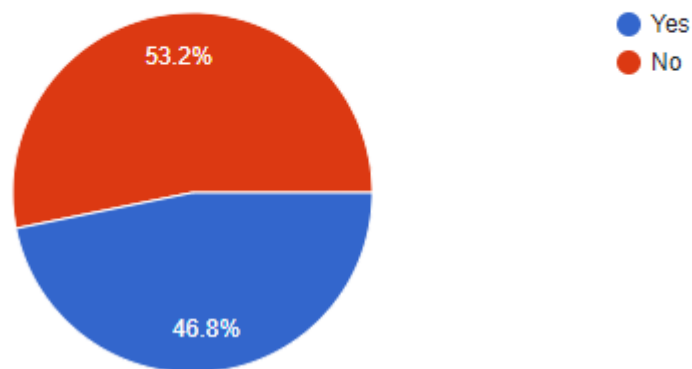
47 responses



- f) More than 50% of the respondents have mentioned to have no previous experience in eTwinning/ Erasmus+ projects or being involved in exchange activities which means to be expected that Hands On CLIL project brings to their teaching experience new knowledge and skills as well as a more comprehensive insight of different european educational contexts, broadening their intercultural understanding.

## Have you participated in Erasmus+ and / or eTwinning projects?

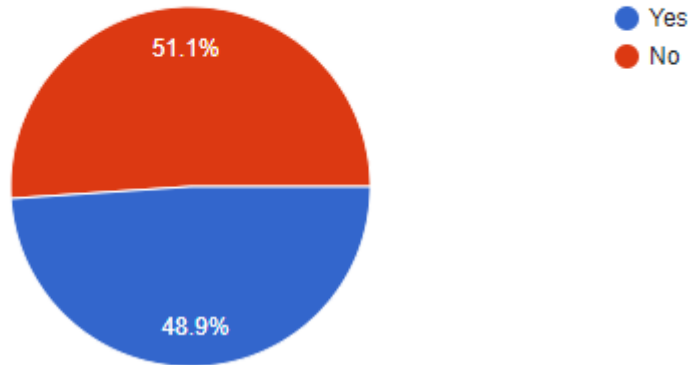
47 responses





## Did you take part in exchange activities?

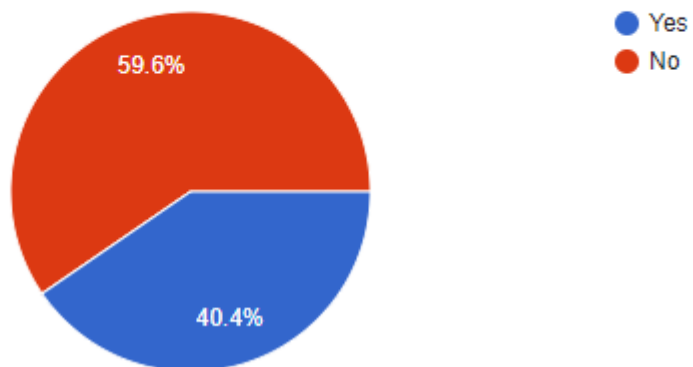
47 responses



- g) To support the relevance of the project Hands On CLIL in the participant schools, data shows that 60% of the teachers have never employed CLIL in their teaching practice and of the 40% of the teachers that answered affirmatively, 20% of them have done it up to 2 years only.

## Have you been employing CLIL at your school?

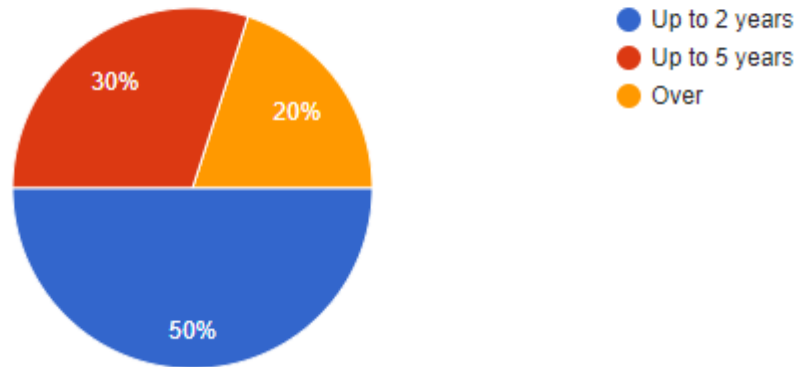
47 responses





## If yes, for how long?

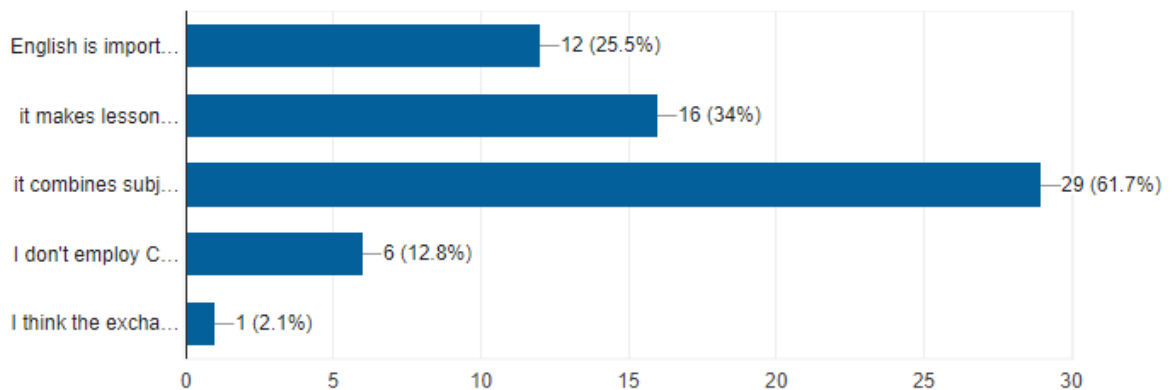
20 responses



- h) Over 60% of the teachers that employ CLIL (19 teachers out of 47) refer that CLIL combines subject learning with the learning of a language, showing a good understanding of CLIL key principles by those teachers.

## I employ CLIL because

47 responses



- i) Half of the respondents aren't sure if there is a minimum level of English among teachers expected to teach CLIL (B1) and over 50% of the teachers agree/ strongly agree about the need to attend an English Language Course in order to deliver their CLIL lessons.



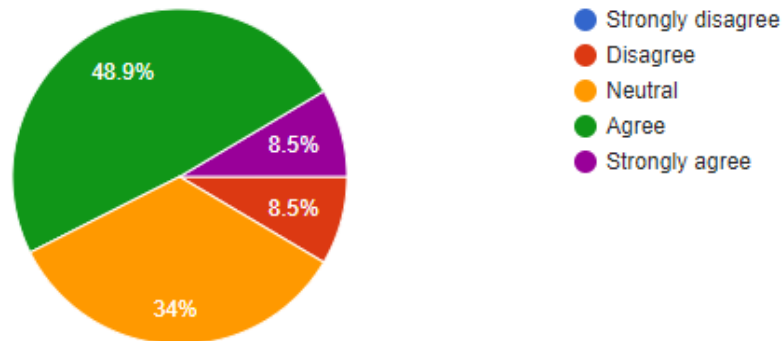


## Description of the Surveyed Respondents – SCHOOLS

- a) In terms of teachers beliefs regarding national government encouragement of CLIL methodology implementation, more than 50% of teachers recognise that national ministries of education support public and private educational systems with funding, legislation and curriculum support.

**My government supports CLIL (funding, legislation, curriculum reform).**

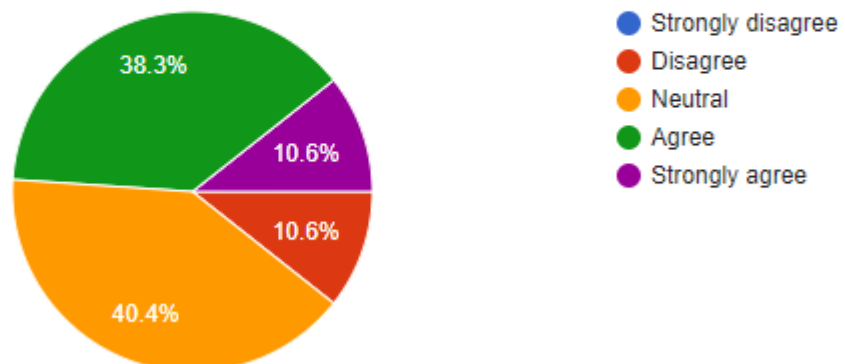
47 responses



- b) Saying that, there is evidence that the schools participants don't have still a whole-school agreement in terms of CLIL methodology use.

**There is a whole-school agreement on CLIL.**

47 responses

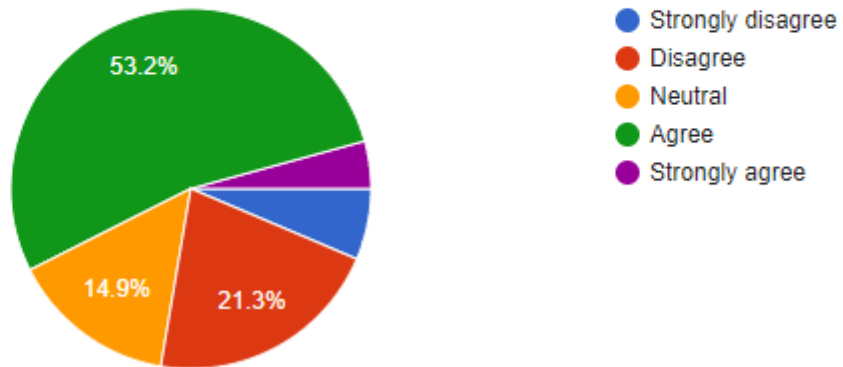


- c) It is quite positive to see that more than 50% of the teachers mention that there is time allocated for CLIL preparation and over 75% of the participants feel that teachers are used to collaborate with each other in their schools, as collaboration and co-teaching are key principles for successful CLIL implementation.



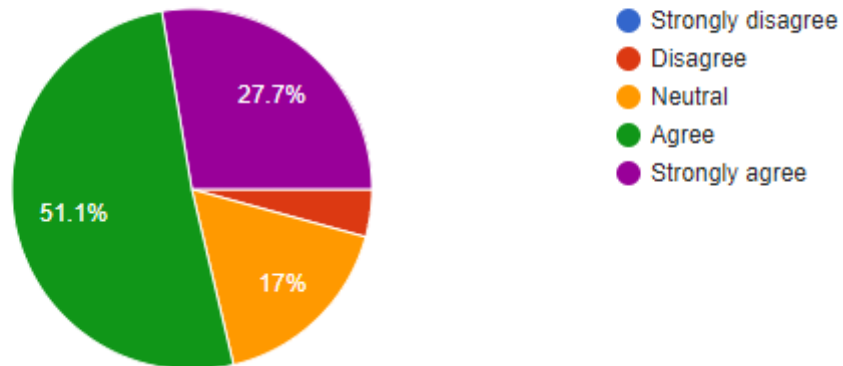
There is time allocated for teachers to work on CLIL preparation.

47 responses



Teachers are used to collaborating with each other in my school.

47 responses

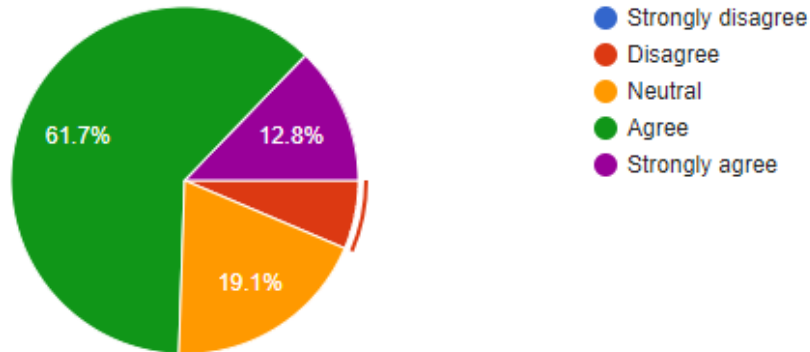


d) It is also the teachers beliefs that methodology employed at their school is modern (learner-centred, communicative, competence-led) which facilitates CLIL methodology implementation as it is developed based on task-based activities.



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

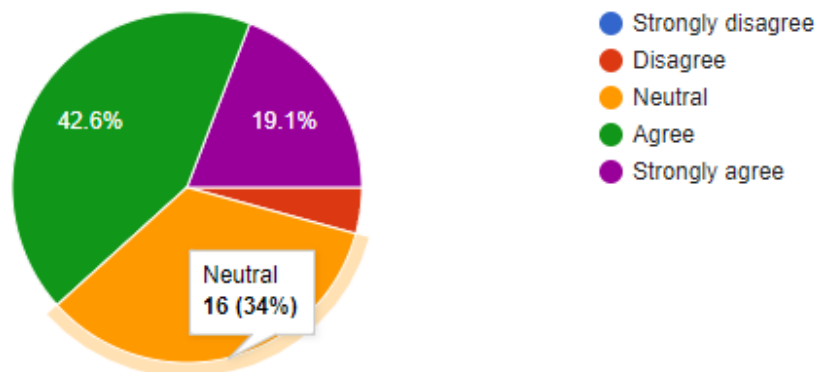
47 responses



e) Over 50% of the teachers also mention they are used to use ICT in their teaching practice.

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

47 responses



## 2. INFORMATION and NEEDS ANALYSIS

### 2.1 Data Summary for TEACHERS and Suggestions

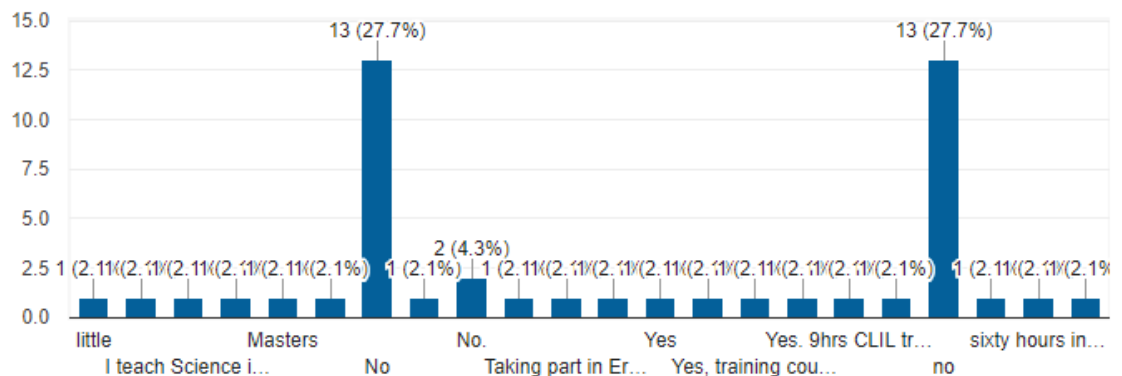
Among the teachers that participated in the questionnaire most of them have never received any training on CLIL/ bilingual methodology. To the question - Do you have training in CLIL?



If yes, please specify - 74% of the respondents have mentioned having 'No training' in CLIL as shown in the table below:

### Do you have training in CLIL? If yes, please specify.

47 responses



The remain quarter or respondents have answered the following: "Yes. 9hrs CLIL training for pre-school level/ Yes, in timeline and reading lessons"/ *METODOLOGIA AICLE PER PROFESSORAT DE MATÈRIES NO LINGÜÍSTIQUES (EIVISSA), CLIL FOR PRIMARY TEACHERS, PROGRAMA DE CENTRES AMB SECCIONS EUROPEES. CEIP PUIG D'EN VALLS (2009/10), COMUNITAT DE PRÀCTICA: CENTRES DE PRIMÀRIA AMB SECCIONS EUROPEES, COMUNITAT DE PRÀCTICA AICLE: CENTRES DEL PLA PLURILINGÜE I SECCIONS EUROPEES*"/ Yes, training courses and I have attended conferences and seminars"/ Sixty hours in CPD course CLIL in Trinity College Dublin"/ Yes, we had an E+ project about CLIL. At the end of the project, a conference about CLIL was organised in Lodz University. / Taking part in Erasmus+, Comenius projects"/ Yes. In Arts & Crafts"/ Yes, at natural science".

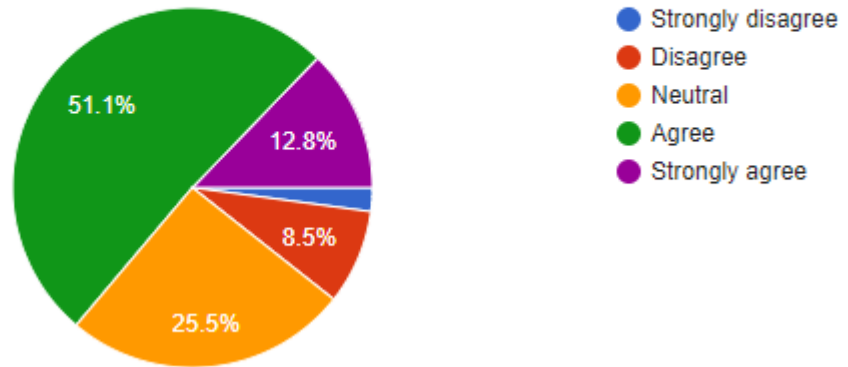
Taking into consideration that nearly 75% of the participants teachers in Hands On CLIL project have no specific training in CLIL it is foreseen as essential the construction of the CLIL Tool Kit to provide teachers with guidelines on CLIL classroom principles, lesson framework, designing a CLIL lesson and CLIL assessment & evaluation to guarantee significant changings and innovation in terms of bilingual methodology implementation.

To the statement 'I feel I need training in bilingual methodology in order to teach CLIL', only 5 teachers disagree (10,6%) meaning that 64,3% of the teachers strongly agree/ agree and 25,5% of teachers are neutral on this matter. So, it is important the project manages to address to some extent knowledge to the participant teachers to bridge the gap between the need of bilingual training and CLIL implementation.



## I feel I need training in bilingual methodology in order to teach CLIL.

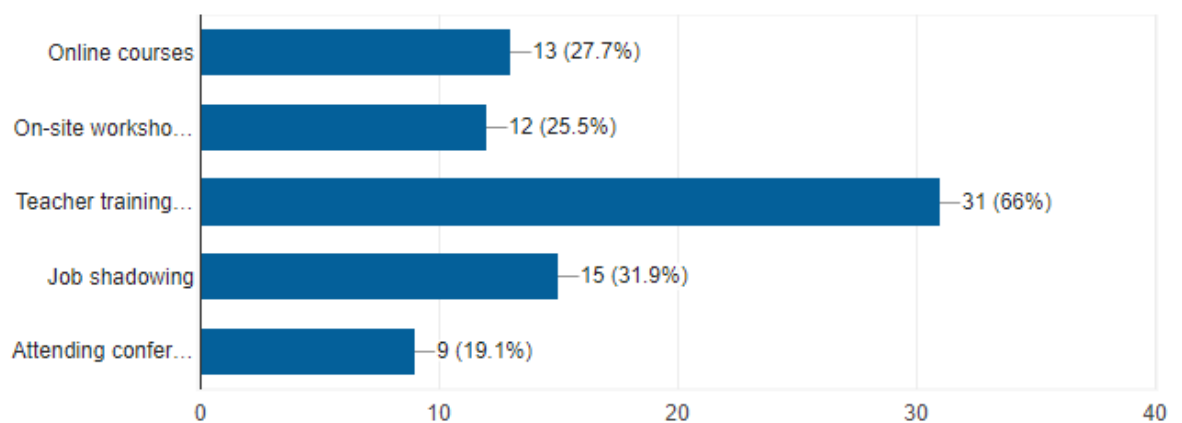
47 responses



It is thought by the teachers that answered the survey that the best way for teachers to learn how to teach/ implement bilingual methodology in their subject content area and improve their own understanding of CLIL methodology is through Teacher Training Courses of 25hrs minimum, followed by Job Shadowing. Although the project doesn't foresee Teacher Training Courses, we believe the Learning and Teaching Training Activities/workshops and the Job Shadowing will bridge the gap of training during project implementation.

## What type of CLIL training do you feel more appropriate?

47 responses

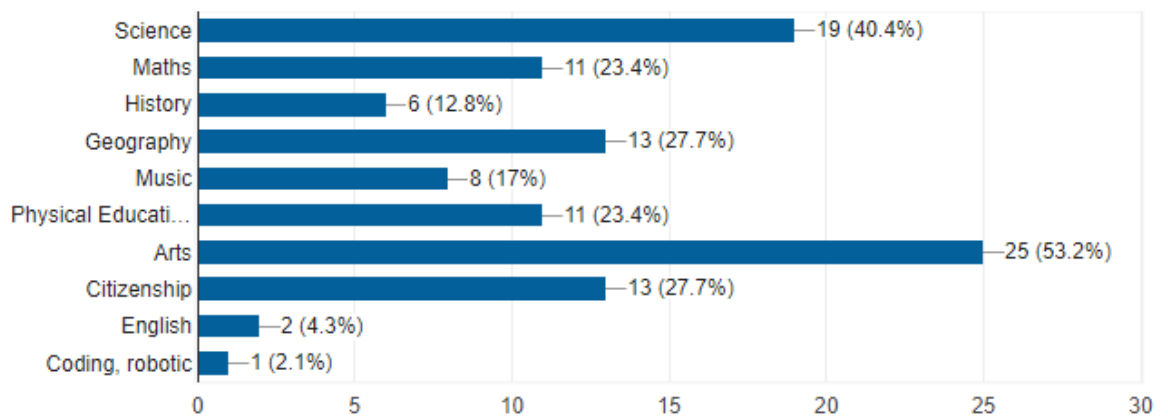




Regarding the subjects that teachers feel confident for CLIL use, 53% refer Arts, 40% refer Science, 40% refer Science, 13% Citizenship and Geography and 11% Maths and Physical Education. With all the collected information it can be said that CLIL pathways modules can tackle the subjects teachers feel confident about, like Science and Arts and explore new hands-on activities, resources and ICT use. At the same time, the project should also address new subjects teachers feel less confident, like Music, to improve their knowledge and skills as far as bilingual methodology is concerned to guarantee Hands On CLIL brings innovation into the participant schools and boosts teachers professional development.

### What subjects do you feel confident with for CLIL use?

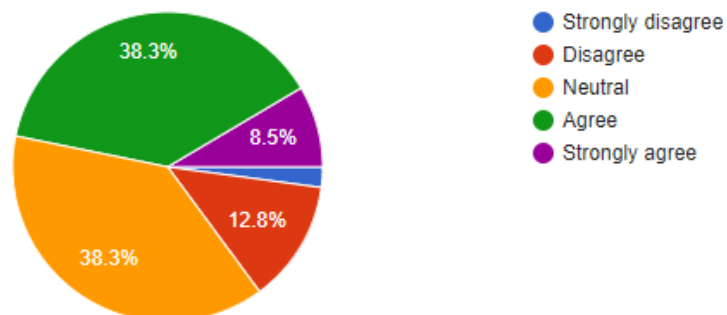
47 responses



In terms of CLIL resources, 50% of the teachers aren't sure if there are available to aid their content topic teaching, so the project should provide teachers with some resources for class use. Regarding the 40% of the teachers applying CLIL now, 50% uses its own materials.

### There are resources available for CLIL teaching in my subject(s).

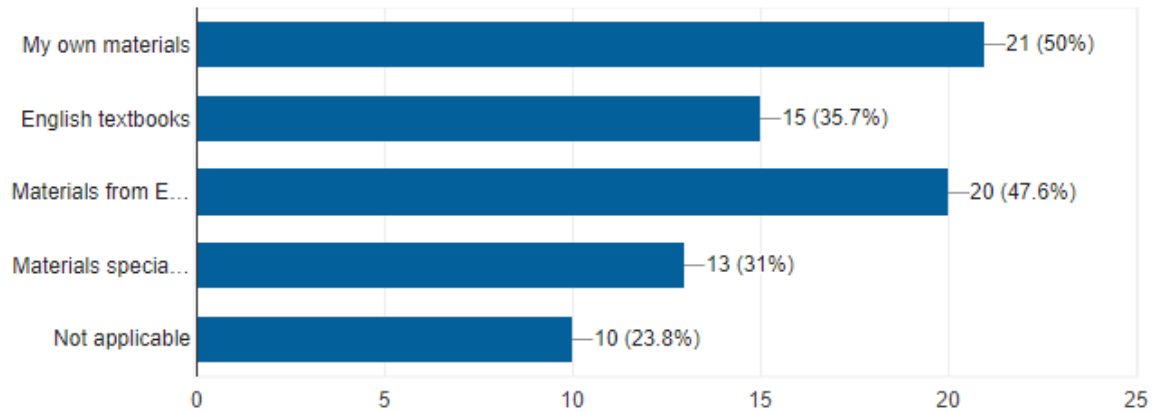
47 responses





## What resources do you use in your CLIL lessons?

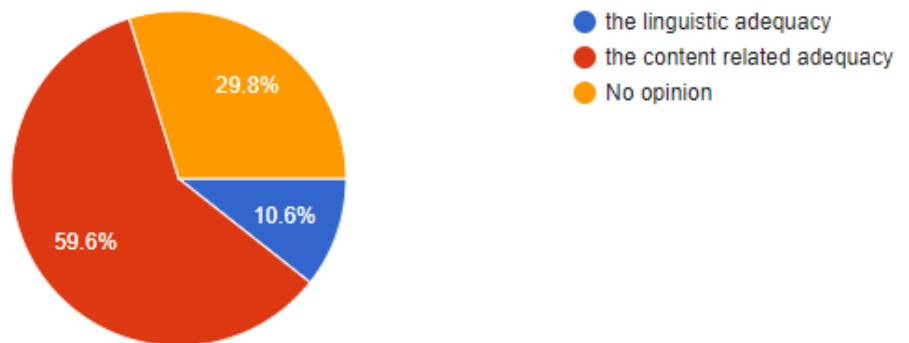
42 responses



Lastly, 60% of the respondents state the criteria used for CLIL materials choice relies on 'the content related adequacy' versus 10,6% of teachers that chose 'the linguistic adequacy'.

## My criteria for the choice of CLIL materials are

47 responses







### 3. CONCLUSION

This research study found strong evidence to support the need for a bilingual methodology project within primary education as 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.

The data gathered and reported in this analysis provides a sound platform on which to build future project activities such as the CLIL Pathways Modules as to provide teachers with scaffolding activities and strategies that will help them when using CLIL for the first time as to become confident while implementing new subject contents in a foreign language. At the same time, this study supports the importance of creating and promoting the CLIL Tool Kit foreseen in the project framework as over half of the participants have no knowledge/training in CLIL principles and strategies. The Kit is also important to encourage the subject teachers to use the foreign language in a communicative and meaningful way by providing standard language for teachers use since over 50% of the teachers agree/ strongly agree about the need to attend an English Language Course to deliver their CLIL lessons

Furthermore, it is also expected the project brings innovation to the schools and bridge the gap between teachers lack of CLIL training and confidence when applying bilingual methodology in their teaching practice. It can be said that teachers must be given training on:

- CLIL classroom principles, lesson framework, designing a CLIL lesson and CLIL assessment & evaluation to guarantee significant changes and innovation in terms of bilingual methodology implementation and professional development;
- Exchange of good practices on bilingual methodology;
- Learning and Teaching Training Activities/workshops and Job Shadowing.

The project coordinator,

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PORTUGAL