

(i) Original questionnaire

How CLIL ready are you and your school?

(Score yourself for your school context for CLIL from 1 to 5)

Keith Kelly

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CLIL issues	Questions	less - more				
		1	2	3	4	5
Management						
	Does the government support CLIL? (funding, legislation, curriculum reform)					
	Is there whole-school agreement on CLIL?					
	Is time allocated for teachers to work on CLIL preparation?					
Teachers						
	Is there a minimum level of English among teachers expected to teach CLIL (B1)?					
	Is methodology modern? (learner-centred, communicative, competence-led)					
	Are teachers collaborating with each other in CLIL?					
Resources						
	Is the subject curriculum full of dense and abstract factual content?					
	Are there resources available for CLIL?:					
	- Are these resources imported native-speaker textbooks? (and / or internet resources)					
	- Are these resources translated local books?					
	- Are the resources custom-made for CLIL?					
Learners						
	Is assessment more summative than formative?					
	Are there many hours of CLIL per week?					
	Is there CLIL continuity through grades 1 to 12?					
	Are study skills built across the curriculum?					
	Are students selected for CLIL?					

(ii) Survey scores

How CLIL ready are you and your school?

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CLIL issues	Questions	less - more				
		1	2	3	4	5
Management						
	Does the government support CLIL? (funding, legislation, curriculum reform)	7	6	18	17	7
	Is there whole-school agreement on CLIL?	5	13	15	12	10
	Is time allocated for teachers to work on CLIL preparation?	5	12	18	7	10
Teachers						
	Is there a minimum level of English among teachers expected to teach CLIL (B1)?	8	11	18	11	7
	Is methodology modern? (learner-centred, communicative, competence-led)	7	2	19	15	12
	Are teachers collaborating with each other in CLIL?	5	9	17	15	9
Resources						
	Is the subject curriculum full of dense and abstract factual content?	3	5	19	18	10
	Are there resources available for CLIL?:					
	- Are these resources imported native-speaker textbooks? (and / or internet resources)	8	10	13	14	10
	- Are these resources translated local books?	18	10	18	4	5
	- Are the resources custom-made for CLIL?	15	10	19	8	3
Learners						
	Is assessment more summative than formative?	5	11	19	11	9
	Are there many hours of CLIL per week?	14	13	15	10	3
	Is there CLIL continuity through grades 1 to 12?	12	9	15	13	6
	Are study skills built across the curriculum?	5	14	14	17	5
	Are students selected for CLIL?	7	10	13	12	13

(iii) Summary of data

How CLIL ready are you and your school?

(Score yourself for your school context for CLIL from 1 to 5)

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CLIL issues	Questions	less - more				
		1	2	3	4	5
Management						
	Does the government support CLIL? (funding, legislation, curriculum reform)	More supportive				
	Is there whole-school agreement on CLIL?	More agreement				
	Is time allocated for teachers to work on CLIL preparation?	Fairly balanced				
Teachers						
	Is there a minimum level of English among teachers expected to teach CLIL (B1)?	Fairly balanced				
	Is methodology modern? (learner-centred, communicative, competence-led)	Majority modern				
	Are teachers collaborating with each other in CLIL?	Majority collaborate				
Resources						
	Is the subject curriculum full of dense and abstract factual content?	More factual				
	Are there resources available for CLIL?:					
	- Are these resources imported native-speaker textbooks? (and / or internet resources)	More imported				
	- Are these resources translated local books?	Less translated				
	- Are the resources custom-made for CLIL?	Less custom-made				
Learners						
	Is assessment more summative than formative?	More summative				
	Are there many hours of CLIL per week?	Less hours				
	Is there CLIL continuity through grades 1 to 12?	Slightly less				
	Are study skills built across the curriculum?	Slightly more				
	Are students selected for CLIL?	More selected				

(iv) Interpretation of the data and conclusions

There were 55 respondents

Questions were answered with a score from 1 to 5, where 1 is less and 5 is more.

Management

In terms of management factors, the participants felt that the government was **more supportive** of CLIL implementation. Participants felt that there was **more agreement** (than less) as a whole school on CLIL implementation. The responses about time allocation for preparation were **fairly balanced**.

Teachers

Opinion on the minimum level of English of teachers expected to teach CLIL was **fairly balanced**. There was a **majority** of opinion that felt that methodology was modern (though 7 respondents had indicated a score of only 1 out of 5). A **majority** of opinion felt that teachers are collaborating with each other.

Resources

Participants felt that the subject curriculum is **more factual** (as opposed to competence-led). Opinion concerning resources is that resources are **more imported** (than locally sourced) while at the same time resources are seen to be **less translated** (local books). On the other hand, opinion describes CLIL resources as **less custom-made** (and so suggests other resources are used).

Learners

There was opinion that assessment is **more summative** than it is formative. Participants felt that the curriculum provides **less hours** per week for CLIL (than more). In terms of continuity through grades 1 to 12, participants thought continuity is **slightly less** (than it should be).

Conclusions

The survey shows fairly balanced opinions generally. It should be said that the audience were asked to complete the questionnaire during a plenary talk on the four issues which appear in the questionnaire.

There is recognition of positive managerial support for CLIL. This is a very good sign, that, by and large, the group do recognize that the 'institution' in which they are working is in favour of CLIL implementation. The survey also shows a positive attitude to the role of teachers in implementing CLIL. We can say quite confidently, then, that the context for CLIL implementation according to this survey is a positive environment, with good will and enthusiasm. I stress this because it does contrast with some other contexts and as a starting position augurs well for effective implementation. According to the data, the curriculum is seen as more factual than competence-led. This may be a challenge to successful implementation. Literature shows that CLIL (and other forms of immersive, bilingual approaches to education) has more success where the curriculum is competence-led. The differing opinion on resources suggests perhaps that there is a range of resources available. It is significant though that colleagues gave 'resources custom-made for CLIL' a low

score. In terms of learners there is a focus on summative over formative assessment, and the nature of CLIL suggests that teachers need continuously to be gathering information about learner achievement (what they can do, as much as what they know). There is also a suggestion that the programme doesn't offer enough time for CLIL and that there is not as much focus on continuity through the grades for effect CLIL development.

The previous issues (competences, custom-made resources, formative assessment, time and continuity) are important for effective implementation of CLIL and I'd suggest that any teacher training should put these areas high up on the agenda: Teaching to CLIL competences, assessing formatively, developing skills and techniques for CLIL resource writing, planning to maximize time and develop continuity throughout the grades.