

Action Research Project

Project title: Challenges of CLIL teachers
Active project participants: Barbora Benešová (University of West Bohemia, Czech Republic) and Elżbieta Witkowska (Centre for Education Development, Poland)
Action Research Question: What challenges do teachers face when they implement CLIL methodology? Issues discussed: <ul style="list-style-type: none">• planning CLIL classes• materials / resources• classroom practice• evaluation of teaching and learning processes• cooperation of CLIL teachers
Target group(s): CLIL teachers (lower and upper secondary education)
Action plan and timeframe: Autumn 2016 and spring 2017
Action research tools used: questionnaire for teachers; interview with CLIL teachers
Main findings: One of the challenges that CLIL teachers face is setting up a planning procedure. They have to find a balance between what needs to be taught (national curriculum) and what can be taught in a foreign language. Both content and language should be put into appropriate time frames and teaching tools should produce effective outcomes. They usually have to decide how much of the CLIL methodology they can implement in their teaching environment. The techniques they use comprise e.g.: problem solving, analysing, decision-making and they mainly aim at developing critical thinking and key competences. As CLIL is implemented in a variety of ways depending on a school and even a certain class within one school, teachers are responsible for choosing the right teaching materials. They either adopt materials available on the market or the Internet, or prepare teaching aids themselves. Another challenge is connected with assessment of teaching and learning. As teachers advocate, they evaluate their own teaching and also encourage students to self-reflect using a variety of tools (quizzes, strategy games, mini-projects, etc.). Because CLIL teaching is very complex, CLIL teachers try to cooperate with others (either subject or language teachers), share good practice and support each other.
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