



Promoting CLIL implementation in Europe: Learners' and guest partners' views from the fourth study visit

23 – 28 April 2018 Vilnius

Lithuania



ARISTOTLE
UNIVERSITY OF
THESSALONIKI



3RD EXPERIMENTAL
PRIMARY SCHOOL OF
EVOSMOS



ST THOMAS
INTERNATIONAL SCHOOL



CAMBRIDGE
SCHOOL of
CONSTANTA
Educational Center
High School



Saulės gojus



ZŠ a MŠ Kladno, Doberská 323

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1. Introduction

The fourth study visit of the ERASMUS+ project entitled "Promoting CLIL implementation in Europe" took place between 22nd – 28th April 2018. In particular, four delegations from four different countries (Czech Republic, Italy, Romania, and Greece) visited the Lithuanian organization PI "Saules gojus" in an attempt to reinforce cooperation among the partners, apply different CLIL methodologies, assess project development and establish the main project strategies. In total 13 guest partners, (4 from Greece, 3 from Romania, 3 from the Czech Republic, and 3 from Italy) attended the 10 available CLIL lessons at the workplace of the host organization delivered by the teachers of the host country on 23rd and 24th of April. After getting acquainted with the various approaches used and the learners, guest partners delivered 13 CLIL lessons themselves on 26th and 27th of April. In total, during the fourth study visit week 23 CLIL teaching sessions (each one lasting 45 minutes) were delivered in the English language to grades 1 to 4 (that is 6 to 11 years old Lithuanian learners) in the following subjects: Mathematics, Environmental Studies, Science, ICT, Physical Education and Aikido, Civic Education, Music, Arts and Crafts, Drama. After the completion of each session the pupils as well as the guest partners answered a brief questionnaire (provided in Appendices A and C respectively) to express their opinions about the lesson. Appendix B includes all the learners' further comments on the teachers' lesson as recorded by the questionnaire of Appendix A. In total, 248 pupils' and 20 teachers' questionnaires were collected and analyzed. The present booklet provides a report of the findings from the analysis of the learners' and teachers' questionnaires described in sections 2 and 3 as well as from the feedback provided at the Joint Staff Seminar which is described in section 4.

2. Learners' questionnaires

The questionnaire for the pupils was distributed and completed shortly after the end of each session and included eleven statements which were answered by a five-point Likert scale (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree) (Appendix A). Means and standard deviations of the learners' answers to each statement are shown in Table 1, while the percentages of participants in the five-point scale questionnaire are shown per statement in Figure 1.

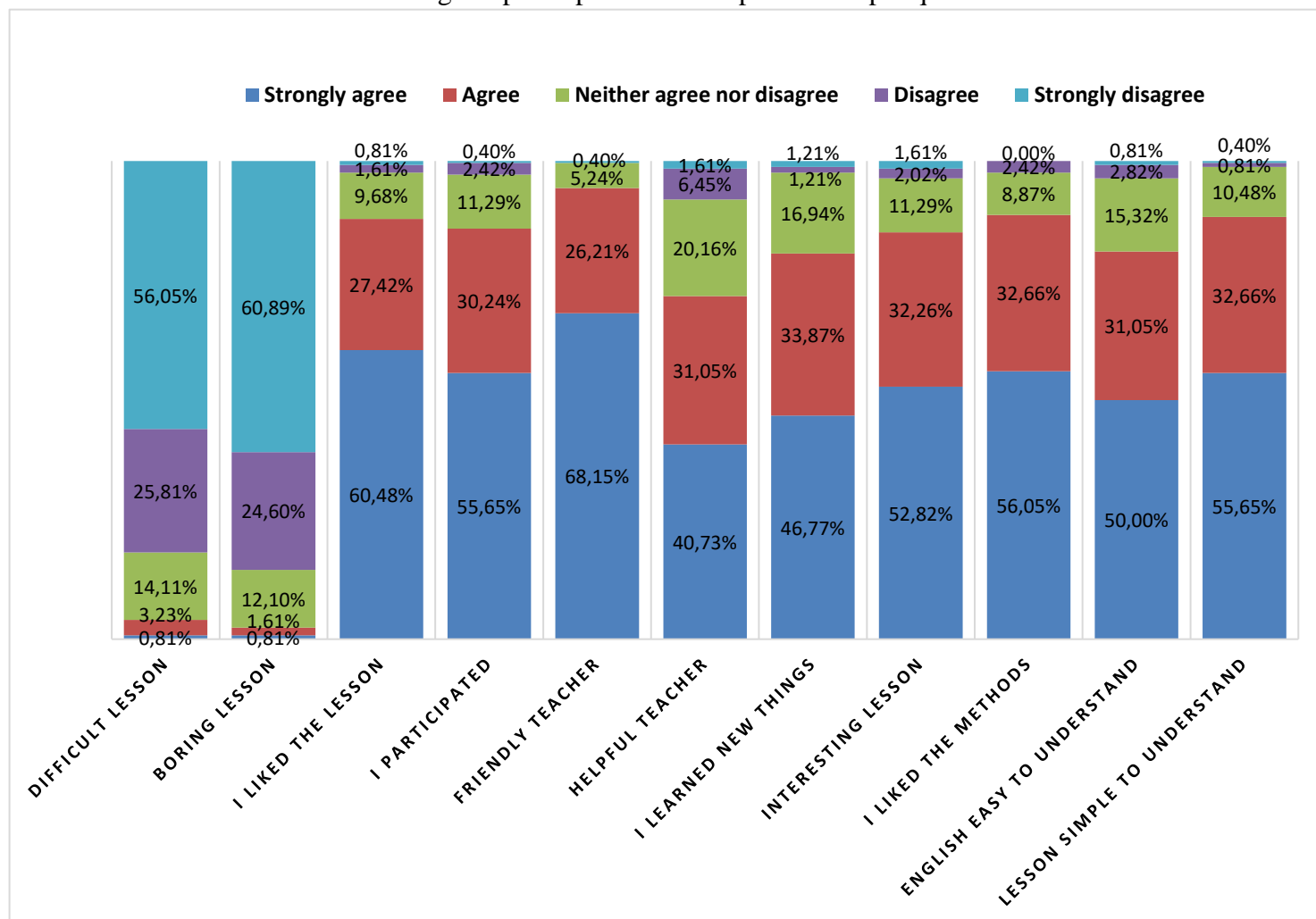
Table 1

Means and standard deviations of the learners' answers in each statement

QUESTIONNAIRE'S STATEMENTS		N	M	SD
1	The lesson was difficult	248	1,67	0,89
2	The lesson was boring	248	1,57	0,83
3	I liked the lesson	248	4,45	0,8
4	I participated in the activities	248	4,38	0,81
5	The teacher was friendly	248	4,62	0,63
6	The teacher helped me	248	4,03	1,01
7	The lesson was interesting	248	4,24	0,86
8	I learn new things	248	4,33	0,87
9	I liked how the lesson was done	248	4,42	0,75
10	The English used was simple enough for me to understand	248	4,27	0,88
11	The lesson was simple enough for me to understand	248	4,42	0,74

Figure 1

Percentage of participants in the 5-point scale per question



The results showed that the overwhelming majority of the pupils had positive impressions and comments about the lessons. This is attested by the fact that only 3,2 % of the learners found the lessons difficult or strongly difficult and only a minority of them (about 1 %) stated that the English language used, and the content were not very easy to understand. Most importantly, the learners' positive arguments are supported by the fact that more than 80% of them liked the lessons and 85 % of them declared that they participated in the activities. Furthermore, a vast majority of the learners (80%) found the lesson to be interesting and liked (88,6%) the methods adopted throughout the lessons. What is more, 79% of the learners admitted that they learned new things. Finally, as far as the learners' views of the teachers' (Lithuanian and guest partners) teaching is concerned, almost all of them (94%) found their new teachers to be friendly while the majority of them (71%) recorded that they were helpful.

3. Teachers' questionnaire

The questionnaire for the teachers included twelve statements which were answered by a five-point Likert scale (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree) (Appendix C). Means and standard deviations of the teachers' answers to each statement are shown in Table 2 while the percentages of participants in the five-point scale questionnaire are shown per statement in Figures 2-13.

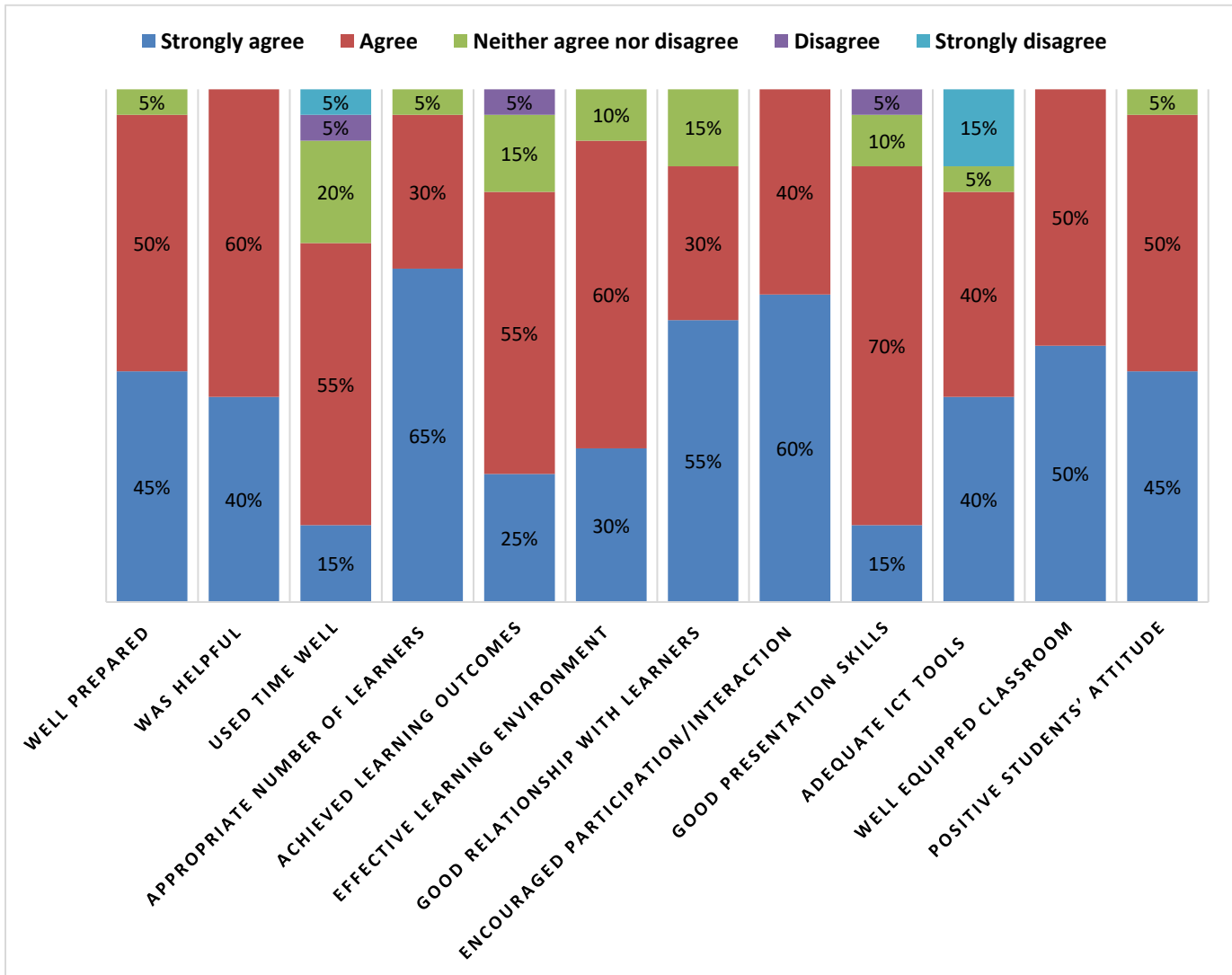
Table 2

Means and standard deviations of the teachers' answers in each statement

QUESTIONNAIRE'S STATEMENTS		N	Min	Max	M	SD
1	The number of learners in the classroom was the appropriate	20	3	5	4,6	1,41
2	I achieved the learning outcomes	20	2	5	4	2,12
3	I used time well	20	1	5	3,7	2,82
4	I was helpful	20	4	5	4,4	0,7
5	I created an effective learning environment	20	3	5	4,2	1,41
6	I maintained good relationship with learners	20	3	5	4,4	1,41
7	I encouraged participation and interaction	20	4	5	4,6	0,7
8	I was well prepared	20	3	5	4,4	1,41
9	My presentation skills were good	20	2	5	3,95	2,12
10	I used adequate ICT tools	20	3	5	3,9	1,82
11	The classroom was well equipped	20	4	5	4,5	0,7
12	Students' attitude towards my lesson was positive	20	3	5	4,4	1,41

Figure 2

Percentage of teachers in the 5-point scale per question



Inspection of the Figure 2 above tends to provide almost unanimous results as the dispersion of the teachers' answers belong mainly to the strongly agree and strongly disagree points of the 5 point Likert scale.

More specifically, Figure 2 shows that 95% of the guest partners who delivered CLIL lessons found the number of learners in the classes to be appropriate and only 5% of the respondents were undecided whether they agreed or disagreed to this statement. Furthermore, 80% of the teachers believe they have achieved the learning outcomes while the remaining 15% represents the teachers who neither agreed nor disagreed with the statement and 5% completely disagree with that. Further results illustrate that 70% of the teachers evaluated management of time in their lessons as appropriate. 20% of respondents evaluated their time usage to be neither well nor bad.

Some teachers (10%) showed a disagreement on the appropriate use of time during their lessons, thing that was also reflected in their comments at the end of the questionnaire, proposing suggestions for improvement in their future lessons. These results can be attributed (a) to the fact that the teachers were not perfectly acquainted with the subject level of the students, (b) at some points the lessons start was delayed due to the learners being a bit late to enter the classroom due to various reasons (changing of classrooms and (c) there were some equipment difficulties due to problems of soft compatibility). All teachers unanimously agree that they were helpful to the learners as the flow chart shows 100%. The helpful stance on the part of the teachers is also supported by the learners' answers in their questionnaire (statement 6) where almost 72% of the learners found the teachers to be helpful. Another total agreement among the teachers (100%) is the fact that the classrooms where the lessons were delivered were well equipped. All classrooms where most lessons were delivered, includes a smart board, a PC, a projector, loud speakers, magnetic whiteboards and so on. Also, all the respondents agree, that they were successful in encouraging students' participation and interaction during the lessons. Just one teacher is not sure about that. Other numbers of the chart show, that 95% of respondents consider themselves to be well prepared for their lessons. Furthermore, the results show the agreement of the majority (85%) of the teachers on their successful presentation skills while 10% simply did not provide any definite answer (neither agree nor disagree) and 5% denied that they have good presentation skills. Another considerable agreement among the teachers (85%) is that they created an effective learning environment, the remaining 15% belonging to the neither agree nor disagree point of scale. Chart numbers indicates the high use of ICT tools by the teachers, as 80% of them deem that they used adequate ICT tools, while 5% of them neither agreed nor disagreed. The remaining 15% strongly disagreed with the statement, but taking into account the further teachers' comments, the ICT tools were not necessary in the dynamic of the lesson. Also, the majority of teachers (90%) agreed that they created an effective learning environment, which is one of the most important things. Finally, the results successfully depict the unanimous teachers' view of the learners' positive attitudes towards their lessons as 95 % of them agree on that and only 5% of the respondents were undecided whether they agreed or disagreed to this statement.

To sum up, the questionnaires reflect a positive view of the teachers regarding all the aspects examined. The teachers were enthusiastic about the learners and topics, and enjoyed the experience of teaching CLIL lessons. Below are the comments that were provided by some of the twenty teachers who delivered CLIL lessons during the period of 23rd - 27th of April.

- *“It was a great experience. I worked with the first graders who were very active, focused and motivated during the lesson.”*
- *“A very positive outcome surprised me after the lesson. It has been a very intense and positive experience.”*
- *“Although I feel that the students understood the main idea of the lesson, the timing was not well managed, and I needed more time for the main activity.”*
- *“Timewise, the lesson was challenged. I was able to stop at a logical point and leave the rest for the class teacher. The students were bright, attentive and curious. Compliments to their class teacher and to the school as a whole.”*
- *“The school is well equipped with music lesson aids. Very calm environment, very helpful teachers and nice students. All this helped my lesson to be quite successful.”*
- *“Very skillful children for their age and with a high level of English language.”*
- *“Smart learners, good ideas provided, although not feeling as comfortable as expressing them in their mother tongue. I liked teaching them.”*
- *“It was a very enjoyable lesson. Both my students and I had a lot of fun. Even though I did not manage to do all the planned activities, it was a very productive time spent with my students. I got to know what their inquiries are and how I can use this information to plan further lessons.”*

4. Joint Staff Training Seminar questionnaire

On the 28th of April, a joint staff training seminar was organized by the host organization (PI “Saules gojus”) at the premises of the University of Applied Social Sciences (SMK) in Lithuania, with the aim of:

(a) acquainting all the participants with the progress and peculiarities of CLIL teaching in each partner school and

(b) disseminating that knowledge to a wider audience that included pre-service and in-service teachers.

The Joint Staff Training Seminar included six major presentations:

1. “Continuing Professional Development - Training teachers for CLIL” - Joanne Gillespie, Italy.
2. “Evaluating the Lesson Plans: Points for Discussion” - Vana Koutalacidou and Kyriaki Emmanouilidou, Greece.
3. “Prerequisites of Successful CLIL Application” - Lina Pečiulienė, Lithuania.
4. “Early language education by immersion. Parent experience” - Edita Kriščiūnienė, Lithuania.
5. “CLIL: Sharing experience Czech” - Václav Kruntorád, Czech Republic.
6. “Romanian learners’ feedback” - Petrea Mirabela and Ispas Claudia, Romania.

A questionnaire was handed out to the all the attendees. The questionnaire included nine statements about the content and the quality of the presentations and discussions of the seminar. Not all registered participants answered the questionnaire. In total, 38 questionnaires were filled in by attendees (kindergarten and primary school teachers, university students, visiting partners, teachers from other organizations). The answers were collected with a five-point Likert scale (Appendix D) and their frequencies and percentages are shown in Table 3.

Table 3

Frequencies, percentages, mean and standard deviation of answers to each statement of the questionnaire

QUESTIONNAIRE’S STATEMENTS		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	M	SD
		5	4	3	2	1			
1	The event helped me increase my	30 (78,95%)	7 (18,42%)	1 (2,63%)			38	4,76	1,41

	understanding of CLIL implementation								
2	The event enriched my perspective on CLIL learning and teaching	24 (63,16%)	12 (31,58%)	2 (5,26%)			38	4,58	1,41
3	I am going to use ideas and information presented at this event in my context	23 (60,53%)	15 (39,47%)				38	4,61	0,7
4	The information presented at the event is of relevance to policymakers in my country	9 (40,9%)	7 (31,82%)	3 (13,64%)	3 (13,64%)		22	4	2,12
5	The length of speeches was adequate	26 (68,42%)	12 (31,58%)				38	4,68	0,7
6	The time allocated for discussion was adequate	9 (23,68%)	27 (71,05%)	2 (5,26%)			38	4,18	1,41
7	Please rate the quality of the presentations you attended during the event	Excellent	Very good	Good	Satisfactory	Poor			
		5	4	3	2	1			
	<i>“Continuing Professional Development - Training teachers for CLIL” - Italy</i>	22 (57,89%)	15 (39,47%)	1 (2,63%)			38	4,55	1,41
	<i>“Evaluating the Lesson Plans: Points for Discussion” - Greece</i>	19 (50%)	17 (44,73%)	2 (5,26%)			38	4,45	1,41
	<i>“Prerequisites of Successful CLIL Application” - Lithuania</i>	3 (7,89%)	20 (52,63%)	12 (34,21%)	2 (5,26%)		38	3,58	2,82
	<i>“Early language education by immersion. Parent experience” - Lithuania</i>	18 (47,37%)	19 (50%)	1 (2,63%)			38	4,45	1,41

	<i>“CLIL: Sharing experience Czech” - Czech Republic</i>	8 (21,05%)	27 (71,05%)	3 (7,89%)			38	4,13	1,41
	<i>“Romanian learners’ feedback” - Romania</i>	3 (7,89%)	27 (71,05%)	7 (18,42%)	1 (2,63%)		38	3,84	2,12
8	Please rate the quality of the discussions held during each session	10 (28,57%)	22 (62,86%)	3 (8,57%)			35	4,2	1,41
9	Please rate the quality of the event as a whole	32 (84,21%)	6 (15,79%)				38	4,79	1,41

The attendees of the Joint Staff Training seminar almost agreed that (a) the event aided their comprehension of how to implement CLIL (97%), (b) the event enriched their views in CLIL learning and teaching (95%), (c) the event has provided them with ideas and information that will be used in their context (100%), and (d) the length of the speeches was adequate (100%). Furthermore, 94,74% of the audience found the time allocated to discussion of the topics adequate while a small percentage (5,26%) of the rest of the audience opted for the neither agree nor disagree answer. This is congruent also with statement eight of the questionnaire concerning the quality of the discussions, which was deemed very positive (excellent or very good) by 91,43% of the audience while only 8,57% of the attendees expressed a moderate opinion by characterizing it as being good.

Statement number four had the most scattered answers and it referred to the relevance of the information presented at the event to policymakers of the participants’ countries. These answers probably reflect a lack of openness of certain policymakers to significant changes related to the educational approach and syllabi.

The small differences in the percentages concerning the presentations might reflect a different interest in the topics by the attendees, different formats of the presentation. For instance, some presentations included videos with students’ performances and interviews while others included more statistical data. Moreover, some of the presentations referred to concrete aspects of CLIL implementation in the schools (e.g showers, strengths and

weaknesses of CLIL) while others included overall, holistic information about the project and this may have influenced the preferences and answers of the attendees. The answer related to the quality of the six presentations can be also considered positive as none of the presentations was characterized as poor by any of the respondents, and only three presentations were evaluated as being satisfactory.

To conclude, the quality of the event was characterized as being very good and excellent by 100%. Project partners were happy to see many attendees and share their experience with the audience.

- *“Many thanks for this wonderful experience. Now I have a much better understanding what CLIL is.”*
- *“It was very interesting to meet so many professionals from other countries, share experiences and participate in the discussions. Many thanks for this seminar and the project.”*
- *“Thank you! Almost all speeches were very informative and high level.”*
- *“This seminar shows how important this project is and that many people are interested in it. Thank you for all partner countries, it was a pleasure having you here today.”*
- *“High level event. Great speeches, professional location. I hope to attend in more events like that. Thank you “Saules gojus”.”*

Appendix A - Learners' questionnaire



LEARNER'S QUESTIONNAIRE

- What is your gender? BOY GIRL

- What is your grade? _____

- What was the name of the subject? _____

Tick (✓) the appropriate square according to your opinion



1. The lesson was difficult.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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2. The lesson was boring.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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3. I liked the lesson.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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4. I participated in the activities.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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5. The teacher was friendly.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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6. The teacher helped me.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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7. The lesson was interesting.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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8. I learned new things.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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9. I liked how the lesson was done.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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10. The English used was simple enough for me to understand.

Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
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11. The lesson was simple enough for me to understand.

Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
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Please write if there is something else that you liked or didn't like.



ANYTHING ELSE?

A large rectangular area with rounded corners, containing ten horizontal lines for writing. The top center of this area features a box with the text "ANYTHING ELSE?".

Thank you very much...

... for your help!!!



APPENDIX B - Learners' comments in the questionnaires (per subject)

Math – Grade 1

1. Friendly teacher.
2. Little boring lesson.

P.E. – Grade 1

1. Very good lesson.
2. I want more lessons like that.
3. Very nice teachers.
4. Fun!
5. We have fun!

Music - Grade 2

1. The lesson was fun.
2. Very friendly teacher.
3. I loved this lesson.
4. Friendly and shy teacher.

Math – Grade 2

1. I loved the teacher.
2. Very friendly teacher.
3. I liked the lesson, I liked the activities and tasks. I liked to build a box.
4. More lessons like that.
5. I understand a teacher very well.
6. Love lesson.

Drama - Grade 2

1. Very nice lesson.
2. I liked the music game and story.
3. I want this teacher at school.
4. Very friendly teacher.
5. I loved this lesson.
6. I liked to tell a story.
7. I liked the green surprise box.

Arts and Crafts - Grade 2

1. Funny lessons.
2. Friendly teacher.
3. I like to do a butterfly.

Math – Grade 3

1. I like domino game. I liked the lesson.
2. I liked the teacher.

3. Sometimes the teacher was too loud.

Environmental studies – Grade 3

1. I liked the lesson.
2. I liked that the teacher was a man.
3. I liked to draw during the lesson.

Environmental studies – Grade 4

1. I liked PowerPoint presentation.
2. I liked the lesson.
3. I liked the lesson because the teacher was from Greece and we learned many new things.
4. I liked that we had a lesson with Greek teacher. She is very smart.
5. It was difficult lesson, I didn't understand everything in English.
6. It was a great lesson.

Environmental studies – Grade 4

1. I liked our teacher and it was very fun.
2. The teacher very very rarely spoke incorrectly. The rest was very nice!
3. I liked that we had activities.
4. I liked this teacher from Italy – Jo. She is a great teacher.
5. I liked all the lesson very much.
6. The lesson was difficult, but I liked the activities.
7. The lesson was interesting and I learned new things.
8. Very nice teacher.

APPENDIX C – Participant’s questionnaire



PARTICIPANT'S QUESTIONNAIRE

BACKGROUND INFORMATION

These questions concern you, your education and teaching experience. In responding to the questions please mark the appropriate box with a X.

- What is your gender?

MALE FEMALE

- What is your age?

under 25 25-29 30-35 36-40 41-45 46-50 50+

- What is the highest level of formal education that you have completed?

University degree

Masters of Arts (MA) or Science (Msc)

Doctor of Philosophy (Phd)

Other (please state which) _____

- How long have you been working as a teacher?

1st year 1-2 3-5 6-10 11-15 16-20 20+

- Have you ever worked as a CLIL teacher? YES NO

- If YES for how long and what was the content? _____

SUBJECT AND TEACHING

These questions concern the subject you taught and the assessment of your teaching.

• **What was the name of the subject you taught?** _____

• **What was the grade of the class you taught?** _____

1. The number of learners in the classroom was the appropriate.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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2. I achieved the learning outcomes.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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3. I used time well.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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4. I was helpful.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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5. I created an effective learning environment.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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6. I maintained good relationship with learners.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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7. I encouraged participation and interaction.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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8. I was well prepared.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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9. My presentation skills were good.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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10. I used adequate ICT tools.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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11. The classroom was well equipped.

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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12. Students' attitude towards my lesson was positive

Strongly agree		Agree		Neither agree nor		Disagree		Strongly disagree	
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FURTHER FEEDBACK

Please add any other comments concerning the subject, learners, facilities, teaching etc.

Appendix D - Joint Staff Seminar questionnaire



Joint Staff Training Event
"Promoting CLIL implementation in Europe" ERASMUS+ project
Vilnius, Lithuania, 28 April 2018

EVALUATION FORM

Dear Participant,

We hope that you have found the Joint Staff Training Event organised by PI "Saules gojus" was informative and useful.

We would be most grateful if you could provide us with your valuable feedback.

Institution/Authority: _____

1. The event helped me increase my understanding of CLIL implementation

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The event enriched my perspective on CLIL learning and teaching

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I am going to use ideas and information presented at this event in my context

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The information presented at the event is of relevance to policymakers in my country

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The length of speeches was adequate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The time allocated for discussion was adequate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please rate the quality of the presentations you attended during the event

	Excellent	Very good	Good	Satisfactory	Poor
“Continuing Professional Development - Training teachers for CLIL” - Joanne Gillespie, Italy					
“Evaluating the Lesson Plans: Points for Discussion” - Vana Koutalakidou and Kyriaki Emmanouilidou, Greece					
“Prerequisites of Successful CLIL Application” - Lina Pečiulienė, Lithuania					
“Early language education by immersion. Parent experience” - Edita Kriščiūnienė, Lithuania					
“CLIL: Sharing experience Czech” - Václav Kruntorád, Czech Republic					
“Romanian learners’ feedback” - Petrea Mirabela and Ispas Claudia, Romania					

8. Please rate the quality of the discussions held during each session

Excellent	Very Good	Good	Satisfactory	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please rate the quality of the event as a whole

Excellent	Very Good	Good	Satisfactory	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please feel free to provide further comments / suggestions on the event as a whole:

Thank you for taking the time to fill out this questionnaire.