



## **Teacher training course**

Questions for debate: France October 2015

After watching video in wiki space about CLIL lesson (<https://europeancontest.wikispaces.com/3.+CLIL+Models>) every country should be ready to answer these 10 questions in order to share our answers in French meeting.

Please, fill this sheet of paper and upload the questionnaire on the wiki next to your flag.

### **Questions**

1.- Is the input (texts, real objects, models...) appropriate?.

Yes, it is quite appropriate and effective.

The different phases of the lesson are clearly defined: start up consisting in theory input, meaningful example (about matches..), practising task and checking activity.

Perhaps, it could be better to start from an authentic example in order to increase students' motivation, attention and expectations.

2.- Is the topic clearly selected?

Yes it is clearly selected. Teacher starts using keywords, key concepts and specific mathematical language to focus students' attention on the goals of the lesson.

3.- Was the foreign language (English) used effectively?

Yes, it was effectively used. Teacher and students speak English during the whole lesson. Students take part in the lesson and they seem interested in the topic.

The English level reached by the class is very good, of course.

4.- Who should teach this Kind of lesson: English teacher, Maths teacher or both?

We think that it would be better taught by only one teacher, depending on the subject chosen for CLIL, in reason of CLIL purposes. On the other hand, maybe in the future, when all teachers will be able to speak English fluently, then it will be possible to have an higher teaching quality than it is now.

5.- Should be the terms given in both (L1 and L2) languages?

No they shouldn't, of course.

Clil methodology is based on teaching other subjects through the medium of L2, so, in this case, it's important realizing an exposure to English language as much as possible. It can be achieved using L2 during the whole lesson.

6.- What about the class context? number of children, class disposition, class management, student motivation, teaching style...

The number of children is perfect in order to develop communicative skills.

The class disposition is quite good.

The class management seems to be quite exhaustive: students seem to be very interested in the topic and teachers support the learning process emphasizing on positive affirmation.

On the other hand, teaching style seems a little "monotonous": it lacks a variety of involving activities, students they listen to the lesson, they answer teacher's questions, they do their tasks, but they don't speak each other.

In other words, cooperative learning is not used and there isn't an effective pupil-centred teaching and learning.

7.- Do students understand the subject contents?

Yes, they get the whole comprehension of it. They show to understand exactly what is being proposed to them, and teacher receives a constant feedback from them, during the whole lesson. It is one of the most important CLIL aims.

#### 8.- What are the expected results? Should the results be monitored?

Yes, constant monitoring is very important in any teaching action, in order to improve the whole teaching and learning process and to reach the goals set.

#### 9.- Do you think CLIL lessons are enough included in our national curriculum?

In our country, CLIL methodology is mainly used at high secondary school, because it is compulsory (starting from the third year at high school language and at the fifth year only, in all the other schools).

In our opinion, it would be necessary introducing CLIL lessons starting from Primary school.

#### 10.- Other observations

In our opinion, unfortunately, English level among teachers from different countries is so uneven that it will take a long time to fulfil our common task.

In our country, classes are too large to develop communicative skills (26-28 students per class). Moreover, we need more teacher training in CLIL.

In fact, qualifications of the teachers is linked to good learning outcomes for children. High quality L2 teaching is necessary starting from pre-primary school, in reason of an early exposure to foreign language leads to increased proficiency in children.

In Italy, a lot will depend on how much the Government will be willing to invest in school and education.