

## INTRODUCTION

Austrian primary school education is preparing for a new curriculum entailing the need for competent Content and Language Integrated Learning (CLIL) teachers, ready to meet the challenges of teaching a minimum of 32 CLIL lessons a year. English may also become a compulsory subject with the obligation to be verbally assessed. Thus, primary school teachers will require professional development to cope with the planned changes. A post-graduate "Train the Trainer" programme aimed at training qualified English teachers to enable them to supply the necessary training sessions for primary school teachers and to promote school development in their educational regions through in-service training and Lesson Study (LS). LS is employed to create a collaborative training experience of high quality, to engage new trainers in mentoring processes at the schools, and to produce professional assessment tools for CLIL in primary education.

## LESSON STUDY DESIGN

The LS was organised with the goal to improve primary pupils' listening, reading and writing skills through CLIL. A needs analysis during the first meeting of the LS team showed that primary school teachers longed for professional teaching material as well as assessment tools which could easily be adapted to their classroom settings. Primary school teachers, who were not used to assessing their students in English before, considered the development of professional training material as well as assessment tools for listening, reading and writing based on competence descriptors important.

- 1st meeting: Planning of research lesson & materials  
 2nd meeting: Planning of first implementation; selection of case study pupils  
 3rd meeting: Development of assessment scales & finalisation of research lesson plan, observation plan and interview schedule
- 1st implementation: Cohort 1, most pupils aged 10  
 1st reflection meeting: Adaptation of research lesson for use with younger learners: spread content over 2 lessons, reduce total workload  
 2nd implementation: Cohort 2, most pupils aged 9  
 2nd reflection meeting: Finalisation of research lesson: lesson plan & materials

	4.0 (**)	3.0 (+)	2.0 (-)	1.0 (v)
Legibility	all facts are clearly readable	most facts are readable	some facts are readable	hardly readable
Titles / Subtitles (if applicable)	all titles / subtitles are adequate and clear	all titles / subtitles are adequate	most titles / subtitles are adequate	few titles / subtitles are adequate
Writing	very well written and organized; clear, easy to follow	adequately written and organized; clear, reasonably easy to follow	mostly written correctly and organized	poorly written and organized; unclear, hard to follow
Accuracy (lexis, grammar, spelling)	few inaccuracies which don't impair communication	occasional inaccuracies which don't impair communication	some inaccuracies which can impair communication	frequent inaccuracies
Overall mark				

Assessment Scale: Written Production, June 2018



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## AIM

This LS aimed to show that professional assessment tools and CLIL material not only help primary school teachers to improve their teaching quality but also support young learners to become self-confident users of the English language. It should encourage primary school teachers to use English as a working language to improve school and teaching quality and to implement the already available standardised descriptors for year four primary school pupils: GK4

Die Grundkompetenzen Lebende Fremdsprache,  
4. Schulstufe – GK4

HÖREN/VERSTEHEN	
1	Erfassen sehr einfacher Äußerungen unterschiedlicher Länge im Rahmen erarbeiteter Gesprächsstoffe, sofern langsam und deutlich gesprochen und gegebenenfalls multisensorische (auditive, visuelle, kinästhetische) Unterstützung angeboten wird.
1a	Kann allernächste Größenformen verstehen.
1b	Kann sehr einfache Anordnungen, Anweisungen, Bitten und Fragen im Rahmen der Unterrichtsorganisation verstehen.
1c	Kann sehr einfache Fragen und Aussagen zu Familie und Freundeskreis, zur Schule, zum Tages- und Jahresablauf, zu Wetter und Kleidung, zu Befinden, Gesundheit und Ernährung, zur Freizeitgestaltung, näheren Umgebung und zur Natur sowie eventuell zu anderen Bereichen verstehen.
1d	Kann auf andere Pflichtgegenstände (BE, BUS, M, ME, SU, WE) bezogene sehr einfache Anweisungen, Fragen und Aussagen verstehen.
1e	Kann sehr einfache alltagsmündliche Gespräche bzw. Dialoge zu den in Grundkompetenz 1c und 1d genannten Bereichen verstehen.

[http://oesz.at/download/gk4\\_nurtabellen.pdf](http://oesz.at/download/gk4_nurtabellen.pdf)

### Research question

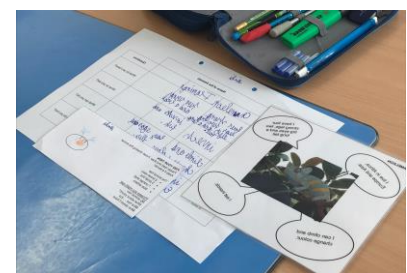
"How can the development of professional assessment tools and training material developed in a lesson study process support the implementation of CLIL in primary schools?"

## RESULTS

- Improvement in the learners' spoken production took place.
- Assessment scales were transparent and clear; learners knew what to focus on in their spoken and written production and reported that their motivation to get talking or to write texts rose.
- Learners interviewed stated that the lessons were cool and that they were now more motivated to study English and use it as a means of communication.
- CLIL lessons are authentic and therefore motivate the learners to enhance their knowledge of the target language.
- Giving learners more responsibility for their own learning motivates them and helps them to improve. They become more confident.
- Teachers are convinced that LS improved their professional development.
- Teachers feel more confident assessing their learners and teaching English with the help of professional training material and assessment criteria.
- LS changed attitude towards pupils' learning.
- Time pressure should be avoided.
- Defining assessment criteria and making the assessment scales transparent to the learners and subsequently their parents, motivates pupils even further and supports teachers' assessment.
- Reflection on teaching and learning creates professionalism.
- Discussing the research lessons in the LS team promotes better response to students' needs.
- Watching different teachers assess their learners and use the material developed is enriching and informative.



LS reflection meeting 2



Learning outcome

## REFERENCES

Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London; New York: Routledge.

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## IMPACT & CONCLUSIONS

There is far more to LS than simply planning lessons. The LS team became aware of the fact that no lesson could ever be perfect as there is always room for improvement. LS takes time but it is well worth the effort.

"... the greatest effects on student learning occur when the teachers become learners of their own teaching and when students become their own teachers." (Hattie, 2009, p. 22)

LS was found to be an effective and valuable method to initiate and promote professional development. Teaching quality does not always necessarily depend on authorities or financial resources. Each and every teacher can enhance teaching quality by working together with their colleagues, pupils and parents. Developing assessment scales and teachers' insights into CLIL should be developed further through LS, which proved to be an effective method for professional development.