

## Action Research Project

<p>Project title:</p> <p>CLIL IN SECONDARY VOCATIONAL SCHOOLS SEEN THROUGH STUDENTS' PERSPECTIVES</p>
<p>Active project participants:</p> <p>The action research has been conducted in two secondary vocational schools: Aviation Academy, Belgrade, Serbia and Vocational High School for Economy and Law "Vasil Antevski-Dren" Skopje, "The former Yugoslav Republic of Macedonia". The teachers, involved in this mini-project are Danijela Manic (Serbia) and Dragana Gjoreska ("The former Yugoslav Republic of Macedonia").</p>
<p>Action Research Question:</p> <p>The purpose of this study was to determine:</p> <ul style="list-style-type: none"> <li>- students' attitude and motivation for CLIL lessons</li> <li>- methodology used in classroom</li> </ul> <p>This action research gives answers about our own teaching practices in CLIL classrooms and checks if</p> <ul style="list-style-type: none"> <li>- students enjoy learning CLIL</li> <li>- something should be changed in terms of methodology</li> <li>- vocabulary exercises are satisfactory.</li> </ul>
<p>Target group(s):</p> <p>First grade class in Aviation Academy.</p> <p>Final year students in Macedonian school.</p>
<p>Action plan and timeframe:</p> <p>November: Discussion about aims of action research and questions for questionnaire. Observation of lessons, interview with students about CLIL methodology.</p> <p>December/January: Conduct the research on key elements of CLIL lessons. Student questionnaire. Teachers' log, interview with students.</p> <p>February: Analysis and interpretation of data collected.</p> <p>March: Report to ECML, National Educational Authorities. Share information with other teachers who work in the school.</p>

Action research tools used:

- Student questionnaire
- Teacher diary (a daily log of activities)
- Interview with students

Main findings:

More video clips should be trailed in Aviation English and emphasis should be put on oral activities. CLIL is definitely the most appropriate methodology in learning vocational English.

If we speak in terms of students' attitude and motivation for CLIL lessons, we may conclude that all students, involved in this research, enjoy CLIL methodology, even if CLIL is more difficult. Macedonian students mostly like working in groups, while Serbian students prefer working in pairs. During lessons and CLIL teaching, the Serbian teacher mostly uses power point presentation. Listening activities are something that students have rarely done before and they need practice in the forthcoming years. Macedonian students prefer video clips but don't like the text book. Texts used in the textbooks should be considered in terms of their appropriateness and authenticity, since it is highly recommended to use authentic texts in CLIL or adapted to the students' needs. Vocabulary exercises that are used in both schools are similar and all refer to acquiring the appropriate terminology that is needed for their scope of work. The emphasis in our CLIL lessons is not only the content knowledge but language acquisition in the context. All students recognize the importance of language skills corresponding to their scope of future work. Students show greater success in ESP, which proves the benefits of CLIL lessons in terms of improving language skills. These students feel more confident when they attend CLIL lessons. Grammar is definitely not important in any class.

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