

# Self-monitoring: A tool supporting research and development into CLIL Training

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How do teachers view their CLIL abilities – i.e. the skills they perceive as having, those which they consider as desirable and those that they actually possess?

In the belief that measuring the relationship between teachers' assumed potential and actual performance is invaluable, a similar question was explored by the author at CLAM (*Centro Linguistico Ateneo Messinese*) in relation to a trial with primary teachers attending a training course (PFLISP) in Messina to teach English. The experiment used a series of carefully orchestrated questionnaires to construct a self-monitoring technique providing teachers with much-needed reflection on, and a realistic snapshot of, their potential and actual performance. While producing many expected findings, unexpected ones also emerged, shedding light on the reliability of teachers' own judgements and the correctives that need to be made to them. The exercise thus contributed to making training more effective, efficient and pleasurable.

On the basis of this experience, the talk explores what is needed to adapt the approach to CLIL teacher training, in particular focusing on the process of measuring teachers' views on their CLIL abilities in relation to perceptions about CLIL training needs and thus pays special attention to the question of recording opinions while CLIL training courses are actually being undertaken.

The talk concludes by suggesting that accurate records of teachers' perceptions of CLIL training needs provides an invaluable contribution to the construction of teachers' professional identities.

References

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