**TEACHER QUESTIONNAIRE AFTER THE CLIL LESSON**

1. The teacher and the students speak in the target language

* Less than 30% of the time
* 30%-70% of the time
* 70%+ of the time

1. The teacher checks for comprehension frequently

* by asking individual students
* by listening for responses from the whole class
* by asking for translation occasionally

1. The students are actively engaged in the lesson

* by gesturing
* by acting
* by contributing ideas to the lesson
* by responding to questions

1. The students are held accountable for the lesson

* by speaking the target language when asked
* by helping each other
* by retelling material in their own words
* by translation, when asked
* by unannounced quizzes

1. The teacher tailors the tasks to individual student ability

* by asking many types and levels of questions
* by expecting multiple levels of answers to questions

(one-word, short phrase, complete sentence, extended discourse)

* by requiring longer, more detailed, and more accurate narration from the

most able students

1. The teacher promotes higher-level thinking skills

* by including analytical thinking tasks (for example: compare and contrast, evaluate, analyze)
* by including practical thinking tasks (for example: show how to use something, demonstrate how to do something, apply)
* by including creative thinking tasks (for example: invent, imagine, design, what would happen if)

1. Comments or suggestions

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