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Towards a Framework for Evaluating Hybrid CLIL Program for Children

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Teaching English via content subjects has become popular, particularly at the primary school level in Vietnam while the upsurge of different hybrid learning models in recent years has also been linked to English language teaching. This research aimed to construct a toolkit for evaluating hybrid CLIL programs for primary school students. The authors hypothesized that a hybrid CLIL program would require a multi-layered framework to evaluate its overall goals (Context), plans and resources (Input), activities or components (Process), and outcomes or objectives (Product). Specific aspects for the evaluation would include (1) the level and impact of technology integration, (2) the extent to which principles of CLIL methodology are adhered to, and (3) whether inputs and processes facilitate children's language acquisition and be aligned to principles of teaching English to young learners. The triangulation of data from content analysis of relevant literature, focus group interviews with the hybrid CLIL program managers and curriculum developers, and interviews with educational specialists and experts has yielded two products: an evaluation framework with multi-layered components, and a set of data collection tools including questionnaires and semi-structured interviews for program stakeholders and classroom observation checklists. The toolkit would provide guidelines for CLIL curriculum developers and English teacher trainer experts to ensure the quality assurance of the program.

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