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Investigating teacher partnerships for CLIL

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Publication date:
2015

Document Version
Peer reviewed version

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Citation for published version (HARVARD):

Chopey, M 2015, 'Investigating teacher partnerships for CLIL: Developing a model for subject-content and language teacher pedagogic collaboration towards integration ', Ph.D., University of Aberdeen, School of Education, CLIL. <<https://oatd.org/oatd/record?record=oai%5C:ethos.bl.uk%5C:648908>>

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THESIS / THÈSE

DOCTOR OF LANGUAGES

Investigating teacher partnerships for CLIL

Developing a model for subject-content and language teacher pedagogic collaboration towards integration : European Doctorate at the University of Aberdeen in collaboration with UNamur

Mettewie, Laurence

Award date:
2015

Awarding institution:
University of Namur
LocalizedString(id=37169744, text={fr_FR=University of Aberdeen, School of Education, en_GB=University of Aberdeen, School of Education})

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Investigating teacher partnerships for CLIL:
**Developing a model for subject-content and language teacher
pedagogic collaboration towards integration**

**A thesis presented for the degree of
Doctor of Philosophy
and of
*European Doctorate***

**at the University of Aberdeen
in collaboration with the Université de Namur, Belgium**

Mary Chohey-Paquet

***(Masters in "Politiques et pratiques de formation",
Université Catholique de Louvain, Grande Distinction)***

2015

Declaration of authenticity

In accordance with the University of Aberdeen thesis submission regulations for a higher degree, I declare that:

- this thesis has been composed by me and that I have carried out the research involved;
- it has not been accepted in any previous application for a degree;
- I have, to the best of my knowledge, made reference throughout the text to acknowledge and where appropriate quote my sources of information.

A handwritten signature in blue ink that reads "Mary Chohey - Paquet". The signature is written in a cursive, flowing style.

Mary Chohey-Paquet

13 January 2015

Abstract

Investigating teacher partnerships for CLIL: Developing a model for subject-content and language teacher pedagogic collaboration towards integration

Mary Chohey-Paquet

Many CLIL settings organise parallel teaching *through* the target language (subject-content courses) and formal teaching *of* that language (language courses) with separate teachers in the CLIL learners' timetable. Yet so far, CLIL literature has tended to maintain a 'teachers-are-expected-to-work-together' assumption without delving into the complexity as to *how*. This study has aimed to theorise and problematize the nature and processes of pedagogic collaboration between subject and language teachers for the *integration* of content and language.

A theoretical investigation critically draws upon existing literature (from: CLIL; generic teacher collaboration and professional development; ESL/EAL; Academic Literacies; pluriliteracies development...). It constructs a conceptual framework as a working model from a sociocultural perspective. Qualitative (social) constructivist inquiry (case study approach in French-speaking Belgian secondary CLIL) provides the model testing and feedback. The database constructs a mosaic of perceptions and experience of subject and language teacher collaboration from all levels of secondary CLIL education.

The findings indicate that teachers interpret successfulness of pedagogic collaboration as being important for meeting their 'shared' learners' needs. Teachers also perceive their own need to better understand *how* to work collaboratively and progress in effectiveness pedagogically for their CLIL learners' benefit. Nevertheless, data show they regret the difficulty with which to realize such successful collaboration sustainably. The findings imply necessary top-down and bottom-up engagement and clearer understandings of teacher collaboration in CLIL. Institutional and organisational factors and conditions are crucial. But collaboration must also be actively cultivated through principled professional learning. Creating *Integration Space* and developing realistic approaches, guidance and practical tools *with* and *for* language and subject-content teachers (and other players) are required.

Providing insight into the complexity of such pedagogic partnership, the research identifies interacting issues, factors and conditions underlying the development of CLIL teacher collaboration towards integration and proposes a two-part dynamic model as a conceptual tool.

Acknowledgements

It is an

impossible task to be

*exhaustive... So in all simplicity, I wish to thank **'you'**.*

'You' are firstly Do Coyle and Laurence Mettewie, my wonderful supervisors.

But 'you' are also family, friends, colleagues, academics and practitioners... And most often, for me, you belong to several of these categories (Do and Laurence included!). I have received your excellent guidance and generous support. You have all shown unwavering belief that my

research was worthwhile. You have cheerleaded (from both near and very far)

and you have seen me through. Each and every one of you,

please receive my personal heartfelt thanks

that I hold up to Him in full

gratitude.

Preface

*« Dans la vie, il n’y a pas de solutions. Il y a des forces en marche :
il faut les créer et les solutions suivent. »*

(Antoine de Saint-Exupéry)

How did this research come to be? At several instances in my thesis I make reference to who I am in order to position myself as a researcher (see, for example, Chapters 3 and 6). However, through this preface I would like to provide the reader with a bit of the research’s background story: a chain of events, circumstances and/or influences traversing the past 16 years. As a reflection on my positionality and experience in relation to the thesis, seven bullet points give a brief genesis to what has preceded and motivated, as well as driven this study.

- **1999: A career crossroads**

I accepted a challenge in 1999: to help launch one of the pilot ‘linguistic immersion’ projects in French-speaking Belgian public mainstream secondary education. The organizers had contacted me to assist them in recruiting the right-and-ready person of a hybrid profile, whom they had not been able to find. I was convinced that the project was a worthwhile educational endeavour, especially in Belgium’s linguistic setting. So as a pedagogue, but also as a parent in a bilingual family, I decided I should be willing to roll up my own shirt sleeves and try to contribute! I left my job as Pedagogic Manager at a community college/continuing and further education and training centre in order to work – as I had at the start of my career in 1979 on the other side of the Atlantic – as a classroom teacher.

Jumping into the adventure, I pored over the literature I found (mainly from North America) and a VHS video cassette that my headteacher had received at a conference in Brussels. The latter, *“InterTalk: Plurilingual Education Across Europe”*, introduced me to the CLIL/EMILE approach in Europe. Then I telephoned one of the InterTalk project participants, the Belgian Professor Hugo Baetens Beardsmore, based at the Vrij Universiteit Brussel and the Université Libre de Bruxelles. He in turn put me in contact with another participant, Professor Do Coyle, at the time based at the University of Nottingham.

- **From 1999: Advancing with French-speaking Belgium’s CLIL/EMILE-type provision**

My involvement has been, from the beginning, at diverse levels from the classroom-out to help try to actively research and develop the quality and pedagogic effectiveness of the approach. I was – and remain – convinced that quality content and language integrated learning requires quality content and language integrated teaching. My roles have included: professional development of teachers and pedagogic advisors; advising headteachers;

participating in institutional piloting of our context's 'immersion CLIL-EMILE'.¹ I was also very quickly in further contact with other European colleagues developing CLIL in their countries.

- **2002 & 2003: Opportunity for academic reflection**

Among various European projects, colloquia and conferences attended, I had the opportunity to participate in four new postgraduate specialisation modules during the summers of 2002 and 2003. These were in *"Teaching Through a Foreign Language - CLIL"* at the University of Nottingham's International Summer School, organised by Do and her colleague Philip Hood. For one of my written projects, I was reflecting on CLIL implementation. This corresponded with a time period when, at the institutional level, we were preparing a 'cahier des charges' as specifications for schools to prepare if they wished to begin a CLIL programme. I proposed the 'Quality-Credibility-Sustainability (Q-C-S) System' as a triangular overarching rationale. To this, I superposed a rectangle representing Coyle's (1999) "4 Cs" conceptual framework, within which I placed various elements suggesting pedagogical implications for CLIL classroom practice. Among these elements I had included the concept of **collaboration** (see: Chohey-Paquet & Amory-Bya, 2007; Chohey-Paquet, 2008).

- **From 2004: Leading seminars for the Ministry**

At the request of the Ministry of Education's continuing professional development institute,² I accepted to lead seminars for mixed groups of language and subject teachers across French-speaking Belgium, beginning in 2004. I employed the Q-C-S System with its pedagogical implications as a visual outline to these seminars. I invited the teachers to collaboratively and reflectively 'revisit' their classroom beliefs and practice through various tasks and activities. When we came to working with the notion of collaboration in their school settings, on the one hand teachers always agreed in principle. Yet, on the other hand, they repeatedly voiced many "Yes, but..."-challenges in relation to their realities.

- **2007: New legal framework for 'immersion'**

A law was passed in 2007 to reframe francophone Belgium's CLIL-type provision (see 1.3.2). Among its stipulations, the compulsory 4-period per week Modern Foreign Language course would 'count' as part of the 'immersion', linking it to vocabulary development for the subject-content course(s) taught through that target language. The policy framework did not seem clear to the practitioners I encountered. To them, it seemed mainly organisational. I agreed that it lacked specifics. Nonetheless, I found that this implicit mandate for the language and subject teachers to work together could be viewed pedagogically as reinforcing the thinking I was trying to promote through my seminars.

¹ With the Fédération de l'enseignement secondaire Catholique (FESeC).

² The *Institut de Formation en cours de Carrière* (IFC) of the Communauté française-Fédération Wallonie-Bruxelles (CFWB) Ministry of Education.

- **2010: Inspectorate's Report on 'immersion'**

The Inspectorate's first triennial report dedicated to 'immersion teaching' was published in 2010 (see 1.3.3). Amongst their declarations, they indicated not having observed "real collaboration" between the majority of language and subject-content teachers in the schools visited. They claimed that there were "too few connections" between the courses. This struck me as paradoxical: policy documents rendering such collaboration obligatory and then regretting not observing it, without ever having defined or operationalized it.

I queried four inspectors who, like myself and three other 'experts', had been designated in 2009 to take part in a ministry commission 'Observatory' for "immersion teaching". We debated the issue, with their responses again taking more forms of "Yes, but..."

There appeared to me to be a dilemma. This was in: (1) that the mandated nature of pedagogic collaboration between the teachers in 'immersion' seemed clear to no one; but (2) that it was expected to simply happen; and (3) that the notion of *integration* of content and language, fundamental to the CLIL approach, was absent from all of the considerations.

Trying to find a solution to this dilemma led me to realise that there was a gap in the CLIL literature. To be coherent, we needed to better understand what we meant by *collaboration*... and what was involved in such *collaboration* towards *integration*.

- **Academic encouragement**

Finally, I wish to add a last key influence which has been present throughout the genesis I have described. I have received regular encouragement (or was it prodding?) to undertake PhD research. This has particularly come from Do and Hugo. Finalizing this research project thus allows me, in a way, to come full circle with them in CLIL... although I look forward to more looping of loops in the future.

Synthèse

PREAMBULE/PRÉAMBULE

The purpose of this summary is to fulfill the regulations for a European Doctorate. Within this framework, it is therefore meant to accompany and progressively make reference to the full thesis text in English.

Cette synthèse vise à répondre aux conditions stipulées pour l'octroi d'un Doctorat Européen. C'est dans ce cadre que celle-ci accompagne la thèse et fait donc référence aux différentes sections du texte complet en anglais.

Introduction

La thèse de doctorat « *Investigating teacher partnerships for CLIL : Developing a model for subject-content and language teacher pedagogic collaboration towards integration* » répond à un questionnement ancré dans le contexte de l'enseignement 'immersif' partiel en Belgique francophone. Ce type d'enseignement est appelé « EMILE » (*Enseignement de Matières par Intégration d'une Langue seconde ou Etrangère*) dans la littérature, notamment européenne. La présente synthèse retrace les lignes directrices au niveau théorique et méthodologique de la recherche menée et décrit brièvement les résultats issus des analyses et leurs implications. Par ailleurs, cette synthèse propose une réflexion sur le retour possible de ces résultats au contexte initial.

1. Contexte

L'enseignement 'immersif' partiel connaît un succès croissant depuis 1998 en Fédération Wallonie-Bruxelles (CFWB) (cf. 1.3). Le cadre légal en vigueur, à savoir le « *Décret du 11 mai 2007 relatif à l'enseignement en immersion linguistique* », ³ définit les dispositions pour les écoles fondamentales/primaires et secondaires qui l'organisent. La recherche présentée dans cette thèse s'est focalisée sur ce type d'enseignement dans le secondaire. Parmi les conditions organisationnelles et pédagogiques pour celui-ci, le décret stipule que le cours de langue cible fait partie du programme d'apprentissage des élèves en immersion. Il précise :

³ Le texte de référence, le *Décret du 11 mai 2007 relatif à l'enseignement en immersion linguistique* (MB du 12.10.2007) tel que modifié par les décrets des 18 juillet 2008, 12 décembre 2008, 23 janvier 2009 et 18 mars 2010.

Les périodes consacrées s'il échet spécifiquement au cours de langue moderne dans laquelle est pratiquée l'immersion sont comptabilisées dans la partie de la grille horaire consacrée à l'apprentissage par immersion. Dans ce cas, les apprentissages visés durant ce cours de langue moderne portent spécifiquement sur les compétences liées à la maîtrise de la langue concernée et sur le vocabulaire spécifique aux disciplines enseignées dans le cadre de l'apprentissage par immersion...⁴

En stipulant ceci, le législateur exige implicitement l'établissement de liens entre le cours de langue et les cours de matières (ou disciplines dites 'non linguistiques', DNL) qui sont enseignées aux élèves en immersion à des moments différents et (le plus souvent) par des enseignants différents. Toutefois, le décret ne donne aucune indication concernant la manière dont les écoles et les enseignants devraient établir ces liens (le comment ?).

Par ailleurs, en 2010 le Service Général de l'Inspection constate un **manque de collaboration** entre les enseignants de matières et de langues censés être concernés par l'établissement de ces liens. Le « *Rapport relatif à l'apprentissage par immersion* » note ainsi :

Il est interpellant de constater que chez **seulement un quart** des enseignants [dans les 10 écoles visitées], une **réelle collaboration** a pu s'établir entre les titulaires des cours de langue d'une part et les collègues de la discipline concernée par l'immersion d'autre part. Une telle collaboration permettrait pourtant de répondre au prescrit des articles 9§4 et 12§1er du décret immersion du 11-05-2007. (...) ...on a constaté **trop peu de liens** entre le professeur de discipline et le professeur de langue pour l'apport du vocabulaire spécifique.⁵

Ces deux extraits soulignent donc la particularité de la CFWB d'avoir rendu obligatoire la **collaboration** entre les enseignants de matières et de langue en 'immersion' et d'en regretter l'absence, sans jamais toutefois ni la définir, ni la concrétiser, ni l'opérationnaliser.

Aussi, cette caractéristique est-elle à la base de la présente recherche et offre-t-elle l'opportunité de s'interroger sur le concept de collaboration et ses implications pour un enseignement de matières par intégration d'une langue étrangère.

⁴ Idem, Chapitre IV, Art. 12, §1^{er} (et Idem, Chapitre III, Art. 9, §4).

⁵ Administration Générale de l'Enseignement et de la Recherche Scientifique, Service Général de l'Inspection (octobre 2010) « *Rapport relatif à l'apprentissage par immersion* », Brussels : Communauté française de Belgique, p. 25 et 28. (Emphasis added.)

2. Recherche menée

La thèse s'est donnée comme objectif scientifique de **théoriser et problématiser la nature et les processus de la collaboration entre enseignants de matières et de langue en EMILE**. Au-delà de la démarche fondamentale, cette recherche a également une portée pragmatique : mieux comprendre comment permettre aux enseignants d'améliorer et d'augmenter une telle collaboration. En effet, amener les élèves à apprendre « avec et à travers » (Eurydice, 2006, p. 7) une autre langue que la langue de scolarisation habituelle suppose une reconceptualisation des pratiques éducatives, avec des retombées tant sur le plan pédagogique et méthodologique qu'organisationnel. L'EMILE requiert des acteurs principaux de définir ***l'intégration*** présente dans l'acronyme (Coyle, Hood, & Marsh, 2010). Ils sont donc appelés à co-construire ces apprentissages. Si la ***collaboration*** est souvent citée dans la littérature EMILE parmi les éléments clés d'une implémentation de qualité, elle reste toutefois un défi réel à réaliser sur le terrain (cf. 1.4.2).

Cette recherche s'articule donc autour de deux axes : le premier est la construction d'un modèle analytique théorique ; dans le second, ce modèle est confronté aux données empiriques de pratiques et/ou de réflexions d'enseignants en situation de collaboration.

2.1 Construction du modèle théorique

La construction théorique sur base de la littérature (cf. Chapitre 2) a été guidée par trois questions:

- En quoi le concept complexe de collaboration consiste-t-il ?
- Quels sont les facteurs et conditions à la base du développement d'une collaboration efficace et durable entre les enseignants de matières (DNL) et ceux de langue ?
- Comment un partenariat collaboratif entre ces enseignants peut-il contribuer à l'approfondissement de leur(s) compréhension(s) pédagogique(s) ?

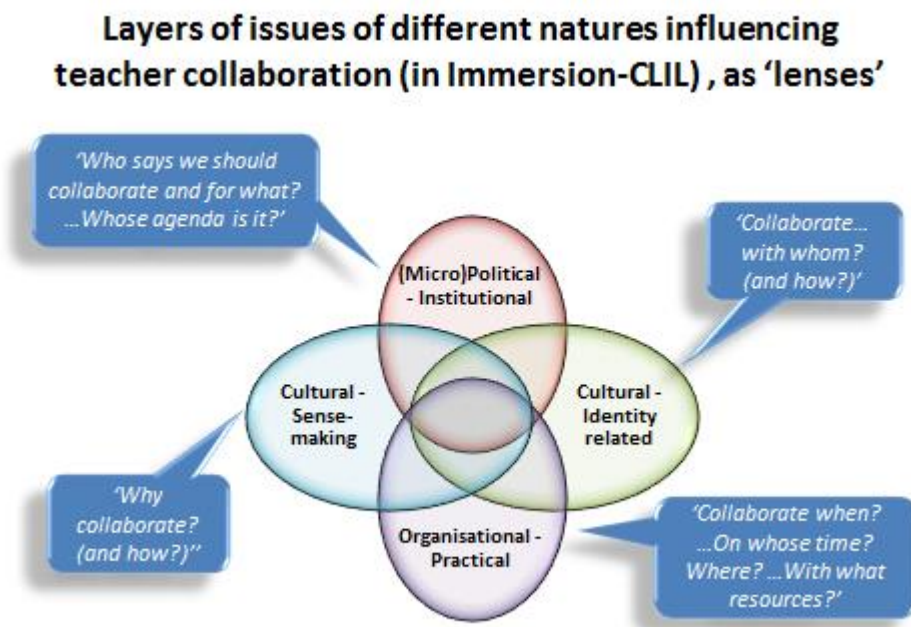
Pour répondre à ces questions, la revue critique de la littérature a puisé dans la recherche issue de plusieurs domaines, dont la littérature

- du domaine de la collaboration dans l'enseignement, en général ;
- des domaines de l'ESL/EAL (English as a Second/Additional Language) ;

- de l'EMILE/ CLIL (Content and Language Integrated Learning) ;
- concernant le développement des 'littéracies académiques' et 'plurilittéracies'.

Cette démarche a permis la construction progressive d'un **cadre conceptuel** dans une perspective socio-culturelle. Ce cadre situe les facteurs et conditions, qui ont émergé de la littérature, comme influençant de manière dynamique le développement de la collaboration pédagogique entre les enseignants en EMILE. Quatre catégories de facteurs s'y trouvent organisées, chacune de nature spécifique. Celles-ci fonctionnent comme des 'lentilles' qui se superposent et présentent des intersections. (cf. Figure 4, reprise ci-dessous).

Figure 4



Chaque catégorie privilégie la perspective des enseignants concernés en soulevant un questionnement qui se focalise sur leur point de vue. Deux des catégories sont d'ordre 'extrinsèque, contextuel/situationnel', à savoir les catégories :

- (micro)politique-institutionnelle (*Qui dit que nous devrions collaborer ? A quel agenda cela répond-il ?*) ; et
- organisationnelle-pratique (*Collaborer quand ? Qui doit donner de son temps ? Avec quelles ressources ?*).

Deux autres catégories sont plutôt d'ordre 'intrinsèque, *mind-set*/relationnel', c'est-à-dire les catégories :

- (c) culturelle-liée à la construction de sens (*Pourquoi collaborer ? (Et comment ?)*) ; et
- (d) culturelle-liée à l'identité (*Collaborer avec qui ? (Et comment ?)*).

Le cadre conceptuel met en exergue la dynamique interactionnelle entre ces facteurs et conditions influençant un travail collaboratif potentiel (cf. Figure 5 dans la thèse). Il souligne l'importance (a) des **processus discursifs et formatifs** de négociation entre les enseignants, ainsi que (b) le **soutien** nécessaire pour que ceux-ci parviennent à développer un partenariat pédagogique en vue d'une réelle co-construction d'intégration de matières et de langue. Ce cadre propose, de par son objectif, de réunir les conditions et facteurs positifs et favorables à la création d'un '**Espace d'intégration**' (cf. 2.4 et les Figures 8 et 9 dans la thèse). Dans cet 'espace' discursif, les enseignants auraient la possibilité d'avancer *ensemble*, avec réflexivité. Ceci leur permettrait (1) de faire progresser l'efficacité pédagogique de leur collaboration ; (2) de soutenir le co-développement professionnel ; et (3) d'ainsi approfondir leur(s) compréhension(s) critique(s) de leurs pratiques. Ceci inclurait le fait de mieux concevoir :

- (a) leurs identités et rôles *respectifs* en EMILE ; et
- (b) leurs objectifs *communs* pour leurs élèves:
 - d'*apprendre* la langue cible ;
 - d'*utiliser* la langue cible ;
 - d'*apprendre* les *matières* disciplinaires à travers la langue cible ;
 - de développer les *compétences et discours/littéracies* relatifs aux disciplines.

Ce cadre conceptuel devient ainsi un **modèle de travail** à mettre à l'épreuve.

2.2 Données empiriques

Une étude empirique a ensuite été menée dans la perspective d'un paradigme interprétatif de type **socioconstructiviste**. (cf. 3.1.1). L'approche par **étude de cas** de nature *holistique* et *instrumentale* vise à tester et enrichir le modèle dans le cadre de l'EMILE de l'enseignement secondaire en CFWB (cf. 3.2).

En examinant comment des enseignants de matière et de langue perçoivent et expérimentent la collaboration, la recherche pose les questions suivantes :

- ***Comment et pourquoi une telle collaboration est-elle réussie ou pas ?***
 - ***Comment le succès potentiel de la collaboration est-il interprété par les enseignants ?***
 - ***Quels facteurs et conditions permettent la construction de partenariats pédagogiques collaboratifs entre les enseignants en immersion-EMILE?***

Une base de données a été récoltée en deux étapes consécutives et complémentaires. La première collecte comporte les données ‘principales’ pour la présente étude, recueillies lors d’une démarche de type recherche-action d’à peu près cinq mois (cf. 3.2.6). Le projet s’est déroulé dans cinq écoles secondaires avec 17 enseignants en ‘équipes-binômes’. Ces équipes étaient composées de collègues ‘profs’ de langues et de DNL qui enseignaient aux mêmes classes d’élèves à des moments horaires différents.

Dans un deuxième temps, une récolte de données ‘auxiliaires’ a eu lieu lors d’entretiens semi-dirigés avec 9 enseignants de deux autres écoles secondaires afin d’étendre et d’affiner les données empiriques (cf. 3.2.7). Ainsi, la base de données à caractère holistique a permis la construction d’une mosaïque de perceptions et d’expériences d’un total de 26 enseignants. Ces participants (a) étaient de profils fort variés ; (b) provenaient de 7 établissements aux caractéristiques également différentes ; et (c) enseignaient les cours de langue cible ou de diverses disciplines en EMILE, et ce à tous les niveaux du secondaire (cf. 3.2.4 et Appendix 3).

La nature instrumentale de cette étude de cas cherchait à confronter la complexité théorique et dynamique de la collaboration, telle que structurée dans le modèle, avec les données du terrain. Le modèle a dès lors servi d’outil d’analyse du contenu de ces données (3.2.5). Les analyses ont été itératives (cf. 3.3). D’une part, elles étaient déductives : les composants du modèle ont été complétés par des données (cf. 4.1.2). D’autre part, les analyses étaient également inductives, puisque (a) les données ont généré un feedback au modèle, induisant quelques adaptations et éléments supplémentaires (cf. 4.1.1 et 4.2.1) ; (b) des thèmes émergents comme ‘macro-tendances’ ont pu être dégagés (voir infra ; cf. 4.1.4 et 4.2.2). Les analyses de la deuxième récolte de données se sont greffées sur celles de la

première. Elles ont permis d'apporter des nuances ainsi qu'une triangulation des résultats (cf. 3.2.7).

3. Résultats

Différents types de résultats ont été obtenus (cf. Chapitre 4). Premièrement, les résultats des analyses ont permis d'aborder et de répondre aux questions de recherche. Les réponses aux deux sous-questions se conjuguent pour répondre à la question générale (4.3). Deuxièmement, des implications significatives ont découlé de ces résultats (cf. Chapitre 5). Troisièmement, l'articulation des deux axes de cette recherche (modèle théorique et analyses qualitatives) a débouché sur un outil conceptuel en deux parties (cf. 5.5.3). Ces divers résultats sont présentés succinctement dans les paragraphes suivants.

3.1 Première sous-question de recherche

- ***Comment le succès potentiel de la collaboration est-il interprété par les enseignants ?***

Que les données soient basées sur des expériences positives ou négatives, tous les résultats des analyses convergent sur un point. **Les enseignants interprètent** la place d'une **collaboration pédagogique** réussie comme étant **importante** en vue de répondre aux besoins des élèves qu'ils 'partagent' (cf. 4.3.1).

En outre, les analyses indiquent qu'ils perçoivent le **besoin pour eux-mêmes de mieux comprendre comment** travailler ensemble afin d'être plus efficaces dans cette collaboration, pédagogiquement parlant. Ce qu'ils souhaitent faire pour le bien de leurs apprenants.

Les données montrent néanmoins que les enseignants **regrettent la difficulté** avec laquelle une telle collaboration peut être réalisée de façon durable et productive.

3.2 Deuxième sous-question de recherche

- ***Quels facteurs et conditions permettent la construction de partenariats pédagogiques collaboratifs entre les enseignants en immersion-EMILE ?***

Les analyses du volet empirique ont **étayé et enrichi le modèle et ses conditions, facteurs et processus** préalablement identifiés dans le volet théorique (cf. 4.3.2). En effet, une catégorie

supplémentaire d'ordre 'extrinsèque, contextuel/situationnel' a émergé de ces analyses. Celle-ci a donc été ajoutée au modèle. Cette cinquième catégorie est liée à ce qui a trait à la 'Vie courante' en dehors de l'école, mais qui néanmoins exerce une influence sur la réussite durable de la collaboration (par ex. problèmes de santé, responsabilités familiales ou autres activités extra-professionnelles ...). De multiples dimensions et concepts émergents ont également étoffé les 'indicateurs' des quatre autres thèmes.

Les analyses ont bien constaté que les conditions, facteurs et processus des cinq catégories interagissent. Lorsqu'ils ont des influences positives, ils peuvent être considérés comme *permettant et soutenant* la construction de partenariats pédagogiques collaboratifs entre les enseignants en EMILE.

3.3 Question globale de recherche

- **Comment et pourquoi une telle collaboration est-elle réussie ou pas ?**

En affirmant la nature dynamique des conditions, facteurs et processus, les analyses des données ont démontré la **complexité** des interactions entre ceux-ci (cf. 4.3.3). Les analyses ont cependant permis de dégager cinq 'macro-tendances'. Ces dernières synthétisent les interactions qui contribueraient à la co-construction de *partenariat* entre enseignants de DNL et de langue et d'*intégration* de matière et de langue cible. Ces macro-tendances amènent des éléments de réponse pertinents à l'ensemble des questions de recherche.

Les macro-tendances (MT) mettent en évidence les facteurs suivants (l'ordre ne reflétant pas un ordre de prépondérance):

- MT1 : l'importance des **facteurs liés au *mind-set*** de chaque 'partenaire' d'être activement **engagé** dans la réussite du **partenariat** ;
- MT2 : l'importance des **facteurs liés au *mind-set*** de chaque 'partenaire' d'être activement engagé dans les processus de co-construction pour cultiver et approfondir des **compréhensions critiques** en vue de l'**intégration** ;
- MT3 : l'importance du **temps** nécessaire, aussi bien en termes d'**opportunité** pour les enseignants de collaborer, qu'en termes des **processus** impliqués à la collaboration pédagogique positive, durable et efficace ('ça prend du temps...') ;

- MT4 : l'importance du **conseil**, de l'**accompagnement** et de la **guidance** pour soutenir cette collaboration, permettant le développement professionnel continu des enseignants ;
- MT5 : l'importance de l'**engagement au niveau (micro)politique-organisationnel / hiérarchique** (par ex. au niveau de la direction) pour soutenir activement cette collaboration avec stabilité au sein d'une culture d'école collaborative.

L'analyse des données indique clairement que toutes ces caractéristiques sont nécessaires et se doivent d'être prises en considération conjointement.

3.4 Implications de la recherche : pour un Espace d'intégration

Sur base de l'ensemble des résultats de la recherche, plusieurs implications significatives ont été discutées (cf. Chapitre 5). Parmi elles, les macro-tendances dégagées par l'étude de cas soulignent la **nécessité de renforcer les différentes compréhensions**, tant **bottom-up** que **top-down**, de la nature et des processus de la collaboration des enseignants en EMILE. Ainsi, il est particulièrement crucial qu'il y ait une **meilleure compréhension top-down** des rôles clés de l'**intégration** et du **développement professionnel continu** pour permettre et soutenir un enseignement EMILE de qualité (cf. 5.1).

Toutes les implications de cette recherche débouchent dans une argumentation en faveur de la création d'un **Espace d'intégration** (cf. 5.4), décrit plus haut. Il s'agit de réunir expressément tous les mécanismes et conditions nécessaires, tant dans le sens temporel et physique, qu'au sens lié au contenu du travail collaboratif des enseignants EMILE pour que ceux-ci puissent progresser vers **l'intégration par la collaboration et la collaboration par l'intégration**. Dans cet espace discursif et collaboratif, les enseignants réfléchiraient, négocieraient et expérimenteraient pédagogiquement *ensemble* pour mieux répondre aux besoins d'apprentissage de leurs élèves EMILE.

En effet, cet espace d'intégration ne pourrait se construire sans démarche réfléchie. Dès lors, les résultats de la présente recherche appellent à co-développer et tester, dans le cadre de recherches futures, des **outils et approches pédagogiques pour et par** les praticiens (voir les recommandations ci-après). Ceci permettrait essentiellement de **soutenir les processus qui cultiveraient les compréhensions critiques** dépeintes ci-dessus, par un développement

professionnel réflexif et réaliste. Ceci ne peut être laissé ni au hasard des contacts interpersonnels, ni à la bonne volonté des enseignants trop souvent supposée être illimitée, sans risquer de mettre en péril la qualité et la pérennité des enseignements EMILE (cf. 5.4.3).

3.5 Outil conceptuel émanant de la recherche

Un **outil conceptuel** en deux parties résulte de la recherche menée dans le cadre de cette thèse. Premièrement, l'outil est composé d'une série de cinq schémas présentant visuellement les catégories de conditions, facteurs et processus qui influencent le développement de la collaboration pédagogique entre enseignants EMILE (cf. 5.5.1 et Figures 13-17, reprises ci-après). Chaque catégorie est détaillée des concepts, propriétés et dimensions en lien avec sa nature. Ces 'indicateurs' reposent aussi bien sur l'analyse de la littérature que des données qualitatives.

Ainsi, les Figures 13, 14 et 15 concernent les catégories d'ordre 'extrinsèque, contextuel/situationnel', à savoir, les catégories concernant les aspects : (a) liés à la 'Vie courante' en dehors de l'école, (b) (micro)politiques-institutionnels, et (c) organisationnels-pratiques).

Figure 13 :

Overarching Life Factors layer of issues influencing the development of teacher pedagogic collaboration in Immersion-CLIL

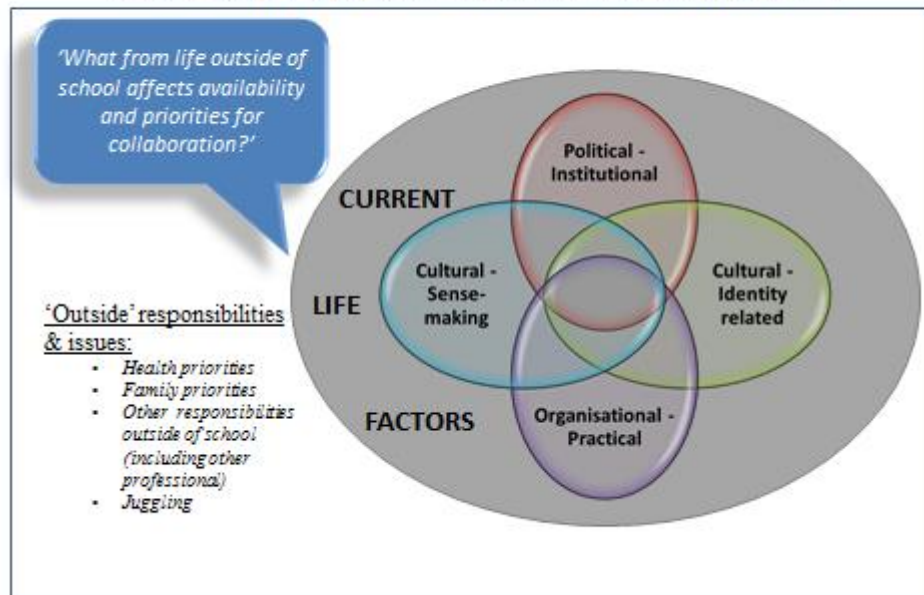


Figure 14 :

(Micro)Political-Institutional layer of issues influencing the development of teacher pedagogic collaboration in Immersion-CLIL

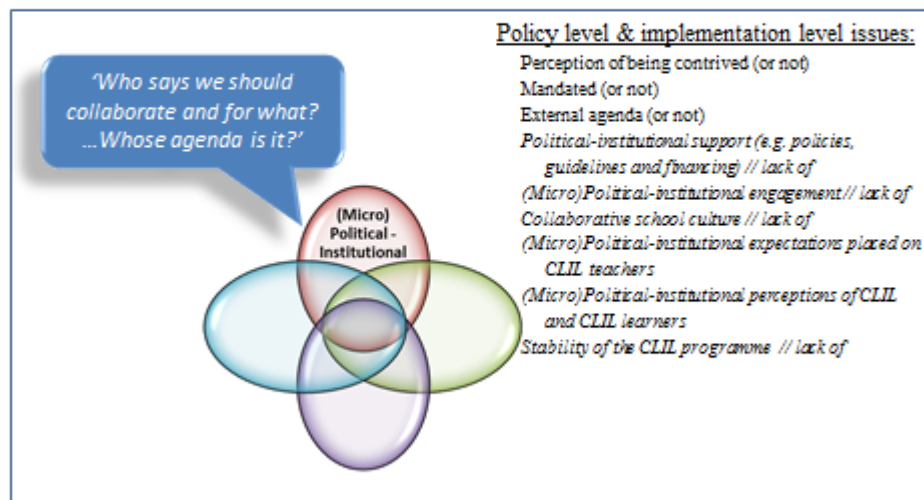
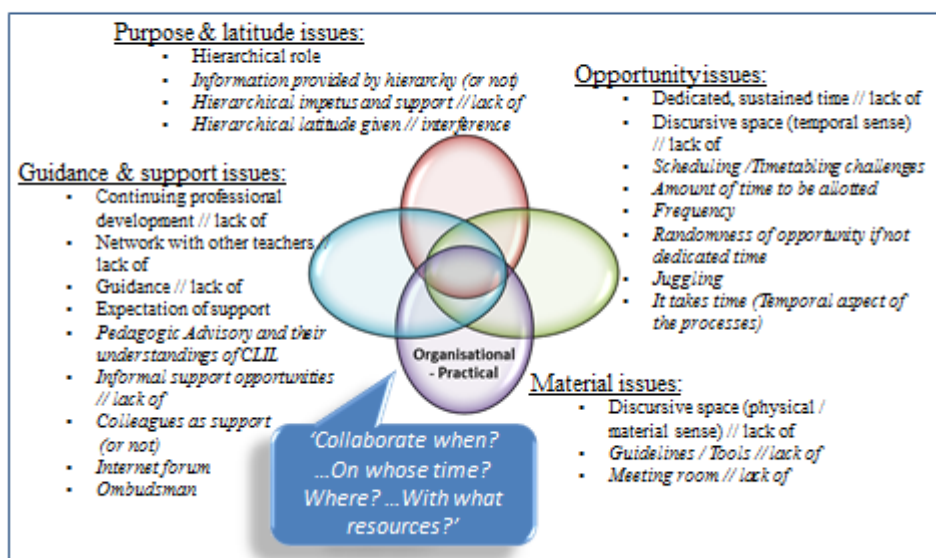


Figure 15 :

Organisational-Practical layer of issues influencing the development of teacher pedagogic collaboration in Immersion-CLIL



Les Figures 16 et 17 concernent, quant à elles, les catégories d'ordre 'intrinsèque, *mind-set*/relationnel', c'est-à-dire les catégories concernant les aspects (c) culturels-liés à la construction de sens, et (d) culturels-liés à l'identité).

Figure 16 :

Cultural – Sense-making layer of issues influencing the development of teacher pedagogic collaboration in Immersion-CLIL

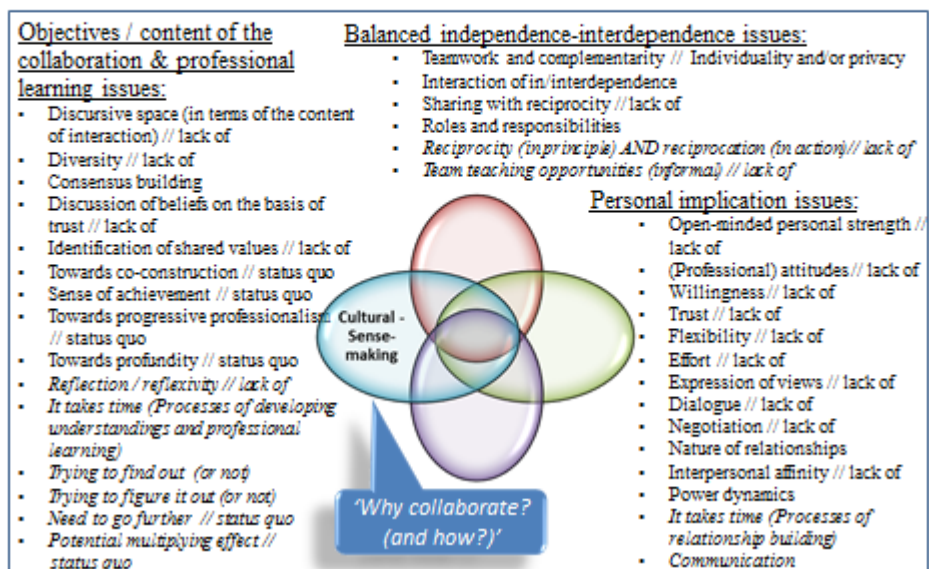
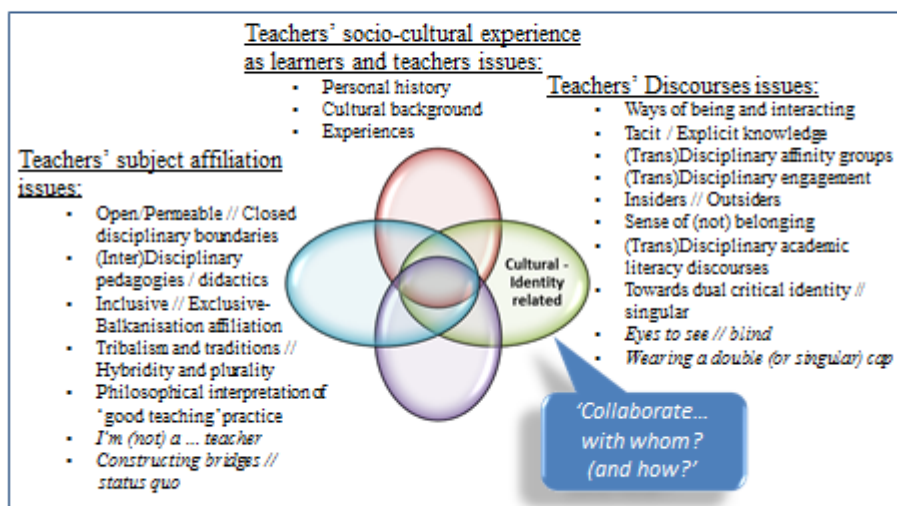


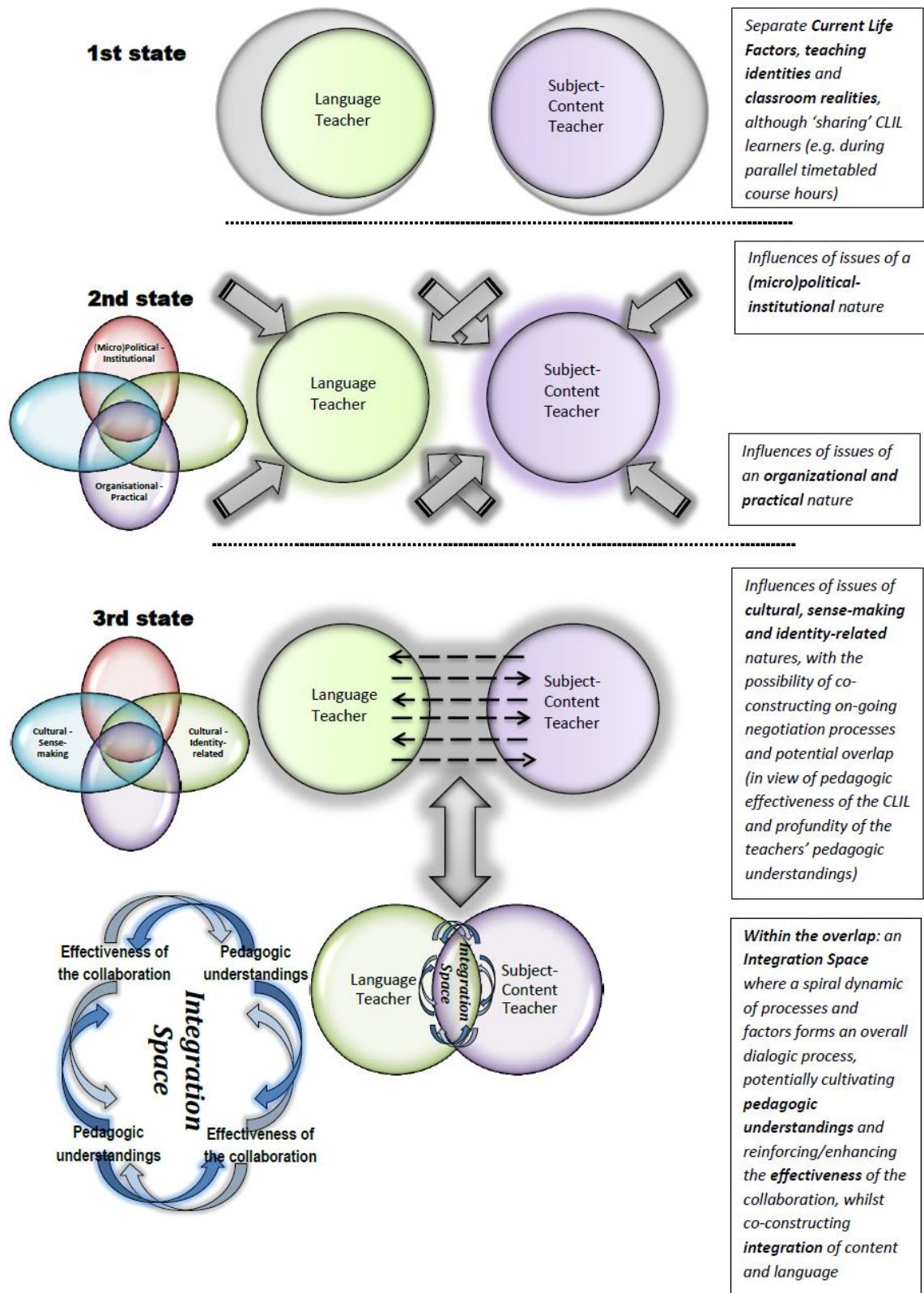
Figure 17 :

Cultural Identity-Related layer of issues influencing the development of teacher pedagogic collaboration in Immersion-CLIL



La deuxième partie de l'outil conceptuel comporte l'itération finale du modèle dans sa configuration dynamique (cf. 5.5.2 et Figure 18, reprise ci-dessous). Celui-ci reprend visuellement les cinq catégories de facteurs et conditions détaillées dans les Figures 13 à 17 et incorpore la création de l'**Espace d'intégration** essentiel du modèle.

Figure 18: CLIL teacher collaboration towards integration through collaboration and collaboration through integration



Il est important de souligner que le modèle n'est pas linéaire. Il illustre plutôt trois 'états d'être' concomitants et interactionnels, pour montrer la co-construction d'un partenariat collaboratif potentiel entre deux enseignants EMILE. D'abord le modèle situe ces enseignants comme deux cercles séparés (cf. '1st state', Figure 18), ce qui représente leurs réalités parallèles et propres à chacun (par ex. leurs 'Vies courantes et quotidiennes', identités professionnelles, curricula, horaires...). Puis, il reprend les influences des quatre autres catégories de facteurs et conditions, tant extrinsèques qu'intrinsèques, sous la forme de différentes flèches dynamiques pouvant exercer simultanément des influences positives et négatives (cf. Figure 18, '2nd state' et '3rd state'). Les flèches montrent comment ces influences peuvent être perçues par les enseignants comme facilitant et/ou empêchant leur collaboration. Ces influences peuvent également être perçues comme conflictuelles.

Le modèle illustre la synergie de l'ensemble des facteurs et conditions. Lorsque cet ensemble est suffisamment constructif et soutenu, il permet un espace discursif dans lequel le dialogue, la négociation et la relation professionnelle et réflexive sont possibles. Alors, les conditions suffisamment favorables peuvent être réunies de sorte que l'enseignant de DNL et celui de la langue cible puissent développer, avec le temps, une 'zone d'intersection' commune. Au sens pédagogique, cette intersection entre les cercles représente la création **d'un espace d'intégration** de valeurs et objectifs éducatifs au bénéfice des élèves qu'ils 'partagent' en vue d'un véritable enseignement de matière par intégration d'une langue 'étrangère' cible.

Ainsi, c'est dans cet espace que les enseignants auraient la possibilité d'avancer ensemble dans (1) l'efficacité pédagogique de leur collaboration ; (2) le co-développement professionnel ; et (3) l'approfondissement de leur(s) compréhension(s) critique(s) de leurs pratiques en EMILE. Au cœur de la zone d'intersection du modèle, la spirale dynamique de cet espace d'intégration illustre la conjugaison des divers facteurs, conditions et processus. L'effet produit par cette dynamique d'interactions est dialogique et mutualisant : dans une relation de travail durable, la co-construction de l'intégration renforce la collaboration des enseignants EMILE, en même temps que cette collaboration renforce leur co-construction de l'intégration.

4. Recommandations pour un retour au contexte initial

Parmi les conclusions tirées des investigations de cette thèse, diverses pistes pour des projets de recherche future sont suggérées, que ce soit en Belgique ou ailleurs (cf. Chapitre 6). Bien que les recommandations émises présentent une transférabilité à d'autres contextes EMILE, la présente synthèse se focalise sur quatre recommandations applicables en CFWB pour la recherche, les politiques et les pratiques éducatives (cf. 6.2). En ce sens, cette synthèse souligne le retour possible au contexte initial de recherche.

- 1) Il est recommandé que des **mesures de soutien**, tels des outils pratiques et des approches pour la guidance ainsi que pour la formation/développement professionnel continu(e), soient activement recherchées et développées **avec** et **pour** :
 - des **'équipes binômes' d'enseignants** (DNL et langue) en immersion-EMILE pour le développement des partenariats, en vue de progresser dans un travail collaboratif pédagogique efficace et qui co-construit *l'intégration* de langue et de matière ;
 - des **chefs d'établissement**, afin de favoriser une sensibilisation du rôle important de *l'intégration* dans un enseignement 'immersif' de qualité et de pouvoir ainsi orchestrer et soutenir sa construction ;
 - des **'équipes binômes' de conseillers pédagogiques** (DNL et langue), en vue de soutenir sur le terrain la collaboration pédagogique des enseignants, notamment vers le développement des **genres fonctionnels linguistiques** nécessaires aux disciplines enseignées.⁶
- 2) Il est recommandé que les **ressources adéquates** soient officiellement prévues, reconnues et fournies institutionnellement, par exemple en termes de lignes directrices, mais aussi d'opportunité (temps et lieux), pour permettre aux enseignants 'partenaires' (DNL et langue) d'effectivement travailler ensemble.
- 3) Il est recommandé que la recherche future investigue, par une approche multi perspective, les **interprétations et compréhensions** des acteurs par rapport au cadre

⁶ Ceci pourrait contribuer à une clarification de la terminologie employée dans les textes de référence officiels cités infra (section 1.).

décrétal prescrit pour l'enseignement 'immersif', afin d'en cibler les besoins de clarification et dans une phase ultérieure d'y répondre de manière constructive.

- 4) Il est recommandé que l'appellation « **Enseignement de Matières par Intégration d'une Langue Etrangère (CLIL/EMILE)** » (en lieu et place d'immersion) soit officiellement intégrée dans les documents futurs de la CFWB, entre autres pour expliciter plus clairement le rôle pédagogique central du concept d'**intégration** et d'en permettre des prises de conscience chez les différentes catégories de praticiens.

Il est significatif de souligner que ces recommandations étayent scientifiquement certaines propositions communiquées en 2010 par l'*Organe d'observation et d'accompagnement de l'enseignement immersif* dans sa « *Note de Propositions au gouvernement et à la commission de pilotage en vue d'améliorer le dispositif immersif* »⁷, mais qui ne semble pas à ce stade avoir rencontré un large écho.

En effet, des **propositions d'amélioration** de l'Organe avaient mis en exergue :

[qu'e]nseigner en immersion, que ce soit en L1 ou en L2, implique de la part des enseignants **des compétences, des attitudes et un engagement spécifiques**. Or, la grande hétérogénéité des titres des compétences des enseignants en immersion ainsi que l'absence d'une formation initiale intégrant ces éléments imposent de **veiller à l'accompagnement** des enseignants travaillant dans un tel dispositif...⁸

L'Organe avait également souligné la nécessité de **formation continue** des enseignants.⁹

De plus, dans sa proposition « Volet **recherche** », l'Organe avait constaté que, par rapport aux études menées à l'étranger relatives à l'enseignement bilingue,

en CFWB, le **nombre de recherches** est beaucoup plus **réduit**. Même si elles rejoignent pour une bonne part les résultats de travaux menés dans d'autres pays, celles menées en CFWB n'explorent pas toutes les formes d'immersion permises lesquelles sont parfois éloignées de celles ayant fait l'objet de recherches à l'étranger.¹⁰

Par sa portée tant scientifique que pragmatique, cette thèse réaffirme donc la pertinence de ces propositions. Sur une base théorique solide ayant construit et testé un modèle d'analyse,

⁷ Cf. Administration Générale de l'Enseignement et de la Recherche Scientifique (Novembre 2010), *Note de l'Organe d'observation et d'accompagnement de l'enseignement immersif: Propositions au gouvernement et à la commission de pilotage en vue d'améliorer le dispositif immersif*, Bruxelles : Communauté française de Belgique.

⁸ Administration Générale de l'Enseignement et de la Recherche Scientifique (Novembre 2010), (op cit.), p. 2.

⁹ Idem. p. 3.

¹⁰ Idem. p. 5.

cette recherche offre des clés de réponse. Faisant écho à Dalton-Puffer (2007, p. 4), la chercheuse espère que les résultats de cette recherche puissent être « réinjectés’ dans le cycle de développement »¹¹ afin de soutenir la qualité et la pérennité de l’enseignement de type ‘EMILE’ en CFWB.

Les conclusions de cette thèse sont clairement exprimées par les enseignants de la recherche. A un d’entre eux donc le mot de la fin :

« S’il y a vraiment un point dans l’immersion qu’on doit vraiment travailler, c’est ces ponts entre branches. Je crois que la ‘clé du succès’ se trouve là. Parce que je trouve que c’est vraiment un point qui est très négligé. (...) »

Il faut aller plus loin que de parler autour d’une tasse de café. (...) Il faut aller plus loin, se trouver, se parler... mettre les plannings ensemble sur la table..., s’adapter.... (...) Ce serait meilleur si vraiment on travaillait ensemble. »

(Enseignant d’Etude du milieu au 1^{er} degré et d’Histoire au 2^{ème} degré en immersion [S7/I/T18(ST)])

¹¹ Traduit de l’anglais.

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List of acronyms and initialisms

AL	Academic Literacies
AR	Action Research
BERA	British Educational Research Association
CAL	Center for Applied Linguistics (USA)
CFWB	Communauté française – Fédération Wallonie-Bruxelles (the governing body in French-speaking Belgium for its Ministry of education)
CLIL-EMILE	Content and Language Integrated Learning – Enseignement de Matières par intégration d'une Langue Etrangère
CPD	Continuing Professional Development
ECML	European Centre for Modern Languages
ESL/EAL/EFL	English as a Second/English as an Additional Language/English as a Foreign Language
FESeC	Fédération de l'enseignement secondaire catholique
LEP	Low English Proficiency
MMR	Mixed-Methods Research
PISA-OECD	Programme for International Student Assessment - Organisation for Economic Co-operation and Development
SeGEC	Secrétariat général de l'enseignement catholique
SERA	Scottish Educational Research Association
SFL	Systemic Functional Linguistics
TESOL	Teaching English as a Second or Other Language
UNESCO	United Nations Educational, Scientific and Cultural Organization

Chapter 1 Introduction

1.1 Area of inquiry and research problem

As an umbrella term, ***Content and Language Integrated Learning, or CLIL***, transparently describes a “dual-focussed educational approach in which an additional language is used for the learning and teaching of both content *and* language” at any level of education (Coyle, Hood, & Marsh, 2010, p. 1). Organising a CLIL approach in secondary education may take many forms depending on the context. It may be one stand-alone language or subject teacher in his or her classroom, or involve two or more teachers, for example language teachers and their subject teacher colleagues. In the latter case, it could seem logical that the teachers work together to coordinate their teaching for the benefit of their CLIL learners. In practice, however, this is not necessarily an obvious endeavour, raising many challenges. Furthermore, language and subject-content teacher collaboration may be implied, encouraged or even mandated in policy documents (as in in French-speaking Belgium). Yet, despite its superficial desirability, this may be without addressing the question of *how* to engage in, develop and sustain effective collaborative partnerships and practices within the teachers’ parallel realities for the integration of their respective disciplines.

This thesis proposes to research and theorise the complex nature and processes of such pedagogic collaboration between CLIL teachers/teachers in CLIL¹ for the integration of content and language, an issue amongst those situated at the very heart of effective CLIL. It will probe both theoretically and empirically how CLIL teachers can develop together critical understandings to make it ‘work’.

¹ In this study, I shall be referring invariably to ‘CLIL teachers’ or ‘teachers in CLIL’. My usage of these expressions is inclusive of those who teach the CLIL learners employing the target language, i.e. whether they are considered teachers of ‘non-linguistic’ subject-content courses taught through that language, or they are considered teachers of the language course for the CLIL learners. I am aware that this definition differs from some usages of ‘CLIL teacher’ in the literature, as well as from some CLIL settings and programmes which do not necessarily or explicitly include the modern foreign language teacher teaching the ‘traditional’ language course. However, mine recognizes and makes the case that CLIL learners (particularly at secondary school) are often taught by both. This therefore roots my inquiry in the question of their pedagogic collaboration for integrating content and language.

1.2 Organisation of the thesis

The research problem investigated through this thesis expands upon questioning initially grounded in the French-speaking Belgian secondary CLIL education context. This introductory chapter will briefly provide the research problem's backdrop. Next, it will argue the study's aim to contribute to scientific research bases for a better understanding of quality CLIL at both national and international levels, as the area of inquiry also has relevance beyond Belgium. Three questions will close the chapter which will then serve as strands to guide the ensuing theoretical investigation.

For this, the second chapter will review the literature and develop each strand, constructing iterations of a conceptual framework for the study.

Chapter three will firstly situate my philosophical and methodological positioning as a researcher. Secondly, it will describe the research and design process for the qualitative inquiry conducted to test the conceptual framework as a working model.

Chapter four will then present the various data, analyses and findings from the empirical aspects of the study.

This will be followed, in Chapter five, by an examination of the implications emerging from the data and findings. A final two-part model will be proposed at the end of the chapter as a conceptual tool.

Lastly, Chapter six will conclude the thesis by offering recommendations cascading from the research, including towards potential further inquiry. The limitations of the thesis's research, as well as its contributions will also be discussed.

1.3 Background and context of the research problem

In order to paint the backdrop to my inquiry into pedagogic collaboration between CLIL teachers, this section situates CLIL as an educational approach and then contextualizes CLIL-type provision, along with the question of CLIL teacher collaboration, in French-speaking Belgium.

1.3.1 Contextualizing CLIL

Bi/multi/plurilingual education's global goal, in helping to meet the economic and societal challenges of the 21st century, is to use two (or more) languages "to educate *generally, meaningfully, equitably, and for tolerance and appreciation of diversity*" (García, 2009, p. 6). Much impetus has been given by UNESCO (2003), as well as by the European Commission (2003) and the Council of Europe (2007) for member states to develop multi/plurilingual policies and practices for post-modern and "Knowledge Age" (Bereiter, 2002) education in a globalised world. In response to this, *Content and Language Integrated Learning – Enseignement de Matières par integration d'une langue étrangère (CLIL-EMILE)*, coined from within the European context during the 1990's (Eurydice, 2006), is an approach meant to describe, cover and especially support the diverse forms of provision.

Concerning Europe, the European Commission's *Eurydice*² reported in 2006 for its network of 36 countries that CLIL-type provision was "part of mainstream school education in the great majority of countries at primary and secondary levels", with pilot projects also in "around of a third of them" (Idem, p. 13). Then, by 2012, they underlined CLIL's expansion saying that

[i]n all countries, except Denmark, Greece, Iceland and Turkey, some schools give students the opportunity to learn non-language subjects in two different languages (...). For instance, non-language subjects can be taught through a state language and a foreign language, or they can be taught through a state language and a regional/minority language. (Eurydice, 2012, p. 11)

CLIL is therefore a broad and flexible concept for an educational approach which widely "embraces any type of program where a second language is used to teach non-linguistic content-matter" (Baetens Beardsmore, 2009a, p. 209). It encompasses varying models and labels in different contexts, in Europe and elsewhere. However, as Coyle, Hood and Marsh argue,

[w]hilst CLIL is flexible and can be adapted to different contexts, nonetheless, for the approach to be justifiable and sustainable, its theoretical basis must be rigorous and

² "The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 36 countries (i.e. EU Member States, plus Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey) and by producing studies on issues common to European education systems. (...) Since 1980, the Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States to support European cooperation in the field of education." (Cf. http://eacea.ec.europa.eu/education/eurydice/about_eurydice_en.php#2)

transparent in practice. The term CLIL is inclusive in that it binds together the essence of good practice found in the different environments where its principles have been adopted. (Coyle et al., 2010, p. 1)

CLIL-type provision is influenced by a multitude of contextual variables, which Baetens Beardsmore (2003; 2009a) has categorized as situational factors, operational factors and outcome factors. These then delimit the forms of the CLIL organised. It may be offered: through longer or shorter term projects; with more or less exposure to the target language; through interdisciplinary and/or international projects; and at any level or type of education, including vocational (Coyle et al., 2010; Eurydice, 2006; Eurydice, 2008; Eurydice, 2012; Maljers, Marsh, & and Wolff, 2007; Marsh, Maljers, & and Hartiala, 2001). CLIL may be bottom-up, for example initiated at the micro level by a single language or content-subject teacher with his or her learners; or it may be top-down, implemented only following macro level policy and meso level decisions by local school authorities, school governors or head teachers.

Where more than one teacher is involved, it may be organised with language teachers and other discipline-subject teachers who co-teach through the target CLIL language in a team-teaching scheme, if resources allow it. Otherwise, the teachers may have the same learners in common, but separately, during traditionally timetabled parallel course hours (for example, as is typical in secondary school education).

1.3.2 Contextualizing CLIL-type provision in francophone Belgium

a) A Belgian Brief

Belgium, positioned at a cultural and historical crossroads at the heart of Europe, is a federal monarchy with three state languages recognised by its constitution: Dutch, French and German. Federal, Regional and Language community levels of government divide power and political responsibility – and regularly renegotiate it. Deeply rooted language/identity tensions³ frequently forefront Belgian political life and intricate negotiating processes

³ Fully understanding Belgium's linguistic tensions requires apprehending them from a socio-historical perspective, which is not the focus of this study. However, for overviews situating present-day CLIL-type provision in the country's wider historical, political and cultural context see: Buyl & Housen, 2014; Chohey-

(Janssens, 2002), particularly between the Walloon/French-speaking and Flemish/Dutch-speaking regions and communities. Within this complex linguistic situation, which I have described elsewhere as being rich in both paradox and potential (Chohey-Paquet, 2007; 2008), language questions are therefore politically sensitive and policy abounds (Janssens, 2002).

Education is placed under the political decision-making power of each ‘Language community’. Linguistic laws dating from 1963 ruled globally that each community’s instruction had to be delivered through its official language as the medium of instruction. This technically rendered each system monolingual and bilingual provision illegal. The Brussels Capital Region is politically ‘bilingual’ in that it is covered by both the ‘French-’ and ‘Dutch-speaking language communities’. However its educational offer consists in the two monolingual education systems co-existing, functioning parallel.

Thus, strictly speaking, Belgian educational provision is through:

- French as the medium of instruction in the ‘French-speaking language community’ (covering Brussels and the Walloon Provinces of Hainaut, Walloon Brabant, Namur, Luxembourg and part of Liège – approximately 40% of the population);
- Dutch as the medium of instruction in the ‘Dutch-speaking language community’ (covering Brussels and the Flemish provinces of Antwerp, Limburg, Flemish Brabant, East Flanders and West Flanders – just under 60% of the population);
- German as the medium of instruction in the ‘German-speaking language community’ (a small pocket situated in the eastern part of the Walloon province of Liège, near the Belgian-German border – just under 1% of the population).

When Belgium’s educational data are collected for international purposes (e.g. Eurostat/Eurydice, PISA-OECD...), the three Language communities answer autonomously for themselves. Similarly, each has explored and evolved differently to develop legal frameworks that allow for bilingual provision, “either timidly or less so” (Chohey-Paquet, 2007) depending for example on the political climate and/or perhaps more pragmatic needs of its community. On the one hand, the German-speaking community’s pragmatic linguistic

approach has found creative bilingual educational solutions ever since the region became a part of the Kingdom of Belgium after the First World War (Eurydice, 2005a). A legal framework dating from 2004 has placed the region with Luxembourg and Malta as the “only countries or regions within countries in which CLIL provision exists in all schools throughout the whole education system” (Eurydice, 2012, p. 39). On the other hand, the Dutch-speaking community, after permitting 9 secondary schools to organise pilot CLIL projects from 2007-2010, has only recently passed legislation officially allowing schools (only at secondary level) to offer CLIL provision as of September 2014. The CLIL provision in the French-speaking language community will be described in the next section.

b) The Fédération Wallonie-Bruxelles (CFWB) and its Immersion-CLIL-EMILE

The Language community government for francophone Belgium is the *Fédération Wallonie-Bruxelles (CFWB)*, formerly called the *Communauté française de Belgique*. CLIL-type provision in mainstream public education is restricted by CFWB legislation, having legally begun by way of a first law passed in 1998⁴ allowing what it called an immersive method to language learning, “*immersion dans l’apprentissage d’une langue*”. Further legislation was passed in 2003⁵ aiming to improve teacher recruitment procedures for “teaching in an immersion language” (“*l’enseignement en langue d’immersion*”). This was followed in 2007 by the decree for “linguistic immersion teaching” (“*l’enseignement en immersion linguistique*”).⁶ This decree currently defines the legal framework and organisational conditions for pre-primary, primary and secondary schools that wish to offer provision with Dutch, German or English as the target languages for a portion of the instruction (Communauté française de Belgique, 2007).

It should be noted that although the term ‘CLIL’ is not mentioned in the 2007 policy framework, it has been used in various other CFWB institutional documents⁷, as well as in

⁴ « Décret du 13 juillet 1998 portant organisation de l’enseignement maternel et primaire ordinaire et modifiant la réglementation de l’enseignement », Moniteur Belge, 28/08/1998.

⁵ « Décret du 17 juillet 2003 portant des dispositions générales relatives à l’enseignement en langue d’immersion et diverses mesures en matière d’enseignement », Moniteur Belge, 28/08/2003.

⁶ « Décret du 11 mai 2007 relatif à l’enseignement en immersion linguistique », Moniteur Belge, 12/10/2007.

⁷ “CLIL-EMILE” was used by the former Minister of education Pierre Hazette : see (2004) “CLIL (Content and language integrated learning) – EMILE (Enseignement de matières par intégration d’une langue étrangère) –

response to the European Commission's Eurydice surveys referred to in the last section (Eurydice, 2005b; Eurydice, 2006; Eurydice, 2008; Eurydice, 2012). In addition, the proposal to integrate the 'CLIL-EMILE' terminology within future policy documents was also put forward to the Minister of CFWB education and to the government of the CFWB in 2010 by the ministerial commission "Observatory" for immersion teaching (the *Organe d'observation et d'accompagnement de l'enseignement immersif*) in their Note "Propositions au gouvernement et à la commission de pilotage en vue d'améliorer le dispositif immersif" (Administration Générale de l'Enseignement et de la Recherche Scientifique, Novembre 2010, p. 4).

The 2007 law requires that a school wishing to offer such bilingual provision have the 'immersion learning' project included in its *Projet d'établissement* (the school's official description of its overall educational project, aims and objectives along with the means put in place to attain them). For this, the school must have first received backing for its immersion project from the institutional governing boards of representatives from its educational community.

A particular characteristic of the framework is that it allows schools a certain amount of choice as to some of the organisational features. These include:

- the immersion programme's starting point:
Depending on the school's organisation and project, learners can begin their immersive learning either in Year 3 pre-primary (kindergarten at $\pm$ 5 years old), or in Year 1 or Year 3 primary (i.e. at age $\pm$ 6 or 8), or else in Year 1 or Year 3 secondary (i.e. at age $\pm$ 12 or 14);
- Dutch, German or English as the target language for immersion teaching:

Enseignement de type immersif", Bruxelles, Cabinet du Ministre de l'Enseignement fondamental de la Communauté française. It was used as well by the "Institut de formation en cours de carrière" of the Communauté française for professional development seminars offered throughout the francophone part of the country between 2004 and 2010 entitled "*Travailler dans un établissement qui pratique un enseignement de type immersif : l'approche CLIL-EMILE*", and in 2010-11, "*Comment travailler au quotidien quand on est enseignant en Immersion CLIL- EMILE dans le fondamental / secondaire ?*"

See also the SeGEC and FESeC policy documents, for example: 1) the "Immersion linguistique CLIL-EMILE Digest" prepared in 2004:

http://enseignement.catholique.be/segec/fileadmin/DocsFede/FESeC/immersion/Immersion_Linguistique-CLIL-EMILE.pdf and 2) the "Cahier des charges de l'Immersion CLIL-EMILE", "Annexe 4" of the following: http://admin.segec.be/Documents_BI/501.pdf

This is with the exception of schools within Brussels or ‘special status’ zones bordering the neighbouring Dutch-speaking language community, where the language is then required to be Dutch (n.b. if the immersion begins at Year 3 secondary level, it may be organised through English or German, which by that stage of education is the learners’ second Modern Foreign Language);

- the number of 50-minute course periods per week to include in the immersion programme:
 - Between 8 and 21 periods of immersion learning may be organised (out of 28, total) in any type of pre-primary/primary school except special education (n.b. primary schools can also choose whether to use French, or the CLIL target language, or both for introducing reading and writing literacy skills);
 - Between 8 and 13 periods of immersion learning (out of an average total of 32) may be organised in general, as well as vocational, secondary education (however, there has been little vocational CLIL offered to date).

The 2007 framework thereby allows for a variety of types of CLIL programmes, responding to local realities, priorities, needs, etc. Such structural flexibility and resulting diversity can be criticized as lacking standardization. Although I agree that this is challenging in terms of quality assurance, I have argued elsewhere that it can nonetheless also be viewed as a positive characteristic because the range of learners taking part and potentially benefiting from bilingual provision is able to be much wider (Chohey-Paquet, 2007).

In all cases, the CLIL-type provision is offered all year long. From their starting point, learners can potentially continue in CLIL throughout the rest of their schooling. The specific school ‘immersion’-CLIL programmes vary in size and scope. They may have only one or perhaps several group-classes per year level. No entrance selection is allowed, thus places are given on a first-come-first-served basis and schools are not always able to meet the demand.

Concerning the teachers in immersion, the legal framework globally requires three areas of attested competencies: (a) recognised teaching qualifications, technically for the level and subject-content he/she teaches in immersion-CLIL; (b) a high proficiency in the target CLIL language, attested by passing a CFWB organised ‘Advanced level certificate’ examination if the teacher has not received his/her secondary school or higher education diplomas through

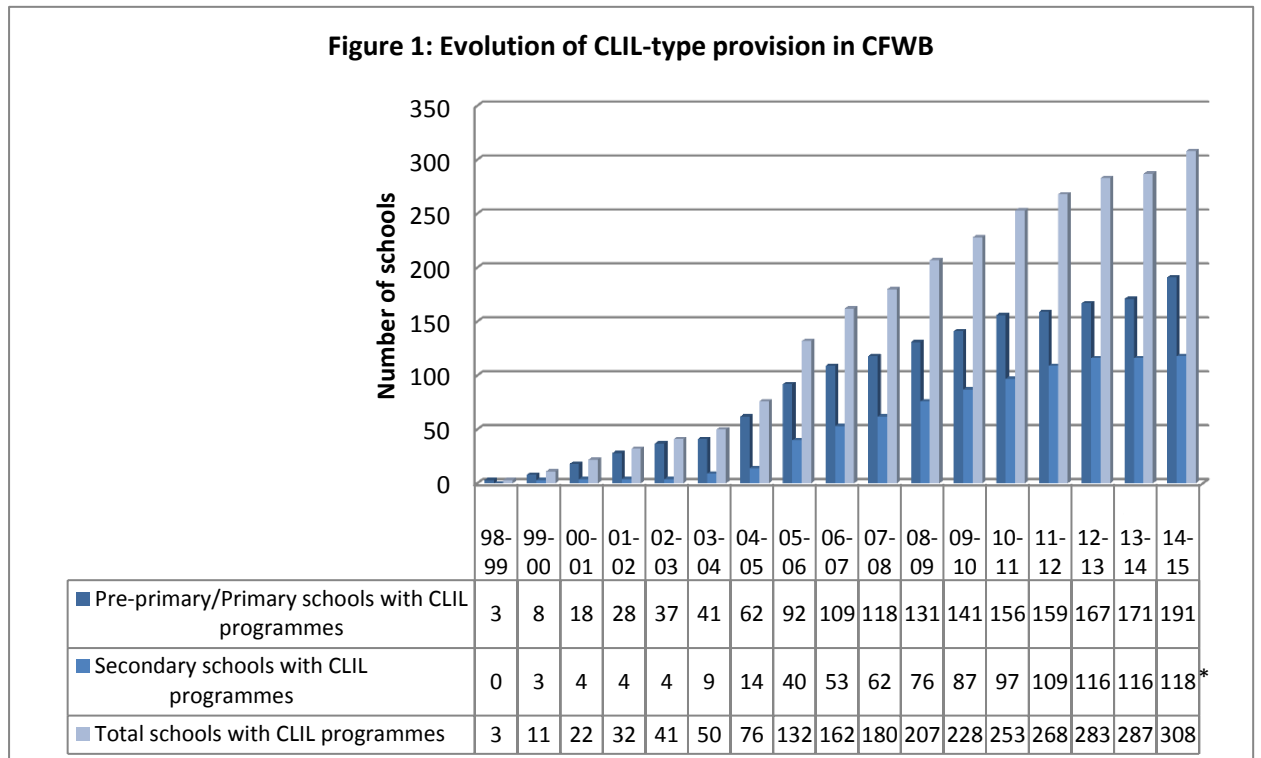
that language; and (c) at minimum, a functional level of French, also confirmed through an examination organised by the ministry if the teacher has not received his/her secondary school or higher education diplomas through French.

This investigation will bring the focus more particularly to teacher collaboration within secondary school CLIL, therefore a few of the conditions related to ‘immersion’ teaching at secondary level in Francophone Belgium need to be highlighted. Namely, schools may choose to include any content-subjects except French (i.e. the language of schooling) or Religious/Philosophical Education. Those most frequently chosen are Social Studies, Geography, History, Science, Technology, Art Education, Physical Education, Maths (except in the first two years of secondary school), Economics and, of course, Modern Languages. The subjects organised in a given school’s CLIL-type programme must total between 8 and 13 course periods per week, as already mentioned. Four of those course periods are the compulsory Modern Language course. Altogether, this constitutes $\pm 35\%$ of the course time per week. The chosen subjects are then only taught through the target language for the whole academic year, as in the other forms of CFWB immersion-CLIL.

c) A snapshot of CFWB’s CLIL-type provision

This section provides a ‘snapshot’ of Francophone Belgian CLIL-type provision and its learner population. Both have progressively expanded each year since 1998. The schools involved are spread over the five Walloon provinces and the Brussels Capital Region with varied regional increases. The proportional distribution of the target languages offered has remained roughly the same over the years. The majority of the schools offer ‘immersion’ through Dutch as the target language (between two thirds and three quarters); this reflects its standing as the majority national language and its usefulness economically and culturally within the Belgian context. About a quarter of the provision is through English. Only a handful of schools offer CLIL-type provision through German; these are located in the Liège and Luxembourg Provinces, thus nearest to the German-speaking Community and/or Germany.

I have prepared a series of figures based on the official CFWB statistics provided to me by the Ministry of Education to illustrate CFWB CLIL-type provision. Figure 1 demonstrates the global evolution of CLIL provision, in terms of the steady rise in number of schools with programmes, from 3 in 1998-99 to over 300 in 2014-15.



* My estimation

Table 1 displays the CLIL-type provision organised during the 2013-14 school year per language to show its distribution in both pre-/primary and secondary schools.⁸

Table 1: CLIL-type 'Immersion' schools in CFWB education in 2013-14

	Dutch		English		German		Total
	Schools	Percentage	Schools	Percentage	Schools	Percentage	
Pre-/Primary	124	72.52%	40	23.39%	7	4.09%	171
Secondary	77	66.38%	35	30.17%	4	3.45%	116
Total per language and overall total for the CFWB	201	70.04%	75	26.13%	11	3.83%	287

⁸ I am using the official CFWB statistics. Note, however, that pre-/primary and secondary 'immersion' schools seem to be counted differently. Two of the 171 pre-/primary school organise 2 parallel immersion programmes (i.e. in 2 languages, as permitted by the legal framework). Therefore there would be 173 immersion programmes (i.e. 2 more Dutch programmes). Whereas 6 of the 116 secondary schools are in fact schools tabulated twice because of organising 2 immersion programmes. There would thus be only 110 schools.

Figure 2 demonstrates the global evolution in the number of learners participating in CLIL between 2006-07 and 2013-14 at pre-/primary and secondary levels (n.b. according to the ministry, the data concerning the population for 2007-08 are not available).

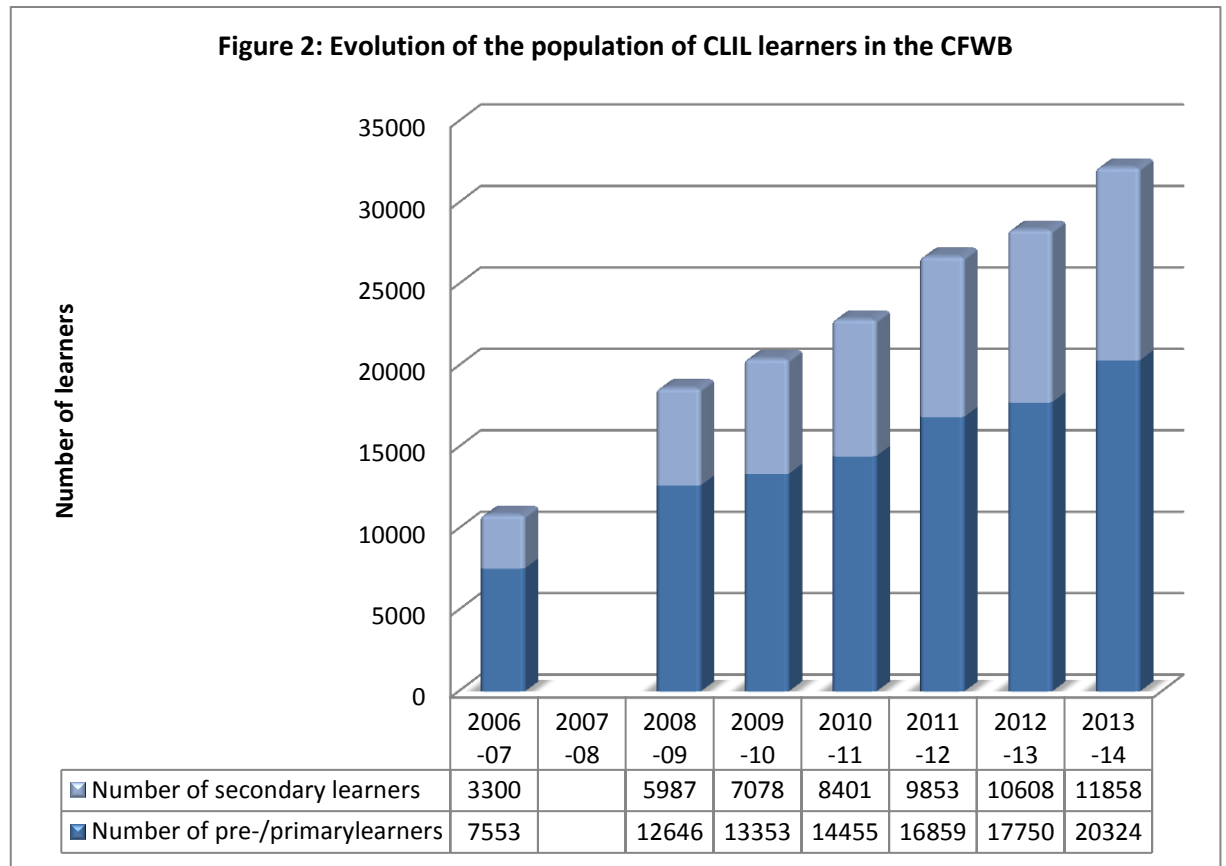
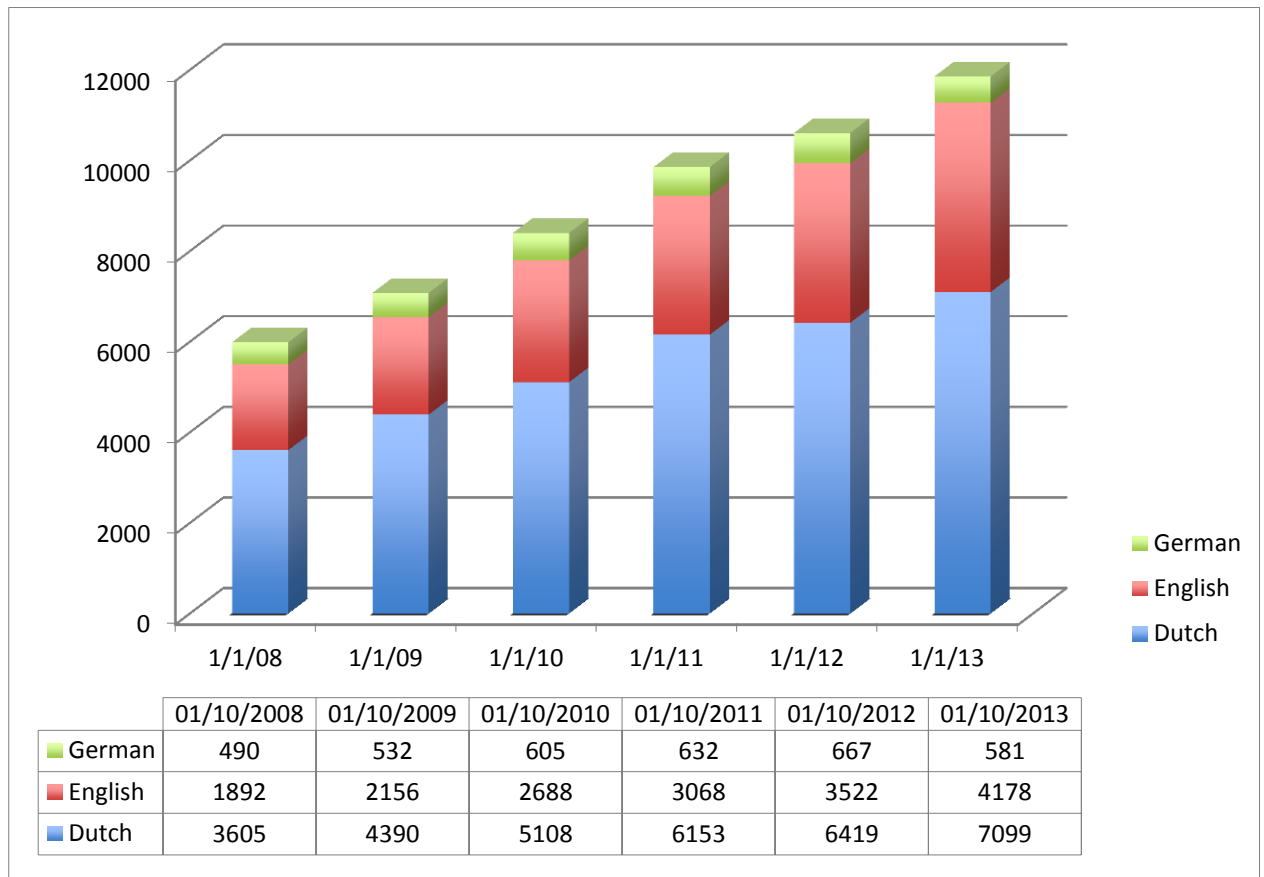


Figure 3 indicates more specifically the evolution of the population in secondary CLIL from January 2008 to October 2013 with itemization by target language.

Figure 3: Evolution of the population of CLIL learners in secondary CFWB education by target language



From this 'snapshot' overview one could wonder what the impact of immersion is on the total CFWB school population. For 2013-14, the percentage comparison represented by over 32,000 'immersion' CLIL learners in relation to the total percentage of the CFWB learners is not yet available. However, the Ministry of Education had published in 2012⁹ concerning the 2010-11 school year that the population of learners participating in immersion represented globally 4% of the total CFWB learner population for pre-/primary education. The Ministry have communicated to me that for pre-/primary education the percentage for 2013-14 has increased to 5.20%. Similarly, they published in 2013 concerning the 2011-12 school year that immersion learners constituted 2.9% of the total population for secondary education. Although I have not received the requested calculations concerning secondary education for 2013-14, the percentage should logically have also increased.

⁹ Cf. "Les indicateurs de l'enseignement" de la Fédération Wallonie-Bruxelles, published in 2012 (pre-primary/primary) and 2013 (secondary), <http://www.enseignement.be/index.php?page=26998&navi=2264>.

Arguably, these percentages seem small compared with the total CFWB school population. Nevertheless, all of the statistics show that the numbers increase each year and most likely will continue to do so. On the one hand, the learners already participating in CLIL programmes will continue to advance within the system even as new learners enter the existing programmes. On the other hand, as general public demand from parents and learners to participate in programmes also continues to increase, so must the number of new CLIL programmes to accommodate them.

All of these increases then have a knock-on effect upon the numbers of teachers necessary in the CLIL classrooms. The CFWB cannot provide data concerning the precise number of teachers teaching the CLIL. However, despite the fact that school administrations regularly report encountering difficulties for recruiting the teachers needed for their programmes, the Immersion-CLIL teaching workforce logically continues to expand – and will need to do so in the future. Among challenges linked to this for the CFWB, as stressed in the “Observatory for immersion teaching”’s Note (Administration Générale de l’Enseignement et de la Recherche Scientifique, Novembre 2010, pp. 2-4), there remains a lack of initial (pre-service) education preparing teachers for teaching in CLIL,¹⁰ as well as insufficient in-service opportunities and continuing teacher education to guide and support the teaching.¹¹

1.3.3 Teacher collaboration in CFWB secondary CLIL-type provision

As mentioned in the last section (1.3.2 b), the policy framework indeed stipulates explicitly that the compulsory 4 period/week language course is “*comptabilisé*”, or ‘counts’ as part of the ‘immersion’ provision. The course is thus officially included in the schools’ CLIL-type programmes, alongside 4 to 9 periods of other content-subject courses taught through that target language. An implicit mandate requiring language and subject-content teachers to work together is given in the framework by further stating that

the learning objectives during the language course are specifically related to the competences for mastering the language concerned and to the specific vocabulary

¹⁰ Recent efforts to organise ‘Immersion teaching certificate’ programmes by the Université de Mons-Hainaut and the Université Catholique de Louvain are promising steps forward, however their programmes are yet to be recognised by the ministry in terms of according teachers supplementary or specific qualifications.

¹¹ Here, too, constructive progress has been made over the years, for example by the Pedagogic Advisory services, yet with limited means vis-à-vis the acknowledged needs.

for the subject-disciplines taught within the framework of learning through immersion... (Communauté française de Belgique, 2007, Chapitre III, Art. 9, §4 & Chapitre IV, Art. 12, §1er)¹²

No further precision or guidelines are given as to how this should be done. However, when the Inspectorate published their first triennial report dedicated to immersion teaching, as set out by the 2007 law, according to them (Administration Générale de l'Enseignement et de la Recherche Scientifique, Service Général de l'Inspection, 2010, p. 25, 28), "real collaboration" was able to be established between the language teachers and their colleagues teaching the subject-discipline(s) concerned in "only a quarter" of the ten secondary schools visited. They indicate that there were "too few connections" between the two groups of teachers, for example for the contribution of "specific vocabulary".¹³

In addition, the report observed that the immersion subject teacher often feels isolated with little collaboration horizontally or vertically with the other teachers of the same subject. This difficulty is exacerbated by an "absence of models" and materials adapted for immersion, an ignorance of the models and tools for the subject-discipline published by the Ministry and the lack of professional development offered specifically for immersion teaching (Idem, p. 22).

Given that these are official documents, the implications of both the policy statement and of the Inspectorate's observations with implicit expectations from their report are certainly of great organisational and pedagogic importance. An investigation into interpretations of the documents' implications with the various players and stakeholders involved in the context – for example inspectors, but also pedagogic advisors, headteachers, and teachers themselves

¹² (My translation) Communauté française de Belgique (2007), *Décret relatif à l'enseignement en immersion linguistique*, Chapitre III, Art. 9, §4, et Chapitre IV, Art. 12, §1^{er}, Brussels : Communauté française de Belgique.

"Les périodes consacrées s'il échet spécifiquement au cours de langue moderne dans laquelle est pratiquée l'immersion sont comptabilisées dans la partie de la grille horaire consacrée à l'apprentissage par immersion. Dans ce cas, les apprentissages visés durant ce cours de langue moderne portent spécifiquement sur les compétences liées à la maîtrise de la langue concernée et sur le vocabulaire spécifique aux disciplines enseignées dans le cadre de l'apprentissage par immersion..."

¹³ (My translation) Administration Générale de l'Enseignement et de la Recherche Scientifique, Service Général de l'Inspection (octobre 2010) « Rapport relatif à l'apprentissage par immersion », Brussels : Communauté française de Belgique, p. 25 et 28.

"Il est interpellant de constater que chez seulement un quart des enseignants, une réelle collaboration a pu s'établir entre les titulaires des cours de langue d'une part et les collègues de la discipline concernée par l'immersion d'autre part. Une telle collaboration permettrait pourtant de répondre au prescrit des articles 9§4 et 12§1er du décret immersion du 11-05-2007. » (...) « ...on a constaté trop peu de liens entre le professeur de discipline et le professeur de langue pour l'apport du vocabulaire spécifique."

– has not been carried out. Examining their perspectives and understandings deserves clarification for the sake of implementing, developing, supporting and teaching quality CLIL.

Directly focusing on the choice of terminology employed in the policy documents cited above suggests questions worth probing. For instance: What does the expression “*real collaboration*” represent in this context? Why is there “*too little*” collaboration? How can it be first of all enabled, then increased (as well as supported)? What hinders its development and effectiveness? What is considered “*specific vocabulary*” and how can the language and subject-content teachers make “*connections*” regarding its teaching and learning? What else, i.e. beyond “*specific vocabulary*”, is involved in terms of “*collaboration*” and “*connection*” for integration of language and subject-discipline content teaching and learning? These initial questions, grounded in the Francophone Belgian context, provide a springboard towards formulating wider-reaching research questions for my study. Building upon them presents a research opportunity of relevance on both national, European and wider international levels, which will be analysed in the next section.

1.4 Researching CLIL teacher collaboration: For a better pedagogic understanding of quality CLIL

Highlighting the importance for more CLIL research, Coyle argues that successful CLIL

is dependent upon the quality of the pedagogic understanding of those involved. It is a complex phenomenon which is allied to many different variables across different contexts. As more empirical research is carried out, it becomes clear that CLIL raises as many issues as it solves (Zarobe, Sierra and del Puerto, 2011). There are, however, some findings that are generally consistent across very different settings... (2011, p. 10)

Dalton-Puffer (2007, p. 4) emphasises, as an appeal to research funding agencies, “(CLIL) [r]esearch results which can be fed back into the cycle of development are needed.” As such, the present study investigating teacher collaboration in secondary CLIL-type provision in French-speaking Belgium offers an opportunity to contribute to both national and international CLIL research bases for a better pedagogic understanding of its quality.

1.4.1 An opportunity to contribute to national CLIL research bases

On a national level, the “Observatory for immersion teaching”’s Note (Administration Générale de l’Enseignement et de la Recherche Scientifique, Novembre 2010, p. 5), presented to the ministerial *Commission de pilotage* and to the Minister, clearly underscored the need to widen the scope of research carried out in the French-speaking Belgian CFWB context. The Observatory recognised that the number of studies on bilingual education undertaken to date within the CFWB is small compared to research elsewhere. They stress the need to investigate, among other themes, the development of ‘good practice’. They also point out that the studies which have been carried out in the CFWB context have only explored a few of the forms of ‘immersion’ organised (i.e. mainly pre-primary and primary forms. See for example: Blondin & Straeten, 2002; Bouillon & Descamps, 2011; Braun, De Man-De Vriendt, & De Vriendt, 2002; Braun, De Man-De Vriendt, & De Vriendt, 2003; Buyl & Housen, 2014; Comblain & Rondal, 1993; Lecocq et al., 2007/2004; Van de Craen, Ceuleers, & Mondt, 2007; Van de Craen, Lochtman, Ceuleers, Mondt, & Allain, 2007; Van de Craen et al., 2012).

Specifically, only limited attention has been paid in CFWB research so far to secondary school immersion, with particularly very little discussion about how to make it ‘work’ effectively and sustainably, pedagogically speaking, at teacher and classroom level. Echoing Dalton-Puffer’s plea (2007, p. 4), I also make the case for “national education agencies” to be involved in supporting research “which can be fed back into the cycle of development”. It is crucial for research to contribute to a better critical understanding and sustained quality development of the ‘Immersion’ CLIL-EMILE teaching experience in Francophone Belgium. Findings from this study will offer insights which will be used to make recommendations to impact the development of quality practice and inform future guidance.

1.4.2 An opportunity to contribute to international CLIL research bases

On an international level, the present study offers a farther-reaching research opportunity to delve more deeply below the superficially desirable and ‘good’ idea of collaboration between subject-content and language teachers in order to explore underlying issues which are of equal significance elsewhere. Indeed, the notion of collaboration/cooperation is often

described among CLIL literature as a key element of successful implementation (See, for example, Clegg, 2012; Langé, 2001; MacKenzie, 2012; Mehisto, Marsh, & and Frigols, 2008; Skeet & Tanner, Blog entry 13/12/2011). Nevertheless, it is revealing how the question asked to participants from Germany, Bulgaria, the Netherlands, Italy, Switzerland and Austria as a prompt for a 2010 “CLIL Café” discussion (Kelly, 2012) reflects realistically a commonly encountered dilemma:

CLIL by definition is about integration, yet why is it that there are so few stories of successful collaboration between subject and language teachers?

Therefore, if it is generally accepted that such collaboration is a ‘good thing’ and is to be encouraged or even mandated, why is it challenging? What does it mean and what are its implications for content and language integrated learning?

It is thus with a view to **theorising and problematizing the nature and processes of CLIL teacher collaboration** that this study aims to both add to and widen the growing international body of CLIL research. Drawing upon existing research from broader areas of inquiry, it will build upon research into teacher collaboration and professional development, including from the related fields of TESOL (Teaching English as a Second or Other Language), ESL/EAL/EFL (English as a Second/Additional/Foreign Language), and Academic Literacies. Within the latter-mentioned fields, key issues around language and subject specialists/mainstream teachers’ collaboration are also raised in view of meeting learners’ needs for integrating their learning. In this way, the study looks to contribute to a “connected” research agenda (Coyle, 2007, p. 558) for CLIL pedagogic understandings.

1.5 Conclusions to the chapter: Guiding questions for conceptualising CLIL teacher collaboration

The following questions will guide and conceptualise my investigation into theorising and problematizing the nature and processes of CLIL teacher collaboration:

- 1) What makes up the complex construct of collaboration?*
- 2) What issues and conditions underlie the development of effective collaboration between language and subject-content teachers in CLIL?*
- 3) How can collaborative partnerships between language and subject-content teachers in CLIL contribute to deepening their pedagogic understandings?*

These overarching questions provide three strands that I will develop in the next chapter in my literature review to progressively build a conceptual framework for the research.

Chapter 2 Literature review for conceptual framework construction

Returning to the three key questions outlined previously, this chapter will now develop each one as a separate strand to organise my review of research literature. Although this structure will be useful to progressively guide my conceptualisation process, it is important to emphasise from the beginning that, as strands, the questions are in fact intertwined. I will unfold aspects of each question through suggesting related concepts and elements to examine with the existing literature in order to attempt to address the intricacy and richness of the notion of language and subject-content teacher collaboration in CLIL. Through this process, the literature will enable me to construct several iterations of an emerging conceptual framework for my study.

2.1 What makes up the complex construct of collaboration?

2.1.1 *Conceptual confusion*

The idea of *Collaboration* ('co-' anything, for that matter) has certainly long been popular in many circles where human relationships play a role, including education. Prior to progressively bringing the focus of my investigation to the content and language teachers working together, the construct of *collaboration* itself needs to be elucidated. It seems that, sometimes idealized, often challenging – if not elusive – is the notion of 'co-labouring'. As Casey Stengel, the American baseball player and manager (nicknamed 'The Old Professor') once said, "Gettin' good players is easy. Gettin' em to play together is the hard part." While it is broadly taken for granted that collaboration is a 'good thing' and is to be encouraged, what does it mean? In human resource management, one domain in which it is prevalently discussed, a plethora of books and websites deal with the topic – typically offering lists of 'Keys to Collaboration' (see, for example, Michaelson, 2011), and often reducing the complexities to formulae (see, for example, the "All Collaboration" website <http://allcollaboration.com> proposing the "4 Ps of effective collaboration": *Purpose, People, Processes* and *Place*). Innovations Consultant Leo Denise (1999) unconvincingly places

collaboration *versus* the “‘C-Three’ of togetherness”, *Cooperation*, *Coordination* and *Communication* as presumed descriptors of working together effectively. Nevertheless, he contends quite correctly that there is a “mush” of understandings.

How then to approach theorising the construct, its dimensions, implications and potential? In some of the academic literature in recent years, collaboration has been studied across various disciplines. Examples include the fields of computer-supported collaborative learning, scientific research and health care (see, for example: Freshman, Rubino, & Chassiakos, 2010; Katz & Martin, 1995; Stahl, Koschmann, & Suthers, 2006). This provides an interesting pathway given that the nature of CLIL, and by extension CLIL teacher collaboration, must also incorporate an interdisciplinary feature. I propose to commence by looking into interdisciplinary inquiry for conceptualising collaboration: (a) from the field of health and social welfare, and (b) situating the construct within a sociocultural framework. These shall help steer my exploration through the conceptual confusion.

2.1.2 Interdisciplinary inquiry for conceptualising collaboration: Drawing on the field of health and social welfare

One field in which the conceptual basis for collaboration has been actively investigated from an interdisciplinary perspective is that of health and social welfare. I will refer to two studies whose approaches analyse definitions and literature from multiple disciplinary sources. Without describing all of the specificities of the authors’ research contexts, I nevertheless find that their interdisciplinary conceptual examinations can offer a useful starting point for my own.

Firstly, D’Amour et al. (2005) conducted an extensive literature review to identify various definitions and concepts associated with collaboration. Their purpose was to then present different theoretical frameworks in order to better understand the complexity of ‘interprofessional collaboration’ for ‘interprofessional care’, which I will not develop here. They employed a systematic search strategy, analysing vast medical, as well as social sciences research databases of relevant literature to narrow down the numerous concepts related to *interprofessional collaboration*. Afterwards, they determined two principal dimensions for classifying the concepts: those related to *collaboration* itself (*sharing*, *partnership*, *interdependency*, *power*, and *process*), and those related to *team*

(*multidisciplinary, interdisciplinary and transdisciplinary*). Regarding the latter, the authors found through trawling the literature that the different terms “usually convey varying degrees of collaboration” amongst the professionals (Idem, p. 120). In terms of the concepts related to collaboration, I have synthesized the characteristics that D’Amour et al. extracted for each concept from the literature in Table 2.

**Table 2: Synthesis of concepts related to collaboration
Organized from D’Amour et al.’s (2005) literature review**

Concept	Characteristics from definitions
<i>Sharing</i>	Can involve <u>sharing</u> • Responsibilities • Decision-making • (health-care) Philosophy • Values • Data • Planning and intervention • Different professional perspectives
<i>Partnership</i>	• Implies that two or more actors join in a collaborative undertaking • Is characterized by a collegial-like relationship • Is authentic and constructive • Demands open and honest communication, mutual trust and respect • Demands that each partner be aware of and value the contributions and perspectives of the other professionals • Implies that the partners pursue a set of common goals or specific outcomes
<i>Interdependency</i>	• Implies mutual dependence <i>versus</i> autonomy • Arises from a common desire to address the (patient’s) needs • Is a necessary response to the increasing complexities of (health) problems which demand the expertise of, contribution from and participation by each of the professionals • Allows for synergy: individual contributions are maximized and the output of the whole becomes much larger than the sum of inputs from each part • Leads to collective action
<i>Power</i>	• Is shared • Is characterized by simultaneous empowerment of each participant, whose respective power is recognized by all • Is based on knowledge and experience rather than on functions or titles • Is by its very nature a product of the relationship and interactions between participants • Requires collaborative interaction to maintain actual and perceived symmetry

Process	Collaboration is recognized as a process that • Is evolving • Is dynamic and interactive • Is transforming • Is interpersonal • Requires negotiation and compromise • Requires that professional boundaries be transcended
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The above concepts and their characteristics were thus distilled through a rigorous and scientific interdisciplinary approach by D'Amour and her colleagues. Beyond their own professional areas, their study is noteworthy for my purposes in how it usefully helps clarify and places together some key elements that make up the overall construct of collaboration. I will be revisiting and reprocessing these concepts in the course of my investigation.

A second interdisciplinary study was undertaken by Carnwell and Carson (2009). Their context involved different professions working together to put service users at the centre of health, social care and criminal justice. In their study, the authors used a concept analysis framework to combine various dictionary and research literature definitions of *collaboration*, as well as of the related concept of *partnership*, in order to identify *attributes*, *antecedents* and *consequences* of the two. Carnwell and Carson's decision to explore the two terms conjointly was based on their observation of how both are often employed interchangeably, as they say, "sometimes within the same paragraph or even sentence" (Idem, p. 3). They have summarised characteristics gathered from multiple definitions of both notions side by side in Table 3.

Table 3: Carnwell & Carson, 2009 (pp. 8-10, 20*)
Attributes, antecedents and consequences of partnership and collaboration

Partnership	Collaboration
<i>Defining attributes</i>	
• Trust and confidence in accountability • Respect for specialist expertise • Joint working • Teamwork • Blurring of professional boundaries • Members of partnerships share the same vested interests • Appropriate governance structures • Common goals • Transparent lines of communication within and between partners • Agreement about the objectives • Reciprocity • Empathy	• Trust and respect in collaborators joint venture • Teamwork • Intellectual and cooperative endeavour • Knowledge and expertise more important than role or title • Participation in planning and decision making • Nonhierarchical relationship • Sharing of expertise • Willingness to work together towards an agreed purpose • Partnership • Inter-dependency • Highly connected network • Low expectation of reciprocation
<i>Antecedents</i>	
• Individual, local and national initiatives • Commitment to shared vision about joint venture • Willingness to sign up to creating a relationship that will support vision • Value cooperation and respect what other partners bring to the relationship	• Educational preparation, maturity and experience to ensure readiness • Understanding and acceptance of role and expertise • Confidence in ability and recognition of disciplinary boundaries • Effective communication, respect for and understanding of other's roles • Sharing of knowledge, values, responsibility, visions and outcomes • Trust in collaborators • Nonhierarchical organization with individual autonomy • Willingness to participate in formal, structured joint working to the extent that they do not rely on reciprocation in order to ensure that each contributes to the shared vision

Consequences: Benefits	
• Social exclusion tackled more effectively through multi-disciplinary action • Less repetition of service provision from different organisations • Less dilution of activities by agencies • Less chance of agencies producing services that are counterproductive to each other	• More effective use of staff due to cooperation rather than competition • Demystification of healthcare due to bridging of gaps between fragmented service provision • Sustained energy • Cross-pollination of ideas • Sharing of effort and ultimately sharing of organizational structure
Consequences: Barriers	
• Complexity of relationships • Representativeness of wider public • Tokenism and excessive influence of vocal groups • Desire of individuals not to be involved in making decisions about their care • Threat to confidentiality • Role boundary conflicts • Inter-professional differences of perspective • Threats to professional identity	• <i>Individual professions may be threatened as work becomes more problem focused*</i> • <i>Lack of managerial direction and encouragement of a more generic way of working can prevent closer collaboration across professional boundaries*</i>

I find that Carnwell and Carson have balanced their categorisation of the two overlapping concepts of *collaboration* and *partnership* in a useful manner. I will also be employing the allied term *partnership* later when referring to the collaborative relationship construction between the language and subject-content teachers in CLIL. The authors nuanced *barriers to* and *benefits from* collaboration/partnership, as well as *antecedent elements needed for the fostering of*, and *distinguishing attributes to* successful collaboration/partnership. The final section of their table regarding “Barriers” to collaboration had been left empty, however, and seemed incomplete. I have taken the liberty to add information that had been developed within their text (from Idem, p. 20, added in italics) in order to propose a more finalized synthesis.

Nonetheless, it is clear from both D’Amour et al. and Carnwell and Carson’s studies that collaboration cannot be circumscribed with an all-purpose definition. In addition, the example of Carnwell and Carson’s assemblage from diverse definitions brings to the fore several important defining aspects of collaboration/partnership:

- certain characteristics concern *individual* factors (e.g. attitudes, emotions, values, identities), while others are *environmental and organisational* (e.g.

hierarchy/equality, complementarity of partners/collaborators, roles of management and agencies/institutions);

- some characteristics are in relation to *how* collaborators are, while others in connection with *what they do*.

These defining aspects will be relevant to my investigation into issues and conditions underlying the development of collaboration between CLIL teachers later (see section 2.2 and following).

The way in which all of these aspects are mixed into Carnwell and Carson's categories, however, leads me to argue that the practicalities and effects of collaboration can be confused with its nature.

Further exploring this construct requires considering and situating from an epistemological perspective, the place and dynamic of the individual(s) concerned by collaboration. To do so, I shall now present the second approach to interdisciplinary inquiry selected to guide my exploration for conceptualising collaboration.

2.1.3 Interdisciplinary inquiry for conceptualising collaboration within a sociocultural framework

In her book *Creative Collaboration*, Vera John-Steiner's (2000) study into conceptualising collaboration draws upon a wide interdisciplinary range of partnerships from the arts and sciences to scope its nature and dynamics. Overarching her study, she considers the role of collaborative alliances which have led to innovation, whether in scholarly thought, scientific theories, music, writing, dance, or other art forms. Through analysing mixed sources of data, including interviews, autobiographical sources, narratives and a "Collaboration Q-sort" method, she builds a strong case for situating collaboration within a sociocultural framework to understand its psychological nature. Such a framework places importance on the social nature of learning, as well as on language as a fundamental tool mediating the construction of knowledge and understanding. This is particularly relevant to the integrated nature of CLIL (Moate, 2010), within which my investigation into CLIL teacher collaboration is taking place.

In her study, John-Steiner relies heavily upon Vygotskian cultural-historical perspectives to stress

that creative activities are social, that thinking is not confined to the individual brain/mind, and that construction of knowledge is embedded in the cultural and historical milieu in which it arises. (...) An individual learns, creates, and achieves mastery in and through his or her relationships with other individuals. Ideas, tools, and processes that emerge from joint activity are appropriated, or internalized, by the individual and become the basis of the individual's subsequent development. (2000, p. 5)

John-Steiner (Idem, p. 9) posits that partnered endeavours “contribute to stretching the self while bringing changes to the domain in which the collaborators work”. For her, individuals who are engaged in new, partnered activities learn from the consequences of their actions and from their partners. Expressed in Vygotskian terms, the collaboration context “provides a mutual zone of proximal development where participants can increase their repertory of cognitive and emotional expression” (Idem, p. 187); collaborators “create zones of proximal development for each other” (Idem, p. 189).

Wells and Claxton (2002, p. 5) echo this perspective, placing *interaction* as a key factor:

In the jointly constructed ZPD, (...) I come to appropriate and internalize for myself tools that were first provided, modelled or created only in interaction.

With this approach, John-Steiner openly challenges theoretical positions linked to viewing cognition as an individualized process, as in more Piagetian influenced cognitive development approaches. While recognising that there are contentions regarding theoretical viewpoints, suffice it for me to acknowledge here the emergence of what Matusov and Hayes (2000, pp. 236 and 237) call a “family of (sociocultural) perspectives”; they maintain that these have come out of “dissatisfaction by and in dialogue with Piaget’s, (but also) Vygotsky’s, and traditional cognitive paradigms”. For these authors, the “legacy” of both Piaget and Vygotsky will in any case continue to be “reinterpreted, reassessed, and reused” because the political and intellectual climate of the social sciences continues to evolve and new questions are raised. Matusov and Hayes (Idem, p. 237) note for instance that

[a] sociocultural approach based on an assumption of multiplicity of developmental directionality poses new questions such as: who and how defines and redefines this directionality, what (and why) promotes and hinders individual’s access and participation in sociocultural activities and communities of practices, and how newcomers contribute to changes in practices, institutions, and communities by their learning and development.

Such questioning of individual/social processes and relational dynamics also reflects the interest in collaboration over the past decades in the social sciences by researchers situating the social nature of practices communities and institutions where individual development takes place (e.g. Lave & Wenger, 1991; Wenger, 1998). Matusov and White (1996, p. 11), referring to how some developmental psychologists have examined whether working collaboratively is more productive than working alone, prefer to nuance with the argument that “solo activity and joint activity are two inseparable aspects of any sociocultural activity”.

Similarly, John-Steiner also suggests that

[c]omplementarity is a consequence of a basic and often ignored reality. Each individual realizes only a subset of the human potential that can be achieved at a particular historical period. (...) In Western societies, we treasure our ‘uniqueness,’ but we are also wary of its limitations before society’s increasingly demanding and critical tasks. (2000, p. 40)

Thus insisting upon the central notion of complementarity, she further underlines the interdependence of social and individual processes in the nature of collaboration:

[T]hese individual and social processes are profoundly linked. They are examples of conceptual complementarity. When individuals join together and build upon their complementarity in (their) disciplines, they expand their reach. The strength of these partnerships is as much in their common vision as in their complementary abilities. Collaboration offers partners an opportunity to transcend their individuality and to overcome the limitations of habit, and of biological and temporal constraints. (Idem, pp. 56-57)

John-Steiner proposes a model (Idem, p. 197) presenting four collaborative “patterns” emerging from her study: “distributed”, “complementary”, “family” and “integrative” collaboration. She distinguishes the patterns by: (a) the roles the collaborators assume and their divisions of labour; (b) the extent that values are shared; and (c) the working methods (e.g. disciplinary/interdisciplinary).

What I particularly retain from her model is seeing collaborative endeavours as *dynamic and changing sociocultural processes*. Her classification of patterns is not a hierarchy and there is not one ideal. The collaboration patterns are thus evolving and depending upon both the individuals involved and the context over time, all in interaction. What arises along the way, for example “[i]ssues of trust, uncertainty, competition, intellectual ownership, financial dependence, equity, emotional fusion, and separation” needs therefore to be “negotiated

among partners” over time, and in so doing, taking each other’s “questions, skills, and personal styles very seriously” (Idem, p. 196).

John-Steiner summarises collaboration as bearing “the complexity of human connectedness, strengthened by joint purpose and strained by conflicting feelings...” (Idem, p. 91). Indeed, Wells and Claxon indicate two key elements related to this. On the one hand, for there to be collaboration, some *overlap* in the individuals’ goals and values is necessary, which thus requires effort, dialogue and negotiation on the part of the individuals. On the other hand, *disagreement is useful* to transformation and the construction of innovative solutions:

[D]espite the emphasis on collaboration in joint activity, it must be recognized that participants in an activity do not necessarily have identical goals, nor do they necessarily share the same beliefs and values. Clearly, for collaboration to occur, there must be a degree of overlap in goals and a willingness to attempt to understand the perspectives of others. But difference and disagreement are also valuable. Without the contribution of new and even antithetical ideas and suggestions, there would be no way of going beyond ways of acting and thinking repeated from the past; and although well-tried solutions are often a good starting point, they may have to be challenged and transformed if they are to become adequate responses to novel predicaments. (Wells & Claxton, 2002, p. 5)

In a similar vein, another aspect of John-Steiner’s conceptualisation of collaboration which I shall retain is her view of *identity*. In line with her life-span perspective, she sees identity as fluidly changing over time. Its development is in relationship with others as an on-going synthesis of role models and influences – the ‘stretching of self’ mentioned previously. This view will be particularly relevant later when I consider underlying issues to teacher collaboration of a cultural and identity-related nature (cf. section 2.2.8).

Finally, in the dynamics of what she calls “agency-in-community”, i.e. involving the person as an agent as well as a recipient, the author insists once again on the ideas of complementarity and continued learning as being pertinent today to people in many different walks of life:

In collaborative endeavors we learn from each other by teaching what we know; we engage in mutual appropriation. Solo practices are insufficient to meet the challenges and new complexities of classrooms, parenting, and the changing workplace. (John-Steiner, 2000, p. 192)

Feldman (2000) supports this sociocultural stance. He stresses that John-Steiner’s study addresses what he considers to be the central theme to the 21st century: the need to strike a

balance between individuality and social connectedness. He underlines the “essential role that relationship, participation, reciprocity, membership, and collaboration must play in any theory of human development that aspires to guide us through the challenges ahead” (2000, p. xii).

Teacher collaboration in Content and Language Integrated Learning is undoubtedly one of such 21st century challenges. It is an on-going challenge at the centre of this investigation and will continue be addressed from a sociocultural perspective as the research progresses (see, for example, sections 2.3.1-2.3.4).

2.2 What issues and conditions underlie the development of effective collaboration between (language and subject-content) teachers?

The second part of the chapter will now bring the focus to collaboration in the field of education, and more precisely to teachers. In order to further guide my exploration, the second strand of my literature review relates to questions regarding issues, factors and processes underlying the potential development of effective collaboration between language and subject-content teachers in CLIL.

2.2.1 Setting a few boundaries and contextualising the question

Collaboration does not happen in a vacuum (Kelchtermans, 2006). Because it is contextualised, collaboration can be approached from many angles and, perhaps ideally, involves all educational players and stakeholders. Hence, a few boundaries are necessary regarding how this study shall focus on *teacher collaboration*. I will consider the notion by combining two views. One view is in the simple descriptive sense, for which I will borrow from Kelchtermans’s definition (Idem, p. 220) of “teachers’ cooperative action (their actual doing things together) for job-related purposes.” This author proposes a review of publications more largely around the theme of “Teacher collaboration and collegiality as workplace conditions”. Although Kelchtermans uses the term *teachers* loosely as encompassing all educational staff members of a school, I retain a narrower view, i.e. of *classroom teachers* collaborating with other *classroom teachers*. My purpose is to

progressively bring the focus even more specifically to *language teachers* collaborating with *subject-content teachers* in CLIL settings. Note that this choice of focus does not in any way ignore the importance of other intra and inter-school teacher collaboration in CLIL settings, for example: (a) between teachers of a same subject, i.e. both those teaching through CLIL and their colleagues using the language of schooling; (b) between teachers at different year levels, assuring coherence and continuity; (c) between teachers and their learners.

At the same time as moving my focus towards language and subject-content classroom teachers in CLIL settings, I will nuance the simple descriptive sense of teachers' cooperative actions. For this, I refer to Friend and Cook's (2009, p. 8) definition of collaboration as a "style of interaction" with accompanying knowledge and skills that guide practice in education. Using the term *style*, these authors wish to distinguish the *nature* of the interpersonal collaborative relationship which is occurring during the shared interactions from the activities themselves. For them, collaboration conveys "*how* the activity is occurring – that is, the nature of the interpersonal relationship occurring during the interaction and the ways in which individuals communicate with each other" (Ibid.). As I combine the two views, I will focus on the classroom teachers' perspectives, inasmuch as they are the players called upon to collaborate together in the CLIL context.

First, I shall situate the question in its broader educational context of teacher collaboration, in general. The considerable published literature that makes reference to teacher collaboration (see further) suggests many aspired-to benefits, but also uncovers various types of underlying issues. I shall examine some of these, since the issues more specifically related to a discussion of CLIL teaches will inevitably cascade from them, as will the conditions, factors or processes that can either foster or hinder the development of successful collaboration between (CLIL) teachers.

2.2.2 Generic teacher collaboration: Between blue sky and the 'feu de l'action' of reality

The expression *teacher collaboration* would once again seem benevolently 'good' and self-evident and literature pertaining to its potential benefits is certainly far from new. Since at least the 1960's, when the sociologist Dan Lortie (1975) studied the typically isolated

character of teaching and the “egg crate” organisation of schools, writings from diverse educational contexts have cited teacher collaboration as part of solutions in the on-going quest to improve education at all levels (see, for example, Inger, 1993; Lieberman, 1986; Little, 1987; Porter, 1987). Especially when reforms, new programmes or projects call for altering curriculum and pedagogy, teachers are simply “expected to work together” (Inger, 1993, p. 1). The climate of reform, for example of the mid-80’s in the United States, gave optimism, among other things, to what Lieberman (1986, p. 5) called “collaboration rediscovered (...) a fresh and promising way of working that is both old and new”. One of Porter’s publications (1987) similarly announced “New Partnerships to Attack Old Problems”. The reform surge renewed interest in “fostering teacher community or collaboration as a means to counter teacher isolation, improve teacher practice and student learning, build a common vision for schooling, and foster collective action around school reform” (Achinstein, 2002, p. 421).

2.2.3 Panoply of benefits

Beyond such sweeping aspirations for overall educational improvement, Hargreaves (1994, pp. 245-247), summarised numerous specific claims made about teacher collaboration. He suggests an impressive panoply of benefits based on “principles” of positive impact which a “collaborative solution embodies” (Ibid.). I have organised the potential benefits suggested by Hargreaves in Table 4.

Table 4: Potential benefits of teacher collaboration

Synthesized from Hargreaves (1994, pp. 245-247)

Teacher collaboration potentially brings benefits through:	
<i>Providing moral support</i>	because it “strengthens resolve, permits vulnerabilities to be shared and aired, and carries people through those failures and frustrations that accompany change”
<i>Increasing efficiency</i>	because it “eliminates duplication and removes redundancy”
<i>Improving effectiveness</i>	because it “improves the quality of student learning by improving the quality of teachers’ teaching”
<i>Reducing overload</i>	because it “permits sharing of the burdens and pressures that come from intensified work demands and accelerated change”

<i>Establishing boundaries</i>	because it “reduces uncertainty and limits excesses of guilt (...) by setting commonly agreed boundaries around what can be reasonably achieved”
<i>Promoting confidence</i>	because it strengthens teachers’ confidence “to adopt externally introduced innovations, the wisdom to delay them and the moral fortitude to resist them”
<i>Promoting teacher reflexion</i>	because “collaboration in dialogue and action provides sources of feedback and comparison that prompt teachers to reflect on their own practice”
<i>Promoting teacher learning</i>	because it “increases teachers’ opportunities to learn from each other”
<i>Leading to continuous improvement</i>	because it “encourages teachers to see change not as a task to be completed, but as an ending process of continuous improvement”

Nevertheless, it should be clearly and realistically understood that no matter how positive and promising these benefits may be, they will not be automatically attained by teachers working together. While various publications during the eighties and nineties purporting benefits to teacher collaboration provided empirical evidence to support the claims, they also “revealed the complexity of the issue and thus challenged researchers to acknowledge this complexity in their work” (Kelchtermans, 2006, p. 224).

One example of this is Inger (1993, pp. 1-2), who notes that such teacher collaboration: breaks the isolation of the classroom; avoids the “end-of-year burn-out” and stimulates enthusiasm; allows teachers to be better equipped for classroom work and more able to detect and celebrate accomplishments within and across classrooms; avoids the “sink-or-swim, trial-or-error” mode (e.g. of beginning teachers) and makes the complexities due to new curriculum more manageable while also stimulating new ideas and promoting coherence in a school’s curriculum and teaching. After listing such promising beneficial effects, the author then concedes that “[n]onetheless, teacher collaboration is rare” because of substantial barriers of many kinds; in reality

[b]y and large, (...) teacher collaboration is a departure from existing norms, and, in most schools, teachers are colleagues in name only. They work out of sight and sound of one another, plan and prepare their lessons and materials alone, and struggle on their own to solve their instructional, curricular, and management problems. (Ibid.)

So, if it should not be assumed that teacher collaboration will simply happen and spontaneously result in positive benefits, what sorts of issues should be taken into account for its conceptualisation, especially considering the teachers' realities?

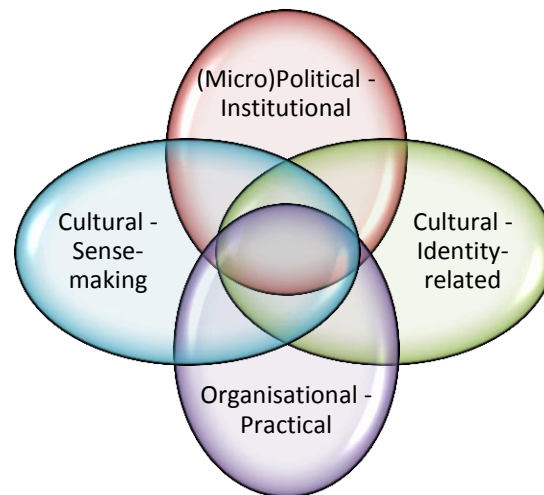
2.2.4 Four 'layers' of issues, like 'lenses'

Little (1990, p. 180), in her extensive review "Teachers as Colleagues", warns that "a lot of what passes" for collaboration "does not add up to much", adding that "closer to the classroom is also closer to the bone". Kelchtermans (2006, p. 234) similarly cautions against simplistic claims, arguing that "understanding and valuing of teachers' collaborative actions and the idea of collegiality that goes with it demands a certain level of sophistication". Indeed, the literature mentions many issues of different natures that arise when teachers wish to, try to, are expected to, or, perhaps, are told to work together. As stated earlier, the conditions, factors or processes that can either foster or impede the development of effective collaboration cascade from these issues (cf. section 2.2.1).

For the purposes of my study, I propose to divide issues into four broad and overlapping 'layers' of different natures, all directly or indirectly involving aspects of ownership, control, support and meaning. The first layer is of a *political-institutional* nature and the second, of an *organisational, practical* nature. I shall term these '*Extrinsic, Contextual / Situational*' layers of issues. The third layer is of a *cultural, sense-making* nature and the fourth, of a *cultural, identity-related* nature. They constitute what I shall call '*Intrinsic, Mind-set / Relational*' layers of issues. Visualizing the groupings of issues in the form of a Venn diagram in Figure 4 can also suggest that some types of issues may take on more or less importance where the 'layers' intersect, depending on the specific context and individuals involved.

I will now consider each of these layers of underlying issues by questioning from a bottom-up point of view of the teachers, like 'lenses' through which they may perceive the collaboration.

Figure 4: Layers of issues of different natures influencing (CLIL) teacher collaboration



2.2.5 Layer of a (micro)political-institutional nature

Because collaboration can serve many goals, situating issues of ownership and control underlying teacher collaboration is essential. A first ‘layer’ of these issues can be categorized as being of *(micro)political-institutional* nature. Looking through this ‘lens’ from the teachers’ perspective, such issues can raise questions like ‘*Who says we should collaborate and for what? ...Whose agenda is it?*’ In this case, certain issues can be related to power, interest and influence in the school context, for example determining who implements reforms, programmes or projects decided upon institutionally. Johnson (2003, p. 338) draws attention to the risk of accepting the “taken for granted ‘goodness’ of increased teacher collaboration”, which, at the abstract or normative level is likely to be uncontroversially accepted. He quotes O’Neill (2001, p. 19) to show that when the calls for greater collaboration are located

in the specific, school-based, historical, political contexts of management, curriculum and teaching reform, normative models of professional collaboration tend to develop worrisome surface cracks which may indicate more structural faults.

Johnson (2003, p. 338) names one of the possible structural faults as relating to the “naivety with which calls for greater participation, openness and collaboration frequently ignore or down play the micropolitical dimension of such work”. For some critics (Ball, 1987), failure of school leaders and teachers to recognise and deal with issues of power and influence is because of a lack of ‘micropolitical competence’ that frequently limits the impact of reform

initiatives, while other critics (Anderson, 1998; Anderson, 1999; Hargreaves, 1991) bring into play Foucauldian issues of power and governmentality, indicating contrived and manipulative use of collaboration as a managerial tool of control. A ‘micropolitical’ perspective here echoes Blase’s (1988, cited by Hargreaves, 1994, p. 190) description of “the use of power to achieve preferred outcomes in educational settings”. As Hargreaves explains, collegiality/collaboration from this perspective is either an “unwanted managerial imposition from the point of view of teachers subjected to it”, or else, a way of “coopting teachers to fulfilling administrative purposes and the implementation of external mandates”. With his notion of ‘contrived collegiality’, Hargreaves (1994, p. 208) explains that

collaboration amongst teachers was compulsory, not voluntary; bounded and fixed in space and time; implementation- rather than development-orientated; and meant to be predictable rather than unpredictable in its outcomes.

I would then argue that another question ensues: can collaboration be prescribed or mandated without it being perceived to some degree by the teachers as ‘contrived’? Friend and Cook (2009, p. 8-9) posit that

[s]tates may pass legislation, school districts may adopt policy and principals may implement programs, but unless school professionals and their colleagues choose to collaborate, they will not do so (...) there is no such thing as collaboration by coercion.

In order to reduce the perception of this, but also for teacher collaboration to be effective and sustainable, all the literature logically concords: it must be supported institutionally. Little (1990, p. 188) puts it quite clearly:

No one can make anyone do much of anything, whether it’s to teach well or to work well with others. Both, at the bottom are labors of love and skill. Neither can be coerced, but both can be supported.

2.2.6 Layer of an organisational and practical nature

It would therefore seem important to include in the analysis of issues of ownership and control of teacher collaboration the practical and pragmatic concerns with which to support it. From the teachers’ viewpoint, this ‘lens’ adds a second ‘layer’ of issues of an *organisational and practical nature*, related to questions such as *‘Collaborate when? ...On whose time? Where? ...With what resources?’*

For all that collaborative ways of working in school have to offer, realistically implementing them “involves major changes to the established routines and power dynamics of teachers’ work” (Johnson, 2003, p. 339) .

Davison (2006, p. 458) stresses the fragility and instability of collegial relations. They require serious backing through strong incentives and support from the administration, careful planning and coordination of classroom teaching loads, sufficient resources and structured allotted time to allow experimentation and the building of strong interpersonal relationships.

Indeed, Little (1990, p. 188) sets the bar quite high in the conclusion of her review of literature with a series of imperatives upon which teacher collaboration “must be” based:

For teachers to work often and fruitfully as colleagues requires action on all fronts. The *value* that is placed on shared work must be both said and shown. The *opportunity* for shared work and shared study must be prominent in the schedule for the day, the week, the year. The *purpose* for work together must be compelling and the task sufficiently challenging. The *material resources and human assistance* must be adequate. The *accomplishments* of individuals and groups must be recognized and celebrated.

Similarly, Inger (1993), in asking ‘what works’ to support teacher collegiality and collaboration, warns strongly against lip-service saying that vague slogans in favour of collaboration are ineffective. He lists six necessary dimensions to the institutional support:

- 1) Symbolic endorsements and rewards that place value on cooperative work
- 2) School-level organization of assignments and leadership
- 3) Latitude given to teachers for influence on crucial matters of curriculum and instruction
- 4) Time (Quoting Little, 1990: “The opportunities for collaborative work are either enhanced or eroded by the master schedule.”)
- 5) Training and assistance
- 6) Material support.

Institutional *value* placed upon the teacher collaboration – in both word and deed – would therefore seem to be a central factor necessary to coherently bridge institutional policy with the organisational and practical conditions to support it. Importantly, if part of the institutional value placed on teacher collaboration includes providing training and assistance, as argued by both Little and Inger, then it clearly implies valuing and supporting

the overarching issue of professional learning necessary for developing the collaboration in question.

2.2.7 Layer of a cultural and sense-making nature

Emphasising the question of values, including that for professional learning, brings to the fore a third broad 'layer' of underlying issues for understanding and conceptualising teacher collaboration: issues of a *cultural and sense-making nature*. With this as another 'lens', the fundamental question of '*Why collaborate?*' could be added here to those formulated from the teachers' perspective. Issues of conflicting meaningfulness can certainly affect the intrinsic or extrinsic motivation of the teachers to collaborate. As Kelchtermans (2006, p. 231) asserts, collaboration is not to be valued *per se*: the analysis of teacher collaboration must include its content and impact, both of which "are influenced and mediated by a process of sense-making". I will develop three challenging and complex aspects which I see from the literature as integrally interwoven within this sense-making process.

a) Valuing teacher independence–interdependence (continuum or tug-of-war?)

Firstly, in a profession where teaching style is personalized and, despite efforts to "scientize it", teaching can be considered an "art" carried out by individual artists or craftspeople (Lieberman & Miller, 1990, p. 155), valuing collaboration can seem paradoxical.

In his review of literature, Kelchtermans (2006, p. 225) elaborates how, as organisationally embedded phenomena, collaboration and collegiality can take different forms and can therefore have different values. He refers to Little's "continuum from independence to interdependence" to show the importance of a balanced view on collaboration and autonomy (Ibid.). Little had distinguished four levels or forms of collegial relations: (a) general storytelling and scanning for ideas (exchanging experiences, gathering information, nourishing friendships, etc. but keeping the talk far from the actual classroom practice); (b) asking for aid and assistance (implying issues of professional competence and self-esteem); (c) sharing of ideas and materials or methods; and (d) joint work (implying shared responsibility for the work of teaching).

On the one hand, then, the interdependence at the ‘higher’ end of Little’s continuum suggests what teachers should be encouraged to strive towards as a goal. Yet, on the other hand, one could argue that it could seem contradictory to *not* value independence in a profession where a belief in the “inviolability of a teacher’s classroom” tends to prevail and thus engenders a valuing of a certain tacit rule of privacy (Lieberman & Miller, 1990, p. 158). Privacy here describes a social reality of teaching and it means “not sharing experiences about teaching, about classes, about students, about perceptions” (Ibid.).

It is therefore essential to further nuance what valuing a balanced view of independence/interdependence implies, rather than simply opposing autonomy or independence to forms of mutual dependence in collaboration (cf. the implication from D’Amour et al.’s (2005) defining characteristics regarding interdependence indicated earlier, in section 2.1.2). One example of a more nuanced view is advocated by Musanti and Pence (2010), who challenged the assumption that defines teachers as self-made professionals. They contend that teacher isolation has traditionally been confused with autonomy and independence. Indeed, they stress that “social interaction and interdependence are intrinsic to knowledge construction and learning” (Idem, p. 85). For them, collaboration thus “challenges the existing school norms of individuality, privacy, autonomy, independent work, and distribution of power” (Idem, p. 86). Musanti and Pence’s claims refer me once again to viewing collaboration within a sociocultural framework, as developed previously (see section 2.1.3). Such a perspective, i.e. linking individual and social processes in a “conceptual complementarity” as had been suggested by John-Steiner (2000, p. 57), thereby corroborates the argument for constructing a balanced positioning between individuality and social connectedness implied by interdependence.

However, it follows that valuing this balanced complementarity must then be sought actively on a practical level. This, in turn, requires willingness, effort, dialogue and negotiation, as insisted upon by Wells and Claxton (2002) (cf. section 2.1.3). Similarly, Fullan emphasised in his 1993 article, arguing for “Why Teachers Must Become Change Agents”, that

[t]here is a ceiling effect to how much we can learn if we keep to ourselves (...) Personal strength, as long as it is *open-minded (that is, inquiry-oriented)*, goes hand-in-hand with effective collaboration – in fact without personal strength collaboration will be more form than content. (Fullan, 1993, italics added)

b) Valuing personal implication and commitment in teacher collaboration

Secondly, I would add to the above reflections concerning sense-making that collaboration could therefore also challenge the perceptions of valuing one's personal implication and engagement on the part of individual teachers. As an example illustrating how the teachers' perceptions and personal implications can vary, research in the Netherlands by Kwakman (2003) studied factors that determine teachers' participation in 'workplace' professional learning activities. One factor, "Meaningfulness of Activities", had an overarching effect on all the types of learning activities observed. However, Kwakman saw that teachers participate most often in professional reading or sharing ideas with colleagues, or improving lessons – thus at the 'lower' end if I refer back to Little's continuum in terms of the personal implication required; teachers seemed more reluctant to engage in "collaborative activities that demand more than just talking or discussing" (Idem, p. 166). For Kwakman, personal factors "appear to be more significant than task and work environmental factors" (Ibid.). These include: *(professional) attitudes, appraisals of feasibility, appraisals of meaningfulness, emotional exhaustion and loss of personal accomplishment* (Idem, pp. 156, 158).

I find an aspect of Little's realism is worth underlining here in relation to personal implication and commitment as integrally interwoven within the sense-making process for teacher collaboration. In her view, the interdependence she had described is not chosen but is rather imposed by the circumstances. Yet, if it is to be relevant, it "must be perceived or felt in some way" by the individual teachers involved in joint action (1990, p. 182). I would then go further, from a sociocultural viewpoint, to say that it must be co-constructed by those teachers. This co-construction would involve the balanced 'open-minded personal strength' regarding their own personal implication, the willingness to attempt to understand the perspectives of others, as well as the effort, dialogue and negotiation stressed above.

c) Valuing the content of the teacher collaboration and the professional learning through it

Thirdly, with regard to the content of the teacher collaboration, some researchers (Firestone and Pennell, 1993; Shachar and Shmuelewitz, 1997; Scribner, 1999) observe that teachers

seem to value collaborative agendas that have to do with pupils' learning or well-being. Their collaboration is most often limited to finding practical solutions to day-to-day problems related to classroom practice. However, I would agree with the argument that only addressing the 'how-to' question could contribute more to the *status quo* than to actual change or improvement (Kelchtermans, 2006). Research carried out by the Belgians Clement and Vandenberghe (2000, p. 90), for instance, develops the notion of "profundity". In other words, they underscore that effective professional learning resulting from teachers' collaboration has to be 'deep' enough, where "[o]ne is prepared to share his or her personal opinions and beliefs and experiences about professional functioning with the others" (Ibid.). For these authors, collaborative work leading to "progressive professionalism" requires going beyond the practical problem solving to also include explicit discussion of teachers' personal beliefs "on the basis of mutual trust". This is in such a way that

initiatives are appreciated and stimulated and that each other's work and beliefs are looked at with critical scrutiny. In this way it is possible for teachers' subjective educational theory to come up for discussion. (Ibid.)

An additional point should be stressed here. I had underlined earlier (cf. section 2.2.6) the importance of providing organisational and structural conditions for enabling collaboration to occur and for its support. But they will not, alone, guarantee the effectiveness of teachers' valuing, either the content itself, or the professional learning through working together. Hargreaves (1994) observed that allowing teachers out-of-class preparation did not necessarily increase them working more collaboratively. Unless there was a *commitment* to collaborative working relationships (as I have argued in the last section),

preparation time became absorbed by the deep-seated culture of individualism and classroom-centeredness that has become historically and institutionally ingrained in the prevailing patterns of teachers' work. (Idem, p. 131)

Referring once again to Hargreaves's (1994) notion of "contrived collegiality", collaboration which is not perceived as meaningful to the teachers themselves (perhaps, for example, because its content is seen as being linked to externally imposed criteria or agendas, as suggested earlier) will therefore not contribute effectively to the teachers' professional learning. Indeed, Hargreaves (Idem, p. 192-193) had put forward the idea of "collaborative culture" (as opposed to three other forms of culture he proposes: "contrived collegiality", as well as "individualism" or "balkanization"), in which teachers would work together both voluntarily and spontaneously, without an external agenda. For Hargreaves, such

collaboration, pervasive across time and space, is unpredictable and *development-orientated*.

However, in Hargreaves' view (Idem, pp. 189-190), the meaning of collaborative relationships should be analysed from two perspectives: "cultural" and "micropolitical". The former focuses on processes of consensus building, on the identification of shared values, habits, norms and beliefs which bring a team together and constitute an important source for sense-making by members of an organisation. The latter focuses more on individual interests and differences that are also engaged in interactions among the members.

The sense of a 'micropolitical' perspective can be understood as extending to an inter-relational and individual level of values-sharing. This is compared to my reference in section 2.2.5 to what I call a layer of issues of *(micro)political-institutional nature*. There it was associated more with possible conflicting perceptions of institutional ownership and the question of who sets the agenda. In this sense, the micropolitical perspective involves learning to value the *diversity* which would characterise the teachers learning to collaborate. It would call for teachers to include challenging issues related to individual professional beliefs and identity in their collaboration if they are to go beyond the more surface level of problem solving, as mentioned. This, yet again, implies active effort to *learn* to understand and, according to Achinstein (2002, p. 422) "really manage" conflict and diversity. She argues that these are crucial for understanding how collaborative relationships (in her description of "teacher professional communities") form, cope and are sustained over time:

Active engagement in conflict, a dialogue of differences, is a normal and essential dimension of a functioning teacher community. Conflict can create the context for learning and thus ongoing renewal... (Ibid.)

The place for both identifying shared values and including the micropolitical perspective at the inter-relational, interpersonal level would thereby seem significant to teachers' *learning* to collaborate effectively and in a balanced manner. This resonates once again with Wells and Claxton's (2002, p. 5) sociocultural stance: despite differences, "a degree of overlap" in goals and values is necessary, yet at the same time "difference and disagreement are also valuable" for transforming and constructing new, meaningful solutions (cf. section 2.1.3).

In summary, this section has presented what I have called a 'layer' of issues underlying teacher collaboration associated with a complex cultural and sense-making process. The

literature leads me to suggest that this is composed of the teachers valuing three challenging, interwoven aspects: (a) valuing a balance for independence-interdependence between the colleagues as collaborators; (b) valuing a personal implication, engagement and commitment on the part of each; and (c) valuing the actual content of their collaboration, with, on the one hand, its objectives, and on the other hand, the professional learning and diversity through it.

2.2.8 Layer of a cultural and identity-related nature

Returning again to the broadly grouped ‘layers’ of issues underlying teacher collaboration, I propose a fourth ‘layer’ that is in fact closely linked to the types of interweaving challenges described in the last section. This final grouping of issues is related to the above idea of identifying shared values integral to the complex sense-making process for teacher collaboration, as well as to teachers’ diversified personal professional beliefs and identities. As another ‘lens’, this time through which issues of a *cultural and identity-related* nature are viewed, another key question can arise from the perspective of the teachers: ‘*Collaborate... with whom?*’ Of course, individual character and personality differences always enter into any collaborative relationships. But analysing this fourth layer will be especially crucial to bringing the focus more closely onto subject-content teachers and language teachers collaborating in a CLIL context.

Identity is certainly another highly intricate concept in-and-of itself – and it is not the aim of this study to attempt to investigate all of its facets. Nonetheless, Gee (2000, p. 99) considers identity as an “analytic lens for educational research”. He acknowledges that while identity can take on “a great many meanings” in the vast literature, it can usefully be described as the notion of

being recognized as a certain ‘kind of person’ in a given context (...) or even as several different ‘kinds’ at once. (...) The ‘kind of person’ one is recognized as ‘being,’ at a given time and place, can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable. (Ibid.)

Gee’s insights allow me to build upon John-Steiner’s sociocultural view of identity described earlier (cf. section 2.1.3). Identity is thus ‘unstable’ in that it develops fluidly, evolving over time, in dynamic relationship with others and with the influences of contexts. However, I would include with Gee’s idea of ‘being recognized’ also that of ‘recognizing oneself’. As

Musanti and Pence (2010, p. 75) point out, teachers' decision-making and actions are "affected by their knowledge about themselves, their interpretations of who and how they are as teachers, and their experience as learners."

Hence, it is from this standpoint that I propose to connect the teachers' sense-making process for collaboration (as described in the third 'layer' of underlying issues, in the last section) with issues now related to communicating and identifying values, personal professional beliefs and identities. Musanti and Pence (Idem, p. 74) underscore that "[f]undamental to understanding the implications of collaborative practices in teachers' professional development are the discursive concepts of knowledge and identity." I shall now highlight three cascading areas which seem to be involved: (a) the teachers' sociocultural experiences as individuals, including as learners and teachers (as indicated by Musanti and Pence above); (b) their subject/speciality/project affiliations; and (c) their *Discourses*. It would seem to be all of these areas which could be brought into the 'sharing' and negotiating, sense-making process for the teachers to seek some 'overlap' of goals and values (cf. sections 2.1.3 and 2.2.7 a, b and c) – and to build a partnership upon it – through their collaboration.

a) Teachers' sociocultural experiences as individuals, learners and teachers

In a general sense, backgrounds and histories of individual teachers are logically an integral part of their personal sense-making influences. These "personal identification(s)" (Hargreaves, 1994, p. 214) would include how, where, when and with whom they, themselves, were taught and learned. These would additionally involve how, where, when and with whom they were educated as teachers, as well as the contexts in which they have worked throughout their careers (i.e. in the teaching and/or other professions). From a sociocultural life-span perspective, this altogether corresponds to the dynamic and on-going blending of role models and influences which, together, 'stretch' one's identity (John-Steiner 2000) (cf. section 2.1.3). Findings from an ethnographic study of EFL teachers in Japan by Duff and Uchida (1997, p. 460) illustrate that

[t]he teachers' perceptions of their sociocultural identities were found to be deeply rooted in their personal histories, based on past educational, professional, and (cross-)cultural experiences. They were also subject to constant negotiation due to

changing contextual elements, such as the classroom/institutional culture, instructional materials, and reactions from students and colleagues.

Each teacher's personal history, with its unique cultural plurality and hybridity resulting from his or her combined life, educational and professional experiences, thus impacts his or her current and evolving beliefs and vision of education.

b) Teachers' subject/specialty/project affiliations

From the teachers' sociocultural experiences in education as both learners and teachers also flow their views of their professional identities more specifically related to subject-discipline, speciality or perhaps project affiliations. Arkoudis (2007, p. 368), for example, underlines that the teacher's individual beliefs influence what and how curriculum is taught, framed by the teachers' identification of their subject discipline:

Teachers vary in their approaches to teaching and learning, adopting, for example, constructivist or transmission approaches to teaching depending on their own experiences and their beliefs about good teaching in their subject discipline. (...) Teachers usually have strong pedagogic beliefs about their subject area and what good teaching means to them that are embedded within their professional identity.

Becher and Trowler (2001) describe the 'disciplinary socialization' process in their anthropologically evocative book, entitled *Academic Tribes and Territories*. By its very nature, "being a member of a disciplinary community involves a sense of identity and personal commitment, a 'way of being in the world', a matter of taking on 'a cultural frame that defines a great part of one's life'" (Idem, p. 47). These authors also point out the typical references to spatial, geographic metaphors (e.g. *fields, domains, frontiers, boundaries* and *overlaps*) which "saturate epistemological discussion" (Idem, p. 58), particularly in the cultures of disciplines and intellectual enquiry in higher education.

Needless to say, subject/speciality affiliation and departmental organisation are deep-rooted among possible barriers to generic teacher collaboration documented at *all* levels of education. Inger (1993, p. 2) describes how at secondary level, schools are organised by subject matter and most teachers view themselves as subject specialists. The subject thus "gives teachers a frame of reference, a professional identity, and a social community" (Ibid.). These are further reinforced depending on other factors (e.g. their preparation, state or national curriculum frameworks, standardized test protocols, textbook design, university

admission requirements, as well as teacher qualifications for certification and licensing). Teachers' affiliations tend to be especially within their discipline area, whether through their department, professional associations and/or informal networks. Hargreaves (1994, p. 18) uses strong imagery to describe this as a "balkanization" of teachers into departmental "cubbyholes" (alluded to earlier in section 2.2.7 c). Concerning limits of teacher collaboration in the typical secondary school organisational culture, Hargreaves (Idem, p. 18) observes that even if it may create a "measure of collaboration" within departments,

collaboration across subject boundaries has become severely restricted, creating pedagogical inconsistency, competitive territoriality and lack of opportunities for teachers to learn from and support each other.

Inger (1993, p. 3), writing about barriers between vocational and academic teachers, similarly underlines the "insularity of subject and departmental boundaries" and how they "sustain teachers' stereotypes regarding the nature and importance of subjects other than their own". He points out that (certain) "academic disciplines have higher status, command greater respect, and compete more successfully for resources" (Ibid.).

Beyond departmental separations, Hargreaves (1994) also contends that 'balkanization' resulting in "collaboration that divides" (Idem, p. 212) can occur between other sub-groups, such as the "avant-garde and the rearguard, between insiders and outsiders, or between the young and the old" (Idem, p. 18). I would furthermore extend this risk to include sub-groups of teachers who participate in (or perhaps even simply support), or not, certain initiatives or programmes within the school, such as CLIL.

c) Teachers' Discourses

Flowing from the core of the socialization processes shaping (professional) identity development are interpretive systems which affect both the ways individuals understand themselves and the ways they are recognised by others. Language is centrally involved, as underlined by Becher and Trowler (2001, p. 46):

It is, (...) through the medium of language that some of the more fundamental distinctions (of academic disciplines) emerge. (...) More generally, the professional language and literature of a disciplinary group play a key role in establishing its cultural identity.

However, Gee's notion of "*Discourses*" (2003, p. 7) goes further than 'disciplinary language' (academic discourses) and 'literacies' repertoires, *per se*, to view these interpretive systems as encompassing much more:

Big D Discourses are ways of using language, acting, interacting, valuing, dressing, thinking, believing, and feeling (or displaying these), as well as ways of interacting with various objects, tools, artifacts, technologies, spaces, and times so as to seek to get recognized as having a specific socially consequential identity.

From a New Literacy Studies perspective of literacy as social practice, Gee views "semiotic domains" (2008, p. 137), such as academic disciplines, as embodied contexts along with their characteristic social practices through which content is constantly changed and negotiated. According to Jacobs (2007, p. 61), this perspective conceptualises academic disciplines as "dynamic spaces inhabited by people and their meaning-making interactions through words, sounds, gestures and images, rather than static objects defined as a body of content knowledge". Gee (2008, p. 138) insists that semiotic domains are human creations:

As such, each and every one of them is associated with a group of people who have differentially mastered the domain, but who share norms, values, and knowledge about what constitutes degrees of mastery in the domain and what sorts of people are, more or less, 'insiders' or 'outsiders'.

The relevance of Gee's notion of "affinity groups" of 'insiders' *versus* 'outsiders' would therefore seem significant to the discussion of teacher collaboration at different levels. For example, as teachers of different disciplines negotiate goals and values and consider their roles, it would involve their willingness to "unpack" their interpretations of who and how they are as teachers and to "navigate identities" (Musanti & Pence, 2010). In addition, I would argue that it would also involve their willingness to unpack, from their pedagogic cultural biases, how they view and understand academic literacies and pluriliteracies. I will come back to this later (section 2.3.3 b and c).

2.2.9 Potential implications of the four 'layers' for teacher collaboration in CLIL

Regardless of whether teachers are working in a CLIL setting or not, I have shown through reviewing the literature that many issues, factors and processes can impact the development of effective teacher collaboration. I have proposed an approach to analysing some of the underlying issues of teacher collaboration suggested in the literature by grouping the issues

and considering them as four overlapping ‘layers’ of different natures: first, issues of a *political-institutional* nature; second, of an *organisational, practical* nature; third, of a *cultural, sense-making* nature; and fourth, of a *cultural, identity-related* nature (see section 2.2.4 and Figure 4). The four resulting layers all involve aspects of ownership, control, support and meaning concerning teacher collaboration in general, and between CLIL teachers, in particular. Each of the four ‘layers’ was used as a ‘lens’ to raise questions from the bottom-up perspective of teachers. At this stage in my conceptualisation process for problematizing and theorising *CLIL teacher* collaboration in particular, it would thus be useful to now draw together some possible implications of these various issues, factors and processes even more specifically for CLIL.

There will be diversity from one CLIL setting to another as to how any of the types of issues might affect the teachers’ collaboration, due to variations of contextual conditions at a micro level (cf. 1.3.1). Still, by reconsidering the ‘layers’ of issues like ‘lenses’ specially from the angle of the *CLIL teachers*, I suggest that the language and subject-content teachers’ perceptions and sensitivities could be heightened because of specificities typical of CLIL programmes.

a) Viewing through the (micro)political-institutional and organisational-practical ‘lenses’

The implications of the layers of issues of both *(micro)political-institutional* and of *organisational-practical* natures (cf. sections 2.2.5 and 2.2.6) on the CLIL teachers could potentially be strongly felt when facing CLIL-related challenges. These extrinsic, contextual / situational factors could include their having to deal with, among other things: misconceptions about CLIL; shortages of CLIL teachers; heavy workloads; shortages of appropriate materials; the teachers’ newness to CLIL (whether coming from language or subject-content teacher backgrounds) and having to cope ‘on-the-job’; lack of teacher education and professional development for CLIL pedagogies... (Baetens Beardsmore, 2009b; Coyle et al., 2010; Eurydice, 2006; García, 2009; Mehisto et al., 2008).

The questions raised by looking through these ‘lenses’ – ‘*Whose agenda is it?*’ and ‘*Collaborate when? Where? With what resources?*’ – may affect the teachers’ possibly feeling either more, or less ‘contrived’ to collaborate depending perhaps on how they were

inducted into the CLIL programme and how they perceive that they are provided for, guided and supported in the endeavour. Elucidating these possible implications could include further questioning, along the lines of: Were they recruited (eventually from another country or language region) especially for the CLIL programme? Or were they already part of the teaching staff and asked/required to take on new roles for CLIL? How much were they able to 'buy into' the project? Were they perhaps the initiators of the programme? Is the programme recent and just getting started, or is it established? How is the programme perceived by their 'non-CLIL' colleagues? Is the collaboration expected – or perhaps even mandated – institutionally? When, where and how are they able to collaborate? What latitude, assistance and material support are they given? I will build upon these sorts of interrogations later in my investigation.

b) Viewing through the cultural sense-making and identity-related 'lenses'

I have suggested that the above types of potential implications could have an effect on CLIL teacher collaboration (e.g. for it to be able to occur and be perceived as supported). Moreover, I would also make the argument that 'viewing' through what I have called the *cultural-sense-making* and *cultural-identity-related* 'lenses' of issues (cf. sections 2.2.7 and 2.2.8) could be equally, if not perhaps more, important. These are intrinsic, mind-set / relational factors. I would argue that possible implications of the questions '*Why collaborate?*' and '*With whom?*' could potentially be essential to developing *pedagogic effectiveness* of such collaboration for CLIL.

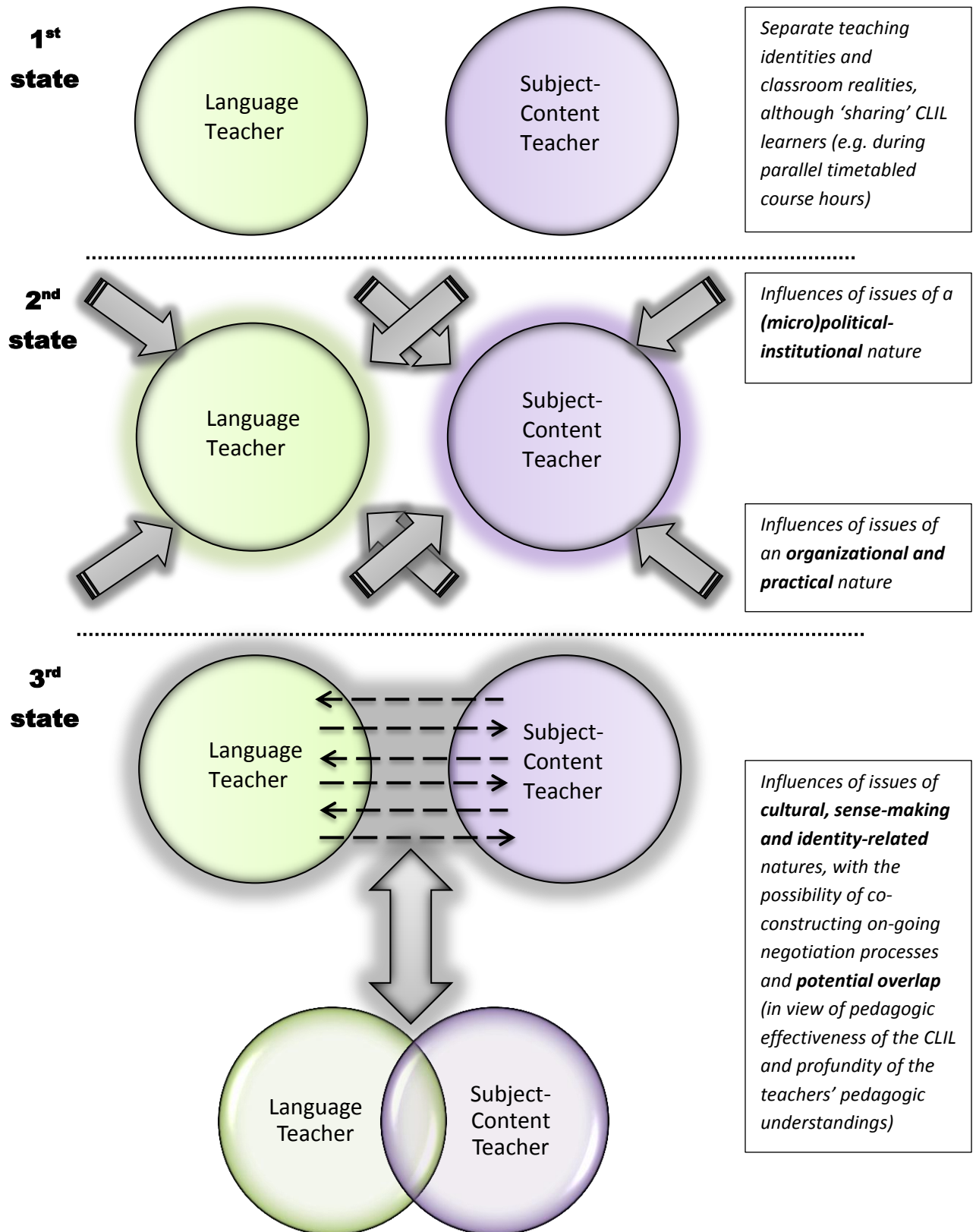
For example, in a secondary education CLIL context where the language teachers may be encouraged, expected or perhaps required to collaborate with subject-content colleagues with whom they 'share' learners during separately timetabled course hours, the teachers' teaching and classroom realities remain, in any case, parallel. In that sort of scenario, how does constructing a balanced view of disciplinary complementarity and of independence/interdependence fit in (cf. 2.1.3 and 2.2.7 a)? In addition, the natures of language and subject-content teachers' separate identities ('I'm not a ... teacher'), with assumptions as to who teaches what, are confronted and could be potentially conflictual in a process of developing CLIL teacher collaboration (cf. 2.2.8 b and c).

I have suggested three interweaving challenges as being integral to their sense-making process: valuing the ‘balance’ in question, as well as valuing personal implication-commitment, and valuing the professional learning within the content and diversity dimensions to the collaboration. These challenges could imply, based on the literature seen, that *mind-set* factors would be needed to potentially enable the collaboration at the interpersonal level. Connecting the language and subject-content teachers’ sense-making processes *for* the collaboration with issues around sharing values and professional beliefs and identities is therefore significant (cf. 2.2.8 a, b and c). It would seem to imply the importance of developing a professional *mind-set* for *sharing*, for *learning* and for *negotiating* with willingness, openness, etc. In short, it would necessitate cultivating a disposition open to (and perhaps the skills needed for) co-constructing a collaborative professional partnership across disciplines and pedagogic cultures. This could allow for new forms of interdisciplinary complementarity to find their place between the language and subject-content teacher colleagues in CLIL (cf. section 2.1.3).

c) Visual synthesis of the conceptual framework (1)

In Figure 5, I propose a visual synthesis of issues and conditions underlying the development of effective collaboration between language and subject-content teachers in CLIL. The diagram illustrates how, by drawing on the literature, potential CLIL teacher collaborative partnership development/co-construction can be conceptualised. This conceptualisation takes into consideration the influences of the various issues, factors and processes. My emerging view is not one of a linear model. Consequently the three numbered parts of the conceptual framework are not chronological stages; they rather represent three *concurrent, dynamic states*, along with the interacting influences of the four ‘layers’ of underlying issues that I have described in sections 2.2.4 to 2.2.8.

**Figure 5: Potential CLIL teacher collaborative partnership co-construction:
Three concurrent states and dynamic influences of issues of different natures**



The first state situates the teachers as separate circles, representing their parallel professional identities and teaching realities (e.g. curricula, timetabled course hours, etc.). Simultaneously, the second state illustrates the dynamic influences of the ‘layers’ of issues of (micro)political-institutional and of organisational-practical natures by adding arrows from above and below the teacher-circles. The arrows are at diagonal angles, pushing the circles towards and/or away from each other. This can represent the potentially direct or indirect institutional-organisational influences. The teachers can perceive them positively or negatively as having a potentially encouraging/facilitating influence, and/or perhaps contriving/impeding influence on collaboration. These influences can possibly be perceived as conflictual, as well. Coinciding with the two above states, the third part of the framework¹⁴ represents the dynamic influences of cultural, sense-making and identity-related natures as a series of dotted arrows alternating between the teacher-circles, potentially drawing them together. Here can be represented the possibility of inter-relational, interpersonal two-way ‘sharing’, dialogue and negotiation/regulation processes. These could potentially allow for the teachers to co-construct, over time, a collaborative professional partnership through seeking a ‘degree of overlap’ of goals and values (cf. section 2.1.3) – as well as to build upon it pedagogically.

Finally, my review of literature up to this point leads me to suggest perhaps the most crucial potential implication of the issues, factors and processes for teacher collaboration in CLIL, which lies in the intersecting of the two circles. Within the negotiated ‘overlap’ potentially found between the teachers springs a fundamental pedagogic question: for there to be *pedagogic effectiveness* in the collaborative partnership between the language and subject-content teacher colleagues in CLIL, what is its ‘profundity’ (cf. 2.2.7 c)? In other words, what is the purpose of the collaborative partnership in terms of it potentially contributing to deepening pedagogic understandings in view of impacting the teachers’ CLIL classroom practices (and, by extension, the learners’ learning)? This will be the subject analysed in the next part of the chapter.

¹⁴ The third part of my conceptual framework was inspired visually by Philippe Jonnaert’s model “Réduction des plages de frustration par un processus d’ajustement”; this was presented in his book *De l’Intention au projet* (Jonnaert, 1992/2000, p. 31) within the framework of developing a professional learning project. The author was representing the negotiation for reducing possible “frustration zones” between the announced benefits by CPD organizers and the expectations on the part of the CPD participants.

2.3 How can collaborative partnerships between language and subject-content teachers in CLIL contribute to deepening their pedagogic understandings?

The visual representation of a conceptual framework (cf. 2.2.9 c, Figure 5) situates various ‘layers’ of influences of different natures suggested by the literature which impact on potential CLIL teacher collaborative partnership co-construction. The final aspect of my framework represents a ‘degree of overlap’ of goals and values (cf. section 2.1.3). I propose that this can be potentially found and built upon through negotiating processes between the teachers. But questioning what could be within the ‘black box’ of that overlap would seem crucial to considering the potential for the teachers’ collaboration to enhance pedagogic effectiveness of CLIL.

Thus, the third strand of my literature review shall explore this. Its guiding question asks how collaborative partnerships between language and subject-content teachers in CLIL can potentially contribute to deepening pedagogic understandings *through* their collaboration. To do so, in addition to CLIL literature, I shall draw on research from the related fields of SLA (Second Language Acquisition), TESOL (Teaching of English as a Second or Other Language), ESL/EAL (English as a Second/Additional Language) and AL (Academic Literacies). These fields share characteristics which raise key issues around language and subject specialists/mainstream teachers’ collaboration. This exploration will lead to additional iterations of my conceptual framework.

2.3.1 *Actually, it is all about ‘integration’...*

Forms of teacher collaboration have long been advocated in TESOL for language and subject specialists/mainstream teachers in English-medium schools around the world to work together to develop more language-conscious approaches to teaching. In those settings, the purpose of the collaboration is mainly in order to “enhance the integration of ESL/EAL students into the mainstream classroom” (Davison, 2006, p. 455). Various models of collaborative, co-operative or “partnership” teaching approaches have been proposed since at least the 1980’s (see, for example, Bourne & McPake, 1991; Chamot & O’Malley, 1987;

Crandall, 1998; Echevarria, Vogt, & Short, 2000/2004; Mohan, 1986; Snow, Met, & Genesee, 1989; Tang, 1994).

At the heart of all of such models lies a ‘real-life’ preoccupation that Mohan rightly expressed in 1986, in his seminal work *Language and Content* (1986, p. iv): “it is absurd to ignore the role of content in the language class, just as it is absurd to ignore the role of language as a medium of learning in the content class”. The key question of *integrating* the teaching of language and content (as also represented, of course, by the “I” of the CLIL acronym) has thus in fact “entered its third decade”, according to Sherris (2008, p. 1) of the American Center for Applied Linguistics (CAL). He esteems it as “flourishing in both foreign and second language instructional settings” (Ibid.).

It may indeed be flourishing; however, like *collaboration*, the notion of *integration* undoubtedly represents another complex construct. With regard to integration in CLIL, Dalton-Puffer (2007, p. 5), for instance, discusses the challenging relationship between language and content:

A major concern and one of the ‘main ongoing challenges’ (Snow 1998, p. 258) in most forms of CLIL is the relationship between language and content. This relationship, despite the presence of the word ‘integrated’ in CLIL, is characterized by a good deal of tension and sometimes conflict between the two areas.

To echo Dalton-Puffer, I would add that the word ‘integrated’ in CLIL seems to be ‘characterized by a good deal of’ *confusion*, as well. From my experience working with CLIL teachers since 1999, I would even suggest that they may often perceive integration to be an abstract, nebulous concept. And yet, by definition, integration is fundamental to effective CLIL. Discovering what such integration means challenges the comfort zones of both language and subject-content teachers: it represents new territory for both. I would thus argue that in CLIL settings, language and subject-content teachers developing *together* better pedagogic understandings of what integration means and how it relates to their individual, as well as joint, practices and realities will be predicated on collaboration.

Moate (2010, p. 38) explored the integrated nature of both subject learning and language learning in CLIL to “advance a more in-depth understanding of this integrated relationship” from a sociocultural perspective. The relevance of adopting a viewpoint towards integration in line with sociocultural theory resides in how it recognises “language as a primary tool

mediating the construction of knowledge and understanding”, in addition to the “fundamentally social nature of learning” (Ibid.).

Llinares, Morton and Whittaker (2012, pp. 13-14) take this view a step further by proposing an “overall sociocultural” theoretical perspective for CLIL. They have brought together Vygotskian sociocultural theory of learning in social interaction, Hallidayan socio-semiotic theory of language as meaning-making activity (systemic-functional linguistics, or SFL) and social models of second language acquisition or development (i.e. recognizing its socially situated nature). By presenting a combination of the three perspectives in a Venn diagram, these authors explain that the overlap of the three in the centre can account for the “unique characteristics of CLIL”:

CLIL students are engaged in the development of higher cognitive functions through schooling (Vygotsky), and in doing so they use language to make the meanings through which school subject knowledge is built (Halliday). By doing that in a foreign language, they develop ever-greater levels of communicative competence through participating in social interaction in the classroom. (Idem, p. 14)

Llinares, Morton and Whittaker’s framework for describing the roles of language in CLIL is thus integrated at a theoretical level, but also importantly at a practical level. The authors contend that as a “consequence of this theoretical integration, CLIL practitioners can attain a more principled integration of language and content in their instruction” (Ibid.).

This integrated sociocultural theoretical perspective and interdisciplinarity are both also central to the stance I have taken for problematizing and conceptualising the nature and processes of CLIL teacher collaboration (cf. 2.1.3 and 2.2.7 a). At the same time as impacting the CLIL classroom learning, use of language is also a primary tool between the teachers. It is used in the sociocultural learning processes involved in their mediating the potential construction of a collaborative partnership, as has been demonstrated (cf., for example, 2.2.8 c).

Moreover, another characteristic of integration in CLIL should be emphasised here. With my above proposition that the CLIL teachers could develop, *together*, better pedagogic understandings of what integration means and how it relates to their individual, as well as joint, practices and realities, it should be stressed that there will not be one universal answer. What constructing the integration of language and content means will vary, once

again because of the context-specific nature of CLIL (cf. 1.3.1). As stipulated by Coyle et al. (2010, p. 48):

Individual contexts have to define how integrated learning can be realized and to determine the combination and complementary value of the CLIL language (the medium for learning) and the non-language content. It is also the responsibility of key players in those contexts to interpret according to statutory or national/regional curricular requirements what is meant by quality content and language integrated learning.

A given CLIL context's integration is thus to be defined, constructed and realized by its context-specific players. So, how does the 'flourishing' integration of language and content then connect to the teachers' collaboration?

2.3.2 Bridging CLIL 'integration' and teacher collaboration

Davison (2006, p. 457) argues that an "ideal collaboration" between ESL and content-area teachers would require "the integration of content-based ESL teaching and ESL-conscious content teaching". Without explicitly mentioning teacher collaboration, Lyster (2007) implies a similar view based on research in the field of SLA (Second Language Acquisition) when applied to bilingual education in his appropriately titled book, *Learning and Teaching Languages Through Content: A counterbalanced approach*. He concludes that this approach is proposed

[i]n the hope that educators in meaning-based classrooms will be better positioned to integrate more focus on language, and that those in traditional language-focused classrooms will be inspired to integrate more content-based instruction as a means of enriching classroom discourse. (Idem, p. 138)

Furthermore, in his keynote presentation "Connections and Complementarity Across CLIL and Immersion Contexts" at the *CLIL 2102 Conference: From Practice to Visions* at Utrecht University, Lyster recognised clearly that "one way that (successful 'counterbalanced' integration) can take place is by encouraging at many different levels teacher collaboration"; he emphasised that there is "a lot of potential" for research in this area.¹⁵

Coyle et al. (2010, p. 159), when proposing future CLIL directions, stress the place for collaboration in curriculum planning as well as curriculum design as needing "to involve

¹⁵ Quotation from a personal recording of Roy Lyster's keynote presentation: "Connections and Complementarity Across CLIL and Immersion Contexts", *CLIL 2012 Conference: From Practice to Visions*, Utrecht University, 21/04/12.

language teachers and subject specialists (...) in an understanding of the different contributions they make to more holistic CLIL experiences.”

Hence, framed by an “overall sociocultural” theoretical perspective, within which CLIL practitioners can construct “a more principled integration of language and content” (Llinares et al., 2012, p. 14), collaboration between language and subject-content teachers could lead them to better understand and negotiate their complementary roles contributing to more effective and “holistic” CLIL (Coyle et al., 2010).

However, as Davison notes, little attention has been paid to the *process* of the collaborative relationships:

[P]artnership as a model of ESL/EAL (*and CLIL*) delivery is still relatively undertheorised and needs further evaluation and reconceptualisation if it is to be *effective*. (Davison, 2006, p. 455 *Italics added.*)

Arkoudis likewise underlines that

[u]ntil very recently, there has been very little research into ESL and mainstream (*as well as CLIL language and subject-content*) teachers’ collaboration, especially in understanding the nature of the collaboration and exploring ways that teachers can sustain the professional relationship and develop better understandings of how to cater for the language and learning needs... (2006, p. 415. *Italics added.*)

Davison (2006, p. 454) observes that most literature has tended to focus on methods and techniques, or on the analysis of the linguistic demands of the content areas, than on the “process of co-planning and teaching and to supporting the evolution of partnership”. Similarly, CLIL literature has indeed often included the notion of collaboration/cooperation as a key element of CLIL implementation – mentioning it in passing, or providing some general practical guidelines and strategies (see, for example, Clegg, 2012; Hansen-Pauly et al., 2009; Langé, 2001; MacKenzie, 2012; Mehisto et al., 2008; Mehisto, 2012; Skeet & Tanner, Blog entry 13/12/2011).

Coyle et al. (2010, p. 159) point to a “newer connection” to be made regarding collaboration between CLIL teachers and the efforts in teacher collaboration from the TESOL field (cf., for example, the models cited above at the beginning of section 2.3.1). They underline that

[t]hese teachers all have in common that they work with learners whose level in the language used for learning is likely to be lower than their cognitive levels. It is now becoming clear that there is commonality of teaching approaches, strategies and

tasks which emphasize scaffolded learning and in particular language as a *learning tool* across first, second, new and other language contexts.

Conceptual, theoretical tools such as Coyle's (1999; 2010) "Four C's" conceptual framework for CLIL (Content, Cognition, Communication and Culture) lay important groundwork for various strategic planning tools which language and subject-content teachers could use together. These are valuable to make explicit the interrelationship between content objectives and language objectives and to support the learning. See, for example: Coyle's (2010) "CLIL toolkit" for teachers, including the "Language Triptych" (language, *of*, *for* and *through* learning) and the "CLIL Matrix" (adapted from Cummins); Meyer's "CLIL Pyramid" (2010); Ting's "Core CLIL Construct" and three concrete "CLIL Operands" (2011); and tools from Dale et al.'s *CLIL Skills* (Dale, van der Es, & Tanner, 2010/2011).

In addition, some recent developments in CLIL have been inspired by the Council of Europe's (Council of Europe, 2007) stance promoting *plurilingualism* which acknowledges the plurality of "languages of education" (Beacco, Byram, & Fleming, 2009, p. 5). This stance encourages

an integrated approach to language/languages in the school context. This implies finding links between language-oriented subjects and other subjects that use language as a means of teaching and learning a certain field of knowledge (science, social sciences, arts etc.). (Ibid.)

Significantly, a "Pluriliteracies Development Model" has been proposed by a group of experts through a European Centre for Modern Languages (ECML) project, entitled "CLIL and Literacy"¹⁶. The model looks to serve teachers (and learners), raising "awareness of the need to re-think literacies development by clearly identifying the components of knowledge construction and meaning making as fundamental to subject-specific literacies" (Meyer, Coyle, Halbach, Schuck, & Ting, 2015, p. 50); it maps progression and connections between a *conceptual continuum* and a *communication continuum*.

I recognize the importance of such conceptual frameworks, models, methods, techniques, guidelines, strategies and planning tools as being undeniably instrumental as constructive *means* for potential cooperative activity between teachers. I stress that these could indeed be useful means for teachers to reconceptualise the roles of language in conceptual

¹⁶ See: "Literacies through Content and Language Integrated Learning: effective learning across subjects and languages" at www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx. The model was presented by Oliver Meyer (representing the "Graz Group" of experts) in a keynote at the *Think CLIL 2014 International Conference*, Ca' Foscari University of Venice, 30/08/14.

knowledge construction and pluriliteracies development. They occasionally take into account the need for the teachers' organisational/practical support. Nevertheless, I would argue that they tend to maintain the 'teachers-are-expected-to-work-together' assumption (cf. 2.2.2) without sufficiently considering, for example, what I have called 'mind-set factors' involving negotiating meaning-making and professional identities, needed to potentially enable the collaboration at the interpersonal level (cf. 2.2.9 b). This observation links back to the distinction made by Friend and Cook (2009) between the *nature* of the interpersonal collaborative relationship which is occurring during the shared interactions, from the *activities* themselves (cf. 2.2.1).

Crucially then, in view of pedagogic effectiveness, what is the relationship between the process of collaborative partnerships among language and subject-content teacher colleagues, their deepening pedagogic understandings and their constructing integration in CLIL? In order to advance the argument further, it is necessary to investigate what could possibly be components of the 'black box' mentioned previously within the potential 'degree of overlap' suggested by my developing conceptual framework (cf. 2.3). To do so, in the next section I will draw on two models of teacher collaboration from TESOL/AL settings.

2.3.3 Drawing on two models from TESOL/AL settings

This section will look at two theoretical models from research concerning the development of collaborative partnership between ESL/EAL/AL and mainstream/content teachers, one from a primary TESOL setting, and the other from a tertiary AL setting. After briefly presenting both of them, I will discuss how some aspects from the two models will be used for continuing to enrich and build my own emerging theoretical and conceptual framework for CLIL teacher collaboration.

a) Davison: "How do we know when we are doing it right?"

The first model I shall present in this section was proposed by Chris Davison (2006), who had researched the process of developing collaborative relationships between ESL and mainstream content/classroom teachers in a large English medium primary international school in Taiwan. The study was part of an overall three-year project investigating the

integration of English and content-area teaching in English-medium international schools in the Asia-Pacific region.

Davison's study underlines a number of what she considers essential elements for effective collaboration between language and content-area teachers. These include: having a clear conceptualisation of the task; incorporating explicit goals for ESL development into curriculum and assessment planning processes; and negotiating shared understandings of ESL and mainstream teachers' roles/responsibilities (Idem, p. 456). However, for her, one of the hindrances to the development of partnership between ESL/EAL and mainstream/content teachers is the "lack of criteria for evaluating the effectiveness of collaborative teaching generally" (Idem, p. 455).

Davison investigated the systematic description and evaluation of collaborative relationships and their development between the teachers "as part of the establishment of an explicit mechanism for monitoring, evaluation and feedback" (Idem, p. 457). She employed critical discourse analysis (drawing on Halliday's SFL model of language components for the register of an interaction: 'field', 'tenor' and 'mode') of data from questionnaires, semi-structured interviews and focused observation of the twelve participating mainstream and five ESL teachers. These data were collected at the end of a year of the teachers having worked collaboratively.

From Davison's analysis of teacher talk, she proposed a model of five "stages of increasing effectiveness" in teacher collaboration (Idem, p. 466): 1) *Pseudocompliance or passive resistance*; 2) *Compliance*; 3) *Accommodation*; 4) *Convergence (and some co-option)*; 5) *Creative co-construction*. Davison looked into links between the "dominant concerns in a teacher's discourse, their conceptualisation of their partnership and their orientation towards collaboration" (Idem, p. 464). She identified four areas of concern as indicators of each stage: *attitude, effort, achievements and expectations of support*. Davison presents her model in the form of a table with the five levels of effectiveness and distinguishing characteristics from the four areas of indicators (see Table 5).

Table 5: Davison's Levels of collaboration in ESL-Classroom teacher partnerships
(2006, pp. 467-468)

Level	Distinguishing characteristics (attitude; effort; achievement; expectations of support)
1. <i>Pseudocompliance or passive resistance</i>	• An implicit or explicit rejection of collaboration and preference for status quo (generally after a short 'attempt') • Little or no real investment of time or understanding by teacher • No positive outcomes (may have been counter-productive, i.e. entrench existing negative attitudes) • Expectation is that 'this too will pass'
2. <i>Compliance</i>	• A positive attitude and expression of 'good intent' • Efforts made to implement roles and responsibilities but with limited understanding of implications, informing documents seen as external and/or imposed, dealing with challenges and/or conflict in roles is seen as part of teacher's job, but it is a source of unhappiness, frustration and stress, teachers feel defensive and besieged by conflicting demands; 'achievements' conceptualized as nonintrusive and very concrete (e.g. development of 'ESL' worksheets, adaptations of texts) • Expectation of high degree of practical and teacher-specific external professional development, teacher dependence on external sources of encouragement and reward
3. <i>Accommodation</i>	• A positive attitude and willingness to experiment • Efforts made to accommodate to perceived co-teacher's needs but conflicts/uncertainties seen as unnecessary and avoidable if 'model' is correctly implemented by teachers, only limited understanding of theoretical base of collaboration and little critical examination • Achievements conceptualized mainly as strategies and techniques • Expectation of high degree of programme-specific external professional development, teacher dependence on external sources of encouragement but also some signs of intrinsic rewards from developing partnerships
4. <i>Convergence (and some co-option)</i>	• A very positive attitude, embracing opportunities to learn from peers • Efforts made to engage with co-teacher's ideas and initiate dialogue and interaction/experimentation, high degree of respect for other evident, understanding that solutions not ready-made, informing documents seen simplifying alternatives and/or avoiding expression of contradictory views • Achievements increasingly impact on content of lesson, not just delivery, but not always consistently, some co-satisfaction of other's ideas/strategies with still limited understanding of rationale and theoretical basis; increasing satisfaction from intrinsic rewards of collaboration, increasingly seeking opportunities for peer interaction • Growing preference for action research and peer-directed professional development

5. Creative co-construction	• A very positive attitude, collaboration normalised and seen as preferred option for ESL teaching • Teachers' roles become much more interchangeable, yet more distinct, high degree of trust of other evident, responsibilities and areas of expertise continually negotiated, informing documents seen as actively co-constructed and teacher-developed, conflicts in roles seen as inevitable accepted, even embraced, as a continuing condition which will lead to greater understanding • Achievement demonstrated across whole curriculum • Normalisation of teacher-based professional development such as action research and critical reflection, accompanied by extensive reading in area to extend understanding of specific theoretical concepts, possibly some formal study in each other's areas
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Although Davison's model is presented as developmental stages, she concedes that her data do not make it clear if a partnership necessarily had to progress in a linear way.

Among Davison's conclusions, she realistically reemphasises that partnership between ESL and classroom teachers is neither easy nor unproblematic. In her study, despite a common starting time and common input, "partnerships appeared to develop at different speeds from different stages or starting points, and only a few were perceived as really successful" (Idem, p. 471). The teachers' attitudes and effort "varied dramatically", from survival self-concerns, to gradual awareness of positive impact of the collaboration, or to an openness to feedback about teaching. The attention also progressed from being "on relatively superficial strategies", to deepening concern with curriculum.

Finally, one of the key implications of Davison's study concerns professional learning; she posits that

collaborating teachers may benefit from more action-oriented teacher research with built-in opportunities for critical reflection and discussion of different views and perceptions of the nature of learning and teaching. (Idem, p. 472)

b) Jacobs: "Making the tacit explicit"

The second model I shall present in this section is the result of Cecilia Jacobs's (2007) research carried out during three years with a group of AL practitioners ('language lecturers') and disciplinary specialists at a university of technology in South Africa. Within the framework of an institutional transdisciplinary project, the lecturers worked collaboratively at two levels: first, at a level of 'partnerships', formed by pairing language lecturers with

discipline specialists; second, at a level of a ‘transdisciplinary collective’, which networked the partnerships. Jacobs’s study focused on both the “process underpinning an integrated approach to the teaching of academic literacies”, and on how the “participants understood this process and constructed themselves within it” (Idem, p. 62). She analysed data collected from interviews and focus groups, employing narrative methods (for example stimulated recall, free writing and visual representations). This analysis was framed by “New Literacy Studies” (e.g. James Gee, Glynda Hull, Colin Lankshear) and “Rhetorical Studies” (e.g. Cheryl Geisler, Charles Bazerman) theory. Jacobs points out how

[b]oth Geisler and Gee agree that knowledge of the ‘rhetorical process’ has a tacit dimension, which makes it difficult for experts to articulate, and therefore difficult for students to learn – an understanding on which this study builds by exploring how this tacit dimension can be made explicit through a process of interaction between language lecturers and disciplinary specialists. (Ibid.)

With the themes which emerged from her analysis, Jacobs found that the tertiary educators participating in her study were involved in three processes: a *‘doing’ process of discursive engagement*; a *‘meaning-making’ process of individual reconceptualisation*; and a *‘becoming’ process of academic identity construction*. For Jacobs, “these three processes were layered, fed into each other, and were linked to each other through a web of factors”, which she organized into four groups (Idem, pp. 63-73). Her resulting model for the process of integrating academic literacies into disciplines is included below (see Figure 6). In addition, I have synthesised into Table 6 the processes and factors which, altogether, compose Jacobs’s model.

Figure 6: Jacobs's Model for the process of integrating academic literacies into disciplines
(2007, p. 73)

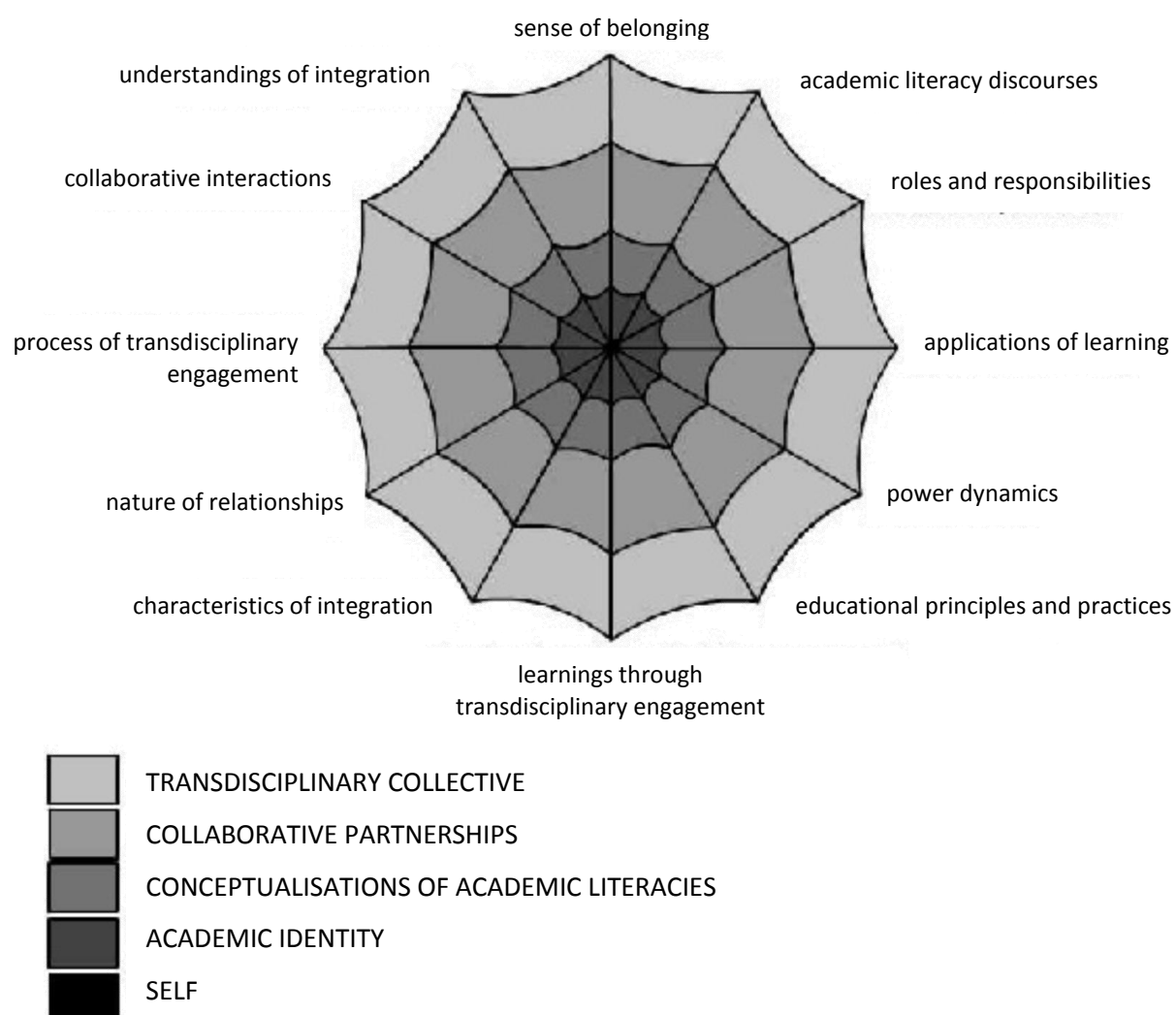


Table 6: Synthesis of Jacobs's (2007, pp. 64-74) three processes and layers of influencing factors for integrating academic literacies into disciplines

Process	Layers	Influencing factors
EXPERIENTIAL 'DOING' PROCESS <i>of discursive engagement</i>	<i>Development of a transdisciplinary collective</i>	• Sense of belonging: as part of a community bound by a new integrated approach to the teaching of academic literacy • Process of transdisciplinary engagement: through which lecturers share practice from a range of disciplinary perspectives • Learnings through transdisciplinary engagement: crystallised through the above processes of sharing practice • Application of the learnings: arising from the processes of engagement in the transdisciplinary community
	<i>Collaborative partnerships (Language lecturer + Disciplinary specialist)</i>	• Collaborative interactions: exchanges through which the Disciplinary specialist makes explicit to the language partner his/her tacit knowledge of the workings of Discourse within his/her discipline • Nature of the relationships: influenced by personality, educational vision, commitment; passage of time plays an important role for allowing personalities to gel and for developing a shared identity • Power dynamics within the partnership: influenced by notions of expertise • Roles and responsibilities negotiated within the partnership: influence division of labour and how partners understand the nature of their integrated approach
COGNITIVE 'MEANING-MAKING' PROCESS <i>of individual reconceptualisation</i>	<i>Conceptualisations of academic literacies (ALs)</i>	• Characteristics of integration: shaping how individual lecturers make meaning of the concept of ALs • Educational principles and practices: understanding knowledge as discursively constructed and curriculum as how the disciplines intersect with the world helps to understand ALs as being deeply embedded within the ways in which the disciplines themselves are constructed through language • Academic literacy discourses: influenced by dominant institutional discourses (often limiting understandings and practices, structuring discursive engagement and the ways integrated materials and collaborative teaching are conceived) • Understanding of integration: through their collaborative engagements in the partnership and the collective, partners develop shared understandings of what it means to integrate AL and disciplinary content (as well as shift from their initial personal understandings of what it had meant to them individually)
'BECOMING' PROCESS <i>& shifting mind-sets</i>	<i>Academic identity and Self</i>	• Emerging from discursive space as a result of social processes of collective and collaborative discursive engagement: - new understandings of what it means to integrate language and disciplinary content and - expanding disciplinary identities to include that of Discourse teachers

Among Jacobs's conclusions, she observed that new understandings of integration developed over time as a result of the "social processes of collective and collaborative discursive engagement" (Idem, p. 72). Her findings suggest that sustained interaction between the language and disciplinary colleagues "has value for both parties and facilitate how both (...) construct their roles and identities (...) a necessary element in shifting mindsets." She further underlines that all of the interrelated factors, linked to the three processes are "instrumental in bringing about this shift in mindset" towards a more critical understanding of the teaching of discipline-specific academic literacies (Idem, p. 74).

According to Jacobs, sustained interaction in created '*discursive spaces*' is key to potentially bringing about this shift in mind-set. Importantly, interaction which negotiates roles while respecting disciplinary domains permits reciprocal processes: on the one hand, a process of language lecturers 'lifting' disciplinary specialists outside of their discourses; and on the other hand, that of disciplinary specialists making language colleagues "feel a part of their disciplines". In other words, referring to Gee's notion of 'Discourse' with a capital 'D' (see section 2.2.8 c), Jacobs (Idem, p. 77) posits that language teachers are better able to "'see' the Discourses that shape the disciplinary genres, because they view language as opaque and also because the disciplinary content is foreign". Thus, engaging with their language colleagues who are 'outsiders' to their disciplinary Discourse can help disciplinary specialists to develop a critical 'insider' view – "they are able to view themselves as insiders from the outside" (Idem, p. 79). Gustafsson (2011, pp. 1-2) agrees with Jacobs's argument and further stresses that such a shift of location from a situated insider perspective, to an insider perspective from the outside, "changes the perspectives of both categories of lecturers and promotes insight into the need for collaboration and effective partnerships between the disciplines and faculty involved."

Indeed, Jacobs concludes that through interaction and negotiation between the partners, a "dual critical identity can be crafted in practice" (2007, p. 79) However, she warns that the continuity and sustainability of such interaction appears to be compromised "in the absence of a context which takes account of the factors outlined in the model". She especially makes the case for creating "'protected' discursive spaces": a non-threatening environment free from the hierarchical lines of power (Idem, p. 72).

c) Discussion of Davison and Jacobs's models

A first observation emphasises the different contexts and players involved in Davison and Jacobs's studies. In the Asian international school setting, Davison's participating teachers were a mixture of EAL and mainstream primary teachers, themselves from a broad range of nationalities, who were sharing/co-teaching young learners from over 50 countries. In Jacobs's case, the language and diverse disciplinary-specialist university lecturers were sharing/co-teaching South African Low English Proficiency (LEP) tertiary learners (mainly from low income backgrounds, e.g. from historically disadvantaged state schools). Yet common central concerns, as well as complementary analytical angles from the two studies provide useful and enriching connections with my own.

A feature both studies have in common relates to their larger institutional contexts. Both authors carried out investigations into the processes of collaborative teacher partnership development within the framework of institutional projects. These projects directed the teachers towards implementing more effective collaborative approaches for integration of language and content-area teaching and learning. One could surmise that the teachers involved may have perceived the initial idea of collaboration as being contrived, at least to a certain degree (although this is not explicitly stated in either case). Imagining this aspect of contextual institutional 'reality', allows me to connect the relevance of both researchers' findings to what I have called a 'layer' of issues of a (micro)political nature underlying and influencing the teachers' collaboration (cf. section 2.2.5).

Central to both studies is the common challenge for the teachers to be working with partner colleagues for teaching learners whose level in the language used for learning is lower than their cognitive level, as pointed out previously (Coyle et al., 2010) (cf. 2.3.2). They were thus concerned, *together*, as teacher-colleagues with reconceptualising language use as a learning tool to enable their shared learners to learn effectively.

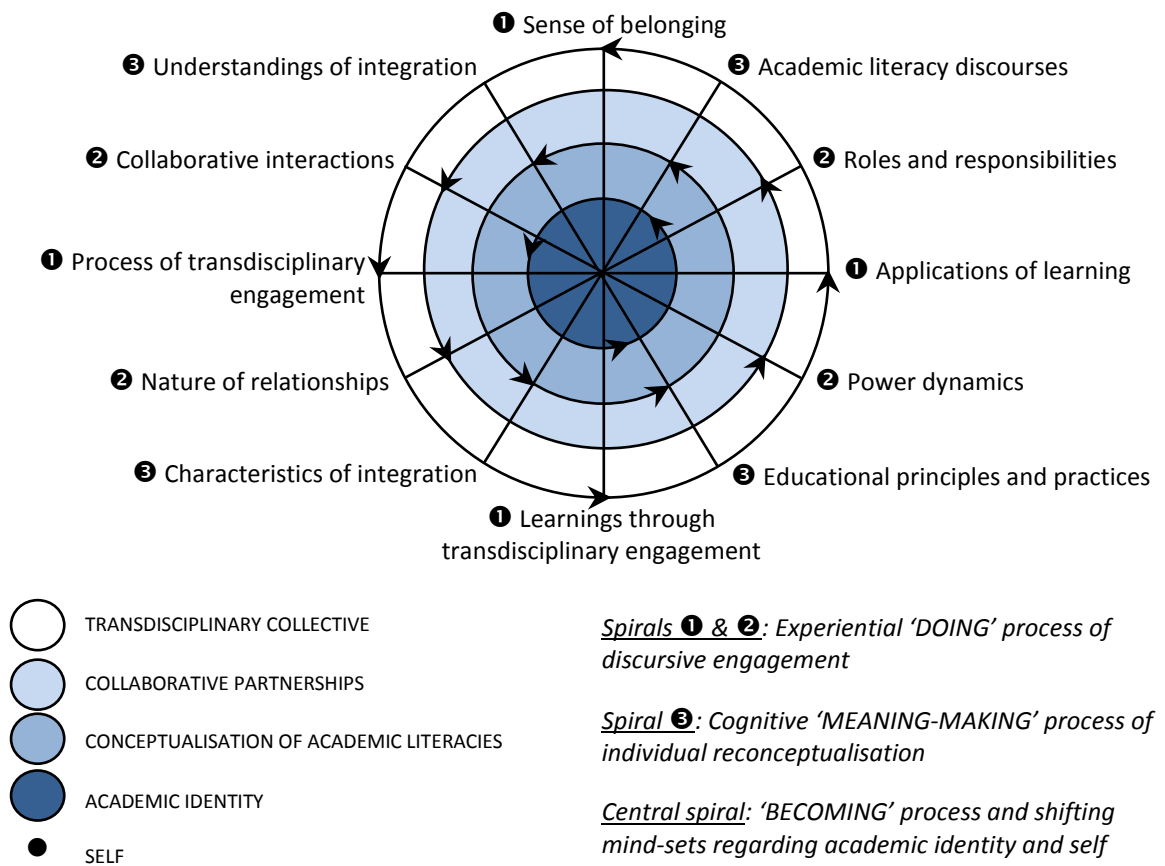
The significance of interaction for developing critical reflection on the part of the teachers is directly suggested by the two authors' respective sub-titles, '*How do we know when we are doing it right?*' and '*Making the tacit explicit*'. Both involve interactive processes which underpin the teachers' collaborative partnership development, as well as the deepening of

their understandings for an integrated pedagogic approach. And both Davison and Jacobs stress the role of time and a certain progressivity necessary to these processes.

However, rather than considering the processes as linear or developmental (a question which Davison raised), I would argue from a sociocultural viewpoint, that there could be more fluidity to the potential evolution of collaborative partnership construction than Davison suggests. Jacobs's 'web' of factors is layered with three processes: a '*doing*' process of discursive engagement, a '*meaning-making*' process of individual reconceptualisation, and a '*becoming*' process of academic identity construction. Altogether, these clarify the dynamic, socially constructed nature of collaborative partnership construction and deepening pedagogic understandings of integration by the teachers.

Jacobs's webbed yet circular depiction of the three processes and various factors in her model leads me to instead envisage a *spiral dynamic*: I have adapted Jacobs's model (Jacobs, 2007, p. 73) from a web into layered concentric circles in order to represent such continuous and concurrent influences as a *spiral dynamic of processes and factors* (Figure 7).

Figure 7: A spiral model for the processes and factors involved in integrating academic literacies into disciplines
(Adapted from Jacobs, 2007)



I suggest that it can be through this spiral dynamic of processes and factors that partners could evolve and progress fluidly among Davison's proposed 'levels' of effectiveness. However, in this case, perhaps the notion of 'categories' or 'areas' rather than that of 'stages' or 'levels' could be useful for situating the potential progress. Instead of being used as a quality control instrument to monitor or evaluate the effectiveness of the collaborative partnership, an adapted version of Davison's five stages/levels as *categories/areas* could perhaps provide a useful self-evaluation tool for generating reflective discussion between teachers. This could be useful, for instance, as part of the professional learning she calls for in her conclusions. (I will come back to this in Chapter 6 as part of the concluding discussion of my study when suggesting tools and approaches for potentially enhancing efforts to increase/improve CLIL teacher collaboration for effective integration of content and language learning.)

The variation and disparities across the partnerships illustrated by Davison's framework are considerable. Her findings on teacher attitudes connect with what I describe as intrinsic, mind-set / relational factors (cf. sections 2.2.7 and 2.2.8). For example, despite the organisational and practical support provided (cf. sections 2.2.6 and 2.2.7 c regarding organisational-practical issues and conditions), she observed a certain dilemma in that

[e]ven in this well resourced school, where the administration was strongly supportive of collaborative teaching and provided much infrastructure, guidance and support, and where teachers were encouraged to continually renegotiate their roles, there are still clear differences in attitudes towards the whole idea of partnership. (Davison, 2006, p. 466)

Nonetheless, perhaps Jacobs (2007, p. 74) provides a steer with her suggestion that sustained interaction between the language and disciplinary-specialist colleagues facilitates the process of reshaping how they both construct their roles and identities. For her, it is *through* such interaction that "shifting mindsets" (Ibid.) are possible and that "deep levels of integration" are achieved (Idem, p. 76). This resonates with my earlier stance concerning the potential of on-going negotiating processes of mind-set factors, resulting from the dynamic influences of issues of cultural, sense-making and identity-related natures (cf. sections 2.2.7 and 2.2.8).

Furthermore, Jacobs's conception of creating 'discursive spaces' would seem to potentially provide 'enabling mechanisms' to allow both effective teacher collaborative partnership *and* effective language and content integration (Gustafsson et al., 2011). Within these 'spaces', collaborating language and content colleagues can potentially reflect on what they are trying to do differently and theorise on why. It appears that these discursive spaces have the potential to enable the *cultivation* of pedagogic understandings with the co-construction of integration. This proposition brings me to now add a final element to my conceptual framework and to conclude the chapter.

2.4 Conclusions to the chapter: An ‘Integration Space’

This chapter has been problematizing and conceptualising the nature and processes of CLIL teacher collaboration. It has culminated in exploring the last part of my conceptual framework (cf. 2.2.9 c, Figure 5). I have called this the ‘black box’ within the negotiated ‘overlap’ of a collaborative partnership between a language and subject-content teacher.

I would like to emphasise several points based on the literature:

- 1) Negotiation processes between the teachers co-constructing a collaborative partnership for the integration of their disciplines can certainly be considered “rough ground” (Arkoudis, 2006, p. 415).
- 2) Yet, as a ‘space’ for “unpacking resistance, constructing knowledge, and navigating identities” (Musanti & Pence, 2010, p. 73) across disciplinary and pedagogic cultures, these negotiating processes can potentially permit “constructive controversy” (Achinstein, 2002, p. 448).
- 3) By means of this, “new types” of professional learning “anchored in teachers’ reality” (Musanti & Pence, 2010, p. 73) are possible.
- 4) It is by sustained interaction in “discursive spaces” that “shifting” mind-sets can be potentially enabled (Jacobs, 2007) and new / deepened pedagogic understandings can thereby be potentially cultivated.

The overall dynamic produced could in fact be considered a dialogical process, as suggested by Arkoudis (2007, p. 374):

Collaboration appears to be a dialogical process as teachers negotiate, challenge, redefine and work through their views of teaching and language learning, in an attempt to reach shared understandings.

I would argue that this dynamic and organic dialogical process, in addition to attempting to reach *shared* understandings, could potentially enhance and deepen the language and subject-content teachers’ *individual* pedagogic understandings, as well.

In conclusion, I suggest that the negotiated overlap of my framework could contain a continuous *spiral dynamic* of processes (cf. Figure 7, i.e. my adaptation of Jacobs’s (2007) model) at the heart of the interaction. Through these processes partners could evolve and

progress in both *effectiveness* of their collaboration (Davison, 2006) (cf. section 2.3.3 c) and in deepening their *pedagogic understandings*.

The sustained interaction between the teachers could potentially cultivate two kinds of new and/or deeper critical understandings for each teacher, simultaneously. There could be cultivation of critical understandings regarding:

- (a) their *respective* identities and roles; and
- (b) their *common* concerns for their CLIL pupils.

These include for their learners to:

- *learn* the language,
- *use* the language,
- learn the *content* through the language,
- plus develop the discipline-related *competencies* and *academic literacies*.

Subject-content and language teachers would be re-thinking pedagogies and disciplinary boundaries *together*. I furthermore propose that this sort of interaction implies them also *re-thinking, together*, the *pluriliteracies development* of their learners. According to the “Graz Group”,

pluriliteracies development results in the growing ability to ‘express/verbalize’ subject specific concepts or conceptual knowledge in an appropriate style using the appropriate genre and genre moves for the specific purposes of the communication in a wide variety of modes. (Meyer et al., 2015, p. 50)

Such interaction for jointly supporting their learners’ knowledge construction, meaning making and communication is in line with what Jacobs (2010, p. 227) has described as “collaboration as pedagogy”. She situates this perspective from her *literacy-as-social practice* approach, thus “drawing on theorists who have applied social theories of learning to the development of literacies” (Ibid.).

Importantly, the professional learning embedded in these processes would relate to the “stretching of the self” on the part of each teacher. This was suggested previously (see section 2.1.3):

Ideas, tools, and processes that emerge from joint activity are appropriated, or internalized, by the individual and become the basis of the individual’s subsequent development. (John-Steiner, 2000, p. 5)

Finally, I suggest that this overall spiral dynamic and organic combination of processes within the overlap could be considered an '*Integration Space*' for dialogical reciprocity. There, the teachers could be mutually reinforcing both *integration through collaboration* and *collaboration through integration*.

2.4.1 Visual synthesis of the conceptual framework (2)

At this point, the literature takes me to more iterations of the visual representation for my conceptual framework (see Figures 8 and 9, below). The resulting conceptual framework has thus grown out of the literature review, driven by my three guiding questions that were rooted in my area of investigation (cf. 1.5). The conceptual framework will now, in turn, serve as a guide to my research design and will provide an analytical framework with which I shall look to understand the data during the empirical aspects of my study. Moreover, the data will also continue the process of informing my framework. It will further enrich the substantiveness of my theoretical development.

Figure 8: Within the negotiated overlap: A potential integration space

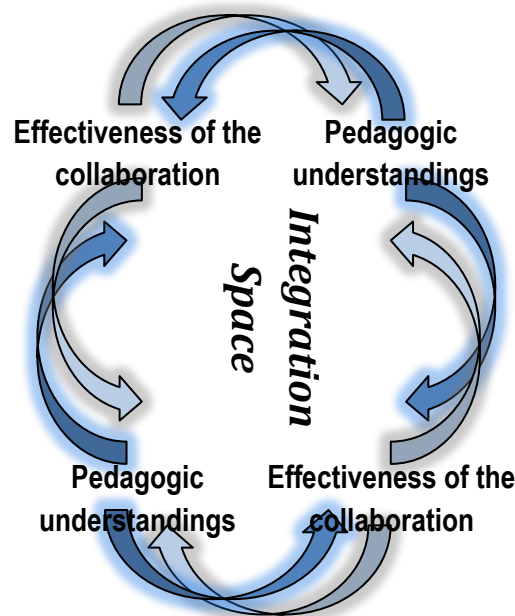
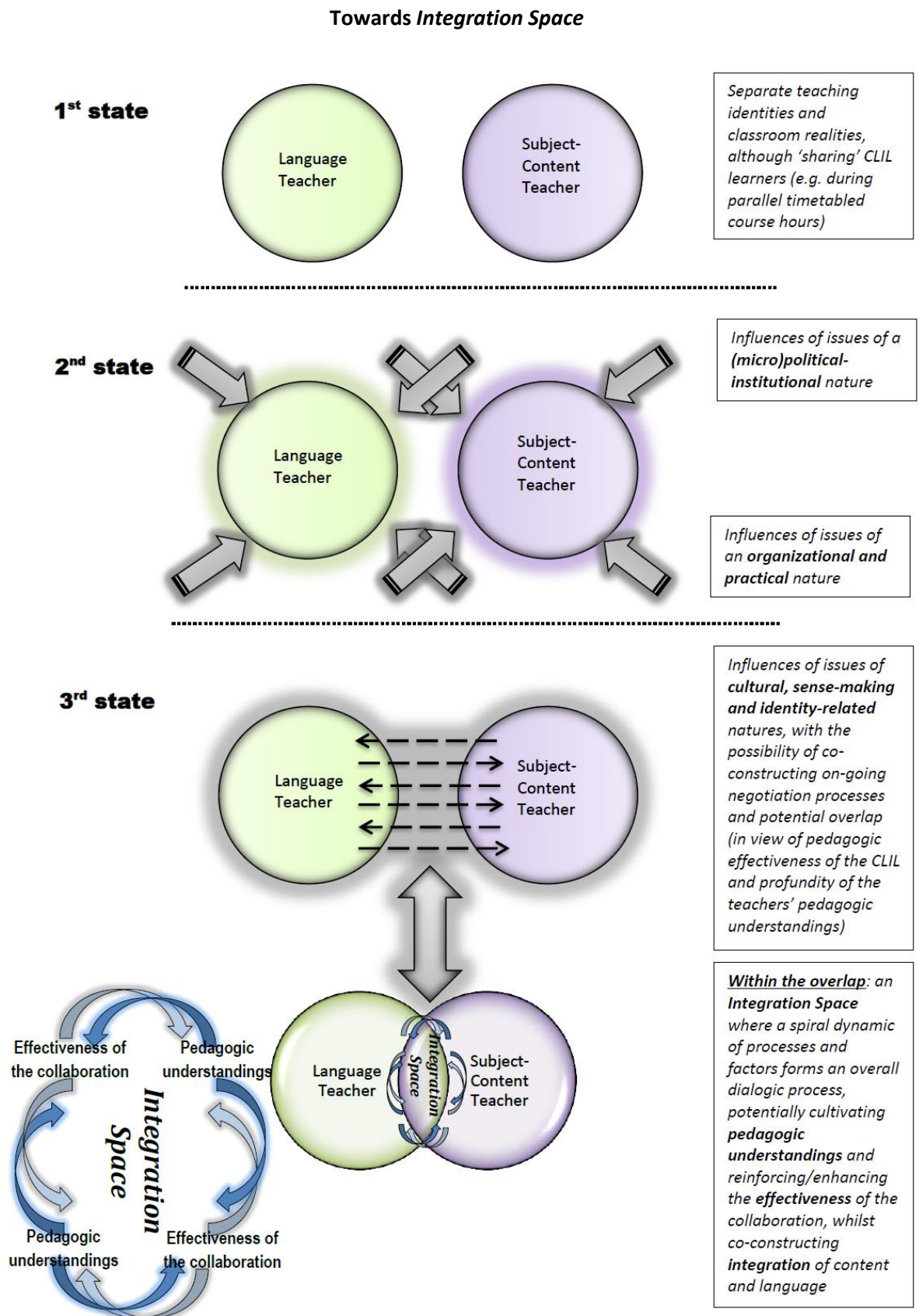


Figure 9: Three concurrent states and dynamic influences of issues of different natures:



Chapter 3 Methodology and research design

The first part of this chapter will situate the foundational philosophical assumptions and beliefs underpinning my worldview and decisions as a researcher. These assumptions have already oriented my theoretical choices concerning the strands I have investigated through the literature. They have also informed the methodological rationale within which my research questions have emerged and guided the research design, which shall both be presented in the second part of the chapter.

3.1 Reality, knowledge and the research process

3.1.1 Philosophical positioning... in the terminology and evolution of qualitative research

At the outset, I can position the nature of my inquiry as embracing a subjectivist, anti-positivist approach to social reality (Cohen, Manion, & Morrison, 2007). Indeed, rather than an experimental, 'scientific' validation of theory, "the search for meaningful relationships and the discovery of their consequences to action" (Idem, p. 10) have been steering my questioning as well as the subsequent stages of the research.

However, from this initial stance ensues realizing that, as an alternative to positivist approaches, there are "naturalistic, qualitative, interpretive approaches of various hue" (Idem, p. 20). Thus, interpretation and clarification of terms are required to further specify my position. Influenced by the development of the social sciences over the decades (see, for example, Crotty, 1998 for a critical overview), scholars have referred in numerous – and potentially confusing – ways to the various *philosophical perspectives, orientations or traditions, interpretive paradigms, models, theoretical underpinnings, or alternative approaches to science* (see, for example, Cohen et al., 2007; Creswell, 2013; Crotty, 1998; Denzin & Lincoln, 2011; Marshall & Rossman, 2011; Maxwell, 2009; Silverman & Marvasti, 2008). According to Merriam (2009, p. 8),

there is almost no consistency across writers in how this aspect of qualitative research is discussed. (...) In true qualitative fashion each writer makes sense of the underlying philosophical influences in his or her own way.

In addition, as Denzin and Lincoln observe in their description of eight historical periods from 1900 to the present, “successive waves of epistemological theorizing” have allowed a variety of interpretive, qualitative perspectives to be taken up, which have “meant different things” as they have evolved (2011, p. 3). In response to this on-going evolution, the recent editions of methodology and research design manuals often highlight their own regular, sometimes thorough revisions and adaptations to re-editions over the years.

Qualitative research is presently considered a “field of inquiry in its own right. It crosscuts disciplines, fields and subject matters” (Idem, p. 2). It is especially “gaining considerable popularity among those fields that have a heavy bent towards practice” (Balbchuk & Badiee, 2010), including education. Representative of this trend is the view, as Marshall and Rossman (2011, p. xvii) express in the preface of the fifth edition of their book, that qualitative methodology “has matured” and that there is now a “warmer climate for qualitative inquiry”. For them, less emphasis needs to be placed on “defending” and instead “more emphasis on asserting the appropriateness of qualitative inquiry” is in order (Ibid.). Discussion and debate around the development of quality criteria have also emerged (see, for example: Furlong & Oancea, 2005; Hammersley, 2008; Oancea & Furlong, 2008; Tracy, 2010), as

[a]lthough qualitative research has an accepted place in formal research arenas – the ‘amazing takeover’ (...) – dissertation committees and reviewers for funding agencies still need to see proposals that are well developed, sound, rigorous, and ethical. (Marshall & Rossman, 2011, p. 4)

With this evolution, the relationship between research and action has been a topic open to controversy. For example, Lincoln et al. (2011, p. 117) claim that, whereas positivist and postpositivist adherents view action as “a form of contamination of research results and processes”, anti-positivists (or interpretivists) consider action on research results as “a meaningful and important outcome of inquiry processes”. For these authors, shifts in research towards social action have been significant beyond critical theorists (who, they remind, have always advocated varying degrees of social action). They consider the “sharpest shift” has been in the constructivist and participatory phenomenological models “where a step beyond interpretation and *verstehen*, or understanding, towards social action is probably one of the most conceptually interesting of the shifts” (Ibid.).

This observation particularly connects with my desire for my research into the nature and processes of CLIL teacher collaboration to potentially inform and impact both CLIL educational policy and practice. Lincoln et al. (Ibid.) further underline that

[w]hatever the source of the problem to which inquirers were responding, the shift toward connecting action with research, policy analysis, evaluation, and social deconstruction (...) has come to characterize much new-paradigm inquiry work, both at the theoretical and at the practice and *praxis-oriented* levels.

Nonetheless, at this stage, in order to continue to advance my position amidst the varying possible paradigmatic typologies necessitates explicating my set of general philosophical assumptions. Indeed, Denzin and Lincoln borrow from Bateson's renowned meta-view to declare that "[a]ll researchers are philosophers in that 'universal sense in which all human beings (...) are guided by highly abstract principles'" (Idem, p. 22).

To do so, I shall predominantly base my positioning on Creswell's (2013) organizational scheme for qualitative inquiry, supplemented by aspects of that of Denzin and Lincoln (2011), and other authors in the next section.

3.1.2 *Philosophical and methodological positioning*

In his overall organizational scheme, Creswell (2013) discusses four general *philosophical assumptions*, followed by various *interpretive paradigms*, or *frameworks* and five prominent *types of qualitative inquiry*, or *approaches* embedded within the frameworks. Creswell (2013, p. 44) places emphasis on the *process* of research "as flowing from philosophical assumptions, to interpretive lens, and on to the procedures involved in studying social or human problems". Although the reality of qualitative research is more often interactive than linear (Maxwell, 2009), Creswell's scheme is useful, allowing me to logically present both my stance and my methodological choices.

a) *Ontological, epistemological, axiological and methodological assumptions*

In choosing to conduct qualitative research, I subscribe broadly to Creswell's (2013, pp. 19-21) four philosophical assumptions with their implications for practice, as follows. Firstly, the general *ontological assumption*, relating to the nature of being – of reality and its

characteristics – assumes that reality is multiple as ‘seen’ through many views. As a qualitative researcher I shall be reporting different perspectives as themes of my findings.

The general *epistemological assumption* in qualitative research situates knowledge as being ‘known’ through the subjective experiences of people. Therefore, my study is collecting evidence from the participants’ realities and ‘knowing what they know’, for example incorporating quotes and first-hand information.

The general *axiological assumption* characterizing qualitative research involves the researcher acknowledging the values-laden nature of such research and the data collected from the field. The implications for me, as researcher, are to remain mindful of this throughout all aspects of designing and carrying out the study, as well as to clearly position myself in it (e.g. by recognising and discussing with reflexivity my biases and interpretations in conjunction with those of the participants).

Finally, the general *methodological assumption* largely regards the research process itself as employing inductive logic, or going between inductive and deductive reasoning, to study a contextualised topic with an emerging design. Working with the particulars and details within the specific context of my study from a variety of sources of data before making any forms of generalizations or claims, and also recurrently revisiting (and possibly revising) my research questions with experience in the field are some implications for my practice as researcher.

These assumptions form what Denzin and Lincoln (2011, p. 13) call a “net” of premises, as “all research is interpretive: guided by a set of beliefs and feelings about the world and how it should be understood and studied”.

b) Interpretive framework: (social) constructivist

Creswell’s scheme proposes his categorization of various interpretive frameworks: *postpositivism, social constructivism, transformative frameworks, postmodern perspectives, pragmatism, feminist theories, critical theory and critical race theory, queer theory and disability theories*. Of this expansive range of paradigms as possible lenses, the *social constructivist* interpretive framework (or, according to Denzin and Lincoln, *constructivist*

inquiry paradigm) best resonates with my work. Creswell (2013) positions individuals in this worldview as seeking to understand the world in which they live and work through developing subjective, varied and multiple meanings of their experiences. The multiplicity of meanings thereby leads the researcher “to look for the complexity of views rather than narrow the meanings into a few categories or ideas” (Idem, p. 24).

Resituating the abovementioned philosophical beliefs by specifically rooting them in a social constructivist interpretive framework firstly assumes a relativist and relational ontology, i.e. within which multiple realities are constructed through people’s lived experiences and interactions with others. Secondly, this framework assumes a(n) (inter)subjectivist epistemology, with understandings co-constructed between the researcher and the researched and shaped by individual experiences. Thirdly, regarding the axiological principles, it follows that individual beliefs are honoured, and are negotiated among individuals. All of these philosophical assumptions coherently underlie the sociocultural perspective taken during my review of the literature and the construction of my conceptual framework in the second chapter; they are extended here to the empirical aspects of my study.

Fourthly, the methodological beliefs related to the social constructivist interpretive framework view a naturalistic set of methodological procedures. Data collection is consequently carried out in the natural, local contexts which are sensitive to the people and their co-constructed realities. A more inductive method of emergent ideas (“sometimes coalescing around consensus” (Denzin & Lincoln, 2011, p. 106)) is typically employed and data are obtained through methods such as interviewing, observing, and analysis of texts.

Importantly, the researcher recognizes that his or her own background shapes the interpretation constructed with the participants. As a researcher, I ‘position myself’ in the research to acknowledge how my interpretation is intimately linked to my own personal, cultural and historical experiences. In line with the sociocultural perspective developed in the last chapter regarding the teachers’ experiences as shaping their identities (cf. 2.2.8 a), I must therefore remain aware that such influences also apply to myself as researcher throughout the study. As Merriam (2009, p. 15) notes, “the researcher is the primary instrument for data collection and analysis,” bringing the capacity to be immediately

responsive and adaptive; however, “the human instrument has shortcomings and biases that might have an impact on the study”. In my case, my own values and background of professional experience in education, in general since 1979 and within the field of CLIL in my context since 1999, cannot be dissociated from who I am and my motivations as a researcher (cf. Preface). Merriam insists that rather than trying to eliminate these biases or ‘subjectivities,’ it is important to “identify them and monitor them as to how they may be shaping the collection and interpretation of data” (Ibid.). Furthermore, she quotes Peshkin (1988) to make the case that one’s subjectivities “can be seen as virtuous, for it is the basis of researchers making a distinctive contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected” (Ibid.). To accomplish this, Tracy (2010, p. 841) proposes the notion of *sincerity* as one characteristic for the researcher to aim for, through self-reflexivity, vulnerability, honesty, transparency, and data auditing:

Sincerity means that the research is marked by honesty and transparency about the researcher’s biases, goals and foibles as well as about how these played a role in the methods, joys, and mistakes of the research.

My relationships with the people in my study are “complex and changing”, as Maxwell (2009, p. 234) points out, depending on the categories of players and the data collecting methods involved. These relationships “necessarily affect (me) as the research instrument” (Idem). Nevertheless, Denzin and Lincoln (2011, p. 101) describe the constructivist inquirer’s overall posture as being a “‘*passionate participant*’ as *facilitator of multivoice reconstruction*”. This corresponds particularly well with the general role which I ascribe to myself as researcher for all stages of this study.

In addition, at the core of the research process, sensitivity to ethical considerations is of the utmost importance, as within any research paradigm. From the social constructivist standpoint, this is especially the case in negotiating access entry to the field site of the research; in involving the participants and asking that they devote time to the study; in gathering data of personal and possibly emotional nature, touching upon details of their lives and realities; and in including them in the process of reviewing the data and analysis, checking for respondent validation of interpretation. The latter, stated differently, is by including *member reflections*, which Tracy (2010, p. 848) nuances as being “meaningfully coherent” within a social constructivist framework. This refers to “a practice that does not

aim toward accuracy of a single truth, but rather provides space for additional data, reflection, and complexity” (Ibid.).

Denzin and Lincoln (2011, p. 13) note that findings of (social) constructivist research are usually presented in terms of the “criteria of grounded theory or pattern theories”. I subscribe to Tracy’s (2013, p. 184) “problem-based approach” which she describes not as grounded, but rather as *iterative*:

Rather than grounding the meaning solely in the emergent data, an iterative approach also encourages reflection upon the active interests, current literature, granted priorities, and various theories the researcher bring to the data.

Moreover, the significance of *authenticity* and *trustworthiness* including catalyst for action are embedded in terms such as *credibility*, *transferability*, *dependability*, and *confirmability*, which “replace the usual positivist criteria of internal and external validity, and objectivity” (Denzin & Lincoln, 2011, p. 13). Maxwell (2009, p. 246) underlines that the “generalizability of qualitative studies is usually based not on explicit sampling of some defined population to which the results can be extended, but on the development of a theory that can be extended to other cases”. Thereby, as opposed to statistical generalizability, Yin (2009, p. 43) refers to *analytical generalization*: “the investigator is striving to generalize a particular set of results to some broader theory.” In terms of achieving what Tracy (2013, p. 239) calls *resonance* with the readers, she underscores that *transferability* (“when readers intuitively believe that the research findings correspond to something significant in their own world”), and *naturalistic generalization* (where “readers appreciate a study’s findings and then intuitively apply them to their own situations”) can potentially have more impact than statistical generalizations.

Finally, Tracy (2010; 2013) distinguishes *ends* from *means* in order to propose a “language for best practice” across the complex differences of the various qualitative paradigms (2010, p. 838). She proposed a conceptualisation of “Eight ‘Big-Tent’ Criteria for Excellent Qualitative Research” (several of which I have already referred to): 1) *worthy topic*, 2) *rich rigor*, 3) *sincerity*, 4) *credibility*, 5) *resonance*, 6) *significant contribution*, 7) *ethics*, and 8) *meaningful coherence*. Tracy’s flexible model has served as helpful guidelines for me in this endeavour (Table 7).

**Table 7: Eight “big tent” criteria for excellent qualitative research
(Tracy, 2010, p. 840; 2013, p. 230)**

Criteria for Quality (end goal)	Various Means, Practices and Methods Through Which to Achieve
<i>Worthy topic</i>	The topic of the research is: • relevant • timely • significant • interesting
<i>Rich rigor</i>	The study uses sufficient, abundant, appropriate and complex • theoretical constructs • data and time in the field • sample(s) • context(s) • data collection and analysis processes
<i>Sincerity</i>	The study is characterized by • self-reflexivity about subjective values, biases and inclinations of the researcher(s) • transparency about the methods and challenges
<i>Credibility</i>	The research is marked by • thick description, concrete detail, explication of tacit (nontextual) knowledge, and showing rather than telling • triangulation or crystallization • multivocality • member reflections • inter-coder reliability (when collaborating on data-analysis)
<i>Resonance</i>	The research influences, affects, or moves particular readers or a variety of audiences through • aesthetic, evocative representation • naturalistic generalizations • transferable findings
<i>Significant contribution</i>	The research provides a significant contribution • conceptually/theoretically • practically • heuristically • methodologically
<i>Ethical</i>	The research considers • procedural ethics (such as human subjects) • situational and culturally specific ethics • relational ethics
<i>Meaningful coherence</i>	The study • achieves what it purports to be about • uses methods and procedures that fit with its stated goals • meaningfully interconnects literature, research questions/foci, findings, and interpretations with each other

c) Type of qualitative inquiry: Case study approach

Continuing to follow Creswell’s organizational scheme, I shall now present the type and procedures for inquiry. This flows from my philosophical assumptions and my choice of

social constructivist interpretive framework described above. Creswell has grouped different naturalistic traditions of inquiry into five global ‘approaches’: *narrative research*, *phenomenology*, *grounded theory*, *ethnography* and *case study*. It is the latter approach, case study, which I have chosen in relation to the purpose of my study and the questions that have emerged (these will be stated in the second part of this chapter as part of the research design).

Although there are many interpretations of ‘case study’ methodology among social researchers, its appropriateness within a social constructivist interpretive framework resides in two things. It is an approach: (a) which asks *how* or *why* some social phenomena works without exerting control on the behaviour of the participants of the study; and (b) which facilitates investigating a phenomenon within its context and drawing on a variety of data sources and methods. This allows investigators to retain the holistic and meaningful characteristics of real-life events and to co-construct the understandings from multiple facets and lenses. (Creswell, 2013; Stake, 1995; Yin, 2009).

The case study approach corresponds appropriately to the purpose driving my research. The key issue at the heart of my inquiry is that of how to increase/improve CLIL teacher collaboration for integrating content and language learning effectively, an area which has not been theorized in the literature. To address this gap, the purpose of my study is to theorise and problematize the complex nature and processes of collaboration between language and subject-content teachers (cf. section 1.1). The fact that CLIL itself is influenced by contextual variables (cf. sections 1.3.1, 2.2.9 and 2.3.1) offers relevance to approaching empirical study into understanding its quality and effectiveness from a contextualized angle. From my initial questions grounded in the francophone Belgian CFWB context, where such teacher collaboration is implicitly mandated in policy documents (cf. sections 1.3.2 b and 1.3.3), three wider reaching questions were formulated (cf. 1.5). These then served as strands which framed and guided my investigation using existing theory through the literature (cf. 2.1-2.3). This investigative process has consequently helped me to build upon existing research and to further generate theoretical considerations (Maxwell, 2009) with the construction of my conceptual framework (cf. sections 2.2.9 c and 2.4.1).

Yin (2009, pp. 35-36) contends that for case studies, such theoretical development as part of the design phase can be “essential”; it can set up a “blueprint” for the study so that “[t]hen the complete research design will provide surprisingly strong guidance in determining what data to collect and the strategies for analysing the data”.

Thus, with a view to contribute to better understanding the overall issue stated above, the present stage of my theorization process offers an opportunity to ‘return’ to the initial context through a case study approach. This is by:

- formulating research questions for empirical investigation related to this issue;
- using the francophone Belgian CFWB secondary CLIL context as a bounded system or case within which to carry out data collection to address the questions;
- populating and testing the conceptual framework constructed in Chapter 2, employing it as the basis for analysing the data as well as, through the process, potentially enriching it further;
- providing future directions towards imagining further research and developing tools which could cascade from the conceptual framework back to players within this context (and, by extension, others) to potentially enhance efforts to increase/improve CLIL teacher collaboration for effective integration of content and language learning.

Stake (1995) and Yin (2009) each categorize types of case study, differentiating in terms of what the broad research purposes are. Stake proposes three categories: *intrinsic*, *instrumental* and *collective*. Yin categorizes case studies as *explanatory*, *exploratory* or *descriptive*, within which he further distinguishes *single-case* versus *multiple-case*, and *holistic* versus *embedded* (i.e. with embedded units of analysis) case studies. In combining aspects of both of these authors’ categorizations, I describe my investigation as an instrumental single-case study using a holistic design. This is to say that through better understanding aspects from the francophone Belgian CFWB CLIL context, it is an attempt to understand “something other than” and not limited to the case (Stake, 1995, p. 3). It is aiming to provide insight into the issue of CLIL teacher collaboration and to refine theorization. Hence, the case itself plays a supportive role for facilitating the understanding.

In that sense, the study incorporates some explanatory as well as exploratory characteristics related to theory development (Yin, 2009).

Following all of these considerations for positioning my qualitative inquiry, the next part of the chapter shall elaborate my research design for the empirical study, remaining mindful for the purpose I have described, the emergent questions and the methods to all “mesh” as interrelated and interconnected (Morse & Richards, 2002, p. 33) – “that the aims of a project and the means of achieving them don't come adrift” (Creswell, 2013, p. 50). As Morse and Richards’s (2002) notion of ‘methodological integrity’ underscores, it is essential to design research through considering two principles: *methodological purposefulness* and *methodological congruence*.

3.2 Research Design

3.2.1 Research objectives and questions

Investigating the issue of how to increase/improve CLIL teacher collaboration for integrating content and language learning effectively, the continuing purpose of my study is to theorise and problematize the complex nature and processes of collaboration between language and subject-content teachers. Linked to this purpose, the overarching aim of my instrumental case study is to contribute to a better theoretical pedagogic understanding of quality CLIL (cf. 1.4).

Examining how language and subject-content teachers perceive and experience collaboration in francophone Belgian secondary CLIL, the research question and sub-questions are:

- **How and why is the development of collaboration between language and subject-content teachers successful or otherwise?**
 - *How is the potential successfulness of collaboration interpreted by the teachers?*
 - *What issues, factors and conditions enable the construction of successful collaborative pedagogic partnerships between the teachers towards integrating content and language?*

3.2.2 Empirical database construction: A mosaic of perceptions and experience

The empirical investigation is designed to incorporate collecting data related to the research question and sub-questions through interaction with a sampling of various teachers from the CFWB CLIL context. The research question probes how and why collaboration / collaborative pedagogic partnership between language and subject-content teachers in CLIL is successful or not, both from their own perspectives and experience, as well as from a theoretical point of view (sub-questions 1 and 2). The conceptual framework I have constructed in Chapter 2 attempts to provide a theoretical basis as a working model situating issues, conditions and factors to enable successful collaboration towards integrating content and language (sub-question 2). The model is now to be tested with empirical data.

Through this approach, the **instrumental** characteristic of the case study confronts the theoretical complexity and dynamics of CLIL teacher collaboration drawn together in the model with empirical data in order to populate, unpick and/or adapt its components. Taking the francophone Belgian CLIL case globally as its testing ground, the study is **not** looking to focus on any single aspect of either the model or the context. Neither is this study striving for **representativeness** (e.g. of school types, sizes, target languages used, teacher profiles...) of the global CFWB context. Nor is it comparing schools, CLIL programmes, or individual teachers as separate, individual cases, such as in forms of “multicase”/multiple-case study designs (Stake, 1995; Stake, 2006; Yin, 2009) (cf. 3.2.3).

Rather, the **holistic** design of the database constructs a **mosaic** of perceptions and experience of language and subject-content teacher collaboration from all levels of secondary CLIL education to address the research questions. Therefore, my choices with regard to participating schools and teachers in both Tranches aim for a rich, naturalistic diversity (see 3.2.6 and 3.2.7). Multiple sources of data look to piece together an in-depth understanding of the complexity and dynamics involved, as well as triangulate the findings. That being said, given the context related nature of CLIL, certain specificities from micro contextual or individual teacher levels will at times be used (with the participants’ permission) for the purpose of illustrating aspects of this complexity and dynamics.

Throughout, my own experience as an ‘insider’ working at diverse levels for the development of CLIL within the CFWB context since 1999 has provided me with knowledge of the educational system, as well as facilitated both access to, and ease of communication with, players and stakeholders (cf. Preface). I had accepted to launch one of the pilot “linguistic immersion” projects in French-speaking public mainstream secondary education in 1999 following the first decree which founded a legal framework allowing it (cf. 1.3.2 b). Since then, my roles have been at diverse levels of the system, from the classroom-out, to help try to actively research and develop the quality and pedagogic effectiveness of the approach. My roles include participating in institutional steering of CLIL, informing and supporting school administrators and headteachers in the development of their schools’ projects, pedagogic advisory strategy building and continuing teacher education and development. I am also one of four “experts” designated with four inspectors to work in a ministry commission “Observatory” for CLIL, the (the *Organe d’observation et d’accompagnement de l’enseignement immersif*) (see sections 1.3.2 b and 1.4.1). Our mission is to make proposals to the minister of education and the government for improving the overall CFWB ‘Immersion’ CLIL-EMILE programme.

Importantly, prior to collecting any data, I prepared a *Research Participant Information Sheet* and *Research Participant Consent Form* and submitted them to the University of Aberdeen, as required (see Appendices 1 and 2). This was in agreement with ethical considerations as set out by the University (College of Arts and Social Sciences Research, 2011), in accordance with SERA (Scottish Educational Research Association, 2005) and BERA (British Educational Research Association, 2011) standards, and in compliance with the 1998 UK Data Protection Act. In particular, I detailed how I would ensure and protect the confidentiality of the data collected, as well as the anonymity of the participants during all stages of the research process and in the future.

The next sections will describe the research decisions involved in my process of designing and carrying out the case study.

3.2.3 Database collected in two tranches

As Stake (1995, p. 57) underlines:

Each researcher is different; each has to work out methods that make him or her effective in understanding and portraying the case.

In my overarching process to constitute a rich database, I chose to design two complementary data collection tranches. The tranches were consecutive, with the second building upon the first both in terms of methods and of analysis strategies. For the two tranches, my choices of data sources sought to assure “variety but not necessarily representativeness” (Ibid.).

For Tranche One, I chose to generate and collect the ‘main’ data for the study through a participatory, practitioner-based inquiry approach conducted in five secondary schools during the 2011-12 school year with ‘dual-teams’ of teachers. The ‘dual teams’ were made up of language and subject-content teachers who taught the same CLIL learners at different times in the students’ timetables. From an initial number of 17 teachers involved, 11 participated to the end of the approximately five-month data collection period with their dual-teams and/or via individual interviews with me. Extending the overall data gathering process with a second tranche, I collected ‘auxiliary’ data by means of semi-structured interviews with nine teachers in two more secondary schools during 2012-13. The rationale behind each tranche with the corresponding decisions and procedures carried out will be described in detail separately later (see sections 3.2.6-3.2.7).

3.2.4 Overview of the diverse mosaic: 26 participating teachers of varied profiles

Data were thereby collected from a combined total of 26 teachers from seven secondary schools. This has established an extensive database totalling over 30 hours of audio-recordings treated as core data. However, before presenting the rationale, procedures, methods and tools used during the data collection and analytic processes for the two tranches, I first wish to highlight the overall diversity represented in the mosaic of participant teachers’ profiles. In each tranche, the profiles were considerably varied in terms of age, gender, teaching experience and discipline speciality, as well as personal, cultural,

linguistic and professional background (inside and outside of education). But in keeping with my commitment to ensure participant anonymity, I will not be detailing each individual teacher by data collection tranche. Nonetheless to allow the reader to appreciate their diversity, I have mixed and anonymised the principal profile information for all of the teachers from both tranches into a summary table (see Appendix 3; n.b. there is no hierarchy given to the 'A' to 'Z' order of the teachers listed). An overview of the 26 profiles (set time wise at the start of each of the data collection tranches) notes the following:

- There were 7 men and 19 women who participated.
- 15 were social studies, geography, history, maths or science teachers and 12 language teachers (one taught both types of courses, but to different group-classes).
- Regarding their ages: 8 teachers were less than 30 years old; 10 were between 31 and 40; 5 were between 41 and 50; and 3 were over 50 years old.
- Regarding their general teaching experience: 10 had less than 5 years of experience; 8 had between 5 and 10 years; 5 had between 11 and 20 years; 1 had between 21 and 30 years; and 2 had over 30 years.
- Their specific experience of teaching in CLIL spans between 1 and 8 years with several nuances:
 - 6 (both subject and language teachers) started directly as newly qualified teachers at the same time as being new to CLIL, as their first job upon leaving their studies;
 - several subject-content teachers started as newly qualified teachers and new to CLIL, but after – or combined with – a number of years of other professional experiences (e.g. working in international companies, including abroad; a chemist; a dietician; a psychologist; a university researcher and educationalist for intellectually challenged adults...);
 - one was a history teacher who, after her studies and teaching qualifications completed, first worked in a museum for a number of years before going into teaching, followed by later accepting to teach in CLIL;
 - one worked in an international company abroad before deciding to go into teaching; she acquired her qualifications and taught a couple of years before accepting to teach in CLIL;

- some participants had moderate to quite extensive experience as ‘traditional’ teachers prior to starting to teach in CLIL. This is particularly the case for 6 of the language teachers, including two with over 30 years teaching experience.
- All 26 participants had teaching qualifications recognised by the CFWB, but acquired at different times/places, i.e. from within the CFWB system or the Belgian Flemish education system, or else from a foreign system of teacher education.
- Regarding languages:
 - 9 were considered ‘Native speakers’ of English or Dutch by the CFWB legal framework (although that language may not be their ‘first’ – or their only ‘first’ – language (L1):
 - For teaching in CLIL with English as the target language, they were from Canada, the USA, or in one case, a woman who had done her schooling in an American school in her home (non-English speaking) country and who later emigrated from there to Belgium as a political refugee;
 - For teaching in CLIL with Dutch as the target language, they were from Flanders except one teacher who was a bilingual French and Dutch speaker from Brussels (and considered he “has got two L1s”);
 - 16 were Belgian with French as their L1 who:
 - were language teachers; or
 - were subject teachers who had studied and/or worked abroad (UK or USA);
 - One native Dutch speaker had studied in the UK; he taught his subject in a CLIL programme through English;
 - Several considered themselves plurilingual, speaking three or more languages.

3.2.5 Overall rationale and pragmatic iterative approach for data analysis

Custom-building the analysis process (Creswell, 2013) – its ‘choreography’ (Huberman & Miles, 1994) – has required me to choose an overall analytic rationale. This is in order to define strategies for “what to look for and why” (Yin, 2009, p. 126) in analysing the data

gathered from the two tranches, linking appropriately to both my philosophical position and research questions.

a) A priori coding derived from the theoretical considerations for deductive content analysis

Firstly, I decided to rely on the findings of my literature review and theoretical development. I would use the conceptual framework as a working model to be tested through predominantly deductive content analysis (Marshall & Rossman, 2011). The model could therefore serve as an analytic tool. For rendering this into a coding scheme, I went back through Chapter 2 and mind-mapped what I considered to be essential components drawn from the literature (see Appendix 4). I began the mind-map with the four 'layers' of issues (cf. 2.2.4) as categories. Next I articulated key features related to those layers as sub-categories, followed by adding what I considered to be concepts, properties or dimensions from the literature which could be their 'indicators'. I devised codes from the labels of these categories and sub-categories. Finally, from the mind-map, I organised all of the elements into a table for a practical formatting of the initial coding scheme (Table 8). It would give priorities to relevant analysis towards building an understanding of how and why the development of collaboration between language and subject-content teachers is successful or otherwise.

Table 8: Initial Coding Scheme

I. Coding for evidence of issues, factors and conditions underlying or influencing positively (+) or negatively (-) the development of CLIL teacher pedagogic collaboration <i>(involving aspects of ownership, control, support, meaning of the collaboration within the professional setting)</i>		
Coded 'Layers' of issues as categories (cf. 2.2.4-2.2.8) + <i>Key questions suggested for the layers as 'lenses' from teachers' perspectives</i>	Coded Features of the 'Layers' as sub-categories	Indicators: Related concepts, properties and dimensions drawn from the literature
1) Extrinsic, Contextual / Situational		
(M)P-I (Micro)Political-Institutional <i>Who says we should collaborate? Whose agenda?</i>	(M)P-I (+) // (-) Cascading from the political-institutional level and potentially influencing implementation at the school (micro) level	- Perception of being contrived (or not) - Mandated (or not) - External agenda (or not)
O-P Organisational-Practical <i>Collaborate when and how?</i> - On whose time? - With what resources?	O-Pl (+) // (-) Compelling purpose and latitude for collaboration given on the part of the headteacher / administrators	- Hierarchical role
	O-Pt (+) // (-) Opportunity for collaboration (i.e. <u>t</u> ime)	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of
	O-Pm (+) // (-) <u>M</u> aterial resources to support collaboration	- Discursive space (physical / material sense) // lack of
	O-Pg (+) // (-) <u>G</u> uidance, assistance, training to support collaboration	- Continuing professional development // lack of - Network with other teachers // lack of - Guidance // lack of - Expectation of support // lack of
2) Intrinsic, Mind-set / Relational		
CS-M Cultural Sense-Making <i>Why collaborate (and how)?</i>	CS-Mb (+) // (-) Valuing <u>b</u> alanced teacher independence-interdependence in collaboration	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence - Sharing with reciprocity // lack of - Roles and responsibilities

	CS-Me (+) // (-) Valuing personal implication, <u>e</u> ngagement and commitment in collaboration	- Open-minded personal strength // lack of - (Professional) attitudes // lack of - Willingness // lack of - Trust // lack of - Flexibility // lack of - Effort // lack of - Expression of views // lack of - Dialogue // lack of - Negotiation // lack of - Nature of relationships - Interpersonal affinity // lack of - Power dynamics
	CS-Mcl (+) // (-) Valuing the objectives / <u>c</u> ontent of the collaboration and the professional <u>l</u> earning from it	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Consensus building // lack of - Discussion of beliefs on the basis of trust // lack of - Identification of shared values // lack of - Towards co-construction // status quo - Achievement // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo
CI-R <u>C</u>ultural <u>I</u>ntity- <u>R</u>elated <i>Collaborate with whom (and how)?</i>	CI-Re (+) // (-) Teachers' sociocultural <u>e</u> xperiences, as individuals, learners and teachers	- Personal history - Cultural background - Experiences
	CI-Rs (+) // (-) Teachers' <u>s</u> ubject / speciality / project affiliations	- Open/Permeable // Closed disciplinary boundaries - (Inter)Disciplinary pedagogies / didactics - Inclusive // Exclusive-Balkanisation affiliation - Tribalism and traditions // Hybridity and plurality - Philosophical interpretation of 'good teaching' practice
	CI-RD (+) // (-) Teachers' <u>D</u> iscourses	- Ways of being and interacting - Tacit / Explicit knowledge - (Trans)Disciplinary affinity groups - (Trans)Disciplinary engagement - Insiders // Outsiders - Sense of (not) belonging - (Trans)Disciplinary academic literacy discourses - Towards dual critical identity // singular

II. Coding for data suggesting Integration Space processes: Spiral dynamic of interacting processes and factors within a negotiated discursive overlap which may be potentially and dialogically

- Cultivating pedagogic understandings
- Evolving, progressing in the effectiveness of the pedagogic collaboration
- Co-constructing integration of content and language

= Exemplar interaction of several codes touching upon, e.g. Understandings and characteristics of integration; Educational principles and practices; Academic literacy discourses

b) Inductive enrichment of the coding scheme

Secondly, my process to analyse the data and populate the model has been iterative (Creswell, 2013; Scrivastava & Hopwood, 2009; Tracy, 2013). It has remained open to additional categories and indicators emerging inductively during the analyses of the data from each of the two tranches to further enrich/supplement and/or correct/adapt the model's various themes. The adapted versions of the coding scheme will be presented in the next chapter related to data analyses and findings (see 4.1.1, Table 10 and 4.2.1, Table 13).

c) Inductive content analysis with the populated model

Thirdly, in line with the problem-based approach announced previously (cf. 3.1.2 b) my "pragmatic iterative approach" (Tracy, 2013, p. 183) was also extended to more inductive content analysis using the populated model (cf. Table 12). I sought to ascertain meaning where there were patterns, connections and interactions emergent from within and across the data, which I call *macro tendencies* (see 3.2.6 e and 4.1.4). Tracy (2013, p. 184) underscores that

an iterative analysis alternates between emic, or emergent, readings of the data and an etic use of existing models, explanations and theories (...) Iteration is "not a repetitive mechanical task" (quoting Srivastava & Hopwood 2009, p. 77), but rather a reflexive process in which the researcher visits and revisits the data, connects them to emerging insights, and progressively refines his/her focus and understandings.

3.2.6 Main data: Data Tranche One

a) Rationale for data collection

The main tranche of data collection delved into investigating the perspectives and experiences of CLIL teacher collaboration with teachers themselves as central players: it looked into how they interpret what allows for the successfulness of such collaboration towards integrating content and language. In designing my approach, I chose to combine two ideas:

- (a) Jacobs's (2007, p. 59) call to "create discursive spaces" for content and language colleagues to collaborate, and
- (b) Davison's (2006, p. 472) suggestion that "collaborating teachers may benefit from more action-orientated teacher research with built-in opportunities for critical reflection and discussion of different views and perceptions of the nature of learning and teaching" (cf. section 2.3.3.a and c).

My approach aimed to directly extend an opportunity 'space' to actively explore during a ± 5 month time-frame 'what works' (or does not work) with a series of what I called 'dual-teams' of content and language teachers (see 3.2.6 c). Aligned with a perspective that "action research (is) a democratic and inclusional practice" (McNiff, 2010, p. 5), I esteemed that participation should be voluntary. Rather than pre-select any particular teacher profiles, I would invite participation of all CLIL colleagues from a limited number of schools following the headteachers' approval of that premise. This co-constructive approach would embed negotiation between the colleagues into its process. Through this, it looked to identify the teachers' interpretations of enabling issues, factors and conditions, as per the research sub-questions.

Tranche One's objective investigated such teacher collaboration with 17 teachers from five mainstream public secondary schools (cf. 3.2.3). Here again in line with the study's instrumental character, I was not looking for representativeness in any statistical sense (cf. 3.2.2), including which target language was used by the participating CLIL teachers. My focus concerned the "complexity of (the teachers') views" (cf. 3.1.2 b, Creswell, 2013, p. 24) from a pedagogic standpoint, regardless of CLIL target language used. It was therefore not limited

to one particular CLIL target language over another. However, for the pragmatic reason of collecting the discursive and reflective data directly in English, I only considered schools for this tranche which organise CLIL through English (i.e. rather than Dutch or German).

b) School selection

The five participating Tranche One schools were purposively selected for their varying profiles. All interested CLIL teachers from these schools were invited to take part in 'dual-team' partnerships with language/subject-teaching colleagues with whom they share classes of learners (see next section). Without describing in detail each school as a separate micro-context, which again could compromise anonymity and confidentiality, the selection of schools include schools:

- spread geographically over four (out of five) provinces of the French-speaking Walloon Region: Liège, Luxembourg, Namur, Hainaut;
- located in a mixture of urban, inner-city and suburban settings;
- having varied and mixed student populations participating in CLIL, from socio-economic and cultural points of view, including from immigrant families (of a wide range of origins: particularly from Maghreb and Sub-Saharan African, as well as Balkan and other former 'East Bloc' European countries and Turkey);
- with varied experience: in their first, second, fifth or eighth years of organising and offering CLIL provision.

c) Procedure and methods for data collection

The procedure used is as follows:

- 1) I meet with the school headteacher to present the research project, answer any questions and negotiate access to teachers, organising with him or her in such a way as to bring the least possible disruption to the school. We set a date for an information meeting to which the headteacher invites his or her CLIL teaching staff. The *Research Participant Information Sheet* and *Research Participant Consent Form* documents are used for obtaining his/her active consent (cf. Appendices 1 and 2).
- 2) I meet with the teachers, inform them of the research project, answer questions and invite those interested in being involved to form volunteer 'dual-team' partnerships

of language and content-discipline colleagues who teach the same learners at different times in their respective timetables. The *Research Participant Information Sheet* and *Research Participant Consent Form* documents are used for obtaining their active consent. I invite them to be co-researchers through carrying out a simplified form of participatory action research/practitioner-based inquiry (McNiff, 2010) over a relatively short period of time (determined with them) and propose my role to be that of ‘outsider’ participant as facilitator to support the process. Starting with what the policy says, the idea is to explore positively and co-constructively its pedagogical implications, from the classroom level. The participating dual-teams each negotiate as partners to choose a pedagogic aspect which they would like to improve upon as the focus of their joint inquiry, thus ensuring ownership. Indeed, I specify that the ‘results’ of their joint inquiry as partners are specific to their class (micro-)context and ‘belong’ to them; the data I wish to collect with them relate to their discursive collaborative process and personal reflections over the duration of the inquiry project. In this fashion, the teachers can take part in a practical, tangible and meaningful collaborative social process, providing a springboard for potentially deepening understanding about what it means to integrate the content and the language for their shared learners. (See the document “Note to ‘Dual’ teacher teams”, Appendix 5).

- 3) With the teachers, I negotiate and establish a schedule for meeting with them several times, over an approximately five-month period. I obtain their permission to audio-record the meetings, as a means to collect discussion and potentially collaborative conversation and professional learning embedded in the *modus operandi*. At least three or four data collection points are accordingly included in the schedule (e.g. at the beginning, middle and end of the projects). Distance communication means are also set up (telephone, email, Skype...) to allow for on-going collaboration with me during the process, as well as for me to further capture reflections along the way. The first ensuing meetings aim to generate and plan the dual-teams’ projects through using, as tools, “A shared vision for CLIL” exercise (Coyle et al., 2010, pp. 49-51) and the document “Action Planner for the Dual CLIL-Teacher Teams” (Adapted from McNiff, J. (2002) Action research for professional development & <http://www.actionresearch.net/writings/jack/arplanner.htm>, see Appendix 6). The

subsequent meetings aim to report, follow up on and co-evaluate the dual-teams' projects. All except distance communication takes place *in situ*, with me going to their schools.

- 4) Individual, unstructured and open ended interviews with teachers at the end of the projects take place to capture any final personal reflections regarding the experience.

In this way, the procedure varies methods of data collection within the approach (namely by audio-recording semi-structured and conversational group meetings as well as individual conversations and interviews; additionally by collecting some documents produced by the Dual-teams and messages from individuals, cf. next section). The procedure therefore incorporates "methodological triangulation" (Making reference to Denzin, 1970: Bryman, 2004; Cohen et al., 2007). I will discuss triangulation further in section 3.2.7 before describing Tranche Two.

d) Reporting: Participant selection, process of data collection and the types of data

Beginning in November 2011, I contacted seven schools' headteachers for Tranche One, five of whom agreed to propose an information meeting with their CLIL teaching staff. As already pointed out (cf. 3.2.6 a), although the schools had been selected purposively, the participating teachers were not pre-selected. My approach openly invited voluntary involvement and the 17 teachers who decided to take part at the outset constituted a naturally diverse group. This provided a mixture of sociocultural realities, included in the overview of profiles described in section 3.2.4.

From this group there were initially six dual-teams, i.e. one per school except, in one case, two dual-teams. The dual-teams combined between two and four participating language and subject teachers who, as a 'team', shared classes of CLIL learners at different times in the class timetables. The dual-teams covered teaching in CLIL classes from Years 1 to 4 secondary (11-12 to 15-16 year old learners, so from lower to mid-level secondary). Table 9 shows the characteristics of the initial dual-teams.

Table 9: Initial Dual-teams of teachers involved in Tranche One data collection

School	Dual-team composition	Year level(s) of 'shared' learners
School 1 <i>CLIL since 2010</i>	• 1 Language teacher • 1 Social studies teacher • 1 Science teacher	Years 1 and 2 = Lower secondary
School 2 <i>CLIL since 2011</i>	• 1 Language teacher • 1 Social studies teacher	Year 1 = Lower secondary
School 3 <i>CLIL since 2010</i>	• 2 Language teachers • 1 Social studies teacher	Years 1 and 2 = Lower secondary
School 4 <i>CLIL since 2004</i>	• 1 Language teacher • 2 Social studies teachers	Years 1 and 2 = Lower secondary
School 5 <i>CLIL since 2006</i>	(1) • 3 Language teachers • 1 History and Geography teacher	Years 3 and 4 = Mid-secondary
	(2) • 1 Language teacher • 1 History and Geography teacher	Year 3 = Mid-secondary

The practical organisation of the meetings with the dual-teams depended on the specific school settings and on the teachers' availabilities. Two of the five schools had a dedicated weekly meeting time and place incorporated in the CLIL staff's schedules. My meetings with those colleagues were thus held during those timetabled slots. For the other three schools, the meetings were held according to the participants' negotiated preference, which was mainly during lunch periods on dates chosen by them.

The participants were under no obligation to take part in the full extent of the practice-based inquiry project with me (cf. ethical considerations provided for in the *Research Participant Information Sheet* and *Research Participant Consent Form*, Appendices 1 and 2). Over the four to five month duration of this data collection tranche with the dual-teams (i.e. depending on the school between January and April-May 2012, which included Spring Break and concluded before the final exam period), some teachers' perseverance for participating waned. Their various reasons given for not pursuing to the end of the project can be interestingly connected to my analytical framework. I will come back to this in the next chapter. Among these, some were to do with health or family needs (maternity leave; illness; an operation; returning home during lunch to tend to young or sick children). Others cited regretting feeling too overextended in their other school duties to continue to meet. One teacher who had been asked to temporarily teach in the CLIL programme for that school year eventually admitted that her feelings of uncertainty about the future discouraged her

from continuing to meet with her dual-team colleagues. One other teacher's apparent reasons for withdrawing seemed to be due to long-standing interpersonal conflicts between her and a number of her colleagues. This is based on several people's comments and on my own observations, although she had not explicitly spoken with me about it.

The final individual follow-up interviews continued between June and August 2012, according to the teachers' preferences.

My interview stance throughout the meetings and individual professional conversations/interviews was *collaborative* and *interactive* (Tracy, 2013): although led by me, discussion was jointly created, so that we could ask questions of each other. This stance afforded the space for regular *member reflections* on their part to shape the data (Tracy, 2010; Tracy, 2013), for example in reaction to my reformulating and feeding back to them. Additionally, the teachers sometimes knew me (directly or indirectly) because of my years of varied roles within the CFWB context for developing CLIL, including that of teacher educator (cf. 3.2.2). Due to – or rather *thanks to* – this, the discussions occasionally took on characteristics of *pedagogical interviews*, where I could, in a sense, 'return the favour'. In other words,

[o]ne way in which researchers may give back is in the form of providing advice, education, and insight on a certain issue or topic. Pedagogical interviews not only ask participants for their viewpoints, but encourage researchers to offer expertise in the form of knowledge or emotional support. (Tracy, 2013, p. 142)

However, from the first meeting with the teachers, I communicated my assumption that, as professionals, they were the 'experts' of their own classrooms and learners. I insisted that in inviting them to be 'co-researchers' with me, my intention was for us to learn together and "work together at making Immersion CLIL-EMILE even more successful in the classroom" (cf. my *Note to 'Dual' teacher teams*, Appendix 5).

All six dual-teams generated rich and often animated discussion / professional conversation, as well as personal reflections. From all of these, the individual teachers 'produced' varying actual amounts of relevant data (i.e. in relation to the purposes of this study). Data from eleven Tranche One teachers are used and quoted in the analyses and findings. The six participants who are not quoted had taken part either generally or irregularly only in the group discussions / activities (e.g. 'Diamond 9'), but without having made distinguishable or

salient remarks picked up on the recordings. Of the six initial dual-teams, three in fact followed through to the end of the announced period of the project. Their respective foci chosen for collaboratively linking their language and subject-content courses with their learners were:

- Co-developing collaborative ‘team spirit’ and solidarity in the use of language amongst one class of Year 1 learners through co-ordinating cooperative pair- and group-work in the teachers’ separate lessons and through an interdisciplinary project;
- Collaboratively supporting efforts for the learners to actively use the language with one class of Year 2 learners through an approach incorporating learner self- and peer-assessment during the teachers’ separate lessons;
- Co-developing learning strategies and use for the language of and for History learning (Coyle et al., 2010) with one class of Year 4 learners in both the History and language lessons.

Over the course of this data collection tranche, several types of data were gathered. These included:

- My log of meetings and interviews (see Appendix 7) and my field notes;
- Various documents produced by some of the dual-teams’ practice-based inquiry (see Appendix 8 for examples from the ‘Diamond 9’ exercise: “A shared vision for CLIL”);
- Individual email correspondence, audio-messages or Skype instant messaging transcripts with updates and observations from some participants;
- Over 22 hours of audio-recordings in English with participating teachers: from most of the 22 collaborative group meetings (4 or 5 per school) and 15 individual conversations and/or interviews (including with two participants who had withdrawn from the collaborative meetings). (See Appendix 7)

All of the data files have been securely backed up and stored according to BERA and SERA guidelines, in compliance with the 1998 UK Data Protection Act (British Educational Research Association, 2011; Scottish Educational Research Association, 2005).

e) Data analysis decisions and process

According to Stake (1995, p. 71), “There is no particular moment when data analysis begins”. Data analysis has indeed been on-going, as an iterative “spiral” with many “loops” (Creswell, 2013, p. 182). It firstly involved organising and managing the voluminous and rich data. After the data collection period carried out in all five schools more or less simultaneously, I re-immersed myself in each school and dual-team’s specific contexts to acquire a holistic sense of the data. I re-listened to each respective series of meetings, discussions and final individual interviews per school/dual-team as a separate data set, one by one, and re-read the documents produced, along with my own notes.

From this ‘step-back’ overview, I decided to consider the audio-recordings themselves as the core data. The overview also helped me to “contemplate transcription choices” concerning further analysis of the audio-recorded data in relation to the goals of my research (Oliver, Serovich, & Mason, 2005, p. 1274). Transcription is viewed as “a process that is theoretical, selective, interpretive and representational” (Davidson, 2009, p. 37). There is “no universal transcription format that would be adequate for all types of qualitative data collection approaches, settings, or theoretical frameworks” (McLellan, MacQueen, & Neidig, 2003, p. 64). However, the body of methodology literature insists that it is essential for the trustworthiness of qualitative study to acknowledge and report transcription decisions. And as data can be analysed in many different ways, the specific aims of the research and methodological assumptions have implications for the form and content of transcripts. Quite different features of my data would be of analytic interest with other research objectives. For instance, had my objective been to undertake microgenetic analysis of potential change / professional learning, or else perhaps to look into specific communicational dynamics between dual-team members from a detailed conversation analysis (CA) perspective, other transcription strategies would have been required.

Hence keeping in mind my previously described research objectives and overall analytic rationale (cf. sections 3.2.1-3.2.5), I chose to begin by trialling the relevance of my initial coding scheme. I carried this out by myself since “[i]ntercoder reliability is only desirable when (more than one) researchers are claiming to code the data similarly” (Tracy, 2013, p. 236). To do so, I nearly fully transcribed (i.e. except for introductory or closing remarks, etc.)

into more or less denaturalized text (i.e. most like written form) one dual-team's complete set of recorded data, consisting of five group meetings and three individual interviews. This dual-team was chosen as a starting point for its particularly rich data from three participants of quite varied backgrounds, one of whose viewpoint was doubled by the fact that she worked in two different immersion-CLIL schools. I used "Dragon Naturally Speaking" speech recognition software to aid my transcription. This preliminary transcription of one data set and testing of the coding scheme also allowed me to determine the degree of transcription needed for continuing the data analysis process and for displaying the results.

Although my data collection was methodologically 'naturalistic' in that it was conducted *in situ* within the participants' school or home (when by email, phone or Skype) settings, I concluded that naturalistic transcription (i.e. most like oral speech) and verbatim/full transcription of all the recorded data were not necessary for my analytic purposes (Halcomb & Davidson, 2006). I decided that I would reduce and present the data by category for populating the model. This could be accomplished through strategic and selective transcription of relevant segments of the recordings, followed by manually coding them with the eleven categories and sub-categories of the coding scheme.

During this analytic process, I noted into a supplementary 'miscellaneous' category various observations and/or inductively emergent elements from the data which seemed to nuance the categories and their indicators. This was in view of enriching my model and its initial coding scheme. In addition, I purposefully colour highlighted chunks of data which exemplify contextual subtleties/particularities and/or aspects of interaction relating to the interplay of code categories. (See Appendix 9 for an example of initial transcription coding.)

Taking the resulting transcriptions from the meetings and interviews per school as data sets, I next organised and reduced the school's data onto twelve separate documents associated individually with the eleven sub-categories. Each respective sub-category served as the header, plus one 'miscellaneous'. (See Appendix 10 for an example of one school's reduced data from one sub-category.)

The subsequent series of twelve data documents per school could then be re-grouped. I collated each sub-category from all of the five schools for populating the model with relevant data. The data were then further reduced and structured into a display table

employing the same format as the modified coding scheme (cf. 3.2.5 and 4.1.1, Table 10). This was in such a way as to populate the model in relation to the categories, sub-categories and their indicators (both those drawn from the literature and emergent from the data). As I placed the data chunks accordingly, I coded each with positive (+) and/or negative (-) labels. These were chosen based on my interpretation of the connotation given by the speaker, for example as drawn from the context of the wider discussion. I deemed expressions as seeming positive in relation to the ascribed (sub)category and indicator(s) for example when stating a suggestion, proposal, positive desire or intention, etc. Conversely, they seemed negative when stating more of a frustration, dissatisfaction, complaint or a difficulty. At times data chunks contained bits of both. In those cases I labelled them either (+&-) or (-&+) depending on the order of the connotations in the chunk. Some seemed neutral and were thus labelled ($\pm$). The ensuing data display will be presented as part of the analyses and findings in Chapter 4 (see section 4.1.2 and Table 12).

Additionally, I devised a school and participant identity coding system in order to maintain confidentiality and anonymity, yet systematically label the sources of verbatim quotations used from the data. I numbered the schools from 1 to 5 in the same order as in Table 9 (cf. 3.2.6 d) and randomly numbered the eleven teachers who are quoted (going down the same order as their schools, they are from 1 to 11; see Appendix 11). In brackets, the identity codes situate the school (e.g. *S1*); whether the data is taken from a collaborative group meeeting (*GM*) and its number (e.g. *GM1*), or from an individual conversation or interview (*I*); the teacher number (e.g. *T1*); and whether the teacher is a subject-content or language teacher (*(ST)* or *(LT)*). For example, [*S1/GM1/T1(LT)*]. The same coding system was employed with Tranche Two data, with an additional code '*TF*' indicating any quotations translated from French where the interviews were carried out in French (see 3.2.7 b and c).

Finally, still with the same overall analytic rationale, I continued my pragmatic iterative approach to content analysis of the data from the displayed data table more inductively (cf. 3.2.5). The synergetic nature of the issues, factors and conditions found in the data led me to pursue a synthesising approach. I particularly focused on emergent connections and/or patterns of interaction amongst the indicators. I manually colour-coded, cut and grouped salient data interplay into "tabletop categories" (Tracy, 2013, p. 186). This then became the basis of doing 'tabletop' and actual mind-mapping, leading to interpretively designating five

synthesised *macro tendencies* emergent from the content (see 4.1.4). Indeed, as Tracy states (Ibid.), “manual cutting and pasting is still useful in today’s era of computers”. (See Appendix 12 for an example of mind-mapping establishing relationships from the data around the notion of *time*, linked to Macro tendency 3.)

The next sections discuss triangulation and describe Data Tranche Two decisions and procedures.

3.2.7 Auxiliary data: Data Tranche Two

The second data tranche of my study aimed to further triangulate the findings from Data Tranche One for answering the research questions as to how and why the development of collaboration between language and subject-content teachers is successful or otherwise (cf. 3.2.2). Use of triangular methods and techniques depends on the researcher’s philosophical stance and the purpose of the study (Cohen et al., 2007; Silverman & Marvasti, 2008). Working within a (social) constructivist framework views triangulation’s “utility in terms of adding a sense of richness and complexity to an inquiry” (Bryman, 2004, p. 1143) through allowing for “multiple or possibly diverse constructions of reality” (Golafshani, 2003, pp. 603-604). This is rather than a view seeking to minimize measurement biases, which “has been critiqued over the years by qualitative researchers for corresponding too closely to positivist notions of reliability and validity” (Rothbauer, 2008, p. 892. See also Cohen et al., 2007). Combining various methodological practices and perspectives thus aims to add “rigor, breadth complexity, richness and depth” (Denzin & Lincoln, 2011, p. 5) and, so doing, enhance confidence in the findings (Bryman, 2004).

Some authors refer to such practices with the notion of ‘crystallization’ to avoid the realism associated with the geographical term of ‘triangulation’ (Ellingson, 2009; Ellingson, 2011; Richardson, 1994; Richardson, 2000; Tracy, 2010; Tracy, 2013). I appreciate how the crystal metaphor imagines the multiple facets of crystals which reflect and refract with different colours, etc. As Tracy (2013, p. 237) explains:

Through crystallization, (...) researchers are encouraged to engage in multiple types of data collection, at multiple points in time, (eventually) with multiple co-researchers, in order to construct a multi-faceted, more complicated, and therefore more credible picture of the context.

In practice, triangulation/crystallization involves using approaches and sources of “different strengths, foci, and so forth, so that they can *complement* each other (...) [e]specially in studies about complex phenomena” (Meijer, Verloop, & Beijaard, 2002, p. 146). The procedure used in Tranche One (cf. 3.2.6 c) sought to triangulate within its approach in two ways:

- 1) by data source (or *time* and *space* triangulation: data collected from the same people, but at different times and from different places, i.e. their school and home settings); and
- 2) by overlapping method (or *methodological* triangulation: data collected through a combination of semi-structured and conversational group discussions, as well as individual interviews built into the action-orientated approach used with the teachers).

During the approximately five-month process of my working relationship with them, this allowed the Tranche One participants the opportunity to express themselves in the meetings with their colleagues, but also to convey private and candid reflections if they wished via distant contact, as well as through individual conversations and the final individual interviews. In all, this triangulated combination was “in order to gain a more complete picture of a participant perspective” (Rothbauer, 2008, p. 893).

a) Rationale for data collection

The schools involved in Tranche One represented a spread of schools with between one and eight years of experience offering CLIL provision (cf. 3.2.6 b). However, the various participant teachers’ experience teaching in the CLIL programmes was for the most part relatively limited. Among the 17 teachers who accepted to take part in my study and who persisted in the project, the majority had only two years’ experience or less teaching in the programmes (only two had five years’ experience or more), and most taught at lower-secondary level (Years 1 and 2). One dual-team taught at mid-secondary level (Years 3 and 4), but none were from upper-level Years 5 or 6 (the last years of secondary school). Consequently, for the second tranche of data collection I decided to pursue a double objective. First of all, I sought to expand the database in terms of the breadth of teachers’ experience teaching – and therefore potentially collaborating (or not) – in CLIL. Secondly, I

aimed to collect some upper-secondary CLIL subject-content and language teachers' perspectives.

b) Reporting: School selection, procedure, method, participants and process of data collection

For Tranche Two, I purposively selected two more 'experienced' schools for their likelihood of having in their teaching staff a varied combination of teachers involved in the CLIL programmes for more than two years and at different levels of secondary education. In both cases their CLIL programmes had been running, at the time, for eight years and had their third cohorts of learners completing the full six-year secondary cycle through CLIL. The choice of these particular schools also indirectly enlarged the geographic and linguistic aspects of the participant schools in the overall database (although this was not my primary objective): one school is located in the Brussels Capital Region with Dutch as its target CLIL language; the other is located in a small town at one extremity of Belgium with English its target language.

Thus, aiming to widen the diversity of the database, as justified in the last section, yet still without pre-determining who would participate, the invitation would remain open to all interested CLIL teachers from the two schools (cf. 3.2.6).

The data collection procedure and method used are as follows:

- 1) I contact the school's headteacher, present the study and receive authorization to come to visit the school and speak with the CLIL teachers. With him or her, we purposefully choose a day based on the school's course timetables when a variety of teachers from lower-, mid- and upper-secondary, and of mixed years' experience of teaching in the programme would be present.
- 2) Once at the schools and after briefly presenting the study to the teachers, I set up an interview schedule with a diverse series of volunteers present the days of my visits. The *Research Participant Information Sheet* and *Research Participant Consent Form* documents are used for obtaining their active consent (cf. Appendices 1 and 2).

- 3) The dates and times for individual interviews of approximately 30-45 minutes are organised at their convenience, by Skype or by telephone, according to their preference.
- 4) I conduct and audio-record the semi-structured interviews aided by an interview protocol to elicit data on perceptions and experience of teachers collaboration in CLIL (see Appendix 13).

In both of the selected schools, the headteachers readily agreed for their teachers to potentially participate in the study. From the two school visits, twelve teacher interviews were initially scheduled, six from each school. This balanced number came about by chance, as I had invited all of those met during my visits to take part. Two teachers from the first school and one from the second later requested to cancel for organisational reasons (difficulties and last minute unavailability due to the fact that it was close to the busy end of the school year exam period). All three insisted that they were willing to reschedule after the summer if it would be useful to me, however this was not necessary.

Although for this tranche the interviews were 'one-off' and semi-structured, my interview stance remained *collaborative/interactive* (Tracy, 2013) as during Tranche One discussions (cf. 3.2.6 d). I was open to any questions they had during the interview and I invited them to not hesitate to get back in touch with me if they had any further thoughts they wished to share afterwards.

A total of nine interviews were thus conducted (see Appendix 14). Five were from one school (conducted in English) and four from the other (conducted in French). All of the teachers interviewed had more than two years' experience teaching in the CLIL programme at their school. Five of the nine had five or more years' experience, two of whom had taught together in their school's programme all eight years of its existence. Four teachers taught at upper-secondary level, four at lower- to mid-secondary levels and one only at lower level. Similarly to Tranche One, the sampling randomly includes much diversity (cf. the overview of the teachers' profiles from both tranches in section 3.2.4 and see Appendix 3). All participants seemed openly engaged in the discussion with me, several preferring to continue past the agreed upon duration of the interview. Altogether, the interviews

represent slightly over 8 hours of audio-recordings. All files have been securely backed up and stored ethically along with the Tranche One data (cf. 3.2.6 d).

c) Data analysis decisions and process

Just as with Tranche One, the interviews generated rich data which could potentially be analysed in different ways. I began by first re-listening to the whole set of nine audio-recordings to gain a panorama of the data collected. Then, for my purposes of considering Tranche Two as complementary to – and building upon – the first (cf. 3.2.3), I decided to proceed with a strategic listening approach in order to focus on possible synergies with my conceptual framework and with the findings drawn from Tranche One data. This is in line with the general analytic rationale described previously for my theoretic model to serve as a tool giving priority to analysis (cf. 3.2.5). All the while, I continued to be attentive to potentially enriching or adapting the model, as well as nuancing the findings.

During this focused ‘trawling’ of the data, I noted observations and key messages from the interviewees and I transcribed relevant chunks of data in relation to the model and Tranche One findings. I have translated into English any French data quoted. These are designated accordingly as ‘TF’, ‘Translated from French’ at the end of the participant identity codes, employing the same identity coding system as with Tranche One data (for example: [S7/II/T19(ST)(TF)], cf. 3.2.6 e). The transcribed chunks were manually coded utilizing the theoretical model’s coding scheme which had been modified after its confrontation with Tranche One data (see later section 4.1.1, Table 10). Data from this tranche also further enhanced indicators towards the final coding scheme (see 4.2.1, Table 13).

In this way, I directly noted into the margins which interacting categories and sub-categories of the model were touched upon in the data and their links with the Tranche One findings. (See Appendix 15 for an example of transcribed and coded Tranche Two data chunks.) Hence, it was not necessary to repeat all of the same steps of Tranche One’s analytical process for organising, reducing and displaying the data to populate the model. This tranche’s analyses of its data were instead able to be more streamlined, ‘funnelled’ and focused through their having integrated and extended Tranche One’s analytic process as

part of my pragmatic iterative approach (cf. 3.2.5). Tranche Two analyses thus bring further illustration and nuances to the Tranche One findings using the model as a tool.

3.3 Conclusions to the chapter: A reflexive and iterative qualitative research process

This chapter has situated my philosophical stance as a researcher and has described the design decisions for the qualitative inquiry conducted. In concluding these, I wish to insist upon my own overall reflexive, analytic process as researcher throughout. Just as the process for constructing the conceptual framework in Chapter 2 had been highly iterative, so has been the analytic process during the case study carried out using the framework as a model. It has been a “spiral” with many “loops”, as referred to earlier (Creswell, 2013, p. 182).

While employing the abovementioned general analytic rationale (cf. 3.2.5), my process with the two data tranches has been aided by recurrently asking Srivastava and Hopwood’s (2009, p. 78) three “key questions”. The authors propose these as “A Practical Iterative Framework for Qualitative Data Analysis”:

- | | |
|--|---|
| Q1: What are the data telling me? | → Explicitly engaging with theoretical, subjective, ontological, epistemological and field understandings |
| Q2: What is it I want to know? | → According to research objectives, questions and theoretical points of interest |
| Q3: What is the dialectical relationship between what the data are telling me and what I want to know? | → Refining the focus and linking back to research questions |

Because of the richness and extensiveness of the data collected, Srivastava and Hopwood’s questions have provided a useful reminder. Not only have they helped for continually re-clarifying my focus (and avoiding becoming embroiled in masses of nonetheless interesting details), but also for refining insights in an on-going way.

As Hatch (2002, p. 148) aptly stated:

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns,

identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. It always involves what Wolcott calls “mindwork” (...) Researchers always engage their own intellectual capacities to make sense of qualitative data.

The resulting analyses of the data from each of the two tranches, along with different types of findings drawn from them will be the subject of the next chapter.

Chapter 4 Data, analyses and findings

The Research and design sections of the last chapter described and reported the case study's database collection in two tranches through a variety of methods, as well as the pragmatic iterative process involved in analysing its rich mosaic of perceptions and experience of language and subject-content teacher collaboration from all levels of secondary education.

Chapter 4 will now present the successive analyses of each data tranche.

The first part of the chapter pertains to Tranche One analyses. These produced findings of different types at two levels. On the one hand, the findings concern the model *itself* for its use with the data (adapting and populating it); on the other hand, analysis of the data with the model as a tool produced findings concerning the data's *content* (regarding micro realities and macro tendencies). Thereby, all for addressing the research questions, the findings presented are in relation to:

- 1) Adapting the model itself, the data having enriched its components and coding scheme of issues, factors and conditions underlying or influencing positively or negatively the development of CLIL teacher pedagogic collaboration;
- 2) Populating the model's components with data;
- 3) Using the model to illustrate interpreting data linked to some micro realities' interacting features about CLIL teacher pedagogic collaboration;
- 4) Using the model to consider *macro tendencies* emergent from the data about successful CLIL teacher pedagogic collaboration.

Tranche Two analyses and findings follow in the second part of the chapter in order to triangulate/crystallize, extend and build upon those from Tranche One.

4.1 Data Tranche One analyses and findings

4.1.1 Modifications made to the model's coding scheme

As stated previously, all six dual-teams generated rich data from both group discussion and individual reflection (cf. 3.2.6 e). Taking the data globally and confronting them with the

conceptual framework as a model allows me to firstly observe that all of the coding scheme's categories and sub-categories of influences to CLIL teacher pedagogic collaboration are in fact present and dynamically interactive. This will be elaborated upon more in the next sections.

But beforehand, and as part of the findings from the analytic process, the data have contributed to three sorts of modifications made to the model's coding scheme directly concerning the component elements of the model itself: (a) *creating one new category of influences to CLIL teacher pedagogic collaboration*; (b) *combining two existing sub-categories*; and (c) *adding numerous concepts which have emerged from the data as relevant indicators to the categories and sub-categories*.

a) Emergent category of influences: Current Life Factors

Many participants expressed difficulty with what one teacher termed "*juggling*" [S2/II/T4(ST)] (one of the emergent indicators) as a hindrance to successful collaboration. This is referring to managing not only 'inside school' but also 'outside school' priorities which they say can "*squeeze out*" [S5/GM4/T10(ST)] the time that the teachers do have or find to collaborate. The former has to do with priorities connected with the perception of mounting pressures from school duties, thus falling within the existing 'Organisational-Practical' category influencing the *opportunity* to collaborate (which will be further discussed later in sub-section 4.1.4 c)). These priorities include: immediate needs, such as reports, parent-teacher conferences ("*so many things going on*" [S3/II/T6(ST)]); even "*survival*" [S1/II/T2(ST)], as one person put it, from preparing one lesson to another (e.g. linked to the lack of CLIL materials available, therefore feeling the time-consuming need to search for, adapt or develop them on their own); plus other school projects which require their attention ("*...just too many things*" [S3/II/T6(ST)]).

However, the latter deals with 'outside school' priorities, in other words in relation to current 'life' influences beyond the school context which individual teachers have to deal with and which also impact being able to sustain their collaborative partnerships. As pointed out earlier, such influences as health or family needs effect availability as well as the amount of priority that an individual may feel he or she can give to collaborative efforts (cf. 3.2.6 d).

For example, some teachers participating in the dual-teams joint inquiry project felt required to scale back or withdraw their personal investment in the collaborative work and regretted not being able to “juggle” with it all. The literature reviewed had not explicitly stressed the impact of such influences and I have decided to add this aspect to my model. I propose to supplement the ‘extrinsic, contextual / situational’ categories with an emergent coding category for ‘Current Life Factors’ (LF) external to the school setting which impact the development of effective CLIL teacher collaborative pedagogic partnerships. These include health, family, and other ‘outside’ responsibilities, including other professional, effecting availability and priorities either temporarily or sustainably. This category, like an overarching layer adding another ‘lens’ (cf. 2.2.4), asks an additional key question from the teachers’ perspective: *What from life outside of school affects availability and priorities for collaboration?*

b) Combining two sub-categories of influences

Another modification made to the model’s coding scheme concerns the ‘Cultural Identity-Related’ sub-categories of influences to CLIL teacher pedagogic collaboration. I had described these in my theoretical development as three areas flowing from the socialization processes that shape (professional) identity development (cf. sections 2.2.8 a, b and c). The first area, related to the ‘Teachers’ sociocultural experiences as individuals, learners and teachers’ (CI-Re) seemed rather straightforward for coding purposes; this area is connected to the teachers’ diverse individual profiles, as already described anonymously via an ‘overview of the mosaic’ of participating teachers’ profiles in section 3.2.4 (see also Appendix 3). However, while coding the other two areas, ‘Teachers’ subject/specialty/project affiliations’ (CI-Rs) and ‘Teachers’ Discourses’ (CI-RD) guided by the indicators I had listed from the literature, I found that it was sometimes difficult to distinguish the two sub-categories in the data collected. Although it could be interesting to continue to collect more data targeting these categories separately and more deeply, I have instead opted, for the present purposes of my study, to combine these into one sub-category (CI-Rs/D). (I will come back to this in Chapter 6, among concluding suggestions for further research, cf. 6.3)

c) Numerous emergent indicators to the categories and sub-categories

During the coding process, the data often suggested further related concepts, properties and dimensions as pertinent indicators to the various issues, factors and conditions represented by the model's categories and sub-categories of influences. These emergent indicators have been added to the coding scheme in a parallel column (and written in italics) to supplement and enhance those drawn from the literature. The adapted coding scheme follows (Table 10).

Table 10: Adapted Coding Scheme after confrontation with Tranche One data

I. Coding for evidence of issues, factors and conditions underlying or influencing positively (+) or negatively (-) the development of CLIL teacher pedagogic collaboration (involving aspects of ownership, control, support, meaning of the collaboration within the professional setting)			
Coded ‘Layers’ of issues as categories (cf. 2.2.4-2.2.8) & Key questions suggested for the layers as ‘lenses’ from teachers’ perspectives	Coded Features of the ‘Layers’ as categories / sub-categories (cf. idem)	INDICATORS: Related concepts, properties and dimensions	
		1. Drawn from the <u>literature</u>	2. Emergent from the <u>data</u>
1) Extrinsic, Contextual / Situational			
LF (Category emergent from the data) CURRENT LIFE FACTORS external to the school setting What from life outside of school affects availability and priorities for collaboration?	LF (+) // (-) ‘Outside’ responsibilities currently effecting availability and priorities, thus impacting the development of effective CLIL teacher collaborative partnerships either temporarily or sustainably		- Health priorities - Family priorities - Other responsibilities outside of school(including other professional) - Juggling
(M)P-I (MICRO)POLITICAL-INSTITUTIONAL Who says we should collaborate? Whose agenda?	(M)P-I (+) // (-) Cascading from the political-institutional level and potentially influencing implementation at the school (micro) level	- Perception of being contrived (or not) - Mandated (or not) - External agenda (or not)	- Political-institutional support (e.g. policies, guidelines and financing) // lack of - (Micro)Political-institutional engagement // lack of - (Micro)Political-institutional expectations placed on CLIL teachers - (Micro)Political-institutional perceptions of CLIL and CLIL learners

O-P ORGANISATIONAL- PRACTICAL <i>Collaborate when and how?</i> - On whose time? - With what resources?	O-Pl (+) // (-) Compelling purpose and latitude for collaboration given on the part of the headteacher / administrators	- Hierarchical role	- Information provided by hierarchy (or not) - Hierarchical impetus and support // lack of - Hierarchical latitude given // interference
	O-Pt (+) // (-) Opportunity for collaboration (i.e. time)	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Scheduling / Timetabling challenges - Amount of time to be allotted - Frequency - Randomness of opportunity if not dedicated time - Juggling - It takes time (Temporal aspect of the processes)
	O-Pm (+) // (-) Material resources to support collaboration	- Discursive space (physical / material sense) // lack of	- Guidelines / Tools - Meeting room
	O-Pg (+) // (-) Guidance, assistance, training to support collaboration	- Continuing professional development // lack of - Network with other teachers // lack of - Guidance // lack of - Expectations of support	- Pedagogic Advisory and their understandings of CLIL - Informal support opportunities // lack of - Colleagues as support (or not) - Internet forum - Ombudsman
2) Intrinsic, Mind-set / Relational			
CS-M CULTURAL SENSE- MAKING <i>Why collaborate (and how)?</i>	CS-Mb (+) // (-) Valuing balanced teacher independence-interdependence in collaboration	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence - Sharing with reciprocity // lack of - Roles and responsibilities	- Reciprocity (in principle) AND reciprocation (in action) // lack of - Team teaching opportunities (informal) // lack of
	CS-Me (+) // (-) Valuing personal implication, engagement and commitment in collaboration	- Open-minded personal strength // lack of - (Professional) attitudes // lack of - Willingness // lack of - Trust // lack of - Flexibility // lack of	- It takes time (Processes of relationship building) - Communication // lack of

		- Effort // lack of - Expression of views // lack of - Dialogue // lack of - Negotiation // lack of - Nature of relationships - Interpersonal affinity // lack of - Power dynamics	
	CS-Mcl (+) // (-) Valuing the objectives / <u>c</u> ontent of the collaboration and the professional <u>l</u> earning from it	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Consensus building // lack of - Discussion of beliefs on the basis of trust // lack of - Identification of shared values - Towards co-construction // status quo - Sense of achievement // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo	- <i>Reflection / reflexivity // lack of</i> - <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Trying to find out (or not)</i> - <i>Potential multiplying effect // status quo</i>
CI-R <u>C</u><u>I</u><u>R</u><u>E</u><u>L</u><u>A</u><u>T</u><u>E</u><u>D</u> <i>Collaborate with whom (and how)?</i>	CI-Re (+) // (-) Teachers' sociocultural <u>e</u> xperiences as individuals, learners and teachers	- Personal history - Cultural background - Experiences	
	CI-Rs (+) // (-) Teachers' <u>s</u> ubject / speciality / project affiliations	- Open/Permeable // Closed disciplinary boundaries - (Inter)Disciplinary pedagogies / didactics - Inclusive // Exclusive-Balkanisation affiliation - Tribalism and traditions // Hybridity and plurality - Philosophical interpretation of 'good teaching' practice	- <i>I'm (not) a ... teacher</i>
	CI-RD (+) // (-) Teachers' <u>d</u> iscourses	- Ways of being and interacting - Tacit / Explicit knowledge - (Trans)Disciplinary affinity groups	- <i>Eyes to see // blind</i>

		- (Trans)Disciplinary engagement - Insiders // Outsiders - Sense of (not) belonging - (Trans)Disciplinary academic literacy discourses - Towards dual critical identity // singular	
II. Coding for data suggesting Integration Space processes: Spiral dynamic of interacting processes and factors within a negotiated discursive overlap which may be potentially and dialogically • Cultivating pedagogic understandings • Evolving, progressing in the effectiveness of the pedagogic collaboration • Co-constructing integration of content and language			
= Exemplar interaction of several codes touching upon, e.g. Understandings and characteristics of integration; Educational principles and practices; Academic literacy discourses			

4.1.2 Populating the model with data by category of influences

During the process of analysing and reducing the Tranche One data (cf. section 3.2.6 e), the same format as the modified coding scheme (i.e. Table 10) was utilized to structure data into a display table. In this manner, data are coherently reduced to populate the model's categories, sub-categories and their various indicators drawn from the literature and emergent from the data. All of these components are represented in the mixed data from the five schools (even if some components more than others). Although it is lengthy and dense, the resultant data display presents a logically organised, whilst wide-ranging view (see Table 12). It offers a vista from the data for apprehending the complexity and dynamic of aspects and processes influencing positively and/or negatively the development of effective CLIL teacher pedagogic collaboration. Importantly, the data give voice to the participant-teachers in conjunction with these influences. However, a few preliminary explanations may be helpful to guide the reader through the extensive table.

Firstly, quoted data chunks are labelled as having been interpreted from the speaker's context as invoking either positive (+) / negative (-), or both (+&-) / (-&+), or else neutral ($\pm$) connotations with regard to the attributed (sub)category and indicator(s) (see section 3.2.6 e). Underlined words in the data chunks had been stressed orally (e.g. by higher intonation or volume) by the speaker quoted. All quotations are verbatim in English except for words in parentheses that I have added for clarity.

Secondly, emboldened words or phrases in the displayed data chunks relate to the indicators attributed for those data. The selected indicators are listed in the column second column, to the right of the quoted data. Indicators drawn from the literature are in normal type and those emergent from the data are in italics.

Thirdly, the final column of the table collects various descriptive remarks and/or emphasises links among interacting (sub)categories. Such links can also include connections made to 'Discursive overlap' and 'Integration Space' interacting processes (cf. section 2.4).

To illustrate, Table 11 presents an example of data extracted from the 'CS-M' ('Cultural Sense-making') category of 'Intrinsic, Mind-set / Relational' type factors, and specifically

from the 'CS-Mcl' ('Valuing the objectives / content and the professional learning from it') sub-category.

Table 11: Example of displayed data from Tranche One

Coded Features of the 'Layers' as categories / sub-categories with data	INDICATORS: Related concepts, properties and dimensions 1. Drawn from the <u>literature</u> 2. <i>Emergent from the data</i>	Remarks and links among interacting (sub)categories, including connections to discursive overlap → 'INTEGRATION SPACE
CS-Mcl <u>Valuing the objectives / content of the collaboration and the professional learning from it</u>		
(+) I think experience will be needed. I mean if (<i>name subject colleague</i>) and I collaborate, so a team of two, it's easy to deal with. And if we have results, we could show the results to the other teachers. It would be proof that it works – that it's interesting to collaborate. Then if it's shown, well maybe the others will be even more interested to do the same. [S5/II/T9(LT)]	- <i>It takes time (Processes of developing understandings and professional learning)</i> - Sense of achievement // status quo - <i>Potential multiplying effect // status quo</i>	→ INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) → !!Equation: Time to progress + Achievement => Multiplying effect

Fourthly, data chunks frequently contain data pertaining to more than one sub-category. This highlights the intricate nature of the data. In those cases, the chunks may be repeated elsewhere, however with different words or phrases emboldened to nuance such interactive links with the appropriate indicators of that sub-category.

Finally, the data chunks within each sub-category have been loosely grouped by indicator types (cf. the table's second column).

Following the data display, extended analytic commentary could be made in order to sequentially describe in detail each populated sub-category with its selected data and attributed indicators. However, in keeping with my overall analytic rationale and pragmatic iterative approach to content analysis, I have instead chosen as more appropriate a synthesising approach (cf. 3.2.5 and 3.2.6 e). Therefore, after presenting the populated elements of the model in Table 12, continuing Tranche One analysis and findings shall glean some significant tendencies from the content of the data and use of the model related to successful pedagogic collaboration.

Table 12: Tranche One data display: Populating the model with data by category of influences

Coding for evidence of issues, factors and conditions underlying or influencing the development of CLIL teacher collaboration positively (+) or negatively (-) (involving aspects of ownership, control, support, meaning)		
Coded Features of the 'Layers' as categories / sub-categories with data	INDICATORS: Related concepts, properties and dimensions 3. Drawn from the <u>literature</u> 4. Emergent from the <u>data</u>	Remarks and links among interacting (sub)categories, including connections to discursive overlap → 'INTEGRATION SPACE'
1) Extrinsic, Contextual / Situational		
LF (Category emergent from the data) CURRENT LIFE FACTORS external to the school setting		
• Maternity leave • Illness • Medical operation • Returning home during lunch to tend to young or sick children • Double career: part-time teaching and part-time other employment (outside of education) • Teaching part-time in two different schools	- Health priorities - Family priorities - Other responsibilities outside of school (including other professional) - Juggling	
(M)P-I (MICRO)POLITICAL-INSTITUTIONAL		
• (+) Remark that the Ministry should provide guidelines to schools and finance time for CLIL teachers to collaborate: (We need) official guidelines. (...) The best solution is to ask the CFWB to pay us for one or two hours a week of collaboration! (Laughs) [S5/II/T9(LT)]	- Mandated (or not) - Political-institutional support (e.g. policies, guidelines and financing) // lack of	- Linked to O-Pt/g/m(-) - Expectations of support - Implications for the 'mandate' to be clearer and coherently supported
• (-) We're advancing and at the same time trying to find out the best way to advance. There's no real handbook, so to speak. [S3/II/T6(ST)]	- Political-institutional support (e.g. policies guidelines and financing) // lack of	- Linked to CS-Mcl - Trying to find out

• (-) <i>RE legal implications for considering a joint identity of language and subject-content teachers as both 'immersion' teachers:</i> By law we're not. They want us to (both) be ('immersion' teachers), but then they separate us. They say that you have to follow the same language program (curriculum) as the other classes that are not in immersion. That is a barrier. It definitely hinders things. Before they had inspectors come in and mess things around, the language teachers did go a bit further and give more difficult books to read. Yet the inspectors came and said why are you doing this? They tell you 'do it' and then they tell you '<u>don't</u> do it'. In immersion (the learners) need it, so the language teachers <u>do</u> pull them further, they <u>do</u> give them more difficult books to read, they <u>do</u> encourage them, they <u>do</u> insist on more grammar points from what I understood. But when the inspector comes there are lots of things they hide. They say, 'We're not going to show this to the woman because she's going to tell us off again'. So they are doing all those things but at the same time they feel uncomfortable about it. I'm not a language teacher but I'm just saying this from what I hear. [S4/II/T8(ST)]	- Institutional coherence // incoherence	- Linked to CI-Rs/D(-) - Tension due to lack of coherence RE extending the MFL curriculum to meet the learners' needs in CLIL
• (+) <i>RE a new CLIL project:</i> The headteacher made very clear when he hired me that I had some extra pressure on my shoulders. (...) Nobody believed in the project except him, so I really have to make it work. It's a new project in the school and I really have the headteacher behind me. [S2/II/T4(ST)]	- (Micro)Political-institutional expectations placed on CLIL teachers	- Linked to O-Pl(+/-) - Expectations to 'make it work'!
• (-) <i>RE headteacher:</i> He doesn't engage in the project. (...) He wants all his teachers to do something but he never does anything (to support the CLIL project). I think that's why (<i>name language colleague</i>) didn't want to get involved.(...) [S4/II/T8(ST)] • <i>RE the annual CLIL staff meetings organised by the headteacher:</i> It's rubbish. Just to come and sit and listen to (the headteacher) giving figures: 'We had so many students this year we have so many last year', blah, blah. Okay, I know those. Then let's <u>do</u> something. Let's have a constructive discussion. What am I doing here? They talk and just give those figures and then some people complain 'we don't have material'; 'we don't have books'; 'I want to make colour photocopies'. And 'Mrs. Y is organizing the trip to blah, and Mrs. Z is organizing the trip to blah', and this and that. And then that's it! And so were going to conclude. So far nothing has really come out of it. Once I even asked (the headteacher) 'What's the point of this? Is it because it's written somewhere in the official document that you have to have this kind of annual 'pedagogic coordination' meeting so that you can write up a report to be able to say how the school is investing in immersion?' But he never really gives answers. (...) I want to know how we can improve things! [S4/II/T8(ST)]	- (Micro)Political-institutional engagement // lack of - External agenda (or not)	- Linked to O-Pl(-)
• (-) <i>RE the perceptions of colleagues who do not teach in the CLIL project:</i> I've had a lot of discussion with colleagues from the higher years (...) I always have a very hard time explaining that my class is normal, it's like the others – there's no selection. It's not a question of being clever or not, it's a question of wanting to work or not. So even a student who is average or weak can do well in immersion. (...) They say 'What? You have problems in <u>your</u> class?' Yes, I do! It's a normal class! [S2/II/T4(ST)]	- (Micro)Political-institutional perceptions of CLIL and CLIL learners	

(-) The (other) teachers think that because it's the immersion class it's the 'crème de la crème' and it's the best of the best and that it's just an easy job. [S1/GM1/T3(ST)]	- (Micro)Political-institutional perceptions of CLIL and CLIL learners	
O-P ORGANISATIONAL-PRACTICAL: O-PI Compelling purpose and latitude for collaboration		
<i>RE impact of latitude given during a weekly scheduled time slot dedicated to coordination:</i> (+) T5: Sometimes (at first) we were like, 'what are we going to talk about?' But we always found something to say and always found time to compare our lessons and see where we were going, each of us. T4: It is very, very useful. [S2/GM1/T4(ST)&T5(LT)]	- Information provided (or not) by hierarchy - Hierarchical latitude given // interference	- Linked to CS-Mcl(+)
<i>RE latitude for organising "ourselves":</i> (+) I think the best thing to do is to be organised, first in our own class and then to organise everybody. At least the general idea of where we are going, and then have some meetings to discuss together to be confident, to understand that we're doing something good and to help us continue. [S1/II/T1(LT)]	- Hierarchical latitude given // interference	
(+) If we get along, we don't need a meeting (to be organised for us). I get along with (<i>name language colleague</i>) and I don't need a meeting with her (organised by the headteacher). I can come anytime to meet her and tell her ideas, something that wasn't good or what was really good. That's not a problem. The thing is, with someone with whom you don't get along you don't do that stuff. You don't take the time to say anything even during lunch. So maybe you need formal help and assessment for that. [S1/II/T2(ST)]	- Hierarchical latitude given // interference	- Linked to CS-Me(+) and O-Pg
(+) The headteacher made very clear when he hired me that I had some extra pressure on my shoulders. (...) Nobody believed in the project except him, so I really have to make it work. It's a new project in the school and I really have the headteacher behind me. [S2/II/T4(ST)]	- Hierarchical impetus and support // lack of	- Linked to (M)P-I
(-) He doesn't engage in the project. (...) He wants all his teachers to do something but he never does anything (to support the CLIL project). I think that's why (<i>name language colleague</i>) didn't want to get involved. (...) [S4/II/T8(ST)]	- Hierarchical impetus and support // lack of	- Linked to (M)P-I - Lack of involvement
(-) It's rubbish. Just to come and sit and listen to (the headteacher) giving figures: 'We had so many students this year we have so many last year', blah, blah. Okay, I know those. Then let's <u>do</u> something. Let's have a constructive discussion. What am I doing here? They talk and just give those figures and then some people complain 'we don't have material', 'we don't have books', 'I want to make colour photocopies'... And 'Mrs. Y is organizing the trip to blah, and Mrs. Z is organizing the trip to blah', and this and that. And then that's it. And so were going to conclude. So far nothing has really come out of it. Once I even asked (the headteacher) 'What's the point of this? Is it because it's written somewhere in the official document that you have to have this kind of annual 'pedagogic coordination' meeting so that you can write up a report to be able to say how the school is investing in immersion?' But he never really gives answers. (...) I want to know how we can improve things. [S4/II/T8(ST)]	- Hierarchical role - Information provided (or not) by hierarchy - Hierarchical impetus and support // lack of	- Linked to (M)P-I

(+) But maybe one way is to ask the headmaster to schedule a meeting time which is, well not compulsory, but when it is organized by the headmaster it is official, and then you come to the meeting and the ideas are shared. [S5/II/T9(LT)]	- Hierarchical role	
O-Pt <u>Opportunity for collaboration</u>		
(+) Oh it (should be) easy (for the administrators) to make time. We could ask for one period of coordination. The coordination periods are there. (The administrators) could give you that, it's not an issue. They would just have to think at what time of day during the working schedule. We have tried (to ask for a coordination period) but it was not answered (...) But maybe if there are more of us asking, the two or three subject teachers that we are now plus the three English teachers that's a lot more people and we might get something. [S4/II/T8(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of - <i>Scheduling challenges</i>	- Request for time to be allotted
(+&-) [W]hen they create the schedules, they should create an hour in our schedules to meet. Because then it would be in our schedules so we wouldn't have the choice. So... But (I know) it's difficult (for the administrators) because – I'm a language teacher, so we are the worst ones for creating our schedules. Because language teachers have different groups (i.e. sub-groups from different classes). This year we've got one group for each year level, so it's really difficult (for them) to prepare our schedules. I can understand it's difficult to put an hour in our schedule to meet and to discuss about immersion. [S1/GM4/T1(LT)]	- Dedicated, sustained time // lack of - <i>Scheduling challenges</i>	
(-&+) It could be motivating (to have a dedicated time and place to meet and collaborate). It could somehow set things in motion; it would give momentum to (our collaborative efforts). For some it would be important to feel that the administration would support it. Because we lack time and we can't even sit down and work things out (...) I'm thinking that if I had the classroom and I had the coordination period, even I myself would be motivated and maybe others seeing my motivation and others' motivation and they would be drawn in, 'Let's get involved!' Contagious in the positive way... [S4/II/T8(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Linked to (M)P-I(+) and CS-Mcl(+) - Motivating! → <i>Potential multiplying effect // status quo</i>
(+) We had one hour, one free hour together, one free period when we could work together. And that was in our schedules. It was put 'Coordination pédagogique', so we were there to <u>work</u> together. It was not one free period that by chance was at the same time. It was there for us to <u>work</u> together. [S2/II/T4(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Linked to O-Pl(+)
(+) We do that in (my other school), we have an hour a week to work together and that's good. Sometimes we wonder what we're going to do, but most of the time it's really good. [S1/GM1/T3(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Linked to O-Pl(+)

(+) Having the ‘concertation’, having this one hour, I mean even if it’s just that one hour, it is so crucial every week. Little by little just to be able to say to <u>whomever</u> your (CLIL) colleagues are, ‘Okay, I’ve done this. What do you think?’ ‘Have you seen this? I’ve seen it, how did they do?’ ‘What did they think about it? Did they accept it?’ ‘Did they learn it? Did the assimilate it?’ ‘Can I go on? Can I go forward?’ ‘Can I do this?’ ‘Yeah, but don’t go too quickly. Don’t go too much in-depth.’ Having that one hour is so, so, so important. [S3/II/T6(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Linked to CS-Mcl - Discursive space (in terms of the content of interaction) // lack of - Subject-Content teacher perspective → INTEGRATION SPACE
(+) I think you have to have a (dedicated) moment, you know, and unfortunately that’s not always the case. Having like an hour when you can really discuss with (<i>name 1 language colleague</i>) and (<i>name 2 language colleague</i>) and with <u>whomever</u> (your colleagues are) to find out ‘how...?’ And to be able to say, ‘I had a problem in this area, how can I overcome it? What do you suggest?’ [S3/II/T6(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Linked to CS-Mb/ cl team as support
(-) [W]e don’t (discuss and collaborate more) because we don’t have the time: I want to have an hour in my schedule to meet other teachers and share ideas. Because we always think about that but we don’t take the time because it’s not in our schedule. We have our lunch time or the break and then we have some (free) hours but we decide to work for ourselves. But I think if it’s in the schedule it would be easier and if we’d have a <u>room</u> for just an hour... Even if it’s just once a month or once every two weeks... I know how I can be, so I think it’s necessary for me to have that in my schedule. [S1/GM1/T1(LT)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of - Frequency	- Linked to O-Pm(-)
(-) And we need to fix an hour because really – I know myself. If I don’t have a (dedicated) hour, I don’t do anything because I’m just having lunch or I stay the classroom to work so I can’t see other people then.(...) When teachers have more than one hour off they leave school. They go home or go shopping, or something else but they leave the school. So, I think it’s important to fix an hour. [S1/GM1/T1(LT)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	
<i>RE Reflecting after an interdisciplinary project :</i> (-) It would have been more effective if we had had (even) <u>more time together</u>. Because I’m working in two schools, I’m always passing by. I’m not often staying (there at the school). It’s always really quickly that we do stuff between two other things. The 50 minutes we have on Wednesdays just goes by quick, quick, quick, quick and then I’m just passing by. It’s just like this. When I go to school I’m just doing quickly what I have to do, then ‘puff!’ [S2/GM4(5b)/T4(ST)]	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of - Amount of time to be allotted - Juggling	- Linked to LF → Tension due to ‘juggling’ from teaching in two schools
(+) I think it’s really important to discuss and to take the time to think and to have the correct questions (to be able to improve). (...) We don’t need to do that every week, but at least after a few months to have a meeting (...) to be able to say ‘Yeah, I did that in my course. What did you do? Do you need something for the next chapter? Do we need to work on that? (...) Several times a year. [S1/II/T1(LT)]	- Discursive space (temporal sense) // lack of - Frequency	- Linked to CS-Me/cl(+) and CI-Rs/D(+) - Discursive space (in terms of the content of interaction) + Reflection / reflexivity // lack of - Language teacher perspective → INTEGRATION

		SPACE
(+) Having the opportunity to meet once in a while would be great! Even if it's during lunch time. But not just the break or during the morning (when we arrive at school) because that's quite hard. But just at least having lunch together and knowing that once every two weeks we can share ideas – that would be great! And I think maybe it would be nice to have an actual meeting once a month, even for just half an hour. [S1/II/T2(ST)]	- Frequency	
(-) The first year we did (CLIL), we didn't have that one hour. And it was always like trying to find each other during lunch. And (<i>name language colleague</i>) teaches in second, third and fourth years, so his lunch times don't correspond with the Years 1 and 2's lunch time so it was always by sending messages. And sometimes we made mistakes and some of the kids were like, 'Wait a minute...!' So, that was sometimes a problem. I don't know if we're going to be able to have (the timetabled hour to collaborate) next year, though. That's a big question, a big challenge. [S3/II/T6(ST)]	- Randomness of opportunity if not dedicated time - Scheduling challenges	
(-) We don't have any hours (in our schedules to meet), so it means we would need to come earlier or (stay) later and that's not something we really want to do. So that's why really as a team of three of us, we never did that. We need to fix an hour! (Because otherwise) [w]e don't take the time... (to meet). [S1/GM4/T2(ST)]	- Randomness of opportunity if not dedicated time	- Linked to CS-Me(-)
<i>RE Part-time subject colleague:</i> (-) T2: We never have lunch together (as a reason supporting not having a "good connection") T1: I never see her. We never have an hour to work with her to help her and tell her 'well, you could try this...' We never have any hours together to help her and discuss with her. We never have the time for that. [S1/GM4/T1(LT)&T2(ST)]	- Randomness of opportunity if not dedicated time	
(-&+) [I]t's really difficult to organize everything. But I really would like to work on that part and to share that with my colleagues. And I need to prepare something like a notebook to be prepared with that for my students and then share it with my colleagues. Because it's always easy to say, 'Yeah, we will do that...' Here's my list. Here's what I'm doing at the moment...' But we don't take the time to sit and to discuss correctly, seriously... I really have to work on that, me and my colleagues. But especially <u>me</u> because I'm not really good at that because I don't take the time. I just don't take the time and I just think 'I will do that later' and then later and then later and then later. So I really have to work on that. Well, I'm organized with my classes. But I'm not organized with all the things I need to do outside my (own) classes, you know what I mean? So I really have to work on that I already have a notebook system with my students, but this year it didn't work well because I wasn't severe enough with my students. So I really have to be organized and be <u>good</u> with that next year: with my students and with my colleagues. When I will be able to do that with the vocabulary part I will be able to be organized and share everything with my colleagues. But it's really important to take the time and sit down. And that's what we need for next year, to schedule an hour all together and to discuss that. It's always difficult. We always have good ideas and then we don't do them because we say 'later, later, later...'. So I think that's the main problem: taking the time. [S1/II/T1(LT)]	- Randomness of opportunity if not dedicated time - Juggling	- Expression of intentions ('next year') - Linked to CS-Mcl (+) - Reflection / reflexivity = to continue to improve → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)

• (-) I think the fact that I was in two schools and that I was always leaving to get there and then leaving to come back here and always having to juggle with everything... Juggling, so it was really difficult to find (time). When we were in the school, we wanted to do what we had to do... We didn't take the time to meet... And we didn't make the time for each other. We didn't try very hard. [S1/II/T3(ST)]	- <i>Scheduling challenges</i> - <i>Juggling</i>	- Linked to LF and CS-Mb/e(-)
• (-) I'm a little sceptical because I know how much time I need to prepare both trips to England. I've been doing that for 20 years now and I know that that takes time. We're going to sell pens and waffles... [S3/GM3/T7(LT)]	- <i>Juggling</i>	- Inside school priorities
• (-) [O]f course we had so many things going on with regards to London, so (working together) was not always one of the top priorities, unfortunately. [S3/II/T6(ST)]	- <i>Juggling</i>	- Inside school priorities
• (-) Simply in terms of planning, it's not so easy to do, I find. I don't know a very long time in advance when exactly I shall be doing what because there are always lessons disappearing and lessons being obstructed by one or another insignificant thing and then you find yourself a week later (having to adapt your planning)... That squeezes out time and makes cooperation difficult, as well, I find... [S5/GM4/T10(ST)]	- <i>Juggling</i>	- Linked to CS-Mcl(-) - School related priorities and changes that impede upon lessons
• (-) We normally talk a lot more than this, but these few last weeks she'd been ill again and I was very busy. And we had all the report cards which (requires) running around. We were doing other stuff. We'd been working on the report cards together, so we were spending a lot of time together, but for that. And then we were working on the parent-teacher meetings, and then... So (our pedagogic collaboration project) was still in our heads but we didn't talk about it much. [S2/GM4/T4(ST)]	- <i>Juggling</i>	- Linked to LF + School related priorities hindering effective collaboration
• (+) That's the kind of thing we could do once a month – have a preview of the next lesson and see that together. Yes, that could be the kind of thing we could do. (...) Yes, that's the same thing that we had said like with the vocabulary. I think we can do that now because everything is almost ready for my course. It's not something that I could have done when I started and when I was making a sheet for the next day... It wasn't possible at that time. When you start in immersion that's not something..., it's survival! You don't have time to think about (collaborating with the language colleague)! You just need something ready in your subject, so that's what (you) think about. But for sure after a few years you can take the time and change things and make it easier for the (learners) to understand. And I think (<i>name language colleague</i>) would do that. [S1/II/T2(ST)]	- <i>Frequency</i> - <i>It takes time (Temporal aspect of the processes)</i>	- Linked to CS-Mcl(+) - <i>Reflection / reflexivity</i> - → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Tension RE time to progress in 1) self-effectiveness 2) collaborative effectiveness

• (-) Even the hour, it's not sufficient! I think we need time. I think we really need to have the <u>experience</u> in giving the course for perhaps a couple years to really know what really works and what doesn't work. But in terms of difficulties there are lots of difficulties. You don't know how the students are going to react to the material or how the going to assimilate it. You know I've programmed something and then it doesn't work and you have to go back. And review it. That's one of the problems. What we program and what we set is not always what happens. It doesn't always reflect the reality. So you said something and we try to stick to it, but we can't. [S3/II/T6(ST)]	- Amount of time to be allotted - It takes time (Temporal aspect of the processes)	- Linked to C-M-cl(-) - It takes time (Processes of developing understandings and professional learning) → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Time to progress
• (-) It takes time. At the beginning it takes time. It takes time to see and to think about ourselves, and then afterwards to be in relation with other colleagues. It takes time and it's not easy... [S1/II/T1(LT)]	- It takes time (Temporal aspect of the processes)	- Linked to CS-Me It takes time (Processes of relationship building) → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Time to progress + build relationships
• (-&+) I think one of our issues that we have to really set up the program, set up what we're doing and decide what we're trying to do. And then once everything set up, come back to the basics of trying to find out – because we're trying to do too many things at the same time, I think that's the problem, trying to do too many things at the same time. We're advancing and at the same time trying to find out the best way to advance. There's no real handbook, so to speak. And I think that now we've done year one and year two, so we have an idea of what we're doing. So I hope that next year (...) getting back to really trying to find out the basics of how they are communicating, what their difficulties are with regards to communication that will be one of the – or it should be anyway – one of the most important things that we will have to deal with. And this year we didn't really get that, it wasn't really one of the things on the table because they were so many other things that were necessary to get out of the way. So I think it was difficult this year with regards to organization, with regards to making sure everything goes well. There were just too many things, I think. We didn't really get that. That wasn't really unfortunately one of the priorities. (...) And we know that certain things will need to be changed... [S3/II/T6(ST)]	- It takes time (Temporal aspect of the processes) - Juggling	- Linked to CS-Mcl - Trying to find out - It takes time (Processes of developing understandings and professional learning) - Expression of intentions ('next year') RE making adaptations following the experience → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Time to progress

(+) Maybe with time we will feel how each other, how the other is working by starting to know each other better. (= Referring to a subject colleague) [S5/GM4/T9(LT)]	- It takes time (Temporal aspect of the processes)	- Linked to CS-Me It takes time (Processes of relationship building) → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Time to progress
O-Pm <u>Material resources to support collaboration</u>		
(-) But I think if it's in the schedule it would be easier and if we'd have a room for just an hour... [S1/GM1/T1(LT)]	- Discursive space (physical / material sense) // lack of - Meeting room // lack of	- Linked to O-Pt(-)
(+) At school "S2": big dedicated classroom and total flexibility for its use with the learners and a set room for the teachers' weekly 'coordination' meeting (+) At school "S3": a small meeting room is usually available for their weekly 'coordination' meeting	- Discursive space (physical / material sense) // lack of - Meeting room // lack of	
(+) Remark that the Ministry should provide guidelines to schools and finance time for CLIL teachers to collaborate: (We need) official guidelines. (...) The best solution is to ask the CFWB to pay us for one or two hours a week of collaboration! (Laughs) [S5/II/T9(LT)]	- Guidelines / Tools // lack of	- Linked to (M)P-I(-) and O-Pt/g/m(-) - Expectations of support
(-) We're advancing and at the same time trying to find out the best way to advance. There's no real handbook, so to speak. [S3/II/T6(ST)]	- Guidelines / Tools // lack of	- Linked to (M)P-I(-) and O-Pt/g/m(-) - Expectations of support
O-Pg <u>Training, assistance, guidance to support collaboration</u>		
(-) (We need) a bit of fresh air! This (research project) is going to help a lot because we have been suffocating in there somehow after, it's the eighth year now. People have just joined in along the way and everybody gets busy to do this and that and then parents and then this programme and that programme. Everybody's just been going on and on about it with it, without getting any help from outside from anywhere. [S4/II/T8(ST)]	- Guidance // lack of	
(+) <i>RE discussing CLIL together with me:</i> It's good because you have experience (in CLIL) I don't have (...) and even (a Pedagogic Advisor for Social studies) doesn't have, you know from a practical point of view what works and what doesn't. It's not with judging eyes. (...) Well, I'm talking to you as if I was talking to a priest. It's like that. I'm saying everything. [S1/II/T3(ST)]	- Guidance // lack of - Expectations of support	

• (-) We've tried (...) What else can we do? I was kind of hoping <u>you</u> would be full of ideas! (<i>laughs</i>) [S2/GM3/T4(ST)]	- Guidance // lack of - Expectations of support	
• (-&+) The thing is, with someone with whom you don't get along you don't do that stuff. You don't take the time to say anything even during lunch. So maybe you need formal help and assessment for that. [S1/II/T2(ST)]	- Guidance // lack of - <i>Ombudsman</i> - Expectations of support	- Linked to O-Pt(-) and CS-Me(-)
• (-) If something is to be worked on, perhaps we need somebody come from the outside, like have an Ombudsman come in. Whatever is there is precious enough and I won't do anything to harm it. [S4/II/T8(ST)]	- Guidance // lack of - <i>Ombudsman</i>	- Linked to CS-Me(-)
• (+) When we went to training in August (before beginning the CLIL), (the Pedagogic Advisors) told us that it is very important that we work together. So then: we worked <u>together</u> (from the start)! They told us it was very important. (...) In training, (<i>name language colleague</i>) was with (a Pedagogic Advisor for Languages) and I was with (a Pedagogic Advisor for Social studies) and we were told the same thing, basically: that we had to work <u>together</u>. And we wanted to make sure that (<i>name language colleague</i>)'s (role as the language teacher) was as important as (my role as subject-content teacher). [S2/II/T4(ST)]	- Continuing professional development // lack of - <i>Pedagogic Advisory and their understandings of CLIL</i>	- Linked to CI-Rs/D(+)
• (-) In science, when I first met a Pedagogic Advisor for Science last year, she said, by introducing herself – I don't remember her name – 'I'm the one replacing the one who was there before, and she dumped immersion on me. It meant everything! It means 'Don't bother me! Don't bother me, I have to deal with you but really that's...' How do you...? I don't even <u>want</u> to ask her a question! She's wasn't someone open... She's maybe a good Pedagogic Advisor, but that's just not how you present yourself when you're in a meeting with 10 science teachers who are in immersion. I think that was really disappointing, too. [S1/GM4/T2(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i>	
• (+&-) (The Pedagogic Advisor for Social studies) is a magician. She's great! She's wonderful. I think (<i>name</i>) wasn't as happy with (the Pedagogic Advisor for Languages) because she had very, very precise questions but she received very, very vague answers. I don't think it went as well. [S2/II/T4(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i>	- Linked to CI-Rs/D(+)
• (+) <i>RE needing feedback and reassurance about how her learners are advancing in the subject-content course, especially in comparison to her French-speaking colleagues' learners:</i> (The Pedagogic Advisor for Social studies) got an email from me at the beginning of the year (because) I was panicking. It was very good to have somebody to reassure you, like, 'That's fine. They don't have to know everything from the book. You have to select stuff'. [S2/II/T4(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i>	
• (+) Having that sort of (way of working together for integrating language and content) to understand, for example, I'm doing this for the moment. I'm going to look at these kinds of terminologies, this type of vocabulary. And make sure if we could to aim to (connect and) repeat it in some ways, and if we could have the same structures to use. That was really, really important. We had that discussion even with (name) – with the Pedagogic Advisor – making sure that we're in line with what we're doing. It's really, really, really important to not go too fast and to not confuse (the learners). Because there are so many things that they are seeing from all sides that you don't want to overwhelm them. And of course with the grammar side. I tried to as keep away from the grammar element and tried to keep it as simple as possible (in the social studies course). [S3/II/T6(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i>	- Linked to CS-Mcl + CS-Mb(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION

(+) Well we have tried to set up a little bit of a coordinated program with regard to what we see – with (Pedagogic Advisors for Social studies and for Languages together), and myself, and with (<i>name 1</i>) and (<i>name 2 language teacher colleagues</i>). (<i>Talks about efforts to coordinate their courses.</i>) [S3/II/T6(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i>	- Linked to CS-Mcl + CS-Mb(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION
(+) <i>RE participating in an inter-school work group with a subject-content Pedagogic Advisor and other teachers in CLIL (teaching through Dutch or English) where they are developing units for the course and combining into a package in both languages that will be shared with new teachers in the future:</i> It's very useful! Sharing, plus being able to bring materials to others and say 'Look, I did this, is it right?' And (the Pedagogic Advisor for Social studies) is very encouraging and says, 'Yes, it's wonderful. Great!' It was very good. (...) It's good to have someone you can ask. It's very good to have someone to ask. [S2/II/T4(ST)]	- Network with other teachers // lack of - <i>Pedagogic Advisory and their understandings of CLIL</i>	
(+) I think that a good solution (to the lack of materials in CLIL in science) would be to work more with Pedagogic Advisors and build a sort of data base (with other teachers). [S1/GM4/T2(ST)]	- <i>Pedagogic Advisory and their understandings of CLIL</i> - Network with other teachers // lack of	
(+) It doesn't need to be with the Pedagogic Advisor, but at least with people who want to share and could share what they have and receive feedback, and so on. Otherwise we're just alone in our school. (...) But how do we get in connection...? (...) That's something that I think would be interesting to have – to have some kind of a network (...) to be in relation with other teachers in other schools... What do you do alone in your school? How do you interact? How do you change stuff? You need to have that. That's really important. [S1/GM4/T2(ST)]	- Network with other teachers // lack of - <i>Informal support opportunities // lack of</i>	
(+) Maybe just by analysing what they did... Because sometimes when I talk about myself, I'm too (self-critical): 'I'm doing nothing... It's too difficult... I can't see any positive results...' But it's important to just take the time... and discuss with the colleagues, and also with other people from other schools by meeting them by doing a 'formation' (CPD session) about immersion or just by registering in a forum. [S1/II/T1(LT)]	- <i>Informal support opportunities // lack of</i> - <i>Internet forum</i> - Continuing professional development // lack of	- Linked to CS-Mcl(+) <i>Reflection / reflexivity</i> to continue to improve → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)

(+) At the beginning the ‘formation’ (CPD session) helped me a lot because I didn’t know what to do and I didn’t realize what the immersion programme was. I had to go to different ‘formations’ and it helped me a lot. I met different people... There are I think a lot of people who would like the possibility to discuss on the Internet, because it’s the easiest way to do that. I think especially at the beginning to have an idea – it really helped me to meet other teachers who’ve been in a programme for many years and to discuss with the (headteacher), too, because he came with me in the beginning and then afterwards I went with my colleagues. That really helped me. (...) And maybe next year I will try to go back (to participate in inter-school CPD) and talk to other people. At this time, I’m still in the beginning of the programme, you know, and I’m still wondering about my students and I’m still wondering about my methods. So I’m thinking and asking for advice, too, of course – because I don’t have all the answers... I’ve been talking and I go on the internet checking and looking for some ideas. It’s really important. [S1/II/T1(LT)]	- Continuing professional development // lack of - Internet forum - Informal support opportunities // lack of	- Linked to CS-Me(+) - Linked to O-Pl (+) - Hierarchical impetus and support // lack of
(+) Having like an hour when you can really discuss with (<i>name 1</i>) and (<i>name 2 language colleagues</i>) and with whomever (your CLIL colleagues are) to find out ‘how...?’ And to be able to say, ‘I had a problem in this area, how can I overcome it? What do you suggest?...’ [S3/II/T6(ST)] - I ask my (French-speaking) colleagues, the other two who teach Social studies (in the traditional classes) and say, ‘Look, I had this difficulty. How did you do it? Did your kids have problems in French? Or is it just a problem in English? Or is it just a problem with maybe the way I’m teaching it?’ It can be a number of things. (<i>Name 3 French-speaking subject colleague</i>), for example, is my reference teacher with regard to the course in French and he might say, ‘Well even in French this is a problem’. And then, good! I’m reassured. So then I can ask, ‘So how do you deal with it?’ Having that input, those comments even from teachers from outside of immersion for me, anyway, it’s really helpful. [S3/II/T6(ST)]	- Informal support opportunities // lack of - Colleagues as support (or not)	- Linked to O-Pt(+) and CS-Mb(+) - RE both CLIL and ‘non-CLIL’ colleagues / team as a source of support
2) Intrinsic, Mind-set / Relational		
CS-M CULTURAL SENSE-MAKING: CS-Mb <u>Valuing balanced teacher independence-interdependence in collaboration</u>		
(-) This year I thought I would really help and would do something to help her start, and I thought it would be great to have interaction (...) for example ‘I found this document’ and I thought that’s what we would do. And I thought ‘great I will have someone’, but that’s not how it worked. [S1/GM4/T2(ST)]	- Teamwork and complementarity // Individuality and/or privacy	
(-) We were never very much of a team. We don’t get on very well, I don’t know. It’s not working very well between us. I hope for them it’s going to work better with the new teacher (next year). But it never really started to go well. We speak. We share work. But we’re not really a team. Maybe (<i>name 1 subject colleague</i>) and (<i>name 2 language colleague</i>) together work well. But with me, it never worked. [S1/II/T3(ST)]	- Teamwork and complementarity // Individuality and/or privacy	- Linked to CS-Me(-)

• (-) [M]ost of the teachers like working on their own. And it's difficult to go further than, 'Yeah, I've got <u>my</u> class (for English)...'. But I <u>need</u> to think further because there's English class, Social studies class, Science class, and we've all got connections. Maybe it's difficult for the teachers to think 'Yeah, it's not just <u>me</u> and <u>my</u> course; it's <u>everything</u>'. So maybe it's the problem. And it's true, I like working on my own. I don't mind giving some documents and helping my colleagues, but I'm not asking for... Well when I've got a big problem I go and asked for some help, but I like working on my own. So maybe that's one of the problems, <u>that</u>: not taking the time. [S1/II/T1(LT)]	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence	- Not taking the time...
• (+) T4: We've been working very much as a team since the beginning (...) We are a good team and work well together. T5: Yes, that's right! [S2/GM1/T4(ST)&T5(LT)]	- Teamwork and complementarity // Individuality and/or privacy	
• (+) We never thought of working independently. We always thought we were there together (...) It was always obvious for us that we were in this together. (...) It was always quite obvious that she would see what they needed to (be able to) communicate with me about what I wanted to teach them. [S2/II/T4(ST)]	- Teamwork and complementarity // Individuality and/or privacy	- Linked to CS-Me/cl(+) - Subject-content teacher perspective
• (+) For the students, knowing that we are a team and that talking to me is like talking to her, and talking to her is like talking to me. And we agree on the same things and on the same rules. It's good to know. (<i>From time to time they team-taught the class side by side on their own initiative within their timetables.</i>) [S2/II/T4(ST)]	- Teamwork and complementarity // Individuality and/or privacy - <i>Team teaching opportunities (informal)</i>	
• (+) We need to show (the learners) that it's a common project. They need to know that the three of us are working on it. (...) They need to <u>feel</u> that we work together. We need to <u>show</u> them it's a common project. [S1/GM2/T3(ST)]	- Teamwork and complementarity // Individuality and/or privacy	- Linked to CS-Mcl(+)
• (+) T9: Maybe one thing that would be powerful would be the fact that the students know that we are together- T11: A team... T9: We are a team with the same goals and we would try to reach them in each course. And that's the same rule in each (CLIL) course. T11: Yeah... T9: It's powerful, I think. Because, yes, 'With Mr. X we do this and it's not the same'. But if we can agree on something that all together we believe it, it's more powerful for the students. [S5/GM1/T9(LT)&T11(LT)]	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence	- Linked to CS-Mcl(+)

(+) T9: So it's time to work together (...) We understand what the goals are but we have to work together! T10: Yeah, and fix something! [S5/GM3/T9(LT)&T10(ST)]	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence	- Linked to CS-Mcl(+)
(+) <i>Proposing during dual team joint inquiry project:</i> I might be able to do the charter. Because if one of us does the charter and then we put it in the classroom it's done and there for everybody, isn't it? [S1/GM2/T3(ST)]	- Interaction of in/interdependence	
(+) I say (to the students) 'I know you've seen that (e.g. grammatical point) with Miss (name language colleague). She told me, so I know you can use it.' [S2/GM3/T4(ST)]	- Interaction of in/interdependence	
(-) Sometimes (collaboration with colleagues) works, sometimes it doesn't. But why...? That's an interesting question. When (<i>name subject colleague</i>) came last May because she knew she would be here in September, I gave her everything I had in Social studies for the first two sequences until January. And I explained what I was doing and showed her the school and so on and I told her because Social studies is not my specialty, I told her, 'It's far from perfect, so then you can share what you do and so on once you begin'. But I never received anything. [S1/GM4/T2(ST)]	- Sharing with reciprocity // lack of - <i>Reciprocity (in principle) AND reciprocation (in action) // lack of</i>	- Reciprocity & reciprocation allow for trust to develop, which allows for a 'good' relationship
(-) Even (some of) the French (speaking) teachers are not really ready to share. I think a lot of teachers are really narrow-minded and think, 'I did my stuff, don't touch my stuff; it's mine'. But here I have to say with (<i>name subject colleague</i>) that I was disappointed because I knew how hard it was to do it from scratch and that to build something in immersion is not easy. Because I was just there a year and I was glad to have a colleague in her as someone who could share and correct me because she has better training in Social studies than me. So I've been disappointed. I gave everything and I had nothing in return. (...), I asked her once or twice but then that's it, I stopped. But that's not... I mean we will have other teachers like that in language and Science, it will be like that because it's just a personality thing. It's not related to immersion. [S1/GM4/T2(ST)]	- Sharing with reciprocity // lack of - <i>Reciprocity (in principle) AND reciprocation (in action) // lack of</i>	- Linked to CS-Me(-)
(-) <i>RE working with new colleague(s):</i> [W]hat can we do to avoid that next year? And I don't have the answer, I don't know. I still want to help, but at the same time it needs to be the same situation both ways. It cannot always be one way and not the other way around. I think that it needs to be back and forth. [S1/GM4/T2(ST)]	- <i>Reciprocity (in principle) AND reciprocation (in action) // lack of</i>	- Linked to CS-Me(+)
(+) I think to establish a good relationship with the colleagues is really important. And when you're new, you have to show them that you're not like, 'Give me everything, but I won't give you anything'. (...) So the (French-speaking) science teachers trusted you and wanted to work with you and now you've got a good relationship with them. So it's like something logical. And I've got the same relationship with my colleagues from Dutch and English language lessons. [S1/GM4/T1(LT)]	- Sharing with reciprocity // lack of - <i>Reciprocity (in principle) AND reciprocation (in action) // lack of</i>	- Linked to CS-Me(+) + CI-Rs/D - Reciprocity & Reciprocation → trust

(+) Being a teacher in immersion means lots of enthusiasm, a lot of work, a lot, lot, <u>lots</u> of work. (...) You have to really <u>love</u> teaching and you have to be creative to find other ways to explain, other ways to make it work. And you have to <u>share</u> a lot because we are all lost, all the immersion teachers, we are all lost in our little worlds. We share <u>more</u> than the other teachers. (...) Because we have to! Otherwise if you do everything alone you're going to die! It's just too much hard work. [S2/II/T4(ST)]	- Sharing with reciprocity // lack of - Interaction of in/interdependence	- Sharing → survival
(+) I don't think there are specific characteristics that you should have or not have (to be able to collaborate successfully). But for sure, the <u>sharing</u> part is the most important. (...) For me that's really the key to work together. And for me the key for that is really to <u>share</u> what you have and to be <u>open</u> and ready to <u>discuss</u> and to <u>exchange</u> ideas and preparations, and so on. [S1/II/T2(ST)]	- Sharing with reciprocity // lack of	- Linked to CS-Me(+)
(+) Is it easier if in History you pick a topic, or you just follow your course, and I am aware of it and (<i>name language colleague</i>) is aware of it and we could, I could play with the language, with the terms you want them to use, okay, you want the students to use? I can add images, definitions and talk about that. We focus on the language and then you can see if after two, three, four hours if the conclusion is positive – if they use more accurate key words. If they are more accurate. You see what I mean? [S5/GM3/T9(LT)]	- Roles and responsibilities	- Linked to CS-Me (+) - Negotiation - Linked to CS-Mcl(+) - and CI-Rs/D(+) - Language teacher perspective
(+) It was always quite obvious that (<i>name language colleague</i>) would deal with the (general) vocabulary that they needed. Like if I take the (Social studies theme of) circulation and transportation, she would see streets, left/right, etc., stuff around (building up) to the specific vocabulary they needed for Social studies. So the idea was for her to make them able to communicate with me about what I wanted to teach them. That was the idea. She was trying to make them able to communicate with me about what I wanted to teach them which was then more specialized. [S2/II/T4(ST)]	- Roles and responsibilities - Interaction of in/interdependence	- Subject-content teacher perspective
(+) I imagine the language teacher's role more like setting the foundation, making sure the grammar and the structures are there and are logical, whereas I'm giving extras, I'm putting the tiles and the accessories onto the house. But (<i>my language colleague</i>) is setting the foundation so that they understand better (...) And I'm adding all of the different accessories. There's so many things that we look at in Social studies in terms of a lot of vocabulary and we use a lot of different structures that (<i>name language colleague</i>) has to look at. Like comparing, for example we're comparing different historical periods, we're comparing cities, we're comparing all kinds of different things that we look at and (<i>name language colleague</i>) is the one that has to set it up, so to speak so that they can understand. If they haven't seen the comparative for example, I can't compare Paleolithic with Neolithic, if they don't have the structures there if they don't have that foundation coming from (<i>name language colleague</i>), then I can't reinforce it. I'm reinforcing and adding, but onto what? Onto what they've seen to a certain extent, even though I'm bringing in new elements, new vocabulary and a lot of visual elements that I'm bringing in. They need to have the visual support I think not just that literal and explaining support. It is especially in Year 1 that they have the most problems. If I bring in certain things before they've seen it, then they become confused. And I don't want them to be confused. I don't want that extra tension, that extra difficulty. What they're seeing in my course is not easy and I don't want to make it even more complex because of and not being able to access it. [S3/II/T6(ST)]	- Roles and responsibilities - Interaction of in/interdependence	- Linked to CS-Mcl - Discursive space (in terms of the content of the collaboration) for coordinating complementarity of roles + building Trans/Disciplinary academic literacy discourse - Subject-content teacher perspective → INTEGRATION SPACE

(+) Well I think as the language teacher, my role is really important. First of all, for the students: to help them to understand quickly as possible the other courses, the other subjects. And also with my colleagues: to help them to... not to prepare their course, but to help them to know what I'm studying each year and help them to talk to the students, not 'correctly' but just have a few ideas and also see myself as a reference for my students regarding the grammar and vocabulary and different structures and everything. My role is important <u>only</u> if I <u>discuss</u> with my colleagues and if I organize all my lessons and everything correctly and also if I <u>discuss</u> with my students, and if at the end of the year I take the time to analyse what I did, what my students did, also what my colleagues did to improve myself for the next year. So that's how I see my role in that. [S1/II/T1(LT)]	- Roles and responsibilities - Teamwork and complementarity // - Individuality and/or privacy	- Linked to CS-Mcl(+) + CI-Rs/D(+) - <i>Reflection / reflexivity</i> - Discursive space (in terms of the content of interaction) + Trans/Disciplinary academic literacy discourses - Language teacher perspective → INTEGRATION SPACE
CS-Me <u>Valuing personal implication, engagement and commitment in collaboration</u>		
(-) I think that the other teachers are scared, or frightened because if they change something they don't know how much time it will take (to participate in the collaborative project) (...and that it) might make them work even more than before. That's a fear. (...) It's the willingness of the colleagues. They know about all that we're doing. They know it exists. But maybe one way (to encourage more collaboration) is to ask the headmaster to schedule a meeting which is, well not compulsory, but when it is organized by the headmaster it is official, and then you come to the meeting and the ideas are shared. [S5/II/T9(LT)]	- Willingness // lack of	- Linked to O-Pt(-) and O-Pl(+) → fear of change and the time required for collaboration
(-) When we were in the school, we wanted to do what we had to do... We didn't take the time to meet... And we didn't make the time for each other. We didn't try very hard. [S1/II/T3(ST)]	- Willingness // lack of - Effort // lack of	- Linked to O-Pt(-)
(-) I think people don't like changing. So we need to change our (personal) attitude regarding that, but it's difficult and of course it takes time – we need to figure that out (for developing collaboration) as quickly as possible. But it's a problem of (personal) attitude I suppose. We always think that we're doing something good (on our own) and that it's okay, we'll (work together with our colleagues) later. [S1/II/T1(LT)]	- Open-minded personal strength // - lack of - Willingness // lack of - (Professional) attitudes // lack of - Effort // lack of - <i>It takes time (Processes of relationship building)</i>	- (Personal) attitude! → needs to be changed - Personal responsibility
(-) It takes time. At the beginning it takes time. It takes time to see and to think about ourselves, and then afterwards to be in relation with other colleagues. It takes time and it's not easy... [S1/II/T1(LT)]	<i>It takes time (Processes of relationship building)</i>	→ INTEGRATION SPACE – TOWARDS EFFECTIVENESS - Time to progress + build relationships

(-) <i>RE one colleague with whom it is challenging to collaborate:</i> But do we really have something in common? Because I never seem to <u>really</u> have a class in common with the one of the two language teachers (with whom I share learners); we're never talking about the same people it seems. It's always 'Yes, but with <u>me</u>...', 'Yes, but during <u>my</u> class it's a different'. With (<i>name 1 language colleague</i>) we share and we know the learners – if I say, 'I've got this with this learner' she says, 'Yeah, me too, I know'... The other (language colleague's) response I get is, 'Oh <u>really</u>?...'. If something is to be worked on, perhaps we need somebody come from the outside, like have an Ombudsman come in. Whatever is there is precious enough and I won't do anything to harm it. But I think a lot of it has to do with personality. As I say, I am the way I am so I guess they are the way they are. There's a lot to do with personality and attitude. The way the cocktail mixes in a sense and maybe keeping appearances. [S4/II/T8(ST)]	- Nature of relationships - Interpersonal affinity // lack of - Expression of views // lack of - Open-minded personal strength // lack of - Willingness // lack of	- Linked to O-Pg(+) - Comparing relationships → issue of collaborating with different colleagues in multiple partnerships
(-) We were never very much of a team. We don't get on very well, I don't know. It's not working very well between us. I hope for them it's going to work better with the new teacher (next year). But it never really started to go well. We speak. We share work. But we're not really a team. Maybe (<i>name subject colleague</i>) and (<i>name language colleague</i>) together work well. But with me, it never worked. [S1/II/T3(ST)]	- Nature of relationships - Interpersonal affinity // lack of	- Linked to CS-Mb(-) - Comparing relationships
(-) I think the problem was just a problem of people; it wasn't a problem of organisation or anything. The problem was that I'm very creative and a little mad. And (<i>name subject colleague</i>) is really serious and everything has to be square. And so when we try to work together it just clashes, it doesn't go. (...) And it's not better to be creative or better to be square – it's just different. And it just doesn't go together. And even if we make efforts... We tried to work together, but we just drive each other mad. (<i>Laughs</i>) [S1/II/T3(ST)]	- Nature of relationships - Interpersonal affinity // lack of	
(+&-) T1: It's difficult because the personalities are really important when we talk about that (...) So, we need to be honest at the beginning: 'I can give you my work. I can help you, but if you don't give me something back or if you don't share something with me I will stop'. But it's a bit difficult to say that at the beginning of the year. The new person's going to think: 'Who is <u>she</u>??' T2: But just asking for help first, maybe that's how it starts. 'I need help...' (...) I think the first thing will be there, to ask for help. That's how I started (with my French-speaking Science colleague): 'I need help'. I tried alone at first. Then I asked, 'This is what I think I'm going to do for the first chapter, but what should I do for the second chapter?' And she answered my question and after a few emails sent me her lessons and by then I was already halfway through my lessons so I sent her what I had prepared, even if it was in English. It's just a way you 'feel' about that. I hate it when they send me something and I have nothing to send back. When I don't have time to prepare, I can take theirs and I can translate what they do. I don't like to do that (too often) but sometimes I don't have the choice or it seems ok like that. But I hate that because I think it seems that I take advantage of them and just not give anything back in return. But I know they don't take it like that. And sometimes it goes more the other way around. There are probably some persons that don't mind that – it's how you 'feel', attitude. Sometimes the French-speaking teachers aren't really good (at collaborating) either. Last year I asked for help and I had to beg and beg to finally have one worksheet. And I sent something in return and they never said 'thank you'. So, it's disappointing. But that's how some teachers are. [S1/GM4/T1(LT)&T2(ST)]	- Nature of relationships - Interpersonal affinity // lack of - Dialogue // lack of - <i>Communication</i> // lack of - Negotiation // lack of - (Professional) attitudes // lack of	- Attitude!

• (+&-) And in immersion is already hard, and you need to put effort in that, I think, to try to build connections, well to share what you do, to be able to construct and to build something really interesting and good for the students, I think. But, well, not everyone is like that. [S1/GM4/T2(ST)]	- Effort // lack of - Nature of the relationships	- Linked to CS-Mb(+) - Effort!
• (+) We don't really need an hour (every week) but we need to have a good connection. Of course a part of (the issue has to do with) personality, but with my two Science colleagues one is older, one is younger. I would not hang out with my older colleague (outside of school) but still we have a very fine relationship regarding Science and the subject we teach and we can share everything, so what I want to say is that we don't need to be close friends to have a good relationship to work together. And we don't need an hour each week. We can do that by email... [S1/GM4/T2(ST)]	- Nature of relationships - Interpersonal affinity // lack of	- Linked to CS-Mcl(+) - Professional relationship more important than time
• (+) For me, the most important thing is really something that has to do with who you are, and how you are, and how you can be friends even if it's not friendship we're talking about, but that's important. The relationship with someone is really important. You need to (make effort), for me that's really the most important. Because if you don't have any affinity with someone it's not going to be easy to work together and try to make things move. So the thing that works really well with (<i>name language colleague</i>) is that. Even if we are not close friends, I know I can tell her stuff and the other way around that she can tell me, 'Oh you know, there you didn't use the correct words'. (...) For me that is really something that is personal. That's who she is and that's who I am, and we can get along together and make it work for the students. But that's not easy to define. It's also not easy either to find a new colleague. (...) I don't think there are specific characteristics that you should have or not have. But for sure, the <u>sharing</u> part is the most important. (...) For me that's really the key to work together. And for me the key for that is really to share what you have and to be open and ready to discuss and to exchange ideas and preparations, and so on. [S1/II/T2(ST)]	- Nature of relationships - Interpersonal affinity // lack of - Effort // lack of - Dialogue // lack of - Communication // lack of - Trust // lack of - Negotiation // lack of	- Linked to CS-Mb(+)
• (+) Maybe one factor in the collaboration is that you feel that your colleague is not, and you yourself are not judging one another in your work. If I'm wrong using something (<i>name subject colleague</i>) could tell me and I wouldn't be annoyed, or shy. And maybe I can suggest something to (<i>name subject colleague</i>). No fear to show what you were doing. Even if you're trying something and you're not sure 100%, showing everything, feeling at ease and knowing that you're not judged by the colleague. Even though I don't want to feel so, sometimes I hesitate when I explain to my colleagues because it's a natural feeling to wonder what the colleague is going to think. [S5/II/T9(LT)]	- Open-minded personal strength // lack of - Willingness // lack of - Trust // lack of	
• (+) Both of us are motivated to do something together. [S5/II/T10(ST)]	- Open-minded personal strength // lack of - Willingness // lack of - (Professional) attitudes // lack of	
• (+) Being open, that's a real keyword. Being <u>open</u>. When it's the case, well it's easy to collaborate. I feel that there is a good feeling with (<i>name subject colleague</i>). Even if because of the schedules we don't meet every day and so on. But when taking the time and talking with him it's really interesting to collaborate. (<i>He hadn't known him very well before this project</i>). [S5/II/T9(LT)]	- Open-minded personal strength // lack of - Willingness // lack of	

(+) We never thought of working independently. We always thought we were there together (...) It was always obvious for us that we were in this together. (...) It was always quite obvious that she would see what they needed to (be able to) communicate with me about what I wanted to teach them. [S2/II/T4(ST)]	- (Professional) attitudes // lack of	- Linked to CS-Mb/cl(+) - Subject-content teacher perspective
<i>RE what characterizes a successful language and content teacher collaborative partnership:</i> (+) T1 & T2 (<i>Simultaneously</i>) Communication... T1: 'Remise en question' (= <i>questioning, reflecting</i>)... And regarding what she had said, I agree with her (about reciprocal sharing). Not: 'I give that and you don't give anything...' And asking myself 'Am I my doing right as a teacher? Is it logical?' And if I work with someone I need to give time... T2: Ask for help... (& T1 repeats) T2: For example, if I teach something and see it doesn't work because of the English just ask, 'Well (<i>name – T1</i>), can you see that text in class before? And, if you have seen something in an exercise for example where they need the 'comparatif', well, maybe ask me so that I can do something in science to compare stuff'. Just ask. That would be a great thing because if you don't ask you're really working on your own, I think. (...) That's I think with talking. And you can ask... You can see (as you go). I think that's how you build it: Just to have feedback. Not just say what you're going to do and (think) it's going to work (automatically). No, you've got to exchange. T1: Yes, it has to grow. (...) It takes time. (...) It takes time; I just want to say that. It takes time. T2: (...) I really think when you start you need time. You can't start and be ready to build something together. Even if someone is my best friend and we start this kind of project, even with the friendship already established I don't think you can have the relationship that builds the immersion integration of language and content together. It takes at least two; maybe not three years, but two, I think. One to think at the end what you should have done because you don't do it when you start because you're doing everything else but not thinking about the relationship you can have together. And then the second year to really put it into place together and see how it works – and then you adapt and correct and try to make it better. But I think you need at least two years to have something that can work and you need to see how you can adapt according to your partner. Because maybe if it wasn't (<i>name – T1</i>) (...) another teacher would say, 'Oh no, that's not how I work'... And I'd have to find another way to deal with it. It takes time. It takes time to understand the other's needs and what you can ask and what we cannot ask because it may be too much. (...) It takes time... T1: (<i>Repeats</i>) It takes time. [S1/GM4/T1(LT)&T2(ST)]	- Dialogue // lack of - Communication // lack of - Negotiation // lack of - Willingness // lack of - Expression of views // lack of - Flexibility // lack of - Communication // lack of - It takes time (<i>Processes of relationship building</i>)	- Linked to CS-Mcl(+) - Reflection / reflexivity + - It takes time (<i>Processes of developing understandings and professional learning</i>) → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)
(+) Maybe with time we will feel how each other, how the other is working by starting to know each other better. [S5/GM4/T9(LT)]	- It takes time (<i>Processes of relationship building</i>)	→ INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) - Time to progress in effectiveness + relationship building

CS-Mcl <u>Valuing the objectives / content of the collaboration and the professional learning from it</u>		
RE what characterizes a successful language and content teacher collaborative partnership: (+) T1 & T2 (Simultaneously) Communication... T1: 'Remise en question' (= questioning, reflecting) ... And regarding what she had said, I agree with her (about sharing): Not, 'I give you that and you don't give anything...' And asking myself, 'Am I my doing right as a teacher? Is it logical?' And if I work with someone I need to give time... [S1/GM4/T1(LT)&T2(ST)]	- Reflection / reflexivity // lack of → TOWARDS EFFECTIVENESS - It takes time (Processes of developing understandings and professional learning)	- Linked to CS-Me(+)
(+) T10: We just need to start, we just need to start! T9: To take the lead! It's important to start even if it's awkward or weird. We're asking ourselves good questions... - T10: I'm all in favour with trying things out as we go. [S5/GM4/T9(LT)&T10(ST)]	- Reflection / reflexivity // lack of	
(+) We need to show them that it's a common project. They need to know that the three of us are working on it. (...) They need to feel that we work together. We need to <u>show</u> them it's a common project. [S1/GM2/T3(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Consensus building // lack of	- Linked to CS-Mb(+) → INTEGRATION SPACE
(+) T9: Maybe one thing that would be powerful would be the fact that the students know that we are together – T11: A team... T9: We are a team with the same goals and we would try to reach them in each course. And that's the same rule in each (CLIL) course. T11: Yeah... (...) T9: It's powerful, I think. Because, yes, 'With Mr. X we do this and it's not the same'. But if we can agree on something that all together we believe in, it's more powerful for the students. [S5/GM1/T9(LT)&T11(LT)]	- Discursive space (in terms of the content of interaction) // lack of - Identification of shared values // lack of - Discussion of beliefs on the basis of trust // lack of	- Linked to CS-Mb(+) → INTEGRATION SPACE
(+) T2: I think that for (the learners) it's great to feel that we are <u>connected</u> by that. Before they felt like they were different subjects and that nothing was linking everything together. This links everything together. (...) T3: And it reinforces us as teachers, because we know that they can't bullshit us. For example if they say that, 'Oh, no, Mrs. X didn't say that', I can say, 'I <u>know</u> what she said!' [S1/GM3/T2(ST)&T3(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Towards co-construction // status quo	→ INTEGRATION SPACE

(+) With regards to setting up anything with Social studies and the two (colleagues) during the English course, we had to discuss and to touch base to find out what I was doing (in Social studies Years 1 and 2), what (<i>name 1 language colleague</i>) was doing (in Year 2 English), what (<i>name 2 language colleague</i>) was doing (in Year 1 English). Having that sort of (way of working) to understand, for example, ‘I’m doing this for the moment. I’m going to look at these kinds of terminologies, this type of vocabulary’. And make sure if we could aim to (connect and) repeat it in some ways, and if we could have the same structures to use. That was really, really important. [S3/II/T6(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Consensus building // status quo	- Linked to CS-Mb(+) and CI-Rs/D(+) - Complementarity in roles → INTEGRATION SPACE
(+) Well I think as the language teacher, my role is really important. First of all, for the students: to help them to understand as quickly as possible the other courses, the other subjects. And also with my colleagues: to help them to... Not to prepare their course, but to help them to know what I’m studying each year and help them to talk to the students, not ‘correctly’ but just have a few ideas and also see myself as a reference for my students regarding the grammar and vocabulary and different structures and everything... My role is important <u>only</u> if I <u>discuss</u> with my colleagues and if I organize all my lessons and everything correctly and also if I <u>discuss</u> with my students, and if at the end of the year I take the time to analyse what I did, what my students did, also what my colleagues did to improve myself for the next year. So that’s how I see my role in that. [S1/II/T1(LT)]	- Discursive space (in terms of the content of interaction) // lack of - <i>Reflection / reflexivity</i> // lack of	- Linked to CS-Mb(+) and CI-Rs/D(+) - Trans/Disciplinary academic literacy discourses - Language teacher perspective → INTEGRATION SPACE
(+) I imagine the language teacher’s role more like setting the foundation, making sure the grammar and the structures are there and are logical, whereas I’m giving extras, I’m putting the tiles and the accessories onto the house. But (<i>name – my language colleague</i>) is setting the foundation so that they understand better (...) And I’m adding all of the different accessories. There’s so many things that we look at in Social studies in terms of a lot of vocabulary and we use a lot of different structures that (<i>name language colleague</i>) has to look at. Like comparing, for example we’re comparing different historical periods, we’re comparing cities, we’re comparing all kinds of different things that we look at and (<i>name language colleague</i>) is the one that has to set it up, so to speak so that they can understand. If they haven’t seen the comparative for example, I can’t compare Paleolithic with Neolithic, if they don’t have the structures there if they don’t have that foundation coming from (<i>name language colleague</i>), then I can’t reinforce it. I’m reinforcing and adding, but onto what? Onto what they’ve seen to a certain extent, even though I’m bringing in new elements, new vocabulary and a lot of visual elements that I’m bringing in. They need to have the visual support I think not just that literal and explaining support. It is especially in one that they have the most problems. If I bring in certain things before they’ve seen it, then they become confused. And I don’t want them to be confused. I don’t want that extra tension, that extra difficulty. What they’re seeing in my course is not easy and I don’t want to make it even more complex because of and not being able to access it. [S3/II/ T6(ST)]	- Discursive space (in terms of the content of interaction) // lack of - <i>Reflection / reflexivity</i> // lack of	- Linked to CS-Mb(+) and CI-Rs/D(+) - Complementarity of roles - Trans/Disciplinary academic literacy discourse - Subject-content teacher perspective → INTEGRATION SPACE

(+) We have tried to set up a little bit of a coordinated programme with regard to what we see – with (the pedagogic advisors for both Social studies and MFL together), and myself, and with (my language colleagues – <i>name 1</i> and <i>name 2</i>). (<i>Talks about efforts to coordinate their courses.</i>) (...) I ask (<i>name 1 language colleague</i>), ‘If I see this point say at the end of October or beginning of November, when can you introduce this? When can this fit within the objectives of your course?’ And sometimes we jump. We change. We decide to introduce something a bit earlier so that I can use it. (...) The language course is able to be adapted with some flexibility. We sometimes decide that she will maybe need to do something earlier so that I can introduce the Social studies sequence accordingly at a certain time and we try to coordinate it as much as possible. Sometimes it works, and when it works it goes really well. And sometimes, for example, I’m a little bit slower than expected. The content is a bit ‘heavier’ than expected. Or sometimes they forget that they have seen something in the language course, or else sometimes I ask (<i>name 1 language colleague</i>), ‘So have you seen this?’, and she’ll say, ‘No, I haven’t seen it yet, I’m working towards it’. So I’ll introduce it slightly and say to the class, ‘Well, this is something that you’re going to see with Mrs. (<i>name 1 language colleague</i>) next week,’ and I just very briefly touch upon it. So we’re always sort of making reference to each other: ‘Ahh, you’ve seen this, I <u>know</u> you’ve seen this’ or, ‘You’re going to see this’. So (with the learners) we try to make reference to what we’ve done and to each other. We try to do that with (<i>name 2 language colleague</i>), too. (This way of working together) doesn’t always work – we try, but it doesn’t always work. (...) (We’re trying to make) it something that’s automatic. (...) The collaboration is more really on the nitty-gritty of the course in itself, what I’m going to introduce and with what she’s going to see with them. Based on, ‘This month I’m going to do this and then next month I’m going to introduce this’ and making sure we don’t go too quickly. Again that’s the ideal world. When it works out, it’s perfect but sometimes it doesn’t. We’re trying to have some kind of a programme that we can follow. [S3/II/T6(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Consensus building // lack of - Towards co-construction // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo	- Linked to CS-Mb(+), CI-Rs/D(+) and O-Pg(+) - Complementarity of roles + guided by pedagogic advisors → INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating understandings and building a modus operandi)
(+) A certain amount of repetition (to sustain the collaboration between teachers) and then that maybe becomes reflex (as a way of working together). Maybe structure, maybe a manner of working. (...) I think you have to have a moment, you know, and unfortunately that’s not always the case. Having like an hour when you can really discuss with (<i>name 1</i>) and (<i>name 2 language colleagues</i>) and with <u>whomever</u> (your colleagues are) to find out, ‘How...?’ And to be able to say, ‘I had a problem in this area, how can I overcome it? What do you suggest?...’ (S3/II/T6(ST)) (+) (The collaboration with my colleagues is) absolutely an ongoing conversation, it’s always changing. We’re discussing, we’re negotiating, we’re trying to find out where we are with regards to where we’d said we would be. ‘I said I’d be here, but I’m not...’ That’s the difficulty, ‘I would like to be here but I’m not. I had a problem...’ We are always renegotiating and re-discussing and readjusting. It’s just not possible to be too ‘fixed’. It’s not realistic! (...) You have to readjust it each time. [S3/II/T6(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Consensus building // lack of - Towards co-construction // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo	- Linked to O-Pt(+) → INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating understandings and building a modus operandi)

(+) Is it easier if in History you pick a topic, or you just follow your course, and I am aware of it and (<i>name language colleague</i>) is aware of it and we could, I could play with the language, with the terms you want them to use, okay, you want the students to use? I can add images, definitions and talk about that. We focus on the language and then you can see if after two, three, four hours if the conclusion is positive – if they use more accurate key words. If they are more accurate. You see what I mean? [S5/GM3/T9(LT)]	- Discursive space (in terms of the content of interaction) // lack of - Consensus building // lack of - Towards co-construction // status quo	- linked to CS-Me(+) and CI-Rs/D(+) - Language teacher perspective → INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating understandings)
(+) A common project is good, like things to work on in (both) English and Social studies, like we did with the outing to Ghent. They worked with (<i>name language colleague</i>) and with me, and we did it together. (...) It was like, 'I'm doing this for the moment. I'm teaching about the town and circulation in the town.' 'That's ok', she would say, 'I will teach them how to ask for their way'. And then she would show me her sheets (for the English lessons) and I would show her my sheets (for Social studies) and then we'd talk about organisation. (<i>Name language colleague</i>) didn't do her (language course) book in the given order. She tried to follow with what was needed. (...) If you have common projects, then you can really work as a team better. [S2/II/T4(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Consensus building // lack of - Towards co-construction // status quo - Sense of achievement// status quo	→ INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating understandings)
(+) Maybe we can build upon this project. It could involve Social studies which I link to bocage and open field and enclosure. (...) So maybe by discussing with (<i>name 1 language colleague</i>) I can change a bit and have a better link with her English class in my case study. And then we can assess them together, (<i>name 1 language colleague</i>) and I sitting together. Initially that's what I had suggested two or three years ago, that we sit through the presentations together. But it was never possible because she also teaches in primary school and was never available. With (<i>name 2 – another language colleague</i>), forget it – she wouldn't do that because she would be afraid that I would judge her work, and things like that. So what I can maybe work out with (<i>name 1 language colleague</i>) is that we arrange for a lunch period where both of us are free. That the kids have the two of us together assessing them – that would be new. That would be very good, I mean if it works we could manage to build something and then we could use it every year. And maybe give momentum to others. I think co-assessment could be very interesting and it could be – it would give some sort of power, or – I can't define it right now – to the language teacher. It would take away the idea that if she's not a native speaker, her English is rubbish. That's what I get a lot from parents. (...) I've told her I have no right to judge her or anyone and it's far beyond me any such thought! So she feels comfortable now, even if she used to have that problem. I think she's overcome that now. But with parents it's not easy. In fact it would be good for her to have that, that empowerment. [S4/II/T8(ST)]	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Discussion of beliefs on the basis of trust // lack of - Sense of achievement // status quo - Potential multiplying effect // lack of	- Linked to CS-Me(+/-) and CI-Rs/D - Comparing colleagues - Empowerment for (non-native) language teachers - Potential multiplying effect - Link with Life Factors

(+) If we were to think of this kind of way of cooperating, then I think it might be a great help for the weaker pupils. Because they would, in other lessons, be initiated or be supported in the acquisition of certain vocabulary and grammatical constructions, or both. So that might actually get them up to speed in a way which would not necessarily bore the others who were more able because they would still be required to acquire more precision in in their way of expressing themselves. [S5/GM3/T10(ST)]	- Sense of achievement // status quo	- Subject-content teacher perspective → INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating pedagogic understandings)
(+) I think for the students there's an added value (from our collaboration) because they learn better, in the sense that we're not just unilaterally teaching something and they've never seen it before. They are little bit more prepared and perhaps understand and maybe assimilate better. (...) There's a lot of repetition with the structures that we use, so by the end, they know the language better. [S3/II/T6(ST)]	- Sense of achievement // status quo	- Subject-content teacher perspective → INTEGRATION SPACE – TOWARDS CO-CONSTRUCTING INTEGRATION (cultivating pedagogic understandings)
(+) T5: I think we did something really good! T4: Yes... It's working well. And the big thing we did was... <i>(The two teachers related how they decided to join up three lesson hours and co-teach the class together after a particularly challenging time that T4 had had with the class and had been brought to tears and after T5 had been ill and had lost her voice)</i> [S2/GM4/T4(ST)&T5(LT)]	- Sense of achievement // status quo	- Linked to CS-Mcl(+)
(+) We have made progress on the 'team' side. And (the students) are doing ok. It is more like a co-operative group now. I like it! [S2/GM6/T4(ST)]	- Sense of achievement // status quo	- Linked to CS-Mb(+)
(-) Even the hour, it's not sufficient! I think we need time. I think we really need to have the <u>experience</u> in giving the courses for perhaps a couple years to really know what really works and what doesn't work. But in terms of difficulties there are lots of difficulties. You don't know how the students are going to react to the material or how the going to assimilate it. You know I've programmed something and then it doesn't work and you have to go back. And review it. That's one of the problems. What we programme and what we set is not always what happens. It doesn't always reflect the reality. So you said something and we try to stick to it, but we can't. [S3/II/T6(ST)]	- <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Trying to find out (or not)</i>	- Linked to C-M-cl(-) → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)
(-) A frustration had to do with a question of speed. I would tell her, 'Well I will finish such and such this week and then I'll start that and we can start teaching them that'. And then she would do it but I would be too slow and not be at the same time. We'd have all good intentions but then sometimes it wasn't – well I, or her, would have mistaken the speed. (...) And then (we'd be) realizing it wasn't working. (...) I suppose with experience we'll know better how long things take. [S2/II/T4(ST)]	- <i>It takes time (Processes of developing understandings and professional learning)</i>	→ INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)

• (-&+) I think one of our issues that we have to really set up the program, set up what we're doing and decide what we're trying to do. And then once everything set up, come back to the basics of trying to find out – because we're trying to do too many things at the same time, I think that's the problem, trying to do too many things at the same time. We're advancing and at the same time trying to find out the best way to advance. There's no real handbook, so to speak. And I think that now we've done year one and year two, so we have an idea of what we're doing. So I hope that next year (...) getting back to really trying to find out the basics of how (the learners) are communicating, what their difficulties are with regards to communication that will be one of the – or it should be anyway – one of the most important things that we will have to deal with. And this year we didn't really get that, it wasn't really one of the things on the table because they were so many other things that were necessary to get out of the way. So I think it was difficult this year with regards to organization, with regards to making sure everything goes well. There were just too many things, I think. We didn't really get that. That wasn't really unfortunately one of the priorities. (...) And we know that certain things will need to be changed... [S3/II/T6(ST)]	- <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Trying to find out (or not)</i>	Expression of intentions ('next year') RE making adaptations following the experience → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)
• (+) I think experience will be needed. I mean if (<i>name subject colleague</i>) and I collaborate, so a team of two, it's easy to deal with. And if we have results, we could show the results to the other teachers. It would be proof that it works – that it's interesting to collaborate. Then if it's shown, well maybe the others will be even more interested to do the same. [S5/II/T9(LT)]	- <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Sense of achievement // status quo</i> - <i>Potential multiplying effect // lack of</i>	→ INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings) → !!Equation: Time to progress + Achievement => Multiplying effect
CI-R CULTURAL IDENTITY-RELATED CI-Re <u>Teachers' sociocultural experiences as individuals, learners and teachers</u>		
• <i>All of the teachers' varied personal, professional and cultural profiles (cf. 3.2.4 and Appendix 3)</i> • (+) I used to do that (kind of task for developing the language necessary for groupwork) as a French (as a foreign language) teacher for the language of argumentation and debate. [S2/II/T4(ST)] • (+) <i>RE successful working relationship with T5:</i> We are both quite new in the teaching world and so we are both still quite flexible. [S2/II/T4(ST)] • (±) <i>Subject-content teacher:</i> [A]s I had taught English prior to this job, I could have a tendency to over-correct, so I don't do that. It's not my job. [S4/II/T8(ST)]	- Personal history - Cultural background - Experiences	(Individual profiles are not detailed in order to respect the participants' anonymity)

CI-Rs/D <u>Teachers' subject / speciality / project affiliations + Teachers' Discourses</u>		
(-) It's a question of (personal) mentality. It's difficult to change. I have a lot of colleagues who are, who use old-fashioned ways, grammar-based lessons... (...) I know that some of my colleagues in the language team... well, we have different views. [S5/II/T9(LT)]	- Tribalism and traditions // Hybridity and plurality	- Language teacher perspective
(±) I'm just a Social studies teacher. The fact that it's in immersion is accessory. (...) It's the same role as any subject teacher in the school, it doesn't change. The fact that it's in immersion doesn't change anything. (...) It's the same (curricular) programme, it's the same everything. I ask my colleagues for help when I'm not sure about the subject. It's the same as if I was a new teacher but teaching (Social studies) in French. [S2/II/T4(ST)]	- <i>I'm (not) a ... teacher</i> - Ways of being and interacting - (Trans)Disciplinary affinity groups	- Subject-content teacher perspective
(±) I'm a Science subject teacher. Immersion gives me the freedom <u>not</u> to do (exactly) what the other teachers are doing through French. They are really a team and they create together to do the same stuff, which I try to follow, but there is stuff that I like to change and I feel free to do it since it's in English. So they know that there are some things, for example using a long text – that I can't do. I like to find some games and stuff like that. I like that way, and I like that this year (the French-speaking Science teacher colleagues) also take ideas from my games from last year to use in French. I like to play when possible. For example with a lesson on the digestive system we made poop in class. And they thought it was so great! And they told the whole school that they were making poop. They had so much fun! I find ideas on the internet and so on. So my colleagues came and said, 'You're making poop in class?! Really? What are you doing?!' But I'm sure the students will remember what they did and how it worked. So you know, I think sometimes it's easier to show them than to explain for half an hour in English when they understand a word every five minutes, so let's just <u>do</u> it and try and explain and discuss together. [S1/GM4/T2(ST)]	- <i>I'm (not) a ... teacher</i> - (Inter)Disciplinary pedagogies / didactics - Philosophical interpretation of 'good teaching' practice	- Subject-content teacher perspective
(±) I'm an English teacher. Well the immersion part, I have to reorganize my course and forget about French, so that's the only difference. But I'm an English teacher anyway. But to teach English to other classes won't be different because I'm supposed to talk in English. No, I'm an English teacher first. [S1/GM4/T1(LT)]	- <i>I'm (not) a ... teacher</i> - Philosophical interpretation of 'good teaching' practice	- Language teacher perspective
(+) (The language teachers) have to teach English, but in another way. I know (<i>name 1 language colleague</i>) uses Year 2 books in Year 1 because she goes quickly through (the curriculum) of Year 1. And I know (<i>name 2 language colleague</i>) chose a book with no French in it. So I know for them, it's another way of teaching, it's other things to do than they do in their normal (language) classes. They have to go quicker. They have to make sure that (the learners) can communicate and understand quite quickly because that's what they <u>need</u>. For them, it's a completely 'other' world. For us (subject teachers) it's difficult at the beginning of the year – like speaking to a wall – but then it starts becoming and being 'normal' because they can follow. [S2/II/T4(ST)]	- (Inter)Disciplinary pedagogies / didactics	- Subject-Content teacher perspective RE role of MFL colleagues

(+) Well I think as the language teacher, my role is really important. First of all, for the students: to help them to understand as quickly as possible the other courses, the other subjects. And also with my colleagues: to help them to... not to prepare their course, but to help them to know what I'm studying each year and help them to talk to the students, not 'correctly' but just have a few ideas and also see myself as a reference for my students regarding the grammar and vocabulary and different structures and everything... My role is important <u>only</u> if I <u>discuss</u> with my colleagues and if I organize all my lessons and everything correctly and also if I <u>discuss</u> with my students, and if at the end of the year I take the time to analyse what I did, what my students did, also what my colleagues did to improve myself for the next year. So that's how I see my role in that. [S1/II/T1(LT)]	- Open/Permeable // Closed disciplinary boundaries	- Language teacher perspective - Linked to CS-Mb/cl (+)) - Complementarity + Reflection / reflexivity → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)
(+) I definitely think there's a kind of shared identity between the language teacher and the subject teacher when you're in immersion. (For both) I think it's another way, another approach, another manner. I think it's quite different and that how a lesson takes place in maybe (<i>name language colleague</i>)'s (English) class in immersion is not the same as with her traditional classes. [S3/II/T6(ST)]	- Inclusive // Exclusive-Balkanisation affiliation - Tribalism and traditions // Hybridity and plurality - Dual critical identity // singular	- Subject-content teacher perspective
(+) People don't really understand that the English (language course) is part of immersion. It seems more impressive to teach History in English than to teach English in English. [S2/II/T4(ST)]	- (Trans)Disciplinary engagement - Inclusive // Exclusive-Balkanisation) affiliation - Insiders // Outsiders - Sense of (not) belonging - Dual critical identity // singular	- Subject-content teacher perspective → Transdisciplinary inclusiveness
(+) I think co-assessment could be very interesting and it could be – it would give some sort of power, or – I can't define it right now – to the language teacher. It would take away the idea that if she's not a native speaker, her English is rubbish. That's what I get a lot from parents. (...) I've told her I have no right to judge her or anyone and it's far beyond me any such thought! So she feels comfortable now, even if she used to have that problem. I think she's overcome that now. But with parents it's not easy. In fact it would be good for her to have that, that empowerment. [S4/II/T8(ST)]	- Inclusive // Exclusive-Balkanisation) affiliation - Sense of (not) belonging	- Subject-content (and native speaking English) teacher perspective

• (+) (The benefit) is a facilitating thing. It makes it easier in the sense that I don't have to teach the grammar, that's not my job anyway – I don't have to introduce basic structures because they've seen it. So it helps me. The foundation like I said. If I haven't got that foundation then I have a big problem. I need that, I need <i>(name language colleague)</i>'s foundation, so to speak. I can't build a house on it if I don't have it. I can't build a house on it if I don't have it. So I need to have that work with her and I need to have that work with <i>(name language colleague)</i>, as well. But I see it even more in Year 1. I think year one it's crucial, crucial, crucial! It becomes more complex in Year 2, but I really see the base coming in in Year 1. [S3/II/T6(ST)]	- Open/Permeable // Closed disciplinary boundaries	- Subject-content teacher perspective
• (-) It's not easy, because I'm always scared that I'm trespassing. But with <i>(name 1 language colleague)</i>, I don't have that issue because she comes to me with questions. She's very, very private and asks, 'Can you explain this to me?' Neither of us shies out of things and we're quite honest with each other. I can't do this with <i>(name 2 language colleague)</i>, there's just no way. She's 'perfect', I'm 'perfect'. So we keep it at that. I can't have flaws because if I have flaws, then she has flaws! But I can have all the flaws in the world with <i>(name 1 language colleague)</i>. I have no issues with that. She can be constructive. [S4/II/T8(ST)]	- Open/Permeable // Closed disciplinary boundaries - Ways of being and interacting	- Subject-content teacher perspective - Linked to CS-Me(+/-)
• (+) I tried to keep my place – as I tell them, I'm not trespassing. Because on top of it, as I had taught English prior to this job, I could have a tendency to over-correct, so I don't do that. It's not my job. When parents ask, I say it is not my job. I tell them my job is to teach them Science or Social studies and make sure they're capable of answering me in an English that I can understand. That's where my job stops. However, there are things that I cannot tolerate (...) because they speak a lot more to me than they do to their English teacher probably, or the context is different since it's a spontaneous use of English with me. It's a different use of English with the English teacher, it's more structured. With me it's more spontaneous, so if I can't hear that 's' of the third person, then I don't understand. I tell them I have to be able to understand correctly so that I don't have to guess what they're telling me. So that's where my job stops. And that's where the language teacher's job continues, I would say. [S4/II/T8(ST)]	- Open/Permeable // Closed disciplinary boundaries	- Subject-content teacher perspective
• (+) The teacher of History or Social studies should use more illustrations, images connected to his theory. Collaboration can help that because we could prepare some same documents even if the language teacher doesn't teach the stuff. <i>(Name subject colleague)</i> could give me a document (from his History course) and I could prepare some materials that could ease the understanding of the students (on a language level). And at the same time he could use what I prepare also in his course. [S5/II/T9(LT)]	- Philosophical interpretation of 'good teaching' practice - (Trans)Disciplinary engagement - (Inter)Disciplinary pedagogies / didactics	- Language teacher perspective

(+) At the beginning it's a question, I would say, of feeling between the teachers. But if we have approximately the same ideas, or the same goals, I think it's easier to collaborate. At first (name subject colleague) was sceptical when I was talking about Quizlet (online language/vocabulary development tool). He didn't see the purpose or how it could work. But when he sat next to me and I showed him everything, then it was clearer in his mind and he totally agreed with the process. We went in the computer room at the school and I had the opportunity to show him everything. Then I saw that he understood what I meant. He thought it was a good idea. He told me that when he was preparing a History or Geography lesson he didn't have in mind the language itself, you see. He focuses on the ideas, the concepts. But I focus on the words and expressions and trying to use the language. For him it's obvious. And maybe he thinks it could be, or it should be obvious for the students. But I think when they have studied the stuff I don't know if they're thinking in French before writing their answers, but they have no strategy. Well that's what I guess, because I'm not in their minds. But they think about the idea of the question but since the vocabulary is not, or they haven't focused on the vocabulary, it doesn't come easily or with the right terms. [S5/II/T9(LT)]	- (Trans)Disciplinary engagement - <i>Eyes to see // blind</i> - Tacit / Explicit knowledge - (Trans)Disciplinary academic literacy discourses	- Language teacher perspective - Linked to CS-Me/cl(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION
(-) The problem is that I am <u>not</u> a language teacher, so when I prepare my course or whatever, I don't see what the kids need. I know that there are some words that they don't understand, but otherwise I don't..., I can't, by reading my lesson, think, 'Oh, they should see that in English (course)'. I don't have the eyes to see that. I really can't. (Name 1 language colleague) told me she could help with that and just that by looking at my lessons in Science she could tell me, 'Oh yes, we should see that first in our (language) lessons...' I don't know what's in the (language) curriculum in English. And I think that even if I knew, I'm not sure I could point out in my lessons (to tell my language colleagues): 'What they need now that they haven't seen is...', or 'What they should see now that can help them understand better is...'. And that's something I guess I should be better at doing, but I <u>really can't</u>. I don't know how to see other than, yes there something like comparative stuff, that okay; I told (name 2 language colleague) this year that she needed to see that earlier. And of course the question words, too. Apart from that, I can't point to, with my course, what they need to understand better. I think that's because I don't have the curriculum in mind, or the language teaching. Well I'm <u>not</u> a language teacher, so I don't know what should be seen in which order or what they need to (be able to) understand. [S1/II/T2(ST)]	- <i>I'm (not) a ... teacher</i> - <i>Eyes to see // blind</i> - Tacit/Explicit knowledge - (Trans)Disciplinary academic literacy discourses	- Subject-content teacher perspective
(+) I think that what would be great is to spend, I don't know, half a day with (name 1 language colleague) and have her let me explain to her what we do (in Science). And go sheet by sheet for, you know, two or three lessons and show her, 'Well, this is what we will do until Christmas. What do you think they need (to be able to use the language and learn) better?' For me, that's the only way that it can be done. Well (name 1 language colleague), or any other language teacher. I mean I talked about (name 1 language colleague) because she's my partner. But it doesn't need to be her, it could be (name 2 – another MFL colleague) like she told me she could do it even though she wasn't teaching English to the immersion class this year. Because I think I need the eyes of the English teacher to see that, to see <u>what</u> in my text, <u>what</u> in my question or my test or my experiment...? <u>What</u> do they need to understand in English to be able to (learn Science and use the language) in my class? For me, the only thing would be to spend some time, and to review all the lessons, one by one, until... Well I <u>hope</u> that with her eyes she can <u>see</u> and tell me, 'Oh, yes they should see that or not'. Because I can't see that. (...) [T]hat's the kind of thing we could do once a month – have a preview of the next lesson and see that together. Yes, that could be the kind of thing we could do. [S1/II/T2(ST)]	- <i>Eyes to see // blind</i> - Tacit/Explicit knowledge - (Trans)Disciplinary academic literacy discourses	- Subject-content teacher perspective - Linked to CS-Mcl(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION

(-) T9: I was talking with (<i>name – T10</i>). He was saying he was disappointed because the students weren't accurate enough in terms of key words they have to use in a (disciplinary) field, so when he's talking about – I don't know, maybe you can help me... T10: It was about, that's something that always comes back with talking about the 'shrinking economy' and they say 'economy goes down' and I'm supposed to accept shit like that! (...) That's a prime example of where they keep saying the wrong thing, keep employing wrong vocabulary. I think that I consistently use the right vocabulary during the course. T9: Yes, but they're not aware that they have to use it in their answers. [S5/GM3/T9(LT)&T10(ST)]	- Tacit/Explicit knowledge - Philosophical interpretation of 'good teaching' practice	- Negotiating language // subject-content teacher perspectives
(+&-) T9: Is it easier if in History you pick a topic, or you just follow your course, and I am aware of it and (<i>name – T11</i>) is aware of it and we could, I could play with the language, with the terms you want them to use, okay, you want the students to use? I can add images, definitions and talking about that. We focus on the language and then you can see if after two, three, four hours if the conclusion is positive – for example, if they use more accurate key words. If they are more accurate. You see what I mean? T11: Yes, I see what you mean. And I think we could even add, maybe it's too much, but we could add a grammar goal, as well. (...Explains how she insists with the learners' use of present perfect, simple past, etc.) It's not only a question of grammar; the meaning of the sentence is different. So, I think our (language) courses are very important to show them that <u>yours</u> are important. T9: Yeah. T11: We show them how <u>important</u> it is not only to use accurate words but also to use the correct tenses because you're not saying the same thing: 'What is the government of Greece doing?' – at the moment. Not 'What did they do?' – they are still doing it. It's still going on and it's not over. T10: Well, I find that kind of thing very... For me that's difficult to explicitize because you are both language teachers and I'm not. Okay, so what I do, I think, I hope (...) What I think I do is to consistently use the right tenses, the right vocabulary, and so on. But I don't have a habit at all to explicitize it. So I give them things to study which are correct. I talk to them in a way which is correct. I write things on the blackboard which I think are correct. And then, you know, there's some magic that is supposed to happen somewhere... (...) • T10: It's the same thing – language 'tout court'! It's the same thing as acquiring correct language for History and Geography in French with more precision. They're not aware of the precision with which I'm expressing myself. But at the same time I think the only way to acquire it is to be confronted with it... It's a particular linguistic acquisition that they're supposed to make that pulls their linguistic command to a higher level... [S5/GM3/T9(LT)&T10(ST)&T11(LT)]	- Tacit/Explicit knowledge - <i>I'm (not) a ... teacher</i> - <i>Eyes to see // blind</i> - (Trans)Disciplinary academic literacy discourses	- Linked to CS-Me/cl(+) - Negotiating language // subject-content teacher perspectives → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)

• (-&+) T9: So I told him, well I found a good video. But what is my job actually? Do I have to work before him, I mean I know that on Friday he will be dealing with that topic, and so I take all the key words and I start dealing with the words? Or am I a Geography or History teacher, too? And I don't feel like it, because it's a lot of preparation! And when I see... (<i>Laughs</i>). And so then I can't deal with my language course? But I'm willing to help dealing with the vocabulary. So that's my question today. (...) T10: And that sort of made me aware immediately that you know you can very quickly get into each other's, how do you say it, you know, go into the same line of business and then you very easily start to double up when you happen to have a similar interest. (...) I guess it depends on how you do that. And this is what the whole question is about – you don't want to go again over the same material, you don't want to use the same text in any case, I think. (...) This step is getting them to use it, but getting them to use what? My problem is that generally I just use this stuff but I don't really advance to the question of <u>where</u> would, <u>linguistically speaking</u>, the difficulties be for them? Which points do I need to hammer? I always find out when they take the tests and I go, 'Oh, no!' T9: You discover the lack of vocabulary afterwards? <u>After</u> the test?! T10: Yes, and this is what makes it very hard to formulate what would be useful for you to do. That is the problem that I have. So my initial thought was, okay, maybe I should give you the study material that I use so you can see what it is roughly about. And then you go off on a little bit of a tangent (...) So at the same time you show them something related and they would again deal with the same vocabulary which is at least in the same neighbourhood. T9: What I'm doing in my (language) course is, I noticed that when I want them to write a text but that if I simply impose a few key words and they have to develop their text around these words, I receive great, precise texts. When they know in which <u>context</u> they need to <u>use</u> a specific idiom or term they write good texts. I've noticed that especially this year. T10: That sounds like it could make sense. (...) The idea of having a common written product. But this is what's going to be difficult as well (...) How are you going to mark that? It's the mirror image of the problem I have when I'm just looking for content. If it comes out crippled I just go, 'Oh well, okay, as long as they somehow capture what it is about and seem to be able to get it across'. T9: So I need to be a little bit of a history teacher, too. And that's difficult for me because – T10: Just as I need to be a little bit of the language teacher, too, I suppose. T9: Yeah. But it adds quite a few things to my job (<i>laughs</i>), if you see what I mean. But the same written production could be read by both of us with our specific roles... (...) T10: What they might also get out of that kind of assignment is that they start to build more feeling for being more exact in their language use, but you know that is so hard to quantify. It's just the basic idea that all teachers seem to think they need to be working on: generally being more reflective about how you use concepts. But that (is something) we're not going to be able to measure. [S5/GM4/T9(LT)&T10(ST)]	- <i>I'm (not) a ... teacher</i> - <i>Eyes to see // blind</i> - Tacit/Explicit knowledge - Open/Permeable // Closed disciplinary boundaries - (Trans)Disciplinary academic literacy discourses - Dual critical identity // singular	- Negotiating language // subject-content teacher perspectives - Linked to CS-Mcl(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION → INTEGRATION SPACE – TOWARDS EFFECTIVENESS (cultivating pedagogic understandings)
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(+) I had another conversation with another colleague who teaches French (as the language of schooling to the same learners that I have). I thought, ‘This is really interesting!’ In Social studies I need them to do a lot of talking. I want them to do presentations but at the same time I want them to develop their argumentation, and in French they have the same problem. She was telling me that they had problems with argumentative texts. And I said, ‘Strange, because I also want them to develop that skill. My experience is that this is vital! So why not try to work out something together? What I do in Social studies I can start in September and develop it all the way to June. And then you can work on it as of maybe January when you start doing your argumentative texts in French class and then we can see the results in turn – you can see and test it in French and I can see and test in English. It’s a skill and the language doesn’t matter anymore.’ And she’s <u>very</u> interested in it also and she’s quite <u>available</u>, so I’m hoping I can get that off the ground with her, too. I think my mind’s opening in different directions... There are many things that I would like to do with the kids. (...) She’s very <u>open</u> and she would know how to do it. She’s really interested and she’s fed up with working with people who will not make any progress, who will not change anything. (...) Collaborating, it’s to work together and to learn from one another. I want to learn from (name French teacher colleague) how she’s doing the argumentative text in French. I don’t know how to do it. I want to learn how she does it. I wanted learn her tricks and know the ropes. And I want her to ask me and learn from me. (...) So I think that’s what collaborative working means to me – or at least that’s how I would like it to be. And (name French teacher colleague) was really surprised. But I said, ‘No, (name French teacher colleague), I need you and I trust you. I trust your judgment. I ask you something and I want you to give me the correct, down to earth reply. If I’m asking you it’s because I do not know. If you don’t know, be honest and we’ll ask a third person.’ Yeah, it’s to learn from one another. That’s the way I would put it! [S4/II/T8(ST)]	- Open/Permeable // Closed disciplinary boundaries - (Trans)Disciplinary academic literacy discourses - Dual critical identity // singular	- Linked to CS-Mb/e/cl(+) → INTEGRATION SPACE – TOWARDS PROFUNDITY & CO-CONSTRUCTING INTEGRATION
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4.1.3 Considering examples of interplay at micro level

This section uses the model as a conceptual and analytical tool in order to interpret data linked to some micro realities' interacting features. Before presenting the data display, I had stated that all of the categories and sub-categories of the model and its coding scheme were represented in the mixed Tranche One data from the five schools. Still, each school-/class-context and each dual-team partnership were unique. This observation goes hand in hand with the contextual nature of CLIL itself already emphasised (e.g. in sections 1.3.1 and 2.2.9). The categories and sub-categories within the model were reflected positively and/or negatively to varying degrees from the CLIL teachers' perceptions and experiences of collaboration. Some aspects were more accentuated than others by the individual teachers, varying from person to person depending upon their sensitivities and particular school context. They have different interacting influences at local, micro level.

Inasmuch as this investigation is an instrumental single case study of holistic design rather than a comparative, multicase study (see 3.1.2 c and 3.2.2), it is not my intention to make a detailed comparative analysis of the five schools as multiple cases. However, I wish to point out an aspect of the data analyses that relates to micro specificities. Amongst relevant findings is the model's usefulness as a tool with the content of the data for identifying key elements and their interplay at micro level. These can have differing 'weights' according to the specific realities. (This also refers back to the visualization of layers of interacting issues in section 2.2.4 as a Venn diagram, Figure 4. I had proposed that some types of issues could take on more or less importance where the 'layers' intersect, depending on the specific context and individuals involved.) Thus, the model's use could prove helpful as a tool for better understanding issues, factors and conditions influencing the development of CLIL teacher pedagogic collaboration for integrating content and language within a given school and/or class setting.

To demonstrate, I shall briefly examine aspects of the '(Micro)Political-Institutional' and 'Organisational-Practical' categories of interacting factors in two different micro contexts. In school S2, subject-content teacher T4 expresses on the one hand, *"really having the headteacher behind me"*, supporting the new CLIL programme. She and her language teaching colleague have a dedicated time slot and place to meet together allotted in their

timetables, along with the latitude given by the headteacher for them to collaborate. At the same time, she experiences the headteacher's high expectations as *"pressures on her shoulders"* to make the project *"work"* successfully in her context where her 'non-CLIL' colleagues have misunderstandings with regard to teaching in CLIL (*"an easy job"*) and the learners involved (*"the 'crème de la crème'"*).

In school *S4*, a sort of 'weight' is expressed in a different way by teacher *T8*, who was the pioneering CLIL teacher when that school's project began in 2004. For her, it is more in terms of experiencing frustration due to a perceived lack of engagement on the part of the headteacher to support improvement of the CLIL programme. She and her colleagues do not have timetabled collaboration opportunities, despite having tried to request them in the past. Her perception of annual CLIL staff meetings organised by the headteacher is negative. She feels contrived to attend, criticizes the meeting as useless (*"rubbish"*) and suspects it as being connected to an institutional, externally imposed agenda *"written somewhere in the official document that you have to have this kind of annual 'pedagogic coordination' meeting so that you can write up a report to be able to say how the school is investing in immersion"*. Yet her desire is *"to have a constructive discussion"* together with her colleagues and to *"improve things"*.

Whilst the two contexts, players and CLIL experiences are unique, the data show that effects of the institutional and organisational interacting influences are perceived in both settings by these teachers with specific positive/negative tensions. These have potentially encouraging/discouraging impacts on the teachers' collaborative efforts. The model helps to usefully situate such nuances.

4.1.4 Considering five macro tendencies

Further content analysis using the model as a conceptual and analytical tool was focused on connections and/or patterns of interaction between the various indicators across the Tranche One data (see sections 3.2.5 and 3.2.6 e). This analysis brought to the fore five *macro tendencies* about successful CLIL teacher pedagogic collaboration. These synthesise interplay of issues, factors and conditions from the categories and sub-categories represented in the model and populated with data from the mixture of schools and

teachers. Regardless of whether data chunks expressed influences positively, negatively, or both, the tendencies conjugate findings from data especially around:

- ***‘Mind-set factors’ for partnership;***
- ***‘Mind-set factors’ for pedagogic understandings towards integration;***
- ***‘Time’ as a necessity for connecting Opportunity and Processes;***
- ***Expectations of informed and relevant guidance;*** and
- ***Expectations of Institutional/Hierarchical engagement.***

They are presented in the next sub-sections numbered as Macro tendencies (MT) 1 to 5. This will simplify referring to them when analysing the data from Tranche Two, as well. Note, however, that there is not a hierarchical order of importance being established. From a holistic viewpoint, all five would seem of significance for potentially contributing to successful CLIL teacher pedagogic collaboration (which will be further discussed later, cf. 4.3.3 and in Chapter 5).

a) MT1: *‘Mind-set factors’ for partnership*

‘Intrinsic, mind-set and relational’ issues, factors and conditions are ubiquitous in the data, whether expressed positively or negatively. Chunks of data often show the different ‘Cultural Sense-Making’ and ‘Cultural Identity-Related’ sub-categories and their corresponding indicators interacting amongst themselves in the teachers’ relationships for working together.

Instances of both successful and difficult/failed collaborative partnership experiences crop up. In both types, whether via positive or negative expressions, teachers insist upon the importance of *making effort* and striving to *be a team* through mutual self-engagement in several areas of the ‘mind-set’ sub-categories. Various teachers’ interpretations of what should characterise *successfulness* particularly stress that such effort be:

- with openness and flexibility rather than self-sufficiency
 - *“Being open, that’s a real keyword. Being open. ...it’s the willingness of the colleagues...”* [S5/I1/T9(LT)];
 - *“...just asking for help, maybe that’s how it starts”* [S1/GM4/T2(ST)];
 - *“...we were in this together”* [S2/I1/T4(ST)];

- with balanced reciprocal sharing and active communication
 - "... you have to show them that you're not like, 'Give me everything, but I won't give you anything'." [S1/GM4/T1(LT)]
 - "...it cannot always be one way and not the other way around (...) it needs to be back and forth (...) I think with talking. And you can ask. You can see (as you go) (...) Just to have feedback" [S1/GM4/T2(ST)];
 - "...for me the key is really to share what you have and to be open and ready to discuss and to exchange ideas and preparations, and so on" [S1/II/T2(ST)];
 - "And you have to share a lot because we are all lost, all the immersion teachers, we are all lost in our little worlds. We share more than the other teachers." [S2/II/T4(ST)];
- with non-judgemental attitudes between partners, which builds trust
 - "...no fear to show what you are doing even if you're trying something and you're not 100% sure, showing everything, feeling at ease and knowing that you're not being judged by the colleague" [S5/II/T9(LT)];
 - "...I know I can tell her stuff and the other way around that she can tell me" [S1/II/T2(ST)];
- and with recognition of and value for the partner's/partners' identities and roles
 - A language teacher's perspective: "...my role is important only if I discuss with my colleagues" [S1/II/T1(LT)];
 - A subject-content teacher's perspective: "People don't really understand that the (language course) is part of immersion" [S2/II/T4(ST)].

Such factors contribute to developing what is considered a 'good relationship' between CLIL colleagues.

One challenging aspect to 'partnership'/'team' building concerns the fact that a given subject-content or language teacher may typically share classes of CLIL learners with more than one 'partner' teacher. Instances in the data sometimes express a negative attitude of 'I tried with X; it won't work', or 'I can collaborate with Y, but not with Z'. In this sense, some teachers seem to view – and compare – personalities as contrastingly being either compatible or clashing ("...the way the cocktail mixes in a sense and maybe keeping up appearances" [S4/II/T8(ST)]). Others teachers, however, are more nuanced and insist upon individual responsibility and outlook in partnership building. Beyond superficial interpersonal affinity and despite difficulties, they suggest that collaborative partnership should in any case be able to be cultivated with personal effort and professional attitudes:

- "It's a question of (personal) mentality" [S5/II/T9(LT)];

- *"For me, the most important thing is really something that has to do with who you are, and how you are (...) Even if we are not close friends, (...) we can get along together and make it work for the students." [S1/II/T2(ST)];*
- *"[W]e don't need to be close friends to have a good relationship to work together" [S1/GM4/T2(ST)];*
- *"[P]eople don't like changing. So we need to change our (personal) attitude regarding that..." [S1/II/T1(LT)];*
- *"Having like an hour when you can really discuss (...) with whomever (your CLIL colleagues are) to find out 'how...?' And to be able to say, 'I had a problem in this area, how can I overcome it? What do you suggest?'" [S3/II/T6(ST)].*

b) MT2: 'Mind-set factors' for co-constructing *pedagogic understandings* towards integration

According to the data, in addition to contributing to developing successful collaborative relationships between CLIL colleagues, the above sorts of interacting mind-set factors also influence teachers' willingness to attempt new connecting and complementary teaching approaches. Such willingness to experiment and discuss through partnership links the interacting mind-set factors to the model's 'Spiral dynamic' of negotiated 'Discursive Overlap' and 'Integration Space' processes.

Data related to such experimentation underline how the teachers' desire is for their collaborative efforts to positively affect their learners:

- *"[I]n immersion it is already hard, and you need to put effort in (the collaboration), to try to build connections, well to share what you do, to be able to construct and to build something really interesting and good for the students..." [S1/GM4/T2(ST)];*
- *"I think that for (the learners) it's great to feel that we are connected by that. Before they felt like they were different subjects and that nothing was linking everything together. This links everything together." [S1/GM3/T2(ST)];*
- *"[I]f we can agree on something that all together we believe in, it's more powerful for the students." [S5/GM1/T9(LT)];*
- *"I think for the students there's an added value (from our collaboration) because they learn better..." [S3/II/T6(ST)].*

Data also give evidence of some teachers' evolving pedagogic understandings about their shared and negotiated responsibilities for better meeting the learners' needs. Some subject-content teachers' perspectives exemplify this:

- *"(My language teacher colleague) is setting the foundation so that they understand better (...) And I'm adding all of the different accessories. There's so many things that we look at in Social studies in terms of a lot of vocabulary and we use a lot of different structures that (she) has to look at. (...) And I don't want them to be confused. I don't want that extra tension, that extra difficulty. What they're seeing in my course is not easy and I don't want to make it even more complex because of and not being able to access it."* [S3/II/T6(ST)];
- *"The language course is able to be adapted with some flexibility. We sometimes decide that she will maybe need to do something earlier so that I can introduce the Social studies sequence accordingly at a certain time and we try to coordinate it as much as possible. (...) (With the learners,) we try to make reference to what we've done and to each other. (...) (We are trying to make) it something that's automatic."* [S3/II/T6(ST)];
- *"It was quite obvious that (my language colleague) would deal with the (general) vocabulary that they needed. Like if I take the (Social studies theme of) circulation and transportation, she would see streets, left/right, etc., stuff around (building up) to the specific vocabulary they needed for Social studies. So the idea was for her to make them able to communicate with me about what I wanted to teach them. That was the idea. She was trying to make them able to communicate with me about what I wanted to teach them which was more specialized."* [S2/II/T4(ST)];
- *"(The language teachers) have to teach English, but in another way. I know (name) uses Year 2 books in Year 1 because she goes quickly through (the curriculum) of Year 1. And I know (name) chose a book with no French in it. So I know for them, it's another way of teaching, it's other things to do than they do in their normal (language) classes. They have to go quicker. They have to make sure that (the learners) can communicate and understand quite quickly because that's what they need."* [S2/II/T4(ST)];
- *"[T]his kind of way of cooperating (with my language teacher colleague), then I think it might be a great help for the weaker pupils. Because they would, in other lessons, be initiated or be supported in the acquisition of certain vocabulary and grammatical constructions, or both. So that might actually get them up to speed in a way which would not necessarily bore the others who were more able because they would still be required to acquire more precision in in their way of expressing themselves (in my Geography and History lessons)." [S5/GM3/T10(ST)].*

On the one hand, teachers' understandings of their roles and identities are clearly interpreted as being separate. They are cautious to not impose themselves on their partner colleague's disciplinary 'space':

- *"I'm just a Social studies teacher. The fact that it's in immersion is accessory."* [S2/II/T4(ST)];
- *"I'm a Science subject teacher. Immersion gives me the freedom not to do (exactly) what the other teachers are doing through French."* [S1/GM4/T2(ST)];
- *"I'm an English teacher. Well, the immersion part, I have to reorganise my course (...) No, I'm an English teacher first."* [S1/GM4/T1(LT)];
- *"I'm always scared that I'm trespassing... (...) I try to keep my place... [M]y job is to teach them Science or Social studies and make sure they're capable of answering me in an English that I can understand. That's where my job stops. (...) I tell (the students) I have to be able to understand correctly so that I don't have to guess what they're telling me. So that's where my job stops. And that's where the language teacher's job continues, I would say."* [S4/II/T8(ST)];
- *"[Y]ou can very quickly get into each other's (...) you know, go into the same line of business (...) I guess it depends on how you do that."* [S5/GM4/T10(ST)];
- *"(The benefit) is a facilitating thing. It makes it easier in the sense that I don't have to teach the grammar, that's not my job anyway..."* [S3/II/T6(ST)].

On the other hand, some data demonstrate how heightened awareness of being an 'outsider' to the partner's disciplinary field can enhance understandings of their mutual 'insider'/'outsider' disciplinary complementarity in CLIL. This can open meaningful 'Discursive space' interaction and exploration:

- *"I am not a language teacher, so when I prepare my course or whatever, I don't see what the kids need. (...) I don't have the eyes to see that. I really can't. (Another MFL colleague) told me she could help with that and just that by looking at my lessons in Science she could tell me, 'Oh yes, we should see that first in our (language) lessons...' (...) Well I'm not a language teacher, so I don't know what should be seen in which order or what they need to (be able to) understand. (...) [S1/II/T2(ST)];*

I think I need the eyes of the English teacher to see that, to see what in my text, what in my question or my test or my experiment...? What do they need to understand in English to be able to (use the language and learn Science) in my class?" [S1/II/T2(ST)];

- *"For me that's difficult to explicitize because you are both language teachers and I'm not. Okay, so what I do, I think, I hope (...) What I think I do is to consistently use the right tenses, the right vocabulary, and so on (in my Geography and History lessons). But I don't have a habit at all to explicitize it. So I give them things to study which are correct. I talk to them in a way which is correct. I write things on the blackboard which I think are correct. And then, you know, there's some magic that is supposed to happen somewhere... (...) [S5/GM3/T10(ST)];*

My problem is that generally I just use this stuff but I don't really advance to the question of where would, linguistically speaking, the difficulties be for them?" [S5/GM3/T10(ST)];

- *"I think co-assessment could be very interesting and it could be – it would give some sort of power, or – I can't define it right now – to the language teacher. (...) In fact it would be good for (the language teacher) to have that, that empowerment." [S4/II/T8(ST)].*

Data show that through the teachers' joint reflexivity, negotiating and adapting to each other, such developing understandings can lead to inclusive exploration of more permeable, transdisciplinary boundaries between themselves. Importantly, this could also lead to shared responsibility across pedagogic cultures regarding (academic) literacies development – thus, towards co-constructed integration of content and language. Likewise (or possibly resultantly), data indicate that this can lead to a possible level of shared, *dual critical identity*:

- *"At first (name) was sceptical when I was talking about Quizlet (online language/vocabulary development tool). He didn't see the purpose or how it could work. But when he sat next to me and I showed him everything, then it was clearer in his mind and he totally agreed with the process. We went in the computer room at the school and I had the opportunity to show him everything. Then I saw that he understood what I meant. He thought it was a good idea. He told me that when he was preparing a History or Geography lesson he didn't have in mind the language itself, you see. He focuses on the ideas, the concepts. But I focus on the words and expressions and trying to use the language. For him it's obvious. And maybe he thinks it could be, or it should be obvious for the students. But I think when they have studied the stuff I don't know if they're thinking in French before writing their answers, but they have no strategy." [S5/II/T9(LT)];*
- *T9: "So I need to be a little bit of a history teacher, too. And that's difficult for me because –"*
T10: "Just as I need to be a little bit of the language teacher, too, I suppose."
T9: "But the same written production could be read by both of us with our specific roles." (...)
T10: "What (the learners) might get out of that kind of assignment is that they start to build more feeling for being more exact in their language use..."
[S5/GM4/T9(LT)&T10(ST)];
- *"(The collaboration with my language teacher colleagues is) absolutely an ongoing conversation, it's always changing. We're discussing, we're negotiating, we're trying to find out where we are with regards to where we'd said we would be. 'I said I'd be here, but I'm not...' That's the difficulty, 'I would like to be here but I'm not. I had a problem....' We are always renegotiating and re-discussing and readjusting." [S3/II/T6(ST)];*

- *"I definitely think there's a kind of shared identity between the language teacher and the subject teacher when you're in immersion. (For both,) I think it's another way, another approach, another manner."* [S3/II/T6(ST)].

c) MT3: 'Time': Connecting both *opportunity* and *processes*

Another macro tendency relates to a notion which was emphasised recurrently throughout the data from all five of the schools, that of '*time*'. This resounded in two significant ways with implications as to its effectiveness: (a) *time* in the direct sense of the *opportunity* to meet and work together, as well as (b) *time* in the sense of the temporal dimension of *processes* underlying development of collaboration. Data suggest that connecting the two can be crucial to the collaboration's successfulness.

i. 'Time' in terms of *Opportunity*

The teachers' experiences of having *time* in terms of the actual *opportunity* to meet and work together – having the 'Discursive space' in the temporal sense – vary (cf. 'Organisational-Practical', 'Opportunity for collaboration' (O-Pg) sub-category). As pointed out previously, time pressures due to "*juggling*" both 'inside' and 'outside' school ('life') priorities can be perceived by the teachers as a hindrance to opportunities for developing and sustaining successful collaboration (see section 3.2.6 d and 4.1.1 a).

Time is *given*, *made*, *taken*, or *found* positively or negatively. It can depend partly on whether or not time is provided for with latitude and allotted in their timetables, in which case it is or would be appreciated ("*it's so crucial*" [S3/II/T6(ST)]; "*it could be motivating*" [S4/II/T8(ST)]; "*we need to fix an hour (...) (because otherwise) [w]e don't take the time (to meet)*" [S1/GM1/T1(LT)]). It can also depend on if the meeting time and its agenda are imposed without latitude, as in the case of an annual meeting that is considered by the abovementioned teacher as being a waste of time ("*It's rubbish.*" [S4/II/T8(ST)]).

Additionally, the perceived *amount* of time and the *frequency* needed to meet for collaboration to become successful also widely vary in the data: a half hour / an hour per week; every two weeks; once a month; several times a year. For some teachers (including

those who have got a timetabled 'coordination period'), one hour per week as a dedicated time set aside to collaborate is not enough.

Nonetheless, a converging perception is that some amount of time for collaborative efforts should be dedicated and "*fixed*" (i.e. scheduled and officially recognized) for the efforts to be useful and sustained. Conversely, the randomness of the opportunity to collaborate if the time is not dedicated is often perceived as hampering successful collaboration, even when positive intentions to collaborate may be there:

- *"[W]e don't (discuss and collaborate more) because we don't have the time: I want to have an hour in my schedule to meet other teachers and share ideas. Because we always think about that but we don't take the time because it's not in our schedule. (...) And we need to fix an hour because really – I know myself. If I don't have a (dedicated) hour, I don't do anything..."* [S1/GM1/T1(LT)];
- *"We don't have any hours (in our schedules to meet), so it means we would need to come earlier or (stay) later and that's not something we really want to do."* [S1/GM4/T2(ST)];
- *"The first year we did (CLIL), we didn't have that one hour. And it was always like trying to find each other during lunch. And (name) teaches in second, third and fourth years, so his lunch times don't correspond with the Years 1 and 2's lunch time so it was always by sending messages."* [S3/II/T6(ST)];
- *"[I]t's really important to take the time and sit down. And that's what we need for next year, to schedule an hour (per week) all together and to discuss that. It's always difficult. We always have good ideas and then we don't do them because we say 'later, later, later...'. So I think that's the main problem: taking the time."* [S1/II/T1(LT)].

Some data show that positive or negative perceptions of the time to be *given, made, taken* or *found* can furthermore depend on the individual's view of the collaborative relationship(s) with his or her 'partner' teacher(s). This importantly links the notion of *time-opportunity* back to 'intrinsic, mind-set and relational' factors referred to in the last sections, such as the perceived *nature of the relationship*, the *interpersonal affinity* and the need to make concerted efforts:

- *"We don't really need an hour (every week) but we need to have a good connection."* [S1/GM4/T2(ST)];
- *"The thing is, with someone with whom you don't get along you don't do that stuff. You don't take the time to say anything even during lunch."* [S1/II/T2(ST)];

- *"We didn't take time to meet... And we didn't make the time for each other. We didn't try very hard. (...) We were never very much of a team. We don't get on very well..." [S1/II/T3(ST)].*

However, according to some other teachers' experience, it seems that the very fact of having the recognized, dedicated opportunity to meet officially set aside in the colleagues' timetables can contribute positively to the *development* of collaborative constructiveness between them.

- *"We had one hour, one free hour together, one free period when we could work together. And that was in our schedules. It was put 'Coordination pédagogique', so we were there to work together. It was not one free period that by chance was at the same time. It was there for us to work together." [S2/II/T4(ST)];*
- *"Sometimes (at first) we were like, 'what are we going to talk about?' But we always found something to say and always found time to compare our lessons and see where we were going, each of us." [S2/GM1/T5(LT)];*
- *"Having the 'concertation', having this one hour, I mean even if it's just that one hour, it is so crucial every week. Little by little just to be able to say to whomever your (CLIL) colleagues are, 'Okay, I've done this. What do you think?' 'Have you seen this? I've seen it, how did they do?' 'What did they think about it? Did they accept it?' 'Did they learn it? Did they assimilate it?' 'Can I go on? Can I go forward?' 'Can I do this?' 'Yeah, but don't go too quickly. Don't go too much in-depth.' Having that one hour is so, so, so important." [S3/II/T6(ST)].*

These considerations closely associate *opportunity* to collaborate with the second aspect of the notion of *time* insisted upon in the data. The temporal sense of *processes* underlying successful collaboration will be discussed in the next section.

ii. 'Time' in terms of *Processes* cultivated through opportunity

The second significant way that the teachers underscored the notion of *time* was repeatedly expressed as *"It takes time"*. This expression (or similar) conveys importance for the temporal sense implied by necessary inter-relational *processes* in order for collaboration to become successful. In other words, collaboration needs time to develop (cultivating *processes*), but cannot happen fruitfully without having the time (*opportunity*). The time factor thus crucially connects *opportunity* for allowing sustainability of collaborative efforts (among 'extrinsic, contextual / situational' factors) to two key 'Cultural Sense-Making' (CS-M) *processes* (among 'intrinsic, mind-set and relational' factors):

- 1) *Processes of collaborative relationship building* (cf. ‘Valuing personal implication, engagement and commitment in collaboration’ (CS-Me) sub-category); and
- 2) *Processes of developing pedagogic understandings and professional learning* (cf. ‘Valuing the objectives / content of the collaboration and the professional learning from it’ (CS-Mcl) sub-category).

Both of these can contribute to producing the collaboration’s pedagogic effectiveness.

Firstly, “*It takes time*” refers to temporal *processes of collaborative relationship building* with the partner teacher(s):

- “*It takes time. At the beginning it takes time. It takes time to see and to think about ourselves, and then afterwards to be in relation with other colleagues. It takes time and it’s not easy...*” [S1/II/T1(LT)];
- “*[I]t’s difficult and of course it takes time – we need to figure that out as quickly as possible. But it’s a problem of (personal) attitude I suppose. We always think that we’re doing something good (on our own) and that it’s okay, we’ll (work together with our colleagues) later.*” [S1/II/T1(LT)];
- “*Maybe with time we will feel how each other, how the other is working by starting to know each other better.*” [S5/GM4/T9(LT)].

Secondly, “*It takes time*” refers to *processes of developing pedagogic understandings and professional learning* – of “*trying to find out*” how to be effective – through acquiring experience of collaborating:

- “*I think experience will be needed. I mean if (name) and I collaborate, so a team of two, it’s easy to deal with. And if we have results, we could show the results to the other teachers. It would be proof that it works – that it’s interesting to collaborate. Then if it’s shown, well maybe the others will be even more interested to do the same.*” [S5/II/T9(LT)];
- “*I think one of our issues is that we have to really set up the program, set up what we’re doing and decide what we’re trying to do. And then once everything is set up, come back to the basics of trying to find out – because we’re trying to do too many things at the same time, I think that’s the problem, trying to do too many things at the same time. We’re advancing and at the same time trying to find out the best way to advance.*” [S3/II/T6(ST)];
- “*I think we need time. I think we really need to have the experience in giving the courses for perhaps a couple years to really know what really works and what doesn’t work...*” [S3/II/T6(ST)];

- *"Yes, it has to grow. (...) It takes time. (...) It takes time; I just want to say that. It takes time."* [S1/GM4/T1(LT)];
- *"I really think when you start you need time. You can't start and be ready to build something together. Even if someone is my best friend and we start this kind of project, even with the friendship already established I don't think you can have the relationship that builds the immersion integration of language and content together."* [S1/GM4/T2(ST)].

d) MT4: Expectations of *informed* and *relevant* guidance

Also noteworthy from the data, among areas that CLIL teachers perceive as potential contributors to the development of successful pedagogic collaboration, are expected forms of guidance (cf. 'Organisational-Practical', 'Guidance, assistance, training to support collaboration' (O-Pg) sub-category). Diverse types of informal or formal help for teacher collaboration are deemed useful. However, that perception of usefulness is on condition that the help is considered *informed* and *relevant* to CLIL and/or the subject-disciplines concerned.

Informal examples of guidance include simply being exposed to *"(other) ideas"* [S2/GM3/T3(ST)] and *"a bit of fresh air"* [S4/II/T8(ST)], for instance from participating in this research project or from networking with other teachers. Formal means are likewise expected, such as in the form of:

- *"Official guidelines"* [S5/II/T9(LT)] (as well as paid time to collaborate) from the Ministry of Education, because *"[t]here's no real handbook, so to speak"* [S3/II/T6(ST)] (see the next section, as well);
- *"Ombudsman"* [S4/II/T8(ST)] mediation for difficult collaborative relationships;
- Organised intra- and inter- school Continuing professional development/learning sessions;
- Guidance from the subject specialist *Pedagogic Advisors* regarding: adapting curricular advancement; supporting the learners; developing appropriate materials; articulating and coordinating subject-content and language complementarity in teaching roles and coursework.

Importantly, it was stressed that guidance for CLIL provided by Pedagogic Advisors be predicated on their own constructive understandings of – and openness to – CLIL. This includes through the Subject-Content and Language Pedagogic Advisors

mirroring content and language collaboration themselves, thus being examples of interdisciplinary collaborative coherence.

e) MT5: Expectations of ‘(Micro)Political-Institutional’ *engagement*

A last tendency from the data which shall be underlined at this stage concerns ‘(Micro) Political-Institutional’ ((M)P-I) influences. One observation seems surprising. In spite of the fact that language and subject-content teacher collaboration is mandated (cf. 1.3.3), the teachers participating in this data tranche from the five schools do not express negative perceptions of feeling contrived institutionally to collaborate. This could be due in part to the voluntary nature of their participation in my study (cf. 3.2.6 a and c). It could be argued that the participating teachers, including those who did not continue the full duration of the school-based inquiry project, were perhaps motivated enough by the project and open to the idea of collaboration, possibly as opposed to other colleagues who did not choose to participate at all. But regardless of their voluntary participation in this study, it seems that most teachers ignored the existence of the mandate altogether (e.g. had not been informed of it by their headteachers) – and therefore had simply not felt affected by it. (I will come back to this in Chapter 6.)

Instead, a call for the institutional/hierarchical levels to be authentically and supportively engaged in CLIL programmes resonates from the data. Teachers underscored a perceived need for the Ministry of education to provide coherent “*official guidelines*” [S5/II/T9(LT)] as well as to finance time (i.e. requisite, timetabled periods) for CLIL teachers to work collaboratively (as included in the previous point among expectations of relevant formal guidance). Such guidelines could, perhaps paradoxically, strengthen the mandate – or at least render it clearer.

In addition, expectations are expressed regarding the school administrators and headteacher’s role. Firstly, data indicate that they are expected to sufficiently understand, themselves, the place and need for language and subject-content teacher collaboration in CLIL in order to lend it support and priority. Secondly, linking once again to the ‘time’ factor described in a previous macro tendency, they are expected to facilitate its development by creating officially recognised intra-school opportunities in the teachers’ timetables and at

other times during the school year (e.g. inservice days). These opportunities are considered necessary to give impetus to the teachers' collaborative efforts:

- *"But maybe one way is to ask the headmaster to schedule a meeting time which is, well not compulsory, but when it is organized by the headmaster it is official, and then you come to the meeting and the ideas are shared."* [S5/II/T9(LT)]
- *"[W]hen they create the schedules, they should create an hour in our schedules to meet. Because then it would be in our schedules so we wouldn't have the choice."* [S1/GM4/T1(LT)]
- *"Oh it (should be) easy (for the administrators) to make time. We could ask for one period of coordination. The coordination periods are there. (The administrators) could give you that, it's not an issue. They would just have to think at what time of day during the working schedule. We have tried (to ask for a coordination period) but it was not answered. (...) [S4/II/T8(ST)]*

"It could be motivating (to have a dedicated time and place to meet and collaborate). It could somehow set things in motion; it would give momentum to (our collaborative efforts). For some it would be important to feel that the administration would support it. (...) Contagious in a positive way." [S4/II/T8(ST)]

4.2 Data Tranche Two analyses and findings

The next sections describe the findings revealed through analyses of the second, auxiliary data tranche. They specifically build upon, further illustrate and nuance those from the first (cf. 3.2.7 c). This was in line with my overall pragmatic iterative approach to the study's database in two tranches (cf. 3.2.5). Tranche Two analyses were therefore in synergy with the findings from Tranche One, as triangulation for them. Rather than repeating all of the steps from first tranche's analytic process, the complementary nature of Tranche Two allowed a streamlined and integrated extension to it.

4.2.1 Confirming the model's components and adding six emergent indicators

There was variety in what the nine teachers from the two Tranche 2 schools emphasised during their semi-structured interviews. Similarly to Tranche One participants, their individual remarks linked more with certain aspects of my conceptual framework and less with others depending on their personal positive and/or negative perspectives and

experiences of collaboration. Globally, though, all of the categories and sub-categories of the coding scheme are once again dynamically present to varying degrees in the Tranche Two data set (cf. 4.1.3). This observation confirms the overall pertinence of the model's components.

No new categories seemed to emerge from the data. However, six additional indicators can enhance those for three parts of the model. They are:

- Two additional indicators are for the '(Micro)Political-Institutional' category ((M)-I):
 - *'Stability of the CLIL programme // lack of'* (related to indicators: *'(Micro)Political-institutional expectations placed on CLIL teachers'* and *'(Micro)Political-institutional perceptions of CLIL and CLIL learners'*); and
 - *'Collaborative school culture // lack of'* (related to *'(Micro)Political-institutional engagement // lack of'*);
- Two additional indicators are for the sub-category for 'Cultural Sense-Making' - 'Valuing the objectives / content of the collaboration and the professional learning from it' (CS-Mcl):
 - *'Need to go further // status quo'*; and
 - *'Trying to figure it out (or not)'* (nuancing *'Trying to find out (or not)'*, as well as related to progressing *'Towards profundity // status quo'* and *'Processes of developing understandings and professional learning'* indicators);
- Two additional indicators are for the combined sub-category 'Cultural Identity-Related'-*'Teachers' subject / speciality / affiliation'* and *'Teachers' Discourses'* (CI-Rs/D):
 - *'Constructing bridges // status quo'* (related to *'Permeable disciplinary boundaries'* and *'Interdisciplinary pedagogies'* indicator);
 - and *'Wearing a double (or single) cap'* (related to *'Transdisciplinary affinity groups, engagement and academic literacy discourses'* and *'Towards dual critical identity // singular'* indicators).

These indicators have been added to the coding scheme, highlighted in emboldened italics to distinguish them from those added from Tranche One data. The final coding scheme as a tool for analysis is presented in Table 13. The quotations from which these emergent indicators have originated are included in the analysis that follows.

Table 13: Final Coding Scheme after confrontation with Tranche One and Tranche Two data

I. Coding for evidence of issues, factors and conditions underlying or influencing positively (+) or negatively (-) the development of CLIL teacher pedagogic collaboration (involving aspects of ownership, control, support, meaning of the collaboration within the professional setting)			
Coded ‘Layers’ of issues as categories (cf. 2.2.4-2.2.8) & Key questions suggested for the layers as ‘lenses’ from teachers’ perspectives	Coded Features of the ‘Layers’ as categories / sub-categories (cf. idem)	INDICATORS: Related concepts, properties and dimensions	
		1. Drawn from the <u>literature</u>	2. Emergent from the <u>data</u>
1) Extrinsic, Contextual / Situational			
LF (Category emergent from the data) CURRENT LIFE FACTORS external to the school setting What from life outside of school affects availability and priorities for collaboration?	LF (+) // (-) ‘Outside’ responsibilities currently effecting availability and priorities, thus impacting the development of effective CLIL teacher collaborative partnerships either temporarily or sustainably		- Health priorities - Family priorities - Other responsibilities outside of school (including other professional) - Juggling
(M)P-I (MICRO)POLITICAL-INSTITUTIONAL Who says we should collaborate? Whose agenda?	(M)P-I (+) // (-) Cascading from the political-institutional level and potentially influencing implementation at the school (micro) level	- Perception of being contrived (or not) - Mandated (or not) - External agenda (or not)	- Political-institutional support (e.g. policies, guidelines and financing) // lack of - (Micro)Political-institutional engagement // lack of - Collaborative school culture // lack of - (Micro)Political-institutional expectations placed on CLIL teachers

			- (Micro)Political-institutional perceptions of CLIL and CLIL learners - Stability of the CLIL programme // lack of
O-P ORGANISATIONAL-PRACTICAL <i>Collaborate when and how?</i> - On whose time? - With what resources?	O-Pl (+) // (-) Compelling purpose and latitude for collaboration given on the part of the headteacher / administrators	- Hierarchical role	- Information provided by hierarchy (or not) - Hierarchical impetus and support // lack of - Hierarchical latitude given // interference
	O-Pt (+) // (-) Opportunity for collaboration (i.e. time)	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of	- Scheduling /Timetabling challenges - Amount of time to be allotted - Frequency - Randomness of opportunity if not dedicated time - Juggling - It takes time (Temporal aspect of the processes)
	O-Pm (+) // (-) M aterial resources to support collaboration	- Discursive space (physical / material sense) // lack of	- Guidelines / Tools // lack of - Meeting room // lack of
	O-Pg (+) // (-) G uidance, assistance, training to support collaboration	- Continuing professional development // lack of - Network with other teachers // lack of - Guidance // lack of - Expectations of support	- Pedagogic Advisory and their understandings of CLIL - Informal support opportunities // lack of - Colleagues as support (or not) - Internet forum - Ombudsman
2) Intrinsic, Mind-set / Relational			
CS-M CULTURAL SENSE-MAKING <i>Why collaborate (and how)?</i>	CS-Mb (+) // (-) Valuing balanced teacher independence-interdependence in collaboration	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence - Sharing with reciprocity // lack of - Roles and responsibilities	- Reciprocity (in principle) AND reciprocation (in action) // lack of - Team teaching opportunities (informal) // lack of

	CS-Me (+) // (-) Valuing personal implication, <u>e</u> ngagement and commitment in collaboration	- Open-minded personal strength // lack of - (Professional) attitudes // lack of - Willingness // lack of - Trust // lack of - Flexibility // lack of - Effort // lack of - Expression of views // lack of - Dialogue // lack of - Negotiation // lack of - Nature of relationships - Interpersonal affinity // lack of - Power dynamics	- <i>It takes time (Processes of relationship building)</i> - <i>Communication // lack of</i>
	CS-Mcl (+) // (-) Valuing the objectives / <u>c</u> ontent of the collaboration and the professional <u>l</u> earning from it	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Consensus building // lack of - Discussion of beliefs on the basis of trust // lack of - Identification of shared values // lack of - Towards co-construction // status quo - Sense of achievement // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo	- <i>Reflection / reflexivity // lack of</i> - <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Trying to find out (or not)</i> - <i>Trying to figure it out (or not)</i> - <i>Need to go further // status quo</i> - <i>Potential multiplying effect // status quo</i>
CI-R <u>C</u><u>I</u><u>R</u><u>C</u><u>U</u><u>L</u><u>T</u><u>U</u><u>R</u><u>A</u><u>L</u><u> </u><u>I</u><u>D</u><u>E</u><u>N</u><u>T</u><u>I</u><u>T</u><u>Y</u><u>-</u><u>R</u><u>E</u><u>L</u><u>A</u><u>T</u><u>E</u><u>D</u>	CI-Re (+) // (-) Teachers' sociocultural <u>e</u> xperiences as individuals, learners and teachers	- Personal history - Cultural background - Experiences	

Collaborate with whom (and how)?	CI-Rs (+) // (-) Teachers' <u>s</u> ubject / speciality / project affiliations	- Open/Permeable // Closed disciplinary boundaries - (Inter)Disciplinary pedagogies / didactics - Inclusive // Exclusive-Balkanisation affiliation - Tribalism and traditions // Hybridity and plurality - Philosophical interpretation of 'good teaching' practice	- <i>I'm (not) a ... teacher</i> - Constructing bridges // status quo
	CI-RD (+) // (-) Teachers' <u>D</u> iscourses	- Ways of being and interacting - Tacit / Explicit knowledge - (Trans)Disciplinary affinity groups - (Trans)Disciplinary engagement - Insiders // Outsiders - Sense of (not) belonging - (Trans)Disciplinary academic literacy discourses - Towards dual critical identity // singular	- <i>Eyes to see // blind</i> - Wearing a double (or single) cap
III. Coding for data suggesting Integration Space processes: Spiral dynamic of interacting processes and factors within a negotiated discursive overlap which may be potentially and dialogically • Cultivating pedagogic understandings • Evolving, progressing in the effectiveness of the pedagogic collaboration • Co-constructing integration of content and language			
= Exemplar interaction of several codes touching upon, e.g. Understandings and characteristics of integration; Educational principles and practices; Academic literacy discourses			

4.2.2 Using the model as a conceptual and analytical tool

Continuing to use the theoretical model as a conceptual and analytical tool allows me state that data from Tranche Two globally reaffirm the five macro tendencies from Tranche One. I shall illustrate this with examples. Some macro tendencies were more salient than others in this data set, depending on the context. The tool's use with the data also identified variations of interacting elements at micro level.

Further nuances are at times brought to the Tranche One findings deriving from the widened experience and more varied levels of secondary CLIL represented by the teachers interviewed in this data tranche. However, data do not show that because teachers were working in a more 'experienced' CLIL school the issue of collaboration was necessarily perceived as easier or better supported.

a) Considering MT1 and MT2: 'Mind-set factors'

As was the case with Tranche One, the teachers interviewed in Tranche Two refer to unsuccessful or challenging, as well as more successful collaborative partnership efforts with CLIL colleagues. Data often highlight the importance of 'intrinsic, mind-set / relational' factors and conditions (from the 'Cultural Sense-Making' and 'Cultural Identity-Related' categories). Such characteristics as *openness*, *sharing* and *communication* are again perceived as necessary to enable successful teacher collaboration to develop:

- *"The colleague has to want to. He or she has to be willing (to work together) for the good of the students."* [S7/II/T19(ST)(TF)];
- *"We must especially communicate and also share educational values. We give an example that it's important to work together."* [S7/II/T17(LT&ST)(TF)];
- *"At any time, when we need it we talk to each other and we exchange ideas..."* [S6/II/T13(LT)];
- *"Sometimes it's easier to work with colleagues and sometimes it seems completely impossible. Maybe it's the personality, (or) just the will. They don't want to share, so they prefer working alone. (...) 'I work for myself, I don't care about others.'* [S6/II/T13(LT)].

i. Nuance: The need to ‘go further’ for more *profundity*

One significant nuance from the Tranche Two data set notes that several participants from all secondary levels, speaking from their experience of CLIL teaching over a number of years, express dissatisfaction with only superficial conviviality. They convey being conscious of the need to improve their pedagogic collaboration and to progress more deeply in it. In this way, data underscore the teachers’ desire for developing more *profundity* in their partnership and team collaboration.

Examples of subject-content teacher perspectives can illustrate this:

- *“It would be better if, really, we worked together. We need to go further than just talk over a cup of coffee (...) We need to go further – talk about planning our courses. We need to put (our planning) on the table together at the beginning of each trimester and adapt to each other’s. (...) If there’s truly a point with our immersion that we need to work on, it’s constructing bridges between our courses. I think the key to success is there. Because I find that it’s really a point that is neglected. We need to work on it more and more.” [S7/II/T18(ST)(TF)];*
- *“The articulation between our language and subject courses is a weakness in our programme. We need to avoid it becoming just separate courses that are a bit bizarre (compared to the traditional programme). I would like to work on that now. That’s important to me.” [T7/II/T20(ST)(TF)].*

Data place the onus on both subject-content and language teachers. Firstly, several subject-content teachers’ viewpoints demonstrate their understanding of shared responsibility being necessary for progressing towards more effective and integrated CLIL teaching:

- *“There is much place for more sharing. Well, I am responsible for this, too.” [S6/II/T14(ST)];*
- *“The beginning for working together better (should be) for the science or social studies teacher to be informed about what goes on in the (language) course. It’s up to us (subject-content teachers) to take initiative and go see what’s going on there with our language colleague(s).” [S7/II/T19(ST)(TF)];*
- *“I believe that’s really a point that needs improving, truly working on the bridges between courses and, in the middle of the system is the language teacher. (...) But we all need to wear a double cap, (...) (which is) to say that the science or whatever teacher is also, at the base, a teacher of language.” [S7/II/T18(ST)(TF)].*

And below, one language teacher’s perspective equally sums up the importance of joint responsibility for constructively evolving as teachers collaborating pedagogically in CLIL:

- *"I think we need each other if we want for immersion to work well. We have to work together and exchange ideas. (...) The students learn something in the content course and we (language teachers) are there to sharpen it. Both are part of the whole. I think we have to collaborate more if we want to progress and to improve. We have to collaborate. (...) It's important to be part of something, to be involved, and to want something to be better for language teaching and using. A mind-set. It's a way of thinking, a way of evolving. (...) I think we can do better. And I think we can be better." [S6/II/T13(LT)]*

ii. Nuance: The need to 'figure it out', particularly at upper levels

Another nuance from the Tranche Two teachers' observations and experience over the years is to do with *processes of developing pedagogic understandings and professional learning* (an indicator from the CS-McI sub-category). This was particularly observed with some teachers at upper-secondary levels. Echoing data from Tranche One, the need for collaborative pedagogic approaches between language and subject-content colleagues at lower-secondary level seems somewhat obvious to the teachers because the learners' base in the target language is not yet (or is less) developed. *'Trying to find out' how* to be effective at doing so nonetheless remains a challenge, corroborating an indicator from CS-McI having emerged from Tranche One data. (I will come back to this in the next section with an experienced pair of Year 1-2 teachers who exemplify having developed successful partnership over time.)

By mid-secondary level, however, the learners are gradually more operational in learning through the target language. The teachers' understandings as to how their separate courses can connect seem less apparent. The need to *"figure it out"* at upper levels, as one teacher put it, represents another form of the on-going challenge for developing effective collaboration towards co-construction of integration, e.g. in terms of furthering (academic) literacies development.

The evolving reflections of an upper-level subject-content teacher, T15, during our interview illustrate an awareness of needing to better understand how such connections can become more effective with his learners. At first, describing his own progressing teaching practices over the years in CLIL, he relates that *"experimenting with methods"* has been important. He has, for example, included more pair and groupwork and peer assessment in his teaching

because: *“They learn better. Gets them to think. It’s universal – no matter what language.”*
[S6/II/T15(ST)]

As I inquire about how working collaboratively with his language colleagues fits into what he calls *“trying to figure out what works”*, he expresses having made efforts to collaborate with them:

- *“My language colleagues offered to help. We looked and there wasn’t much of a way to integrate what we talk about (...) Not for lack of their willingness. In fact just the opposite, I think they’re quite willing. We just haven’t figured out a way to coordinate. Because in the end, I teach science and they teach (language). It’s very tough for us to find common ground.”* [S6/II/T15(ST)]

Then, as our discussion continues I further probe what such *“common ground”* could ideally represent to him. He begins to imagine and articulate a direction to pursue collaboratively with his language colleagues which crosses pedagogic cultural boundaries. His reflections progressively move from a relatively rigid disciplinary position about pedagogic roles and identity into a more permeable, transdisciplinary perspective. He observes that the learners need to improve their written literacy skills employing higher order thinking. His reflections hint, for example, at what could potentially become linked to genre development for science. Such considerations provide a potential way forward for envisaging constructive and complementary pedagogic roles with his language colleagues for the benefit of their shared learners:

- *“You know, for my tests they write in English, too. I don’t – I may sometimes correct their English, but very rarely – I’m not there to – I don’t feel that I’m there to – I don’t want them to feel complexed about their English. I want them to express themselves, period. Because they need to answer my questions about science. And I don’t – I’m fairly reserved about pointing out their mistakes on paper. (...) In terms of grammar and whatever, I leave it alone.”* [S6/II/T15(ST)]
- *“Maybe there should be a sort of filtration toward the English teachers so that they can look at their skills of answering complex questions outside of English class (...) maybe to give them feedback about their English in terms of the material we do in Science. Their use of logic is completely different (in the science course) than in English class. It’s not the same production. They use the same language, but they’ve got to put their language skills to work in a completely different aspect – outside of ‘Billy and Bob went to the movies’. (...)”* [S6/II/T15(ST)]
- *“I think some language teachers could take a look, even if just to scan (the students’ writing in my course) to see if maybe there is some value to take from it. What value that could add to their course for improving their writing skills.”* [S6/II/T15(ST)]

One of T15's language colleagues, whom I had also interviewed, confirmed the willingness he had described: *"I volunteer, but..."* [S6/II/T16(LT)]. She portrays the learners at upper secondary level as *"feeling at ease (in the language), yes, but not really improving"* [S6/II/T16(LT)]. She emphasised that the language teacher's role is important not just at the beginning, but all the way through the CLIL programme. When asked about the notion of 'integration' in the CLIL acronym, she answered:

- *"It should be that: that we integrate (through) more links between our courses... The flexibility on the language teaching side is possible (...). I can adapt. I have to respect (what the language curriculum calls) semantic fields, but it's not impossible. More connections (with the subject courses), that would make more sense to the students. (...) It would be better if we were more creative. (...) I should (be), but I need to take more time."* [S6/II/T16(LT)]

Beyond understanding what transdisciplinarity *"is possible"* and *"should be"* involved for co-constructing integration, T16's last remarks also reiterate other tensions experienced by teachers. These are tensions related to *time* as a challenge to successful CLIL teacher pedagogic collaboration. This therefore links her reflections to the Tranche One finding 'Macro tendency 3', which will now be considered.

b) Considering MT3: 'Time'

i. Reaffirming the role of both *opportunities* and *processes*

Lack of time in terms of *opportunity* to collaborate is persistently cited in the Tranche Two data, as was the case with Tranche One. Data reaffirm the desirability of having time regularly allotted although in neither of the two schools were dedicated work periods provided in the teachers' timetables. As teacher T12 explains, *"We don't have time. Not directly (scheduled) at school. (...) It would be really necessary."* She then inquires, *"Do you know if in other schools they have an hour to work together? It would be quite good if we did!"* [S6/II/T12(ST)]

Without dedicated and sustained *opportunity* set aside, teachers view the time pressures of curriculum coverage and the *juggling* of school activities as impediments to successfully working together collaboratively:

- *"Teachers are too busy with their (curricular) programmes. It's difficult to find more time."* [S6/II/T16(LT)]

- *"There's a lack of time because there are already so many other things going on."*
[S7/II/T19(ST)(TF)]

Data also reaffirm the role of time linking *opportunity* to *processes* for sustainably developing successful and meaningful pedagogic collaboration in terms of *'it takes time'*. Teacher *T14*, for example, underlines the potential for increased effectiveness of language and subject-content teachers collaborative efforts through having joint inter- or transdisciplinary objectives:

- *"Having a common target or a goal forces the teacher to talk about it and say 'well, in my class' (...) I know it takes time. But it would be better, I think, if we could spend more time sharing and talking and deciding maybe if I'm teaching something in Geography or Science, maybe the English teacher could spend some time on the text or adapt his lesson to what they're learning in my class. But we need more time. (...) We just need more time. I think we should have one morning or afternoon every week (to work together). But it won't happen."* [S6/II/T14(ST)]

His pessimistic note towards the prospects of organisational changes that could give more *time-opportunities* to *time-processes* is due to what he perceives as deeper-seated institutional challenges. I will come back to this later in relation to 'Macro tendency 5'.

ii. Against the odds: A successful teacher *partnership* having grown over time

Despite not having had officially recognised and scheduled opportunities to work together, one pair of Tranche Two colleagues' experience is noteworthy. Subject-content teacher *T12* was cited above as saying that scheduled time to collaborated *"would be really necessary"* and asking how other schools dealt with the issue. Yet she and her language teacher colleague *T13* exemplify having co-constructed successful partnership over time. They have been sharing classes of lower-level (Years 1 and 2) learners for eight years, i.e. since the start of their school's CLIL programme. And they have progressively managed to develop what they feel is a balanced and complementary *modus operandi* for meeting their learners' needs.

I shall spotlight various contributing factors (i.e. indicators) from the conceptual framework, linking them with data from these two teachers' interviews.

Firstly, they shared a strong *teamwork* perspective and purpose from the beginning. This was supported, if not with timetabled *opportunity* to work together, nonetheless with *latitude* by the former headteacher (CS-Mb + O-Pl):

- “If immersion is going to work, we have to work together! And the headteacher said so...” [S6/II/T12(ST)]

Secondly, their individual *professional attitudes* with *open-minded personal strength* and determination were engaged in their collaborative efforts (CS-Me):

- “I think it’s the way we are that makes for effective collaboration. And the way we teach and the way we really want them to learn something and to make them like learning English and using English. (...) If you really want something, you have to fight for it.” [S6/II/T13(LT)]

Thirdly, even without sustained *discursive space* (in the temporal sense) provided, a sort of *stability* in their collaborative work was at least enabled by the fact that they continued to teach the same courses over the years – thus continuing to share the learners at the same year levels. This organisational aspect allowed them both to invest patient persistence (i.e. *It takes time*) in *relationship building processes* for their partnership (CS-Me):

- “Time is very important. At the beginning it was a bit complicated because we didn’t know each other at all. We got involved in that project and we tried to do our best. And after some time we discussed together.” [S6/II/T13(LT)]
- “I spent a lot of time waiting for my colleague’s free (non-teaching) hours.” [S6/II/T12(ST)]

Fourthly, active *discursive space* dialogue (in terms of the content of interaction) has been central to cultivating the successfulness of their collaboration. Both have had to transform and adapt their course planning and ways of teaching. And both view this constructively as on-going *negotiation processes* (CS-Me & CS-Mcl):

- “After the first year it was easier for (name), too, because she had a sort of course (set up) and she exchanged more ideas with me: ‘Do you think it’s not too complicated?’ ‘Will they understand this?’ And she told me, ‘At the beginning of the year I would like you to see all the interrogative words to understand my course: Who-What-Where-When, and so on. It started like that. She told me what she needed and I told her what I did. And then the exchanges started like that, very simply. It worked.” [S6/II/T13(LT)]
- “I’ve had to transform my ways, change the planning and adapt. This was and still is a challenge. But I am not alone.” [S6/II/T12(ST)]

Fifthly, over the course of time, *processes of developing understandings and professional learning* about the teachers' mutual (trans)disciplinary engagement has enabled proactive complementarity (CS-Mcl). They indeed both express a *sense of achievement at progressing in the effectiveness of their pedagogic collaboration* (which exhibits *Integration Space interacting processes within a negotiated overlap*).

- *"I know her programme. I know what she does for each Year and sometimes I (adapt my course to) help her. For example, I introduce the simple past (earlier) so it's easier for the students to read texts for the (Social studies) course. (...) I introduce vocabulary so she can use it in her course. Sometimes my course is a sort of revision to recycle from her course. That's nearly in the middle of the year because we discuss and I know where she is in her course. (...) And at the end of the year in preparation for the exams."* [S6/II/T13(LT)]
- *"I know her sequences, she knows about mine. Sometimes we have to change or adapt... but it's running. She knows what English I use in my lessons. I know exactly when I can start using (certain aspects of language)... They need the language to access the content. I can correct them some, too, like I would do in French."* [S6/II/T12(ST)]
- *"So it's easier now. I know when she needs me or she's going to need me for her course. I ask her, 'Is it ok with the interrogative forms?' And she says, 'Yes, they know them perfectly! That's great!' For example, recently she had the (Year 2 students) do an oral presentation. And she said, 'Wow, they were so, so ready! I hadn't taught them (presentation skills) and they just did it. So it was great!' And for me it's also great! I can see through her eyes (evidence of) what I had done beforehand (with the learners). And that's how we communicate, too. (...) I see that they've seen certain things before (from her content courses), so it's easier for my English course, too. It goes quicker, for certain vocabulary, for example. I don't have to take as much time because they've already seen it and used it."* [S6/II/T13(LT)]

c) Considering MT4: Guidance

Expectations of informed and relevant guidance are less salient in the Tranche Two data set. Two forms are nonetheless mentioned among positive factors having helped some teachers to progress.

First, organised inter-school professional learning opportunities are considered useful for learning from others' examples in their collaborative work: *"...going to different training days (where) we can meet other teachers and have their experience"* [S6/II/T13(LT)].

Second, intra-school guidance is appreciated, for example “...occasional lunchtime work sessions led by the headteacher” [S7/II/T17(LT&ST)(TF)]. This example of relevant guidance with respect to the headteacher also connects with the importance for hierarchical initiative and *engagement* to support successful CLIL teacher pedagogic collaboration development, included in the next macro tendency.

d) Considering MT5: (Micro)Political-Institutional *engagement*

All of the teachers interviewed in Tranche Two again ignored the institutionally mandated nature of language and subject-content teacher collaboration in the CFWB policy documents (cf. 4.1.4 e). One teacher reacted bluntly with, “No, that doesn’t happen!” [S6/II/T14(ST)]. Another’s reaction lays emphasis on a view that intrinsic, mind-set and relational-type factors on the individual practitioner’s part will always prevail over theoretical policy. He insisted:

- “You can talk all you want (about institutional policy). It depends on the teacher. Some colleagues are more flexible, some are less. Some are more willing, some are less. Some are better teachers, some are less. Some (of those) who are willing tend to be better teachers.” [S6/II/T15(ST)]

Data from these two teachers’ interviews especially place high expectations at the school micro-political level, in terms of the school administration’s initiative and engagement to actively support CLIL and enable successful teacher collaboration. These data illustrate two interrelated critical leadership challenges which influence such collaboration: (a) managing misconceptions of CLIL and nurturing stability; and (b) fostering a collaborative school culture.

i. Leadership for managing misconceptions of CLIL and nurturing stability

Teacher T15 expresses expectations with regard to the hierarchy’s role in managing misconceptions about CLIL within the rest of the school:

- “If there’s one big challenge, it’s the colleagues (who are not involved in CLIL). I think over the years I’ve become more sensitive to it and since my French has improved, I’ve become more attuned to the nuances. I think I’m more aware of it than before.” [S6/II/T15(ST)]

Even after eight years of the programme's running and T15's own involvement teaching in it at upper-level for five years, he feels there is still lack of *stability* in the school's CLIL programme:

- *"The problem with immersion in our school, the programme is not 'fixed' yet. It's still a raging beast. Every year there's a new change and every year you piss somebody off."* [S6/II/T15(ST)]

Three "*gross misperceptions*" by "*non-immersion colleagues*" are stressed by this teacher. First:

- *"That immersion has the best students of the school. It's a very false perception! (...) The idea that immersion robs or steals and take the best students and that we have it easier. And that's not at all true!"* [S6/II/T15(ST)]

Second:

- *"That we are 'preferred' by the administration, that they cater more to our needs, so we're taking (away others') resources..."* [S6/II/T15(ST)]

Third:

- *"That we're stealing hours away from others. It causes a havoc on the hours! Every little change and somebody loses some hours."* [S6/II/T15(ST)]

For him, such flawed *perceptions of CLIL and CLIL learners* (among (M)P-I indicators) require engaged attention and committed action on the part of the headteacher and school administrators. He feels that their role is crucial to encourage a more stable, constructive working atmosphere conducive to – and supportive of – collaborative efforts. This, then, ties into the second leadership challenge, regarding a collaborative school culture.

ii. Leadership for actively fostering a collaborative school culture

Teacher T14 was cited previously concerning the potential for increased effectiveness of language and subject-content teachers collaborative efforts in CLIL through having joint inter- or transdisciplinary objectives. Beyond the lack of time, he perceives deeper hindrances to teacher collaboration rooted in the "*school culture*". His view is influenced by his own sociocultural experience, as a Belgian francophone subject-content teacher, of having had the opportunity to teach temporarily in another country (cf. 'Cultural Identity-Related' indicators):

- *"It's not in our system, our school culture. Most people tend to work individually and there is not collaboration."* [S6/II/T14(ST)]

Similarly to teacher T15, he expresses expectations for improvement of this, which “*can come from the hierarchy, or higher in the pyramid.*” [S6/II/T14(ST)] He calls for initiatives which, even if perceived at first as contriving, could promote professional learning:

- “*Even if in the beginning it may seem a little fake, people learn that culture of collaborating. It forces, well facilitates... and gives them something to talk about.*” [S6/II/T14(ST)]

Teacher T14’s observations reaffirm data from Tranche One. Data had underlined a potentially motivating, multiplying effect of hierarchical engagement to supporting successful CLIL teacher pedagogical collaboration as “*contagious in a positive way*” [S4/II/T8(ST)]. Moreover, T14’s view places the bar of expectations even higher. He challenges leadership for school-wide transformative impact beyond the CLIL programme through actively fostering a more collaborative school culture:

- “*I think we forget to reinvent ourselves. (...) What would facilitate things is maybe forcing people a little bit, and I think that should come from above. (...) We have almost no meetings. There are many things we should change at our school. Because it’s ‘dusty’, it’s old traditions, heavy and which are weighing on everybody’s way to conceive their teaching. I think maybe defining a development programme for the (future). If we do that, that would help radiate or have a ripple effect on the way we are working.*” [S6/II/T14(ST)]

4.3 Conclusions to the chapter: Answering the research questions

This chapter has presented the results produced through analysis of data from a two-part database. Perceptions and experiences of teachers in CLIL settings in francophone Belgian secondary schools have looked into the overarching question of how and why the development of collaboration between language and subject-content teacher ‘partners’ is successful or otherwise.

How have findings from the data answered the study’s research questions?

4.3.1 Sub-question one: Pedagogic collaboration is important but challenging

Firstly, the findings convey responses to the sub-question:

- *How is the potential successfulness of collaboration between language and subject-content teachers in CLIL interpreted by the teachers?*

The findings overall indicate that **teachers interpret** such potential successfulness of **pedagogic collaboration as having importance for the sake of meeting their ‘shared’ learners’ needs**. This is the case whether based on teachers’ positive or negative experience. Notably, they also perceive a **need** for themselves **to better understand how to go about it** and so **progress in effectiveness pedagogically** for the benefit of their CLIL learners. However data also show that such successful collaboration is regretted as being **difficult to realize sustainably and effectively**.

Teachers clearly perceive diverse challenges and obstacles encountered in their teaching realities as impacting upon the development and/or sustainability of such pedagogic collaboration. The data demonstrate how positive and negative tensions influencing teacher collaboration vary depending on the specific micro context and the individual teachers. Teachers’ interpretations at times accentuate challenges and obstacles which fall within the ‘Extrinsic, Contextual / Situational’ categorization of types of influences (i.e. ‘Life factors’, ‘(Micro)Political-Institutional’ and ‘Organisational-Practical’). Equally, other perceived challenges and obstacles fall within the ‘Intrinsic, Mind-set / Relational’ categorization (i.e. ‘Cultural Sense-making’ and ‘Cultural Identity-related’). This spread, with interacting links, can be observed in the vast Tranche One Data display which populates the model’s categories and sub-categories (cf. 4.1.2, Table 12).

4.3.2 Sub-question two: Enabling factors and conditions for successful collaborative pedagogic partnership

Associated with the teachers’ perceived challenges and obstacles to achieving effective pedagogic collaboration is answering the second sub-question:

- *What issues, factors and conditions enable the construction of successful collaborative pedagogic partnerships between the teachers towards integrating content and language?*

Again, whether based on positive or negative experience, **teachers identified contributing factors and conditions** which they perceive as **enabling or hindering successful collaboration and partnership**. The combined analyses of the data congruently **substantiate and enhance** the issues, factors, conditions and processes as represented by the components and indicators brought together into the **model's final coding scheme** (cf. 4.2.1, Table 13. Also see Appendix 16 for a final table reassembling all of these components). When the **components** have a **positive influence**, they are thus viewed as **enabling the development of successful collaboration and partnership**.

4.3.3 Research questions altogether: Five macro tendencies for successfultness resulting from interplay of factors

Additionally relevant to answering the overarching question and sub-questions, data analyses affirm the **dynamic nature** of the issues, factors, conditions and processes. Data often demonstrated the complexity of interacting (sub-)categories and their indicators. Findings produced through use of the model as a conceptual and analytical tool call particular attention to **five macro tendencies** from the data which synthesise such vital interplay. These tendencies **emphasise crucial enabling features** pertaining to the issues, factors, conditions and processes **towards co-constructing partnership and integration of content and language**.

The macro tendencies underscore:

- The importance of the individual teachers' '**mind-set' factors** being actively engaged in successful collaborative CLIL teacher **partnership** (MT1);
- The importance of the individual teachers' '**mind-set' factors** being actively engaged in the co-construction of **pedagogic understandings** towards integration (MT2);
- The importance of **time**, simultaneously in terms of **opportunity** for the teachers to collaborate and in terms of the **processes** involved for their pedagogic collaboration to become successful, sustainable and effective (MT3);

- The importance of informed and relevant **guidance** to support the successful development of pedagogic collaboration with professional learning, co-construction of understandings and increased teaching effectiveness towards integrating content and language (MT4);
- The importance of **(Micro)Political-Institutional engagement** to understand, value and actively support successful CLIL teacher pedagogic collaboration development with stability and, particularly, within a collaborative school culture (MT5).

Finally, according to the data, **these features should all be taken into consideration**. This is in order for *collaboration* and *partnership* between language and subject-content teachers in CLIL firstly, to be *possible*. Then, it is for them to be/become *successful*, i.e. sustainable and progressing in pedagogic effectiveness towards integrating content and language.

This instrumental case study, with its data, analyses, and different types of findings including enrichment of the theoretical model, bring me to now explore implications. What is suggested by my research? This shall be discussed in the next chapter.

Chapter 5 Discussion

The five macro tendencies from the findings summarised at the end of the last chapter stress the importance of certain enabling mechanisms for CLIL teacher pedagogic collaboration resulting from interacting factors. They imply that for language and subject-content teacher collaboration in CLIL to be successful, better understandings of its nature and processes are necessary from both ‘top-down’ and ‘bottom-up’ directions. The next sections discuss these implications, connecting them with theoretical arguments that had been proposed.

A final iteration of my model as a conceptual, theoretical tool concludes the chapter.

5.1 Top-down: Understanding integration and professional learning for effective CLIL

Top-down value and supportive measures need to be afforded for CLIL teacher collaboration. But such measures need to be coupled with understanding the roles of both integration and professional learning for effective CLIL. One particularly context-related implication from the case study’s findings queries the understanding by school management of the requisite nature of collaboration between subject-content and language teachers in French-speaking Belgium’s CLIL-type provision. Although the collaboration is implicitly mandated in policy documents, it seems – at least as conveyed from the database of teachers’ experience and perspectives – that it may not be clear to headteachers and administrators. This would need to be further investigated. Nevertheless, at school level from the teachers’ viewpoint, the implementation of such teacher collaboration seems often to be ignored. Or could it perhaps be critiqued as “naivety” (Johnson, 2003), in other words, where teachers are most often simply “expected to work together” (Inger, 1993)?

Based on the literature (cf. section 2.2.6, e.g. Little, 1990; Inger, 1993; Davison, 2006), I had argued that institutional *value* placed upon the teacher collaboration – in both word and deed – would seem to be a central factor necessary to coherently bridge institutional policy with the organisational and practical conditions to support it. The latter would include the dedicated opportunity, resources and guidance within a supportive collaborative school

culture. Importantly, if part of the institutional value placed on teacher collaboration includes providing training and assistance (e.g. Inger, 1993; Little, 1990), then it clearly implies valuing and supporting the overarching issue of *professional learning* necessary for developing the collaboration in question. Valuing this and lending it priority in turn implies, among others, informing teachers about interschool CPD offerings which could reinforce their collaborative work – and allowing them to participate. Teachers have told me that this does not necessarily happen.

The findings from the case study show that teachers call out for help and express strong expectations in the form of (micro)institutional and organisational engagement and relevant guidance (cf. Macro tendencies 4 and 5). In the CFWB context in particular, this would then require clearer ‘top-down’ understanding of the fact that teacher collaboration is demanded (albeit indirectly) in the policy framework. But significantly, I make the case that it would also necessitate ‘top-down’ understanding that

- (a) *integration* is pedagogically central to ‘CLIL’ (terminology not systematically utilized in the CFWB documents); and consequently that
- (b) *professional learning* is vital to teachers developing successful collaboration in view of effectively co-constructing *integration* in CLIL.

I will come back to this in the final implication.

5.2 Top-down: Understanding the link between time-opportunity and mind-set factors

Top-down understanding of the interacting link between time-opportunity and mind-set factors is necessary to allow for the likelihood and sustainability of collaborative teacher partnership. This is another implication which emerges from the data. It connects the notion of *time* in terms of the *opportunity* for teachers to work collaboratively with the teachers’ *mind-set* factors. Here, positive/negative tensions between the ‘Extrinsic, contextual / situational’ ‘time-opportunity’ factor for the development of partnership interacting with ‘Intrinsic, mind-set’ / relational’ factors impact the likelihood and the sustainability of the teachers’ partnership. Understanding this link is critical, as was underscored in Macro tendency 3 concerning time.

Although I had pointed out from the literature the importance of providing organisational and structural conditions for teachers to collaborate (cf. section 2.2.6, e.g. Little, 1990; Inger, 1993), I stressed that these will not, alone, guarantee the effectiveness of the teachers' valuing, either the content of the collaboration itself, or the professional learning through working together. Unless there is a commitment to collaborative working relationships, allowing teachers out-of-class preparation time does not necessarily increase them working more collaboratively (cf. section 2.2.7 c, Hargreaves, 1994).

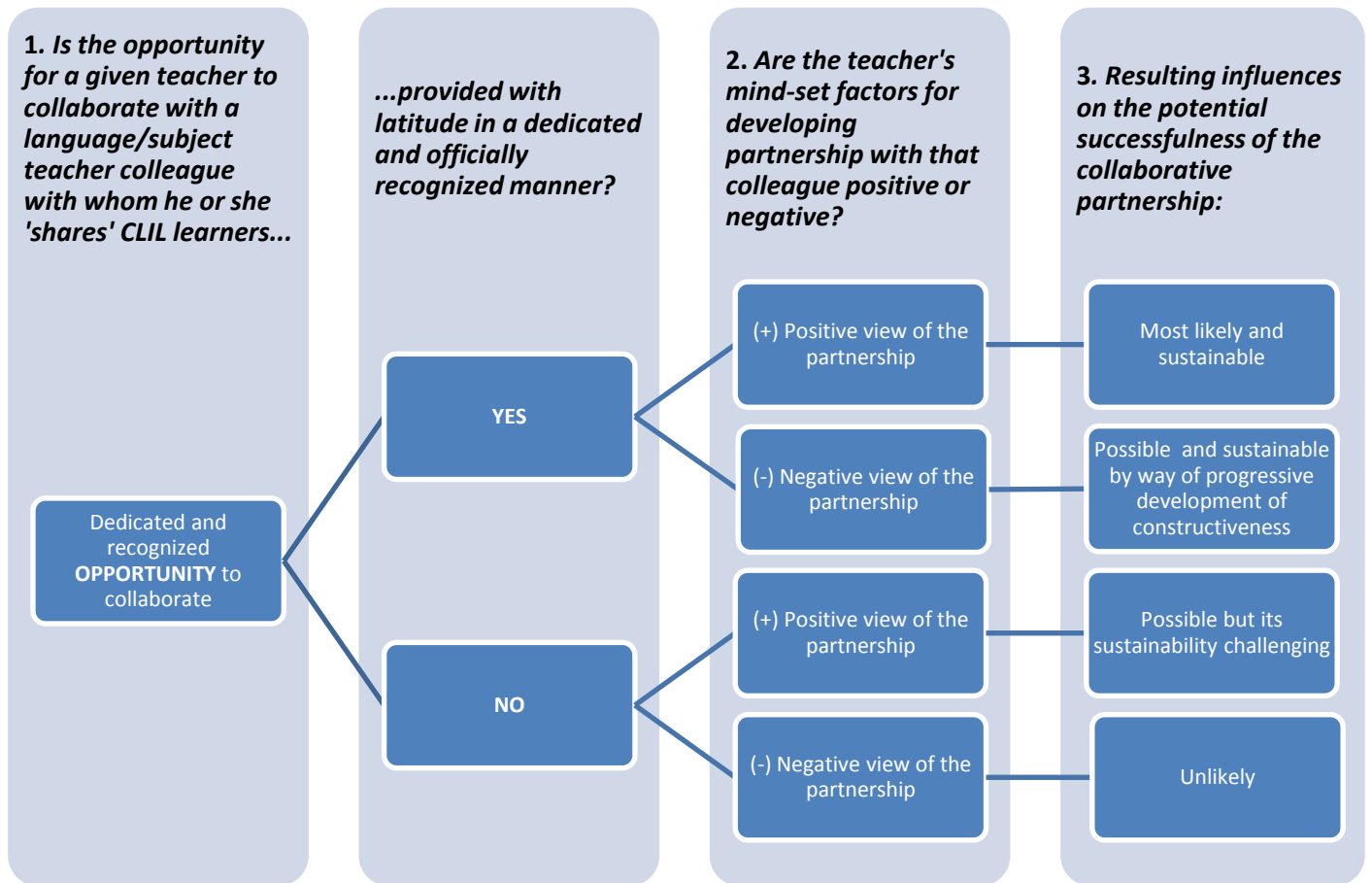
Findings from the case study confirm and further nuance this argument. Some data indicate that teachers' negative perceptions of the nature of the relationship and the interpersonal affinity with the language/subject teacher partner(s) can indeed constitute an obstacle to their being committed to collaborating. Significantly, however, other data show that the very fact of having the recognized, dedicated opportunity to meet officially set aside in the colleagues' timetables can potentially contribute to the *development* of collaborative constructiveness between them and of a more positive mind-set.

Without ignoring other contributing factors (such as the 'Life factors', as well as '(Micro)Institutional' factors influencing the teachers), two key questions are raised here from the data in an interconnected manner:

- the question of such *opportunity* being regularly afforded with latitude in an officially recognized way; and
- the question of a given individual teacher's views (*mind-set*) for working with a language/subject colleague being/becoming positive.

The findings imply that these questions need to be considered for increasing the potential successfulness of developing constructive partnership, both in terms of its likelihood and its sustainability. Figure 10 illustrates these interconnected questions in the form of a flow chart.

Figure 10: Linking individual teacher mind-set and dedicated, recognized opportunity to work collaboratively with a language/subject colleague: Influences on the partnership's likelihood and sustainability



The flowchart's 'double positive' scenario would seem the most potentially conducive to successful and sustainable partnership development. Conversely, the extreme 'double negative' scenario, where a given teacher's mind-set for working collaboratively with his or her language/subject teacher colleague is closed and the opportunity to collaborate is not provided, would seem the most improbable. The next section will argue that an '*individual responsibility mind-set*' for partnership can be cultivated through personal effort and professional attitudes from a professional learning perspective (see 5.3). With that already in mind, then teachers being provided time when they are expected to work together potentially enhances the likelihood of constructive partnership to progressively develop and become sustainable. And this even when the given teacher's view of the partnership is initially negative. In her research, Jacobs (2010, p. 232) had similarly observed, concerning personality differences:

The passage of time, as well as tolerance and patience, played an important role in allowing for personalities to gel. The building of good relationships between collaborating partners takes time and a context where time is not a constraint.

The other ‘mixed’ scenario brings to the fore the enormous challenge for collaboration to be/become sustainable. The teacher’s view for the partnership may be positive, but if the opportunity to collaborate with the language/subject teacher colleague is not provided, the successfulness and sustainability of the partnership will be precarious. Data from the case study demonstrate that teachers can feel frustration because of desiring to work collaboratively with their colleagues in CLIL – or at the minimum feeling that they ‘should’ – but only finding random and sporadic opportunities on their own time within the busyness of their teaching realities to do so. It is therefore essential for school administrators to realize that continuity and sustainability of partnership can be seriously compromised in the absence of a supportive environment which understands and takes account of the factors at play (Jacobs, 2007). This understanding is essential from the outset, when initially implementing their CLIL programme, and equally so over the years as the programme develops and expands.

5.3 Mind-set factors: Cultivated bottom-up and supported top-down

Continuing to consider individual teachers’ ‘Intrinsic, mind-set / relational’ factors emphasises further implications. Mind-set factors are ‘writ large’ in the data, but need to be both cultivated bottom-up and supported top-down. Their importance for successful collaborative CLIL teacher partnership, as well as for the co-construction of pedagogic understandings towards integration (as stressed in Macro tendencies 1 and 2), corroborate the theoretical arguments made in constructing my conceptual framework.

Based upon the literature reviewed, I had suggested that three interweaving challenges were integral to language and content-subject teachers’ negotiating and sense-making processes for co-constructing partnership (cf. 2.2.7 a, b and c): (a) valuing a balanced view of disciplinary complementarity and of independence/interdependence; (b) valuing personal implication-commitment; and (c) valuing the professional learning within the content and diversity dimensions to the collaboration. These challenges implied that *mind-set factors*

would be needed to potentially enable the collaboration at the interpersonal level. They connect the sense-making processes *for* the collaboration with issues around sharing values and professional beliefs.

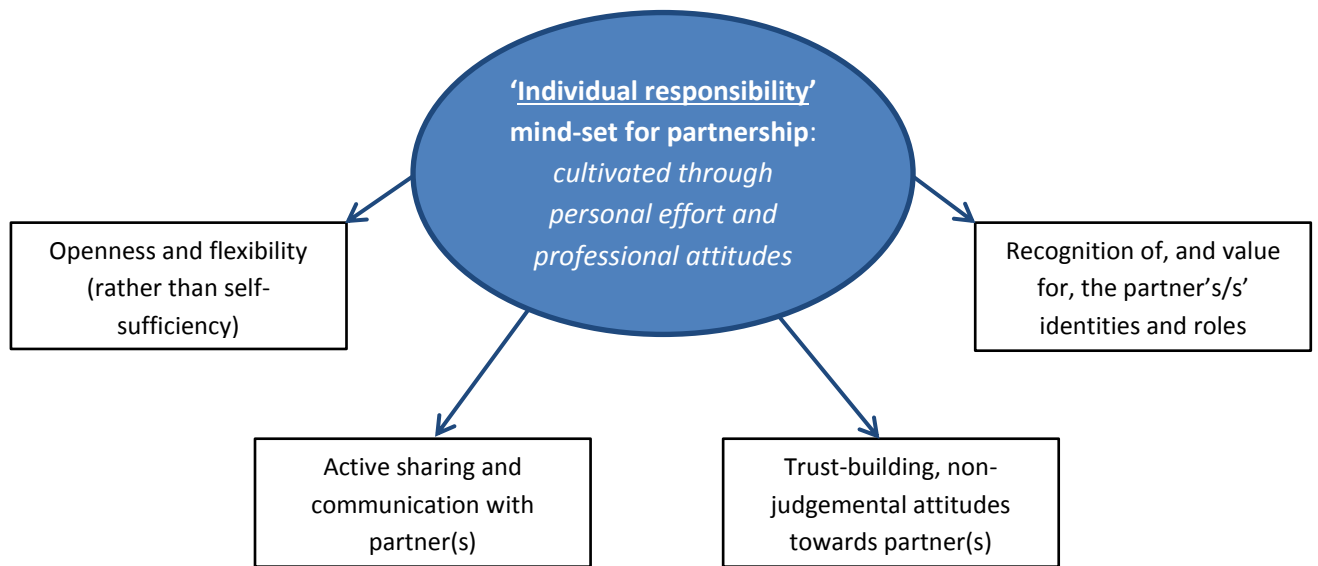
I argued the importance of teachers developing a professional *mind-set* for *sharing*, for *learning* and for *negotiating* with willingness, openness, etc. I contended that this would necessitate cultivating a disposition open to (and perhaps the skills needed for) co-constructing a collaborative professional partnership. This sort of partnership could allow for interdisciplinary complementarity to develop between the language and subject-content teacher colleagues in CLIL.

Two significant implications emerge from the data which further strengthen these arguments.

5.3.1 Bottom-up: ‘Individual responsibility mind-set’ for partnership

Firstly, the findings stress the essential place for active self-engagement (or commitment, as mentioned in the last section) on the part of each ‘partner’ in several areas of the model’s ‘mind-set’ sub-categories. These comprise: openness and flexibility; balanced reciprocal sharing and active communication; non-judgemental attitudes; recognition of and value for the partner’s/s’ identities and roles (cf. 4.1.4 a). This altogether forms what I shall term an ‘*individual responsibility mind-set*’. According to the data, personal effort in these areas and professional attitudes for striving to be a team together are deemed necessary for successful language and subject-content teacher partnership development. Such a mind-set links back, on a practical level, to “inquiry-oriented personal strength” (Fullan, 1993). It also connects with the idea insisted upon that for there to be collaboration, finding “a degree overlap” (Wells & Claxton, 2002) in the individuals’ goals and values requires willingness, effort, dialogue and negotiation (cf. 2.1.3 and 2.2.7 a). These lead to “progressive professionalism” (Clement & Vandenberghe, 2000, p. 90), which includes explicit discussion of teachers’ personal beliefs “on the basis of trust” (cf. 2.2.7 c). Figure 11 summarizes an *individual responsibility mind-set* for successful partnership development as drawn from the data.

Figure 11: Individual responsibility mind-set for successful teacher partnership development



5.3.2 Bottom-up: Reinforcing influences of partners' positive mind-set factors

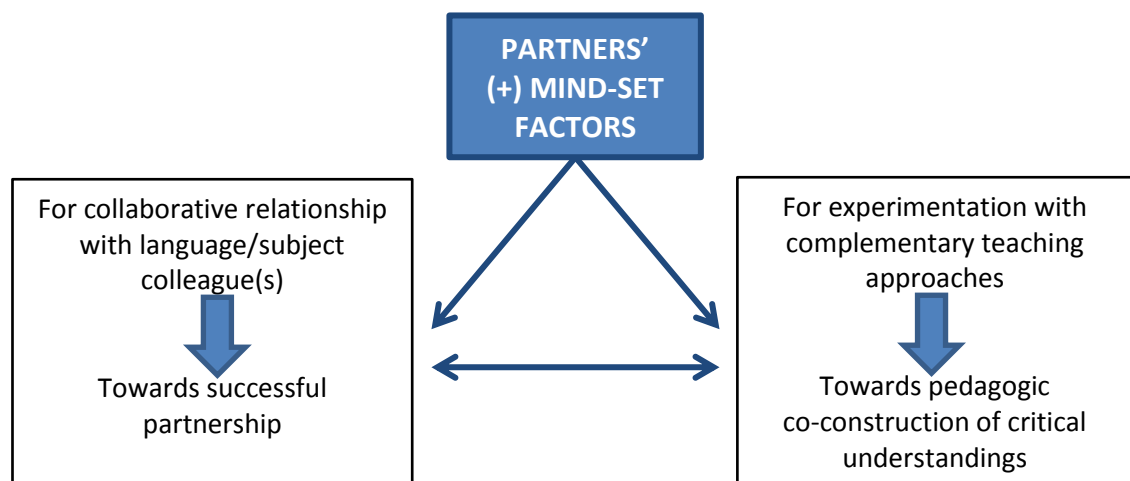
A second significant implication of 'Intrinsic, mind-set / relational' factors which emerges from the data is their potentially positive reinforcing effect upon both the continued development of partnership between the teachers and upon the co-construction of their individual and shared pedagogic understandings. Both of these are involved in collaboration for teacher professional learning and development. The negotiation processes allow for "unpacking resistance, constructing knowledge, and navigating identities" across pedagogic cultures (Musanti & Pence, 2010, p. 73).

On the one hand, the teachers being positively open to, and actively engaged in, developing a collaborative relationship fosters progression towards successful and sustained partnership, as previously suggested at the individual level. At the same time, the teachers being willing to discuss and experiment new connecting and complementary teaching approaches with their content or language partner(s) fosters progression towards the co-construction of new and deeper pedagogic understandings. And data show that these can both be mutually reinforcing processes (cf. section 4.1.4 b).

Figure 12 illustrates the reinforcing potential emanating from these aspects of positive ‘Intrinsic, Mind-set / Relational’ factors:

- 1) Partners’ positive mind-set regarding the *collaborative relationship* with their language/subject colleague(s) having a reinforcing impact on successful partnership co-construction;
- 2) Partners’ positive mind-set regarding *experimentation of complementary teaching approaches* with their language/subject colleague(s) having a reinforcing impact on the pedagogic co-construction of critical understandings; and
- 3) Each of the above two aspects of the partners’ positive mind-set having a further bolstering effect on the other.

Figure 12: Reinforcing effects of partners’ positive ‘Intrinsic, Mind-set / Relational’ factors



I argue that these mind-set factors are foundational to successful partnership development which can progress in deepening teachers’ critical understandings towards co-constructively integrating content and language.

5.3.3 Top-down support for bottom-up mind-set cultivation: Towards partnership and co-construction of understandings

To gain in both time and in profundity, bottom-up mind-set cultivation towards partnership and professional learning towards pedagogic co-construction of understandings must be supported top-down. Data from the case study quote both language and subject-content teachers repeatedly lamenting that ‘it takes time’. This is when referring to the processes

involved in relationship building, as well as those for developing understandings of trying to ‘find out’ and ‘figure out’ how to be more effective in their teaching in CLIL at the different levels of secondary education. Teachers regularly expressed having had ‘good intentions’ to collaborate ‘more and better’ with their language/subject colleagues but not having actually arrived at doing so. And data particularly from experienced teachers convey their increased consciousness of the need to improve and progress more deeply in their pedagogic collaborative partnership for the benefit of their learners. They expressed the feeling that this has been neglected over time.

I put forward that supportive measures could in fact prove to be time-saving. These could (a) foster an awareness of the *individual responsibility mind-set* for the teachers’ collaborative work described in 5.3.1., and (b) encourage the potentially pedagogically constructive effects of such a positive mind-set as per 5.3.2. The processes would be facilitated and perhaps accelerated by practical tools and guidance designed *with* and *for* teachers and other players (e.g. headteachers, Pedagogic Advisors...). These would support the necessary professional learning and ‘cultivation’ processes involved, within *integration space*.

5.4 ‘Integration Space’: Where it all comes together

Indeed, all of the implications discussed in the above sections point to the need for increased understandings – whether top-down or bottom-up – of the nature and processes of CLIL subject-content and language teacher collaboration. Connecting these implications in toto with my theoretical arguments refers back to the culminating aspect of the conceptual framework (cf. 2.4). Creating ‘**Integration Space**’ is the heart of the matter. The data have demonstrated that its objectives and processes need to be the pedagogic collaboration’s *raison-d’être*.

5.4.1 Integration space constituents

Building upon Jacobs’s (2007) ‘discursive space’, I had previously conceptualised the constituents of purposefully created *integration space* for CLIL teacher collaboration (cf. 2.4). The data from the study have supported and added to this conceptualisation. Data show that *integration space* ideally consists of discursive space:

- in the temporal sense: with the sustained opportunity for them to collaborate;

- in the physical/material sense: with the place and resources to collaborate;
- in terms of the content of the interaction that takes place: with
 - the objectives for their collaborating;
 - the processes of negotiating, challenging, and reconceptualising their views; and with
 - mutual learning: from each other and together.

5.4.2 *Integration space interaction and impact*

Data demonstrate that through the *integration space* processes, the teachers are potentially enabled to reach new and deepened critical understandings, both shared and individually. Social processes of discursive engagement are key to potentially bringing about shifts in individual mind-sets (Jacobs, 2007). Such interaction facilitates how the teachers could reconceptualise their roles and identities (reaching a possible level of shared, ‘dual critical identity’) and could co-construct new understandings of integration (Ibid.). Importantly, such sustained interaction has value to both parties, as has been illustrated by data.

Within the *integration space*, then, the teachers are enabled to potentially:

- reflect together on what they are trying to do;
- adapt as they progress; and
- theorise on how their ‘shared’ learners’ needs are being met.

With developing better understandings of their respective roles and identities, they are better empowered to join forces for their common aims (cf. section 2.4). The partner-teachers could thus work together for their pupils to learn the language, use the language, learn the content through the language, plus develop the discipline-related competencies and academic literacies. And the collaborative *integration space* interaction implies subject-content and language teachers re-thinking, together, pluriliteracies development.

Data from the study show that the *integration space* potentially offers new territory across disciplinary boundaries to both parties for ‘trying to find/figure out’ and for addressing, *together*, the ‘need to go further’. Data have demonstrated how heightened awareness of being an ‘outsider’ to the partner’s disciplinary field can enhance understandings of teachers’ mutual ‘insider’/‘outsider’ disciplinary complementarity in CLIL. There is a

mindfulness of their own limitations and need for the other's 'eyes to see'. As emphasised previously (cf. 2.3.3 b) such a shift of location from a 'situated insider perspective', to an 'insider perspective from the outside',

changes the perspectives of both categories of (teachers) and promotes insight into the need for collaboration and effective partnerships between the disciplines and (teachers) involved. (Gustafsson et al., 2011, pp. 1-2)

Data therefore suggest that this can realistically open possibilities for meaningful interaction and pedagogic exploration.

Similarly, data have shown that the teachers' negotiating and adapting to each other involves joint reflexivity. Their developing understandings potentially lead them to explore inclusively more permeable, transdisciplinary pedagogic boundaries between themselves. This would imply the teachers potentially learning from each other and learning together. Individual and joint dynamic sociocultural processes are profoundly linked. Building on their disciplinary complementarity could expand their reach and 'stretch' their professional identities (John-Steiner, 2000). They could evolve in considering how they share responsibility for their learners' language use for constructing and communicating meaning as they learn.

5.4.3 Integration space objectives and conditions

In summary, far beyond simple collegiality, I argue that the *integration space's* objectives are

- for teachers in partnership to progress in *effectiveness* (Davison, 2006); with
- *pedagogy of collaboration* and goals of *literacy pedagogy* (Jacobs, 2010).

By means of working together with these objectives, teachers would be co-constructing new understandings of *integration* over time. I call this *Integration through collaboration and collaboration through integration*.

However, in order for *integration space* collaborative processes to 'work', vital enabling mechanisms must dynamically come together (cf. 4.3.3.). They must *allow for* and *support* both teacher *partnership* and language and content *integration* co-construction (Gustafsson et al., 2011).

The study has identified conditions and data have further shown that many interacting factors contribute. Implications from the findings therefore call for uniting:

- (a) contextual and environmental conditions that allow for creating *integration space*; and
- (b) supportive measures to foster individual engagement with evolving mind-sets, understandings and practices within it.

Crucially, the findings suggest that such collaborative *integration space* pedagogic exploration must not be randomly left to hit-or-miss chance. And it cannot depend on assumptions of teachers' unlimited goodwill. It needs to be actively generated and built upon with professional learning in a sound, principled manner.

For this, I assert that **guidelines, practical tools and continued professional development and learning approaches** are needed. These could foster and support not only teachers', but also other players' (e.g. headteachers and Pedagogic Advisors') development of better understandings. Inclusive, co-constructive investigation of the *integration space's* implications is called for, supported by research.

In other words, I argue for **researching and co-constructing *with* and *for* the practitioners principled and innovative solutions** to the problem area of improving teacher collaboration for integrating content and language learning. The research would produce **guidelines, as well as practical self-evaluation and partnership-building tools co-constructed with the practitioners**. These would support 'cultivation' processes involved, with 'realistic' **collaborative and reflexive professional development** (Korthagen, 2001), based on sociocultural and dialogic theories of learning.

Rendering the *integration space's* applications operational in practice would be in view of improving the quality of the teaching – all to benefit CLIL pupils' learning. It is incumbent upon all, from top-down and bottom-up, to contribute to such improvement.

5.5 Conclusions to the chapter: A conceptual tool in two parts

This chapter has drawn on the various findings of the case study and discussed key top-down and bottom-up implications from the research. Finally, coming back to the visual

representation of my model and building upon the data analysed, I have constructed a theoretical, conceptual tool in two parts.

5.5.1 Part one: Five 'layers' of potentially enabling factors and conditions

The first part of the tool returns to the conceptual framework's 'Layers of different natures influencing CLIL teacher collaboration' (cf. 2.2.4). Completing them from the findings, **Figures 13-17 visually present all of the components which underlie or influence the development of CLIL teacher pedagogic collaboration** (positively and/or negatively). Like the coding scheme, they are organised by 'layers' of issues, asking key questions like 'lenses' from the teachers' perspectives. Related concepts, properties and dimensions are listed for each layer, with those from the literature in normal type and those having emerged from the data in italics.

The first three figures present the 'Extrinsic, Contextual / Situational' layers, beginning with the emergent overarching 'Current Life Factors' layer (Figure 13). This is followed by the '(Micro)Political-Institutional' (Figure 14) and 'Organisational-Practical' (Figure 15) layers.

Figure 13: Overarching Current Life Factors layer of issues influencing the development of CLIL teacher pedagogic collaboration

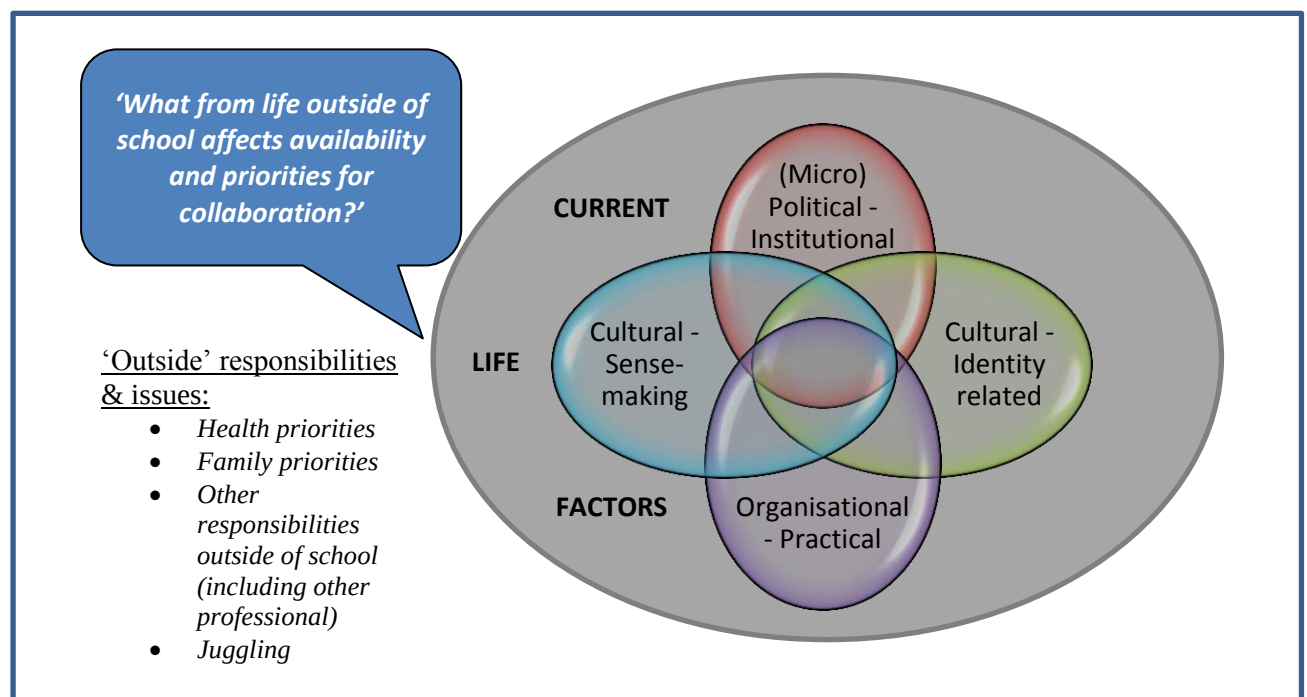


Figure 14: (Micro)Political-Institutional layer of issues influencing the development of CLIL teacher pedagogic collaboration

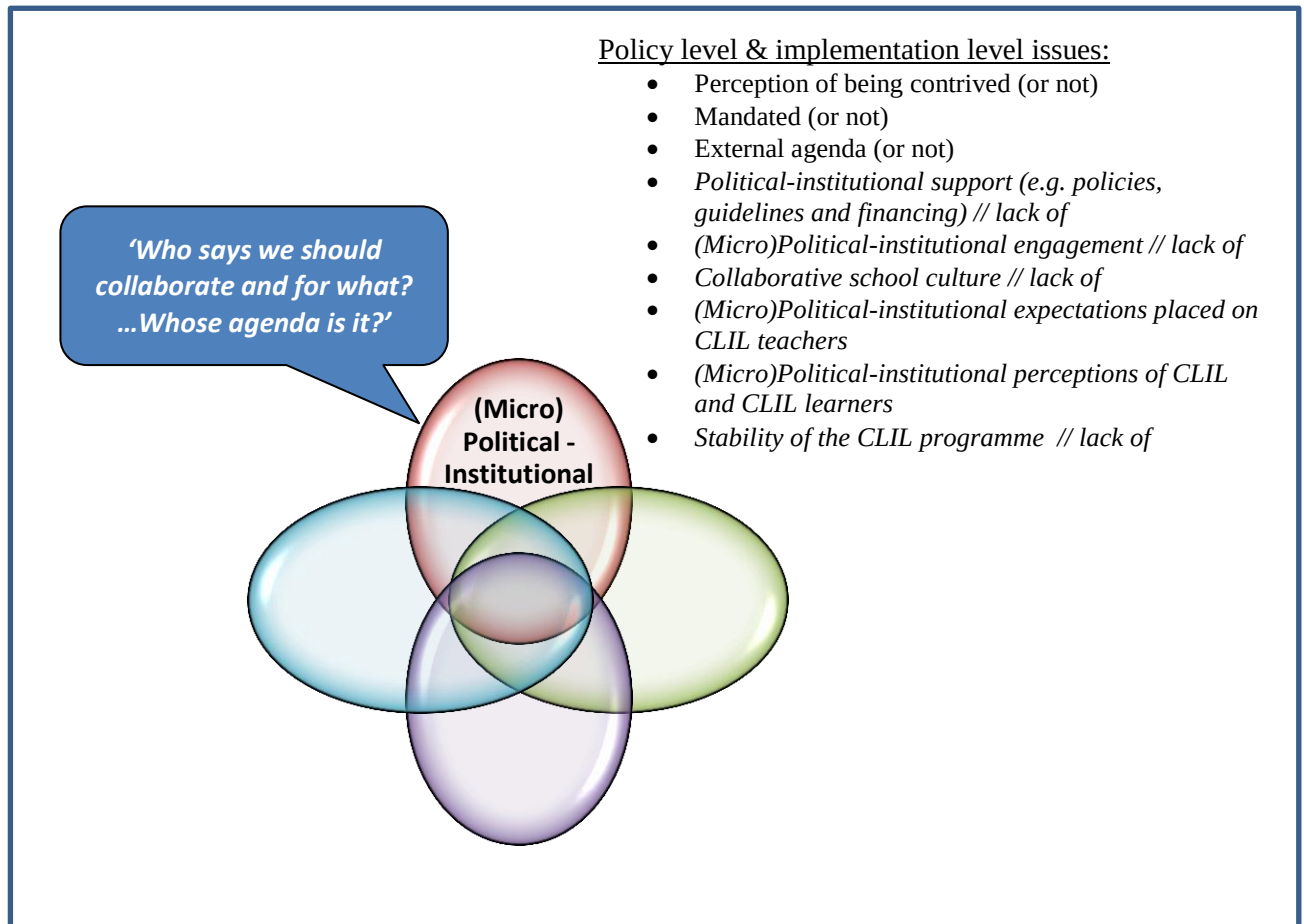
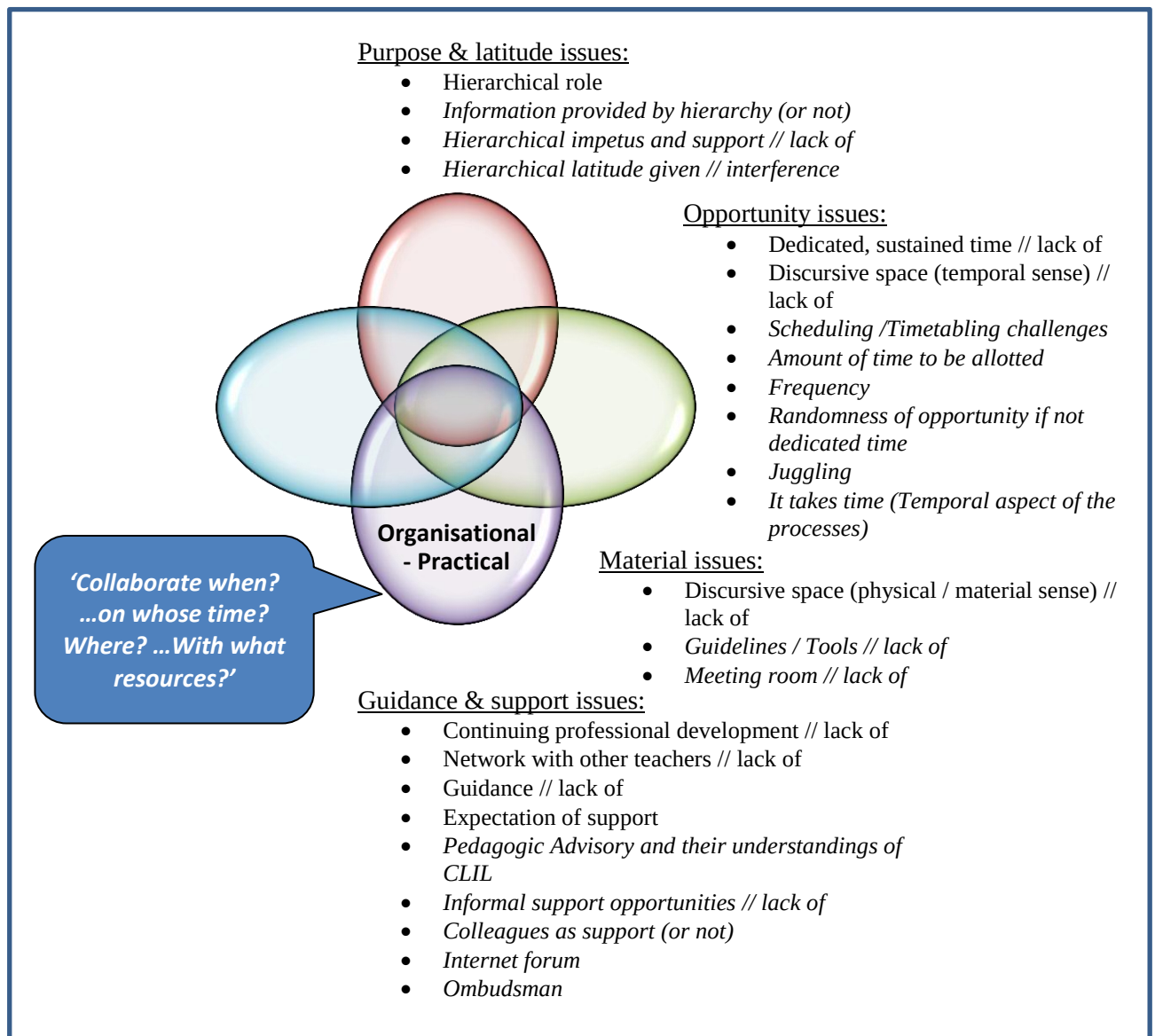


Figure 15: Organisational-Practical layer of issues influencing the development of CLIL teacher pedagogic collaboration



The next two figures present the 'Intrinsic, Mind-set / Relational' layers. These are the 'Cultural - Sense-making' (Figure 16) and 'Cultural - Identity-related' (Figure 17) layers of issues influencing the development of CLIL teacher pedagogic collaboration.

Figure 16: Cultural - Sense-making layer of issues influencing the development of CLIL teacher pedagogic collaboration

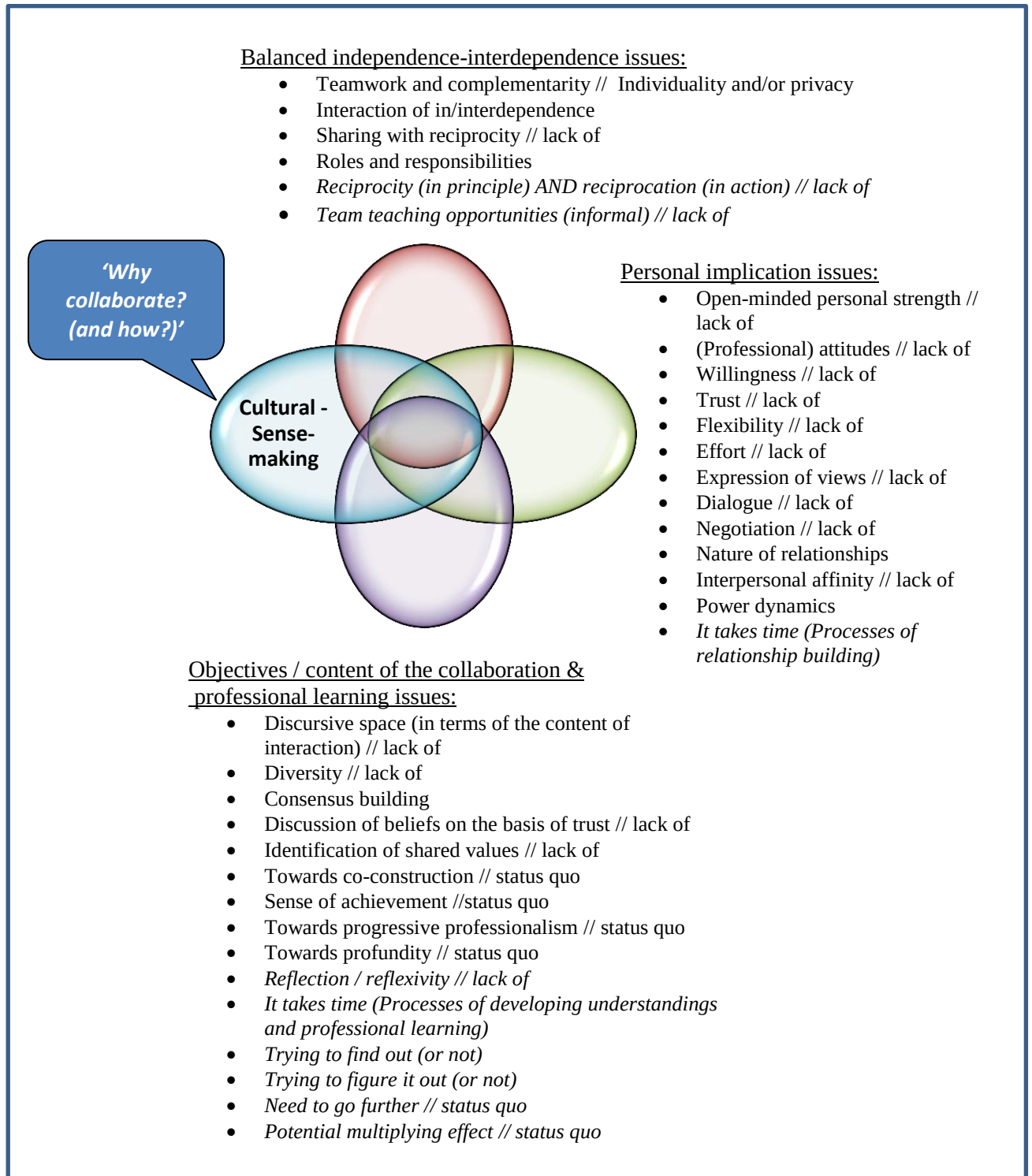
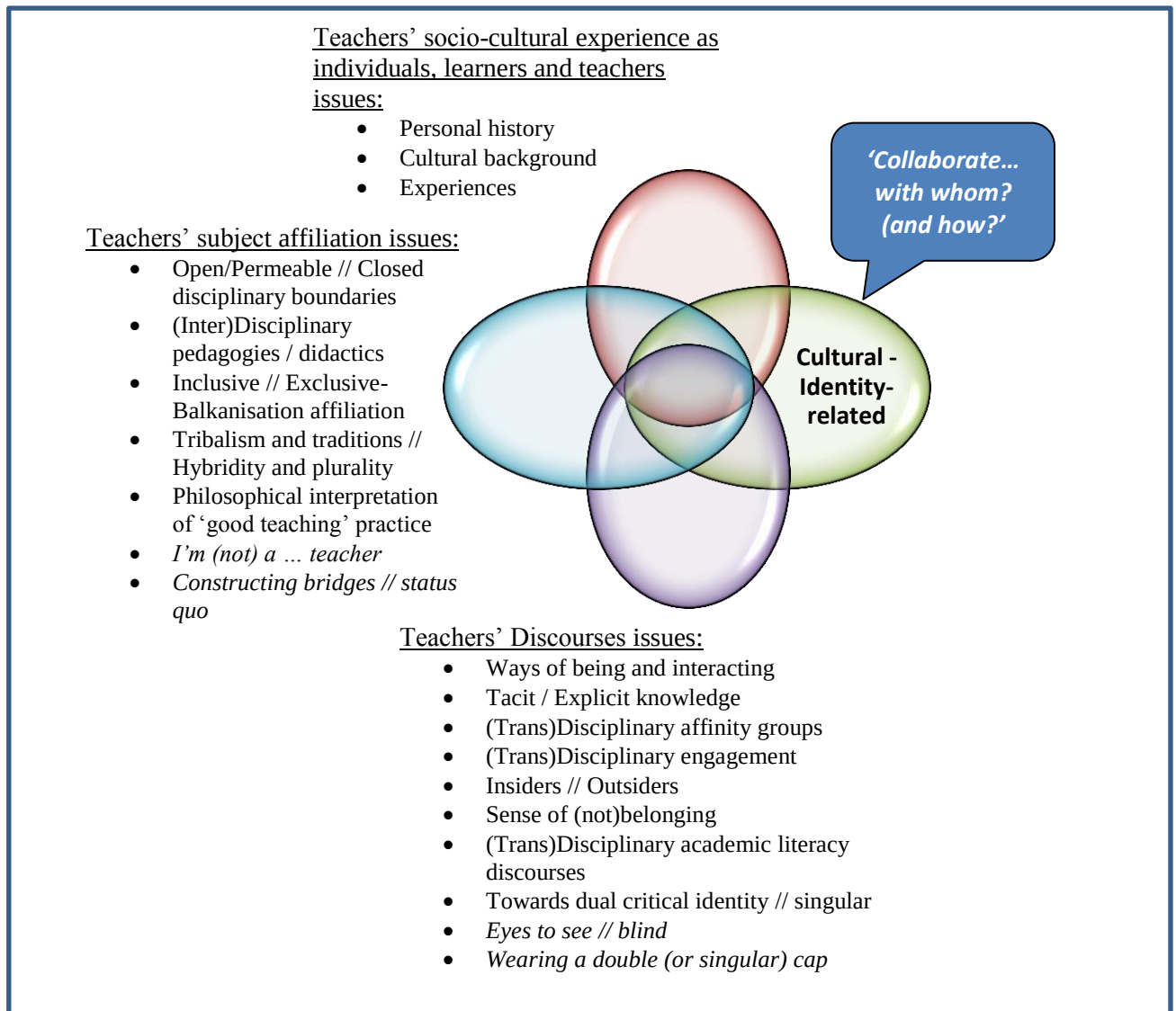


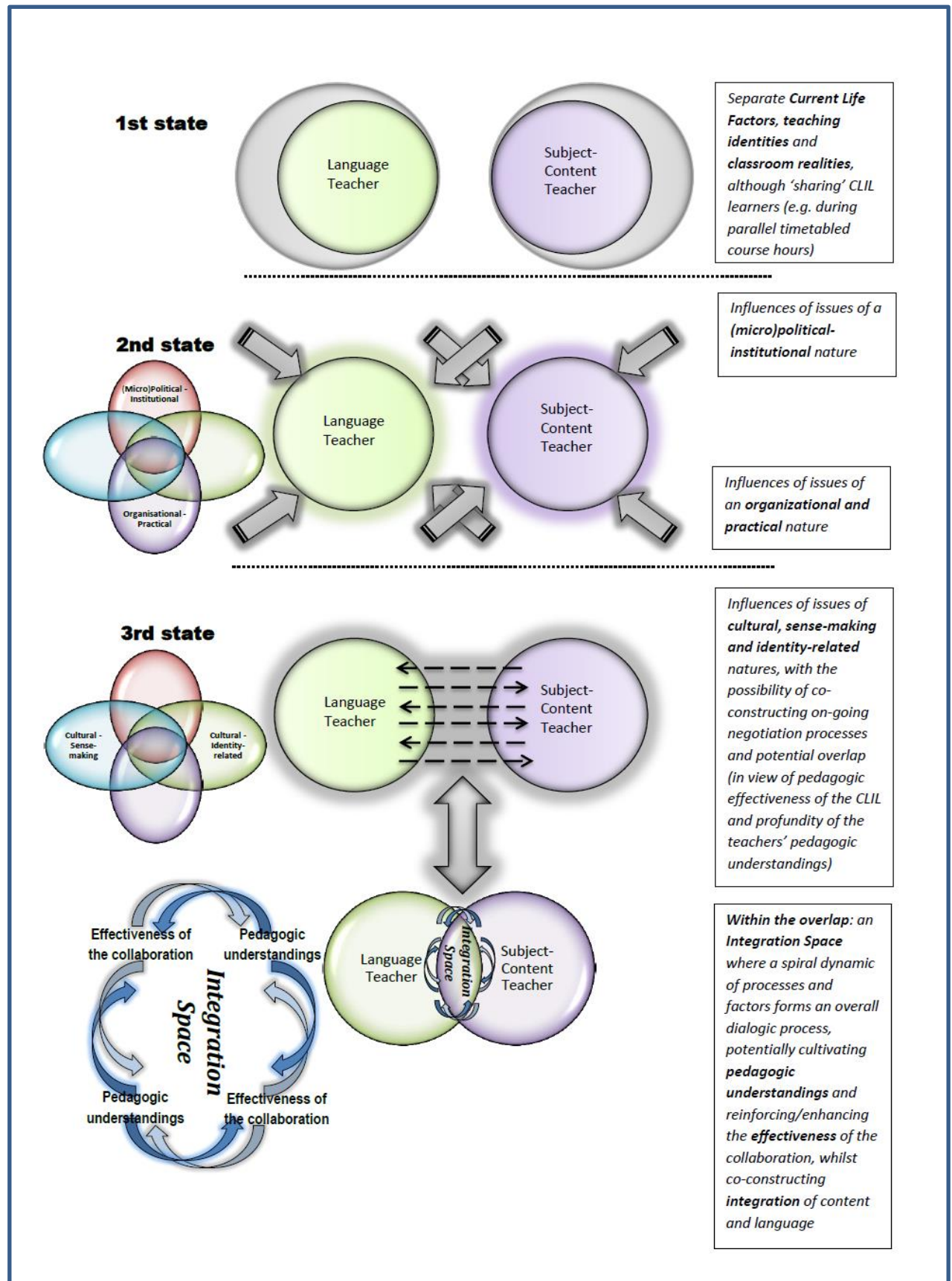
Figure 17: Cultural - Identity-Related layer of issues influencing the development of CLIL teacher pedagogic collaboration



5.5.2 Part two: CLIL teacher pedagogic partnership towards integration through collaboration and collaboration through integration

The second part of the conceptual tool proposes the model's final iteration: **CLIL teacher pedagogic partnership towards *integration through collaboration and collaboration through integration***. See Figure 18.

Figure 18: CLIL teacher pedagogic partnership towards integration through collaboration and collaboration through integration



5.5.3 A conceptual tool... for the ‘cascades’ and the ‘salmon’

The model and the five ‘layers’ of issues complement each other. The two parts form, altogether as a whole, a theoretical **conceptual tool** constructed through my research and proposed **for better understanding the nature and processes involved in CLIL teacher collaboration**.

As I have stressed, such understanding needs to be both top-down and bottom-up. A metaphor could be useful here. Better top-down understanding would recognize the essential roles of both **integration** and **professional learning** for effective CLIL. It would give value to – and afford supportive measures for – CLIL teacher collaboration. That could be likened to a cascading, rather than freefalling, waterfall. Then, like the salmon enabled to swim back upstream thanks to the cascades, the understandings and effects of the teacher collaboration in CLIL would importantly have bottom-up impact, from the classroom.

I have argued, with Coyle et al. (2010), that a given CLIL context’s integration is to be defined, constructed and realized by its context-specific players. It is the

responsibility of key players in those contexts to interpret according to statutory or national/regional curricular requirements what is meant by quality content and language integrated learning (Idem, p. 48).

With this, I have also insisted that language and subject-content teachers developing *together* better pedagogic understandings of what integration means and how it relates to their individual, as well as joint, practices and realities will be predicated on collaboration (cf. 2.3.1).

It is therefore hoped that the conceptual tool could be instrumental in aiding the development of better understandings which would encourage *integration space* creation.

Chapter 6 Conclusions

This final chapter shall extend the discussion implied by my research towards potential ways forward. First, I will consider the research's contribution to knowledge. I will afterwards make recommendations for impacting and improving CLIL teacher collaboration derived from the implications developed in the last chapter. Then, I will consider this study's limitations. This will lead me to conclude by suggesting some directions further inquiry could take, building upon my research.

6.1 Contributions of the research

My research has drawn attention to the issue of successful collaboration between teachers in CLIL for the integration of content and language. It has revisited the taken for granted notion that teachers simply 'must' work together. Through a critical and contextualised literature review, a conceptual framework appropriate to understanding the nature and processes of teacher collaboration in CLIL was progressively constructed.

In addition, the study has endeavoured to elucidate connections between the literature and findings from qualitative inquiry through a case study approach in the French-speaking Belgian secondary CLIL context. The instrumental nature of the case study provided testing and feedback to the conceptual framework as a working model.

The research has thus focused on the teachers in CLIL and given them voice, both theoretically and empirically. It has provided insight from the teachers' perspective and experience into aspects of the complexity of successful pedagogic partnership between language and subject-content teachers. It has identified issues, factors and conditions underlying the development of such collaboration towards integration. With its theorising and problematizing the nature and processes of CLIL teacher collaboration, the research has thereby expanded and strengthened the CLIL knowledge base. As a "significant contribution", aligned to Tracy's (2013, p. 240) definition, it has served to

bring (some) clarity to confusion, make visible what is hidden or inappropriately ignored, and generate a sense of insight and deepened understanding.

The research has both *theoretical* and *practical significance* (Tracy, 2013). From the inquiry, an original conceptual tool was fashioned. It consists of the resulting model “CLIL teacher pedagogic partnership towards *integration through collaboration and collaboration through integration*” (Figure 18) along with five ‘layers’ of issues with related concepts, properties and dimensions (Figures 13-17). The overall conceptual tool enables the complexity and dynamics to be visually represented and detailed. It is offered firstly to teachers whose perspectives (‘lenses’) are characterised and illustrated by it. But it is also for other players and stakeholders such as headteachers, administrators, Pedagogic Advisors, policy makers and researchers.

On the one hand, it is hoped that this research and its conceptual tool may serve to raise awareness of the critical role teacher collaboration in CLIL should play in co-constructing integration of content and language. Such awareness could inform decisions by policy makers for further framing and supporting quality CLIL teaching. On the other hand, it is hoped that the conceptual tool may serve as a valuable springboard for determining principled applications *with* and *for* the practitioners themselves, particularly teachers and headteachers. The tool could help them to situate and understand specificities and nuances, identifying key elements and their interplay at school and classroom, micro level. It is thus hoped that the tool could be used to create *Integration Space*, generating collaborative conversation, support and professional learning which could impact practice.

6.2 Recommendations from the case study’s findings

Based on the case study’s findings, the following recommendations are put forward as applicable for research, policy and practice. These are particularly related to the Belgian French-speaking CLIL context in which the study was carried out. However, they offer potential *transferability* to other CLIL settings, as well (I will come back to this in the next section).

It is therefore recommended:

- that **supportive measures** such as practical tools, guidance for the partnership, and continuing professional development and learning approaches be actively researched, developed and provided *with* and *for* ‘**Dual-teams**’ of subject-content

and language **teachers** in CLIL to be able to progress collaboratively in pedagogic effectiveness;

- that practical **tools** and continuing professional development and learning approaches be actively researched, developed and provided *with* and *for* **school leadership** to foster awareness of the role of *integration* in quality CLIL and to better understand how to orchestrate and support its collaborative co-construction by subject-content and language teachers within the whole school environment;
- that practical **tools** and guidance be researched and designed *with* and *for* ‘**Dual-teams**’ of discipline specialist **Pedagogic Advisors** in view of realistically supporting pedagogic collaboration between teachers in CLIL, for example for genre development;¹⁷
- that **resources** be afforded **institutionally** to teachers in CLIL in terms of guidelines as well as recognized and regular opportunity (time and place) for pedagogic collaborative work between subject-content and language ‘partners’ who teach the same classes of CLIL learners;
- that further **investigation** be undertaken into **players** and stakeholders’ interpretations and **understandings** of the CFWB **policy documents** for CLIL-Type provision;
- that ‘**Content and Language Integrated Learning**’ be officially and explicitly included in the CFWB **policy documents** (as per one of the proposals from the ministerial commission, *Organe d’observation et d’accompagnement de l’enseignement immersif* (2010)) in order to bring a clearer focus to the pedagogically central and essential construct of *integration*.

6.3 Limitations of the research and recommendations for further inquiry

The qualitative research findings presented in this thesis do not permit generalization in the (post-) positivist, statistical sense, nor was this the objective (cf. 3.1.2 b). Rather, it is hoped

¹⁷ This recommendation could contribute to clarifying the terminology utilized in the CFWB policy documents. These refer ambiguously to “specific vocabulary” for subject disciplines to be taught in language courses and “connections” between teachers (cf. 1.3.3).

that *analytical* (Yin, 2009) and *naturalistic generalization* and *transferability* could allow for *resonance* with the readers (Tracy, 2013).

In conducting the instrumental case study, I strived to make my research process transparent and rigorous, as well as to maintain the integrity of the data collected. Arguably, one conceivable limitation to the study could reside in that, as the sole researcher, I was the “primary instrument” for research (Merriam, 2009). The collecting, organising, scrutinizing, selecting, describing, interpreting, presenting, theorising and discussing were filtered through me. That is, through a triple-loupe comprised of:

- (1) my own experience in the field of CLIL;
- (2) my roles in the CFWB context; as well as
- (3) my own theoretical sensitivities.

A possible tension in relation to the first two could have arisen because of the fact that the CFWB CLIL context for the holistic study was indeed my own, in which I had evolved for 16 years (cf. Preface and 3.2.2). I was aware that being somewhat ‘known’ as a spokesperson for the development of CLIL by both headteachers and teachers could have been a source of interference with the type of research I wished to carry out. Nevertheless, I believe that my efforts to reduce this as much as possible were effective, which connects with the third ‘filter’ listed above. It is true that the headteachers having known (or known of) me was helpful in initially gaining access to their CLIL teaching staff.¹⁸ Yet, in line with my philosophical, social constructivist stance, I presented the study as aiming to co-constructively and positively explore ‘what works’ with the voluntarily participating teachers (cf. Appendix 1 and 2). For this, it was important to have guaranteed their anonymity and to have positioned myself as a fellow teacher trying to improve our ‘immersion CLIL-EMILE’ together as ‘co-researchers’ with them (cf. Appendix 5). My invitation for the dual teams in Tranche One to carry out a form of practitioner-based inquiry allowed for generating discussion linked pragmatically and concretely to the teachers’ own classrooms and learners. Moreover, throughout both Tranches, I was consciously respecting their multiple classroom realities as belonging to them and was seeking to ‘know what they know’ through our interaction regarding their (inter)subjective experience (cf. 3.1.2). In such a way, I feel that

¹⁸ n.b. To further avoid any interference of roles and for ethical reasons, I did not invite my school, or other schools from my city to take part in this study.

my *collaborative* and *interactive* discussion/interview stance (cf. 3.2.6 d and 3.2.7 b, Tracy, 2013) contributed to reassuring them of my sincere motives.

Their resulting trust seemed apparent in having openly communicated positive as well as negative viewpoints. One teacher even went as far as expressing:

- *It's good because you have experience (in CLIL) I don't have (...) and even (a Pedagogic Advisor for Social studies) doesn't have, you know from a practical point of view what works and what doesn't. It's not with judging eyes. (...) Well, I'm talking to you as if I was talking to a priest. It's like that. I'm saying everything.* [S1/II/T3(ST)]

Even those who had withdrawn (which at first I secretly found disappointing) in fact remained open with me about their conflicting feelings or priorities. Indeed, it was through reflection upon their remarks that the emergent category 'Current Life Factors' was added to my model.

Nonetheless, in terms of future investigation, extending the reflection beyond my own experience, roles within CLIL and theoretical sensitivities would be useful, as these could be different from those of another/other researcher(s). It would therefore be of research interest to imagine a collaborative team approach across disciplinary and pedagogic cultures whereby agreement and disagreement on the data and findings would further advance our collective understandings of pedagogic collaboration for quality CLIL teaching and learning.

Another potential tension inherent to my investigation could have been methodological, related to my use of both deductive and inductive analysis of the data collected. However, I believe that this proved to be unproblematic. Whereas within a social constructivist paradigm a more grounded, inductive method of emergent ideas is typically employed (cf. 3.1.2 b, Denzin & Lincoln, 2011), I espoused Tracy's (2013) *problem-based approach*. This was *iterative*, rather than grounded, alternating "between emic, or emergent, readings of the data and an etic use of existing models, explanations and theories" (Tracy, 2013, p. 184). Instead of being methodologically conflictual, I believe that this was completely appropriate and compatible with my looking for complexity of views (cf. Creswell, 2013) whilst testing and enriching my model.

An additional sort of limitation to my research was that the conceptual framework was applied as an analytical tool in the secondary CFWB CLIL setting. The data were from a

diverse, although limited group of 26 participating teachers from seven schools (cf. 3.2.4). I chose to focus on secondary CLIL: (a) because of the traditionally parallel, separate organisation and functioning of language and subject-content teaching at secondary level; and (b) because little research had been carried out to date in the CFWB context in secondary CLIL-type education (cf. 1.4.1). Going beyond these limitations, subsequent research could be conducted into how the overall conceptual tool could transfer and apply elsewhere. This could be with *other secondary CLIL education settings*, as well as with other *types of CLIL settings*. And this could be in Belgium and/or in other contexts, regions or countries. In Belgium for example, research could include recently launched secondary CLIL settings in Flanders (cf. 1.3.2 a). Usefulness of the conceptual tool could also be of immediate research interest in the CFWB and/or German-speaking community early learning CLIL-type settings. In the former for instance, kindergarten and primary school ‘early immersion’ collaborative partnerships concern French- and CLIL-target language-speaking class-teachers who teach the same classes at different times.¹⁹

Practical application and testing of the model in other settings, always context-specific, would bring insight into the overarching issue of teacher collaboration for *Content and Language Integrated Learning* and would contribute to additional enrichment of the conceptual tool. Indeed, further iterations are hoped for and would bring it *heuristic significance* (Tracy, 2013).

Another potential research direction could be to carry out multiple-case study. This could focus on selected micro contexts (schools and/or individuals), using the model to analyse more in detail, as well as to compare, the ‘weights’ of certain interacting issues, factors or processes as variables.

One particular area of more focused inquiry could be into the impacts of the Cultural, Identity-related categories and sub-categories of influences. It could be useful to study more in depth how these influences may effect successful CLIL teacher pedagogic collaboration locally. This relates to my remark in section 4.1.1 b when, for the purposes of this study, I

¹⁹ cf. 1.3.2 b The CFWB legal framework allows for kindergarten (i.e. ‘third year pre-primary’) and primary ‘early immersion’ to be organised by means of between 8 to 21 course periods organised in the target CLIL language, depending on the year levels and at what stage the bilingual provision begins. In practice, for example, the two teachers may typically each share the class around 50% of the time.

made the decision to combine the ‘Teachers’ subject/specialty/project affiliations’ (CI-Rs) and ‘Teachers’ Discourses’ (CI-RD) sub-categories of influences in the model’s coding scheme.

Mixed-methods research (MMR) could also be envisioned. In developing my model, I justify the nature of this inquiry as best positioned from a qualitative and specifically social constructivist paradigm (cf. 3.1.2 b). This situates my overall worldview and ‘net’ of philosophical assumptions. I can, however, imagine further study with my model perhaps taking a form of MMR. A pragmatic and ‘dialectic stance’ to MMR (Green, 2007; Greene, 2008; Teddlie and Tashakkori, 2011) would be compatible with my worldview. A certain “methodological eclecticism (with) selecting and then synergistically integrating the most appropriate QUAL (qualitative), QUAN (quantitative) and mixed methods” could enhance and continue to “more thoroughly investigate” (Teddlie and Tashakkori 2011, p. 286) the research problem.

For instance, one aspect of my model that was all but absent in the data collected relates to a perception of the teachers feeling contrived to collaborate. Rather, they (and their headteachers) seemed to most often ignore the institutionally mandated nature of the collaboration in the CFWB context (cf. 4.1.4 e and 4.2.2 d). It could be interesting to employ questionnaire/survey methods to verify and investigate this with a broadened range of both CLIL teachers and headteachers. The results could inform policy-makers, as well as administrators and headteachers, of potential confusion concerning implementation of the policy framework.

Similarly, building upon my model could entail surveying selected sub-populations of teachers (e.g. subject; language; ‘native speakers’//French-speaking (L1); experienced // new; primary// secondary (of different levels)...). Respondents could be asked to evaluate components of the model in relation to their experience and practice. They could rate the importance of elements, and/or indicate agreement/disagreement, and/or their perception of what is possible/impossible, etc. Aligned with Johnson et al.’s (2007, p. 123) definition of MMR, combining elements of qualitative and quantitative research approaches would be “for the broad purposes of breadth and depth of understanding and corroboration”. This

could allow for statistical study and comparisons. It could help prioritise needs and foci for the development of tools and guidance.

In any case, there are **two key areas** which I believe would be **critical** to furthering the usefulness of my study (as included in the recommendations listed in 6.2). They are to research and develop *with* and *for* CLIL practitioners, particularly teachers and headteachers, both (1) **approaches for realistic continued professional development and learning** (Korthagen, 2001) and (2) **practical tools for co-constructing collaboration**.

As one next way forward for **teachers** in CLIL, I would envisage the co-construction of self-evaluation and partnership-building tools through approaches similar to the participatory, practitioner-based inquiry methods I had employed for my Tranche One data collection (cf. 3.2.6 c). This responds, once again, to both (a) Jacobs's (2007, p. 59) call to "create discursive spaces" for content and language colleagues to collaborate, and (b) Davison's (2006, p. 472) suggestion that "collaborating teachers may benefit from more action-orientated teacher research with built-in opportunities for critical reflection and discussion of different views and perceptions of the nature of learning and teaching" (cf. section 2.3.3 c). For instance, this study's conceptual tool, along with my adapted 'Spiral dynamic' version of Jacobs's model (cf. Figure 7), could serve as resources for co-constructing practical tools *with* and *for* local 'dual-teams' of teachers. These could be used for allowing them to situate themselves with their partner-colleague(s) among the aspects of Davison's 'levels' (cf. 2.3.3 c). I would envision an adapted and 'user-friendly' format to Davison's model which would characterise 'areas' for the teachers to determine to progress in the effectiveness of their pedagogic collaboration.

Professional development and learning approaches could be piloted in different multi-modal formats (e.g. from autonomous 'dual-team' pairs, to on-line platforms and face-to-face sessions), including within existing CPD and accompanying-support structures (e.g. intra- and inter-school CPD in conjunction with Pedagogic Advisors). Moreover, longitudinal work with practitioners (as well as their learners) could collaboratively study the perceived progression (or lack of progression) of the effectiveness of pedagogic partnership for integrating content and language over time.

Likewise and simultaneously, as next steps for **headteachers**, I would envisage the co-construction of awareness raising tools (see also further). For without their understanding and support, the effectiveness of *integration space* creation is likely to be hampered, as this research has demonstrated.

For such directions, I recommend that further inquiry could beneficially connect with three recent and on-going projects. First, connections to the current international research by the “Graz Group” into pluriliteracies could put *pluriliteracies development* on the collaborative agenda with what I have argued is its central link to ‘*integration space*’ objectives (cf. 2.3.2, 2.4 and 5.4).

Additionally, research could make connections with two promising projects in the CFWB context which both deserve official support and further study. One on-going project called “*Langue de et pour l’apprentissage*” (“*Language of and for learning*”) involves an interdisciplinary group of secondary school Pedagogic Advisors from the FESeC (Fédération de l’enseignement secondaire catholique). They have occasionally worked together in an effort to develop tools which reconceptualise transversal and subject-specific language use and needs. Their work could be extended and connected to the pluriliteracies development highlighted above.

Finally, a short-term project carried out at the Université de Namur, “*Parole aux acteurs*” (“*Giving voice to the players*”)²⁰ recently permitted collection of rich multi-perspectival data with a range of secondary and primary school teachers, headteachers and learners in CLIL. These data could be exploited to gain further insights building upon my case study. Investigating convergences and divergences of players’ perceptions and experience of teacher pedagogic collaboration in CLIL with such multi-perspectival data could further inform implications for implementation and practice. Analysis of the ten interviews carried out with headteachers would be particularly useful to the next steps that I have argued as necessary above.

Nevertheless, based on the findings and implications from this research, I am convinced that further investigation into understanding and supporting the development of successful

²⁰ I carried out this data collection at UNamur with the gracious support of the TIBEM (*Tweetaligheid in Beweging - Bilinguisme en Mouvement*).

collaborative pedagogic partnerships towards integration in CLIL is essential. I call for additional inquiry regarding *integration space* for making such collaboration ‘work’ successfully. This could help generate important and innovative opportunities for “overlap” (Wells & Claxton, 2002, p. 5), through “a process of shared creation” (Schrage, 1990, p. 40) for the practitioners. For this process is where there are

two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own. Collaboration creates a shared meaning about a process, a product, or an event. In this sense, there is nothing routine about it. Something is there that wasn’t there before. (Ibid.)

This ‘overlap’ with ‘process of shared creation’ would be to the benefit of deep professional learning on the CLIL teachers’ part. But ultimately, this would be improving the teaching for more effective and deeper integrated learning on the CLIL pupils’ part.

As one of the language teachers from my study had stressed quite eloquently:

- *“I think we need each other if we want for (CLIL) to work well. We have to work together and exchange ideas. (...) The students learn something in the content course and (the language teachers) are there to sharpen it. Both are part of the whole. I think we have to collaborate more if we want to progress and to improve. We have to collaborate. (...) It’s important to be part of something, to be involved, and to want something to be better for language teaching and using. A mind-set. It’s a way of thinking, a way of evolving. (...) I think we can do better. And I think we can be better.” [S6/II/T13(LT)]*

And the words of one of the subject-content teachers sum up powerfully the pedagogic partnership’s essence:

- *“Collaborating, it’s to work together and to learn from one another.” [S4/II/T8(ST)]*

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- Appendix 7: Anonymised log of Tranche One data collection meetings and interviews
- Appendix 8: Examples produced collaboratively by dual-teams during the 'Diamond 9' exercise
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- Appendix 11: Data Tranche One school and participant identity coding system
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Exploring collaborative CLIL-EMILE teacher partnerships for PluriLingual education



School of education

RESEARCH PARTICIPANT INFORMATION SHEET

Because of your involvement with 'Immersion' CLIL-EMILE (Content and Language Integrated Learning-Enseignement de Matières par Intégration d'une Langue Etrangère), you are invited to participate in a research study that is explained below.

Thank you for taking the time to read this information.

What is the study about?

You are invited to participate in the research study

Exploring collaborative CLIL-EMILE teacher partnerships for PluriLingual education.

The study is looking into teacher collaboration for integrating discipline 'content' and language in French-speaking Belgian secondary 'Immersion' CLIL-EMILE education.

The study aims to

- Collect a range of players' perspectives from the French-speaking secondary 'Immersion' CLIL-EMILE education context;
- Explore 'what works' with teams of discipline-content teachers and their language teacher colleagues: how to develop and support collaborative partnerships and practices that
 - o use and develop language as a learning tool;
 - o build mutually beneficial 'bridges' to articulate language and content-subject teaching;
 - o provide a means of realistic, co-constructive professional development.

The information gained from this research will contribute to a better understanding of the 'Immersion' CLIL-EMILE teaching experience. Findings from this study will offer insights which will be used to make recommendations for best practice and inform future guidance.

Who is carrying out the study?

Mary Chohey-Paquet is conducting the study with the University of Aberdeen as Doctoral (PhD) research under the supervision of Do Coyle, Professor in Learning Innovation and Director of Research for the School of education.

The research project has been approved by the University of Aberdeen School of Education Research Ethics sub-committee

What does participating in the study involve?

If you agree to participate in the study, you will be asked to share, at a time and place of your convenience, your point of view and experiences based on your work's role or connection with 'Immersion' CLIL-EMILE.

Depending on your role, Mrs Chohey-Paquet may propose

- for you to fill in a written questionnaire (taking +/- 30 minutes*);
- and/or for you to participate in an audio/video recorded interview or focus-group discussion (taking +/- 1 hour*);

** In both of these cases, if more time is needed, Mrs Chohey-Paquet will simply ask to arrange another time with you, if that is possible;*

- and/or, for some participating teachers, to take part in a short term, school-based action research project with a 'partner colleague' (or a small group of colleagues) within the framework of your regularly scheduled lessons. The project will offer a supported opportunity to explore an aspect of your choosing in relation to what you do as a team to help your 'immersion' students learn both the target language and the curriculum's discipline 'content'. In other words: to explore and look to improve upon what 'works' for you.

In this case, the exact organisation of your project will be discussed, negotiated and agreed upon together with you and your colleague/s, and with your head teacher's approval.

Can I withdraw from the study?

In all of the above cases, participating in this study is completely voluntary – you have absolutely no obligation. Also, if you do consent, you can change your mind and withdraw at any time without affecting your relationship with either Mrs Chohey-Paquet or your institution.

What will happen with the information collected and the results of the study?

The information will be collected and stored in strict accordance with the U.K. Data Protection Act (1998) and will not be used for any other purpose than pedagogic research. The audio/video recorded interviews and focus group sessions will be transcribed. In considering the transcriptions, as well as the written information gathered (questionnaires, diaries, etc.), all responses will be treated with full confidentiality. Anyone who takes part in the research will be identified only by code numbers or false names.

Mrs Chohey-Paquet will use the results of the study in her PhD thesis and in reports or articles that may be submitted for publication, but individual participants will not be identifiable. Anonymity and confidentiality will remain in place in all instances.

What if I would like further information about the study or my involvement in it?

Mrs Chohey-Paquet will be happy to discuss the research project with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact her:

m.choheypaquet@abdn.ac.uk or GSM: 0472 45 48 36.

You may also contact Professor Coyle: do.coyle@abdn.ac.uk or Phone: +44 1224 274692.

What if I have any concerns about this study?

If you have concerns about this study, you may contact the University of Aberdeen School of Education Research Ethics sub-committee, through Anne Shipley, a.shipley@abdn.ac.uk who will forward your message to a member.

Thank you very much for your time and for your interest in this study!

Exploring collaborative CLIL-EMILE teacher partnerships for PluriLingual education



School of education

RESEARCH PARTICIPANT CONSENT FORM

I, ...[PRINT NAME], give consent to my participation in the research project undertaken by **Mary Chohey-Paquet**:

Exploring collaborative CLIL-EMILE (Content and Language Integrated Learning-Enseignement de Matières par Intégration d'une Langue Etrangère) teacher partnerships for PluriLingual education

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction.
2. I have read the project's Participant Information Sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher, Mrs Chohey-Paquet.
3. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
4. I understand that my involvement is strictly confidential. I understand that any research data gathered from the results of the study may be published however no information about me will be used in any way that is identifiable. I understand that data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research.
5. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher or my institution now or in the future.
6. I understand that I can stop
 - an interview at any time if I do not wish to continue, the audio/video recording will be erased and the information provided will not be included in the study.
 - my participation in a focus group at any time if I do not wish to continue; however as it is a group discussion it will not be possible to exclude individual data to that point.
 - my written/video/audio diary at any time if I do not wish to continue and the information provided will not be included in the study.
7. I consent to:

• Audio-recording	YES	☐	NO	☐
• Video-recording	YES	☐	NO	☐
8. If you have concerns about this study, you may contact the University of Aberdeen School of Education Research Ethics sub-committee, through Anne Shipley, a.shipley@abdn.ac.uk who will forward your message to a member.

.....
Signature

.....
Please PRINT name

.....
Date

Appendix 3

Anonymised profiles of participant teachers (Tranches 1 and 2 mixed)

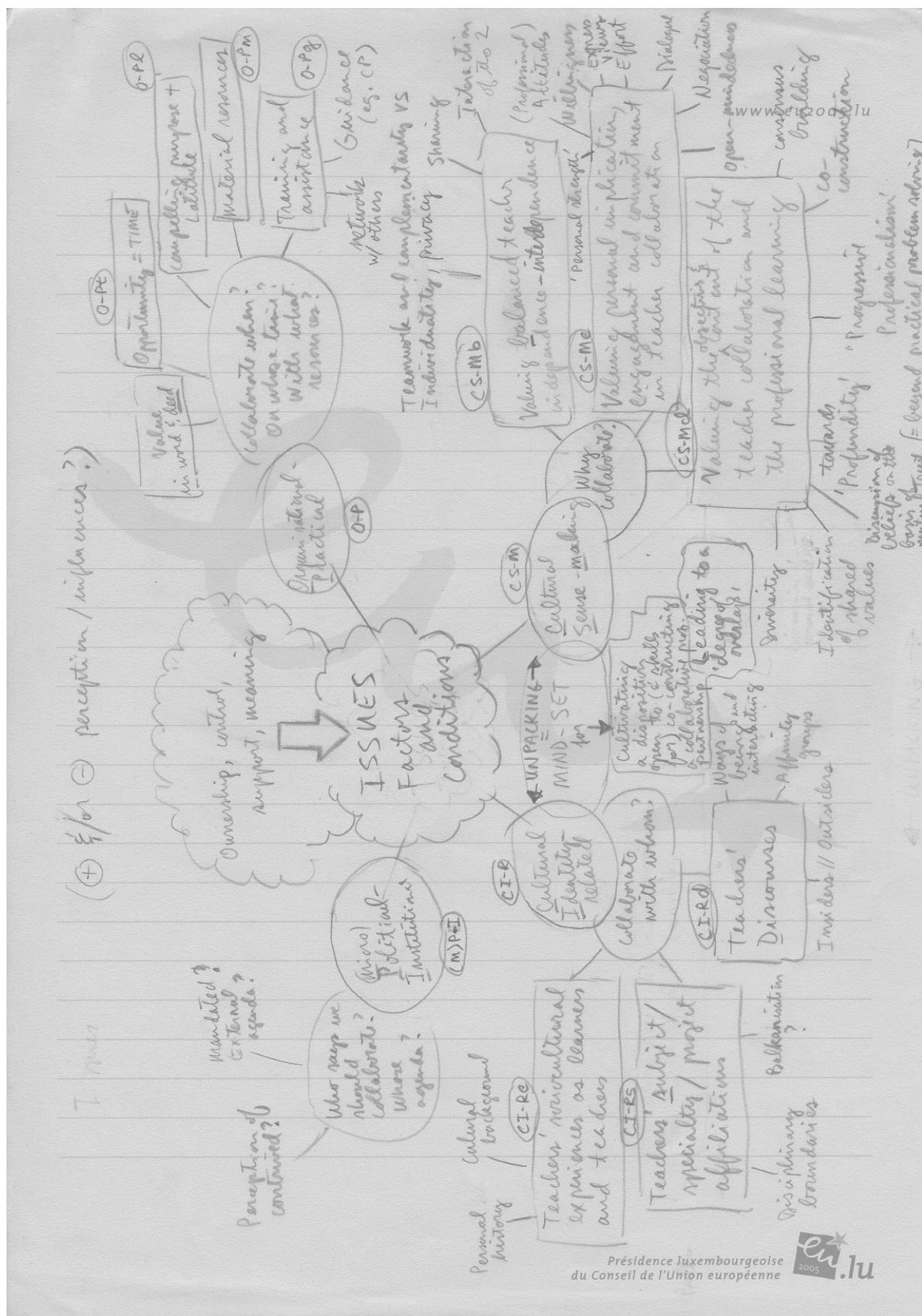
Anon teacher code	Male	Fem	Sub T	Lang T	Age <30	Age 31-40	Age 41-50	Age >50	Yrs Exp teach <5	Yrs Exp teach 5-10	Yrs Exp teach 11-20	Yrs Exp teach 21-30	Yrs Exp teach >30	Yrs exp CLIL	Lower level	Mid level	Upper level	Teach qualif - Yes	Teach qualif - No	Dutch or English 'Native speaker'*	Belgian French-speaker L1	Studies abroad / Prof experience outside of education
A		x	x		x				x					1	x			x			x	Studied abroad (UK)
B	x		x		x				x					4	x	x		x		x	x	
C	x			x		x					x			1		x		x			x	
D		x	x			x				x				1	x			x			x	International company
E		x		x		x					x			6			x	x			x	
F		x	x					x			x			8	x			x		x		Studied in American School in home country before immigrating to Belgium for political refuge + has family in USA
G		x	x		x					x				2	x			x			x	International company
H		x	x		x					x				6		x		x		x		
I		x		x			x				x			8	x			x			x	
J		x		x			x					x		5		x		x			x	
K	x		x			x				x				6	x	x		x			x	Studied and taught abroad (USA)
L		x		x	x				x					2	x			x			x	
M		x	x			x			x					2	x			x			x	Dietician
N		x	x	x		x				x				4		x	x	x		x		Archaeologist + Museum guide
O	x		x				x		x					2		x		x		x		Studied abroad (UK) + International company
P		x		x	x				x					1	x			x			x	
Q		x	x			x				x				8	x			x			x	Studied abroad (UK)

R	x		x			x			x					3			x	x		x		University researcher (maths + philosophy) + Educationalist for mentally disabled
S		x		x				x					x	8	x			x			x	
T		x	x				x		x					3	x			x		x		Psychologist + taught in another CLIL school
U		x	x		x				x					3	x	x		x		x		
V	x			x				x					x	2	x			x			x	
W		x		x	x				x					2	x			x			x	
X		x		x		x				x				4		x		x		x		
Y	x		x			x				x				5			x	x		x		Chemist/Pharmacist + International company
Z		x		x			x				x			2		x		x			x	
Total: n = 26	7	19	15 **	12 **	8	10	5	3	10	8	5	1	2	-	16 (13+3 lower & mid)	10 (6+3 m&l +1 m&u)	4 (3+1 upper & mid)	26	0	9+1 bilingual BXL w/ "2 L1s"	16+1 bilingual BXL w/ "2 L1s"	

* 'Native speaker' according to the CFWB policy framework.

**One teacher is categorized as 'ST & LT'; the person teaches both a subject and language courses, but to different group-classes.

Mind-map of initial coding scheme construction



Coding Scheme

⊕ and ⊖

www.eu2005.lu

Contextual

(M)P=I (Micro) Political - Institutional

O-P

Organisational - Practical

OPT Time

OPL Latitude

OPG Guidance/CPD

OPM Material resources

Mind-set

C I-R

Cultural Identity - Related

CI-Re Experience

CI-Rs Subject-Discipline

CI-Rd 'Discourse'

C S-M

Cultural Sense-Making

CS-Mb Balanced independence-interdependence

CS-Me Engagement

CS-Mcl Content and Learning

Integration Space

Critical understandings

Note to ‘Dual’ teacher teams

Mary Chohey-Paquet

What am I asking you to do with me?

Explore ‘what works’ with you and your colleague/s as a ‘dual’ team of both discipline-content and language teachers. The idea is to see how to (better) develop and support collaborative partnerships and practices that

- use and develop language as a learning tool;
- build mutually beneficial ‘bridges’ to articulate language and content-subject teaching;
- provide a means of realistic, co-constructive professional development.

How?

Take part in a short term, school-based action research project with a ‘partner colleague’ (or a small group of colleagues) within the framework of your regularly scheduled lessons.

The project will offer a supported opportunity to explore an aspect of your choosing in relation to what you do as a team to help your shared ‘immersion’ students to learn both the target language and the curriculum’s discipline ‘content’. In other words: to explore and look to improve upon what ‘works’ for you.

The exact nature and object of your project is thus to be defined directly with you. In this way, I am asking you to be co-researchers with me.

Why?

I work on the assumption that as professionals, we already have a good deal of professional knowledge, and are highly capable of learning for ourselves. What we need in our professional learning are appropriate forms of support to help us celebrate what we already know, and also generate new knowledge.

New knowledge can most effectively be generated through dialogue with others who are equally interested in the process of learning. The dialogue is always a dialogue of equals.

In other words, let’s learn together. Let’s work together at making Immersion CLIL-EMILE even more successful in the classroom. And let’s gather classroom and practice-based evidence of that success together.

What is action research?

- It is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research.
- Because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice: the idea of self-reflection is central.
- It is open ended. It does not begin with a fixed hypothesis. It begins with an idea that you develop. The research process is the developmental process of following through the idea, seeing how it goes, and continually checking whether it is in line with what you wish to happen.

What is the action research process?

The basic steps of an action research process constitute an action plan.

You:

- review your current practice,
- identify an aspect that you want to investigate,
- imagine a way forward,
- try it out, and take stock of what happens,
- modify what you are doing in the light of what you have found, and continue working in this new way (try another option if the new way of working is not right)
- monitor what you do,
- review and evaluate the modified action,
- and so on ...

Finally...

'The linking of the terms action and research highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge...' (Kemmis and McTaggart, 1982)

Doing action research helps you to grow professionally, to show how you are extending your own professional knowledge. You can identify the criteria, or standards, that you and others are using to judge the quality of what you are doing. You identify how you understand your professionalism, in negotiation with others, and you show how you are trying to live in this way.

The action drives the research and is the motivating force.

Action researchers tend to be committed and often impassioned about what they are doing!

(Notes adapted from McNiff, J. (2002) Action research for professional development)

Appendix 6

Action Planner for the Dual CLIL Teacher Teams

Mary Chohey-Paquet

(Adapted from McNiff, J. (2002) *Action research for professional development* & <http://www.actionresearch.net/writings/jack/arplanner.htm>)

The basic steps of an action research process constitute an action plan.

You:

- review your current practice,
- identify an aspect that you want to investigate,
- imagine a way forward,
- try it out, and take stock of what happens,
- modify what you are doing in the light of what you have found, and continue working in this new way (try another option if the new way of working is not right)
- monitor what you do,
- review and evaluate the modified action,
- and so on ...

1) In relation to what you do as a team to help your shared 'immersion' CLIL-EMILE students to learn both the target language and the curriculum's discipline 'content', what do "I-we-I" choose to focus on and investigate? What do I-we-I want to improve?

2) Why do I feel that something could be improved in what I am/we are doing? (This is concerned with what really matters to me in terms of the values that give meaning and the vision I have for my/our CLIL learners and my classroom.)

3) What could I (and we) do that might improve what I am (and we) are doing? (Imagining possibilities, choosing specifically *what* to act on and deciding on *who* does *what*.)

4) When and how will I (and we) do it? What will be our schedule for the action plan?

5) As I am (and we are) acting, what data will I (and we) collect to enable me see if what I am (and we are) doing is making a difference? What would help us to judge the educational influence in the classroom regarding our chosen joint-focus?

6) Any Reflections/Comments/Questions I (and/or we) have at this point...

Appendix 7

Anonymised log of Tranche One data collection meetings and interviews

Date	School	Who?	What? / Why?	Recorded?
29/11/2011	S1	Headteacher	Present project + request authorization to work with school = Participation: Yes	No
05/12/2011	S3	Headteacher	Present project + request authorization to work with school = Participation: Yes	No
12/12/2011	Sx*	Headteacher	Present project + request authorization to work with school = Participation: Probably, but need to confirm	No
13/12/2011	Sxx*	Headteacher & Deputy Headteacher	Present project + request authorization to work with school = Participation: No	No
09/01/2012	Sx*	Headteacher	Phone to confirm = Participation: No	No
10/01/2012	S4	Headteacher	Present project + request authorization to work with school = Participation: Yes	No
10/01/2012	S1	T1, T2, T3	1st group meeting with teachers: Introduction to the project	No
10/01/2012	S1	Headteacher & Deputy Headteacher	Quick feedback after meeting with teachers	No
13/01/2012	S5	Headteacher	Present project + request authorization to work with school= Participation: Yes	No
16/01/2012	S2	Headteacher	Present project + request authorization to work with school = Participation: Yes	No
16/01/2012	S1	T1, T2, T3	2nd group meeting: Shared vision (Diamond 9)	Yes (00:56:21)
23/01/2012	S5	Immersion-CLIL staff altogether	Present project & set meeting with interested teachers	No
23/01/2012	S4	Mixed immersion-CLIL group of teachers	Present project & set meeting with interested teachers	No
24/01/2012	S3	T6, T7 and one 'non CLIL' colleague (Social studies teacher)	1st group meeting with teachers: Introduction to the project	No
25/01/2012	S2	T4, T5 and one 'non CLIL' colleague (French teacher)	1st group meeting with teachers: Introduction to the project	No
25/01/2012	S2	T4	Follow-up individual discussion after group meeting	Yes (00:18:50)
30/01/2012	S1	T1, T2, T3	3rd group meeting: Narrow down focus + plan AR project	Yes (01:36:45)
31/01/2012	S3	T6, T7 and Tx* (language colleague)	2nd group meeting: Shared vision (Diamond 9)	Yes (00:21:43)
31/01/2012	S3	T7	Follow-up individual discussion after group meeting	No
01/02/2012	S2	T4, T5	2nd group meeting: Shared vision (Diamond 9)	Yes (00:29:25)
02/02/2012	S4	T8, Txx* (Social studies) and Txxx* (language)	1st group meeting: Introduction to the project	No
03/02/2012	S5	T9, T10, T11, Txxxx* (History) & 2 other language teachers	1st group meeting: Introduction to the project	No
07/02/2012	S3	T6, T7 & Tx* (language)	3rd group meeting: Shared vision + Some discussion to narrow down focus	Yes (00:39:01)
09/02/2012	S2	T4 & T5	3rd group meeting: Narrow down focus + begin to plan AR project	Yes (01:11:28)

14/02/2012	S3	T6, T7 & Tx* (language)	4th group meeting: Narrowing down focus	Yes (00:55:38)
16/02/2012	S4 & S5	Group: 5 mixed teachers from the two neighbouring schools	2nd group meeting: Recap + plan next meeting	Yes (00:30:47)
28/02/2012	S4 & S5	Group: 8 mixed teachers from the two neighbouring schools	3rd group meeting: Shared vision (in parallel groups: 1 dual-team S4 & 2 dual-teams S5)	Yes (00:53:24)
29/02/2012	S4	T8	Individual meeting	Yes (01:26:54)
05/03/2012	S1	T1, T2, T3	4th group meeting: Update on their project	Yes (00:28:21)
07/03/2012	S2	T4 & T5	4th group meeting: Update on their project	Yes (00:44:01)
13/03/2012	S5	T9, T10, T11 & Txxx*	4th group meeting: Re-launch + narrow down focus for one dual-team	Yes (01:19:30)
13/03/2012	S4	1 teacher (Txx*)	Individual meeting	No
20/03/2012	S4	Txx*	Individual phone meeting	No
29/03/2012	S2	T4 & T5	5th group meeting: Update + evaluating their project	Yes (00:38:23)
17/04/2012	S5	T9, T10	5th group meeting: Update on their project	Yes (01:07:02)
17/04/2012	S5	T10	Follow-up individual discussion after group meeting	Yes (00:01:28)
23/04/2012	S1	T1 & T2	5th group meeting: Evaluating the project	Yes (01:25:52)
27/04/2012	S4	T8	Individual skype meeting	Yes (02:09:17)
22/06/2012	S4	T8	Individual Skype meeting	Yes (01:17:52)
23/06/2012	S1	T3	Individual skype meeting	Yes (00:26:18)
23/06/2012	S2	T4	Individual skype meeting	Yes (00:26:30)
25/06/2012	S1	T2	Individual phone meeting	Yes (00:32:33)
25/06/2012	S1	T1	Individual phone meeting	Yes (00:35:34)
04/07/2012	S5	T9	Individual skype meeting	Yes (01:04:24)
05/07/2012	S5	T10	Individual skype meeting	Yes, but accidentally erased
13/08/2012	S3	T6	Individual phone meeting	Yes (00:40:10)

*'x' indicates either (a) non-participating schools (e.g. Sx, Sxx), or (b) some of the teachers who had withdrawn (e.g. Tx, Txx, Txxx, Txxxx)

OVERVIEW:**I. Meetings with headteachers**

- 6 non-recorded meetings --> 7 schools (+ a few follow-up or feedback discussions)

II. N° of participating schools

- 5 schools

III. Initial N° of teachers

- 17 teachers

IV. Data**1. Recordings with teachers**

- S1: 4 out of 5 group meetings + 3 individual meetings --> 7 recordings (+update audio messages from T2, not calculated)
- S2: 4 out of 5 group meetings + 2 individual meetings --> 6 recordings
- S3: 3 out of 4 group meetings + 1 out of two individual meetings --> 4 recordings
- S4: 2 out of 4 group meetings (both recorded group meetings were combined with neighbouring school S5) + 3 out of 5 individual meetings --> 5 recordings
- S5: 4 out of 6 group meetings (2 of the recorded group meetings were combined with neighbouring school S4) + 3 individual meetings (1 accidentally erased) --> 6 recordings (+video message reflections from T9, not calculated)

→Total time of 26 recordings: 22:17:31

2. Miscellaneous data

- Photos / Word Docs of dual-teams' 'vision' from Diamond 9
- Some personal visions (emails)
- Documents produced by some dual-teams' action research
- Internet link to 'flashcards' developed by T9
- Email messages
- Skype instant-messaging chat text with T3

Appendix 8

Examples produced collaboratively by dual-teams during the 'Diamond 9' exercise

School 5 (S5): T9, T10 and T11's Shared Vision 'Shape'

*What is our ideal immersion CLIL-EMILE classroom and what goes on there...?
In an ideal world, what do we want our learners to be able to do/achieve...?*

(Tuesday 28 Feb 2012)

1) I would like them to be able to make more connections between what they learn here and in other classes - here and outside school

2) I want them to read/listen more to English at home – not sitting behind their desks in the study but on the way with their MP3 players

2) I want them to enjoy the language they're learning

2) I would like my lessons to give them the motivation to learn more outside the classroom

2) I want them to consider English as part of their lives and not as something that leads to written marks on the school report

3) The ability to express their opinion about all sorts of things – in correct English

3) I want them to acquire English and not to learn English

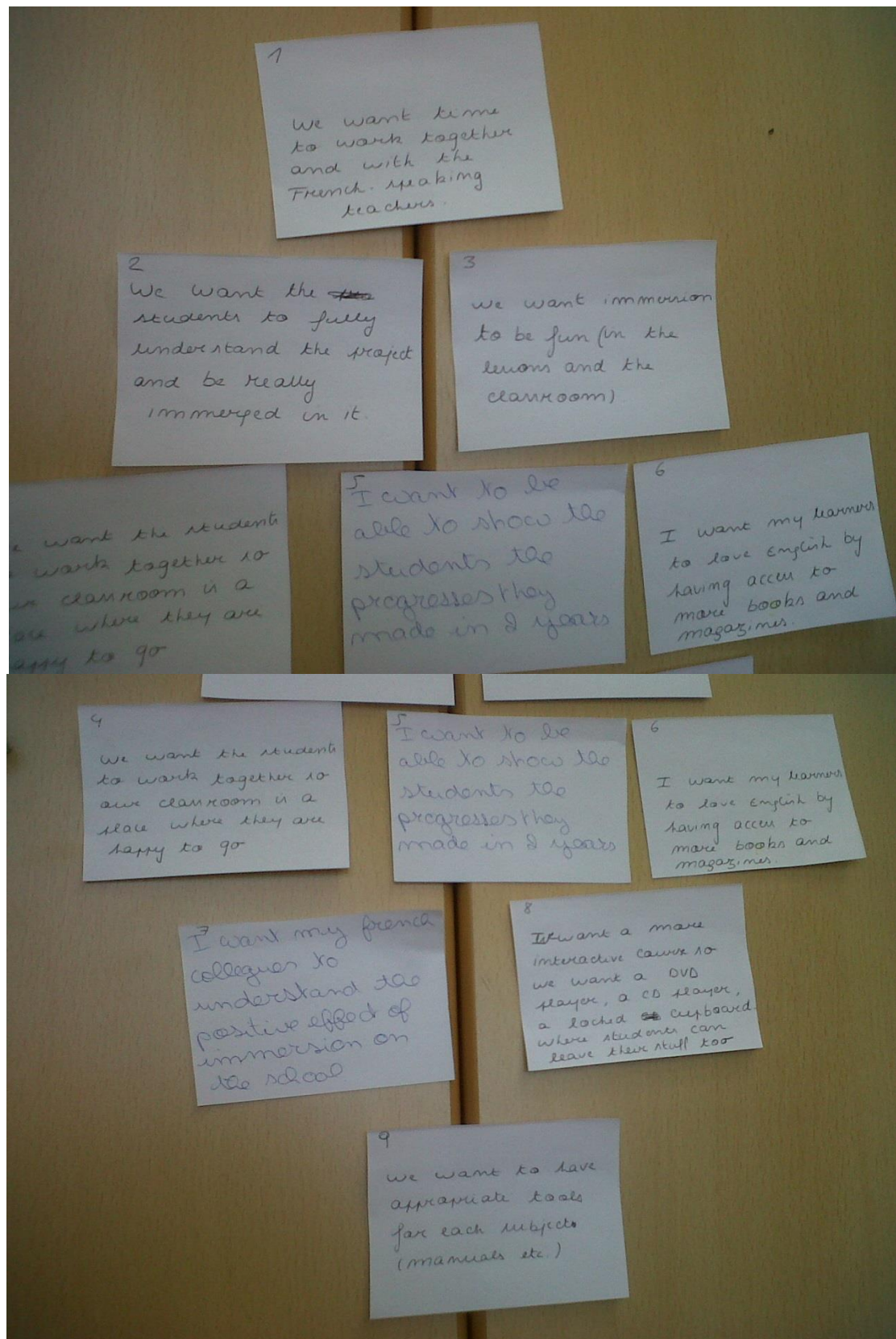
3) express themselves in correct English, both written and spoken

3) ability to acquire the appropriate vocabulary to a particular topic

4) ability to see what a pertinent answer to a question would be and express that answer clearly, completely, coherently

4) ability to pick out and list the main ideas/most important info from fairly lengthy text

School 1 (S1): T1, T2 and T3's Shared Vision Shape
16/01/12



School 1 (S1): Follow-up personal 'vision' statements (sent by email)

S1/T1:

Hello Mary!

I hope you had a fantastic weekend?

I am really sorry for answering so late to your mail.

I hope it's not too cheap!

Anyway, we will discuss that tomorrow, so here's what I wrote:

"Immersion is not only about those who are in the project. It is also about ideas, effects (positive and negative), solutions and opinions shared with the students, the colleagues, the parents and management. That's why we need to evolve in a place where everybody can feel comfortable and can understand what is at stake."

See you tomorrow.

S1/T2:

Hello Mary,

When looking back at the diamond, I think that we want to build fun lesson for the students so they can learn without noticing, while playing. To do so, we need more "moyens" because it will be easier to teach a subject if we have the material ready in the class and available for the students. Having the class organised in a different configuration to make them participate actively and so the students will not feel like if they are in a "normal classroom" may help us to start that. They will therefore feel part of a project, understand that they are part of something different than the other students in the school and then maybe put more efforts in working their English.

I also think that we can find a way of taping the students in September, and show them the tape at the end or during the year so they can see how their English improved.

See you tomorrow,

S1/T3:

Good afternoon Mary,

Here is my little sentence that would summarize our diamond:

"We want immersion to be a real project supported by the entire school community"

Have a nice end of Sunday,

Looking forward to seeing you on Wednesday,

Appendix 9

Example from Tranche One data analysis: Initial transcription coding excerpt
Excerpt from School 1 Group Meeting 4 (S1/GM4) (Total recording time of GM4: 01:25:52)

		stuff, don't touch my stuff; it's mind". But here I have to say with [redacted] that I was disappointed because I knew how hard it was to do it from scratch and to build something in immersion is not easy. Because I was just there a year and I was glad to have a colleague in her as someone who could share and correct me because she has better training in it EDM than mine is. So I've been disappointed. I gave everything and I had nothing in return. Since she teaches my daughter I could see in my daughter's folder that she was making new stuff, new sheets, but that I never received. So you know, I asked her once or twice but then that's it, I stopped. But that's not... I mean we will have other teachers like that in language and science, it will be like that because it's just a personality thing. It's not related to immersion. <i>Nature of relationship</i> CS-Me+b	4
	T1	It's difficult to work when the relationship is not positive. But that's everywhere. EFFORT	
	T2	And in immersion is already hard, and you need to put effort in that, I think, to try to build connections, well to share what you do, to be able to construct and to build something really interesting and good for the students, I think. But, well, not everyone is like that. CS-Me+b	
24:46	M	No, and nothing's automatic (...) How then for the next person, the next new teacher, how can he or she be more informed even before starting?	
	T2	I've been thinking about that, but I don't have the answer. Because I thought... This year I thought I would really help would do something to help her start, and I thought it would be great to have interaction like with the science teachers and to talk about, for example "I found this document this document" and that's what we would do. And I thought "great I will have someone", but that's not how it worked. So I been thinking what about next year because M-A will not stay here and will have someone else in EDM. So what will I do? What I do the same, giving all of my preparations and have nothing back in return? Not that I need it, but it's just disappointing. But I'm over it, that's okay. I can do it on my own, but still is disappointing, so what can we do to avoid that next year? And I don't have the answer, I don't know. I still want to help, but at the same time it needs to be the same situation both ways. Cannot always be one way and not the other way around. CS-Mb+c RECIPROCITY +	
	T1	We will have new colleagues because there will be EDM, science, history and geography and 'complementary activities' courses... RECIPROCATION!!	
	T2	And they have the 'option langue' and news (current events)... I've been thinking about the question of having an hour that we were talking about to meet together because I'm thinking with my science colleagues we don't have that either. We never have an hour together. But I receive at least one email a day from one of them: "look at my preparation; here's the last test I gave; look at this article; what about that...?". We don't really need an hour but we need to have a good connection. Of course we got a part of personality, but with my two science colleagues one is older, one is younger. I would not hang out with my older colleague but still we have a very fine relationship regarding science and the subject we teach and we can share everything, so what I want to say is that we don't need to be close friends to have a good relationship to work together but just. And we don't need an hour. We can do that by email and try to... <i>Example of science colleagues</i> CS-M CS-M	
28:33	M	What can support getting there – getting to that stage where there is that connectedness even if you haven't got an hour that set in your schedule? What can support getting there like that?	
	T2	I think that it needs to be back and forth. CS-Mb+c CS+Me	
	M	What can help it get to be back and forth?	
	T1	It's difficult because the personalities are really important when we talk about that (...) So, we need to be honest at the beginning: "I can give you my work. I can help you, but if you don't give me something back or if you don't share something with me I will stop". It's a bit difficult to say that at the beginning of the year. The new person's going to think: "who is she??" <i>Discursive Space - Nature of rel.</i> CS-Mce <i>mutual trust</i>	
	T2	But just asking for help first, maybe that's how it starts. "I need help..."	
	T1	Yes offer: "if you need my help you can ask me". And maybe if we don't see any answer we can say "oh, come on..."	
	T2	Yes. I think the first thing will be there, to ask for help. That's how I started "I need help". I tried alone at first. Then I asked "This is what I think I'm going to do for the first chapter, but what should I do for the second chapter?" And she answered my question and after a few emails sent me her lessons and by then I was already halfway through my lessons so I sent her what I had prepared, even if it was in English. It's just a way you 'feel' about that. I hate it when they send me something and I have nothing to send back. When I don't have time to prepare so I can take theirs and I can translate CS-M	

Appendix 10

Example from Tranche One data analysis: One school's reduced data from one sub-category

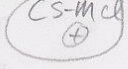
School 2 (S2): Organisational-Practical category-Opportunity for collaboration sub-category (O-Pt)

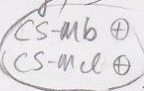
S2 3.

O-P Organisational-Practical
O-Pt Opportunity for collaboration

⊕ T5 RE My suggestion to have a longer mtg as needed (I agreed upon w/ head teachers)
⊖ I need them all the time - I would be stressed with losing a lesson from -

⊕ T4 (Indr. com 00:32:06)
✓ We had one hour, one 'free' hour together, one free period when we could work together. And that was in our schedules. It was put 'Coordination pédagogique', so we were there to work. It was not one free period that by chance was at the same time. It was there for us to work.

+ Impact → O-Pl ⊕ = What are we going to talk about? → usefulness ^{BUT} 
⊖ (But the time went too quickly) 

↓
It's difficult because with 50 minutes, once we've ^{gone} through the mitty gitty, there (would be) like 5 minutes left! So it was like (give examples →  CS-Mb ⊕
CS-Md ⊕) and then, 'puff' time is up!

⊕ T4 Mtg 56 00:10:13 RE After Ghent project
✓ It would have been more effective if we had had more time together. Because I'm working in two schools, I'm always passing by. I'm not often staying. (there at the school). It's always really quickly that we do stuff between two other things. The 50 minutes we have on Wednesdays just goes quick, quick, quick, quick and then I'm just passing by - It's just like this. When I go to school I'm just doing quickly what I have to do, and then 'puff'! (...)

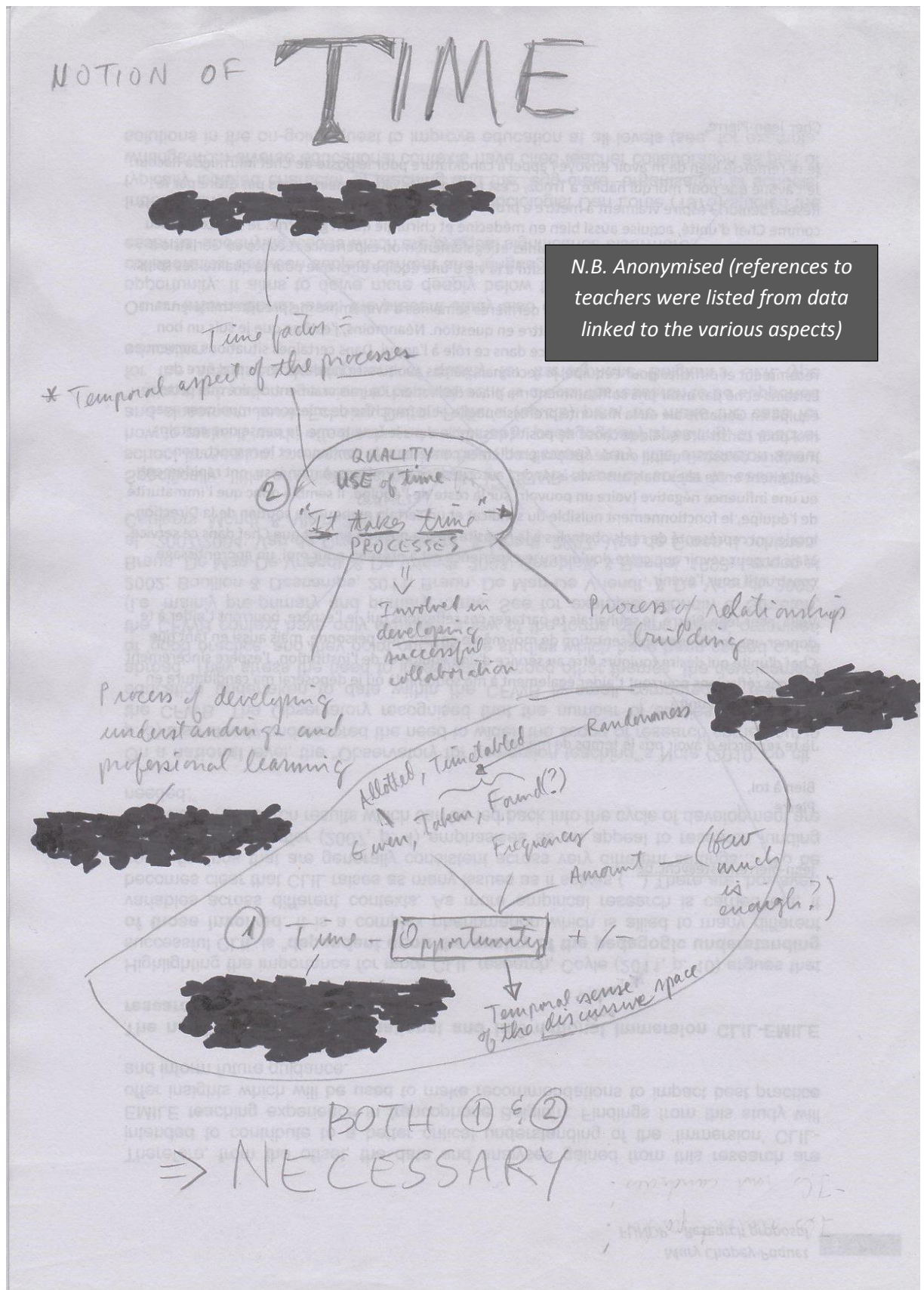
⊕ T4
⊖ LF+ O-Pt We normally talk a lot more than this, but these few last weeks she'd been ill again & I was very busy. And we had all the report cards which (requires) just running around. We were doing other stuff. We'd been working on the report cards together, so we were spending a lot of time together, but for that. And then we were working on the parent-teacher meetings, and then... So it was still in our heads but we didn't talk about it much.

Juggling

Data Tranche One: School and quoted participant teacher identity coding system

School codes	Teacher codes <i>LT= Language teacher</i> <i>ST= Subject teacher</i>
S1	T1(LT)
	T2(ST)
	T3(ST)
S2	T4(ST)
	T5(LT)
S3	T6(ST)
	T7(LT)
S4	T8(ST)
S5	T9(LT)
	T10(ST)
	T11(LT)

Example from inductive interacting data theme mind-mapping: Notion of 'time'



Tranche Two data collection: Interview protocol

(Used as the basis for semi-structured interviews with 9 teachers, cf. Appendix 14)

- Concerning your individual **profile**:
 - Age, cultural and educational background, languages, studies (+elsewhere?), teaching qualifications... ?
 - Current teaching: Which courses + at what year levels?
 - Teaching experience: How long teaching / + at that school / + in immersion?
 - Other professional experience: Past / + abroad...?/ currently in addition to teaching?
- Give **3 words or characteristics** to describe immersion, from your experience.
- How have you **evolved as a teacher** since teaching in immersion?
What has helped you?
- When / how / where do you **collaborate** with your language / subject teacher **colleague(s) in immersion** with whom you 'share' pupils from the **same classes** in immersion?
 - How do you try to connect your courses with those of your colleagues?
How do you try to be **complementary** for supporting your pupils' learning subject and language learning?
 - What, for you, characterizes **successful** and effective collaboration?
 - What **helps/facilitates/permits/supports** your collaboration?
 - What **limits/hinders** your collaboration?
- For you, what is/are the **role(s)** of
 - the **language** teacher in immersion?
 - the **subject** teacher immersion?
- When and how do you **collaborate** with colleagues
 - who teach the **same subject** courses as you at your school but in the **traditional** ('non-immersion') classes?
 - who teach the **same subject** courses as you but in **other classes** in immersion at your school or in **other schools**?
- What would (even) better **support** your task of teaching in immersion? What do you think could help **improve teaching** in immersion?
- Would you like to add **anything else**?

Appendix 14

Data Tranche Two: School and interviewee identity coding system (with interview scheduling details and duration of the recordings)

School codes	Teacher codes <i>LT= Language teacher</i> <i>ST= Subject teacher</i>	Date, setting and duration of interview
S6	T12(ST)	07/05/13 Skype: 00:47:06
	T13(LT)	30/04/13 Skype: 01:02:38
	T14(ST)	07/05/13 Skype: 00:54:17
	T15(ST)	02/05/13 Skype: 01:25:01
	T16(LT)	02/05/13 Skype: 00:38:58
S7	T17(LT&ST)	13/06/13 Skype: 00:41:37
	T18(ST)	13/06/13 Skype: 00:41:41
	T19(ST)	05/06/13 Telephone: 00:37:17
	T20(ST)	18/06/13 Telephone: 01:11:38

Total time of recorded interview data: 08:00:13

Appendix 15

Example from Tranche Two data analysis: Transcription coding excerpt
From interview with Teacher 13 from School 6 (S6/T13)

00:29:15

Q: What makes for effective collaboration?

CS-ME

I think the way we are and the way we teach, and the way we really want ^{to learn} ~~to learn~~ something and to make them like learning English and speaking English. I think it's part of our personality. We get involved in the project from the beginning and ^{also} we're really motivated. And we discover that the students are motivated, too. So the situation was motivating and everybody was motivated. I think that's the secret, the recipe for success. I can't explain it. I think it's the way we are. If you really want something, you have to fight for it.

CI-RE

00:30:30

Q: Are you given time - space - ^{any kind of} organised support for that kind of working together?

O-Pt

No, most of the time we try to find time at break time, after lunch, or during the 'conseils de classes' or the 'conseils de guidance'. At any time, when we need it we talk to each other and we exchange ideas and she tells me this or that. There is no particular time to discuss and meet.

00:31:33

Occasionally.

Would that be helpful?

O-Pt

I'm not sure it's necessary. Sometimes we need it, sometimes we don't. We know each other so well from the beginning. Most of the time we know exactly at what time of the year we will need each other.

00:32:08

O-Pt

TIME

Time is very important. How did you get that time there?

on-going

At the beginning it was a bit complicated because we didn't know each other at all. We got involved in that project & we tried to do our best. And after some time we discussed together. After the first year it was easier for ~~her~~ ^{us}, too, because she had a sort of course and she exchanged ideas with me: 'Do you think it's not too complicated? Will they understand this?' And she told me 'At the beginning of the year I would like you to see all the interrogative words to understand my course: Who-what-where-when, and so on. I started like that. She told me what she needed and I told her what I did. And then the exchanges started like that, very simply. It worked. So I think that's a good thing.'

CS-ME & negotiation

Proactive, Anticipating needs LM for DNL learning

So, it's easier now. I know when ^{she needs me} she's going to need me for her course. I ask her, 'Is it all right with the interrogative forms?' And she says, 'Yes, they know them perfectly! That's great!' For example, some time ago, she did an oral presentation with the record forms. And she told me 'Wow, they were so, so ready! I hadn't taught them that and they just did it. It was great!' And for me it's great ^{also}. I can see through her eyes what I had done before (with the learners). And that's how we communicate, too.

Feedback

Mutually

CI-RD

eyes to see

**Issues, factors and conditions underlying or influencing positively or negatively
the development of CLIL teacher pedagogic collaboration**

Issues, factors and conditions underlying or influencing positively (+) or negatively (-) the development of CLIL teacher pedagogic collaboration <i>(involving aspects of ownership, control, support, meaning of the collaboration within the professional setting)</i>		
'Layers' of issues as categories & <i>Key questions suggested for the layers as 'lenses' from teachers' perspectives</i>	Features of the 'Layers' as sub- categories	INDICATORS: Related concepts, properties and dimensions
1) Extrinsic, Contextual / Situational		
CURRENT LIFE FACTORS external to the school setting <i>What from life outside of school affects availability and priorities for collaboration?</i>	(+) // (-) 'Outside' responsibilities currently effecting availability and priorities, thus impacting the development of effective CLIL teacher collaborative partnerships either temporarily or sustainably	- Health priorities - Family priorities - Other responsibilities outside of school (including other professional) - Juggling
(MICRO)POLITICAL- INSTITUTIONAL <i>Who says we should collaborate? Whose agenda?</i>	(+) // (-) Cascading from the political- institutional level and potentially influencing implementation at the school (micro) level	- Perception of being contrived (or not) - Mandated (or not) - External agenda (or not) - Political-institutional support (e.g. policies, guidelines and financing) // lack of - (Micro)Political-institutional engagement // lack of - Collaborative school culture // lack of - (Micro)Political-institutional expectations placed on CLIL teachers - (Micro)Political-institutional perceptions of CLIL and CLIL learners - Stability of the CLIL programme // lack of
ORGANISATIONAL- PRACTICAL <i>Collaborate when and how?</i> - On whose time?	(+) // (-) Compelling purpose and latitude for collaboration given on the part of the headteacher / administrators	- Hierarchical role - Information provided by hierarchy (or not) - Hierarchical impetus and support // lack of - Hierarchical latitude given // interference

- <i>With what resources?</i>	(+) // (-) Opportunity for collaboration (i.e. time)	- Dedicated, sustained time // lack of - Discursive space (temporal sense) // lack of - <i>Scheduling / Timetabling challenges</i> - <i>Amount of time to be allotted</i> - <i>Frequency</i> - <i>Randomness of opportunity if not dedicated time</i> - <i>Juggling</i> - <i>It takes time (Temporal aspect of the processes)</i>
	(+) // (-) Material resources to support collaboration	- Discursive space (physical / material sense) // lack of - <i>Guidelines / Tools // lack of</i> - <i>Meeting room // lack of</i>
	(+) // (-) Guidance, assistance, training to support collaboration	- Continuing professional development // lack of - Network with other teachers // lack of - Guidance // lack of - Expectation of support - <i>Pedagogic Advisory and their understandings of CLIL</i> - <i>Informal support opportunities</i> - <i>Colleagues as support (or not)</i> - <i>Internet forum</i> - <i>Ombudsman</i>
2) Intrinsic, Mind-set / Relational		
CULTURAL SENSE-MAKING <i>Why collaborate (and how)?</i>	(+) // (-) Valuing balanced teacher independence-interdependence in collaboration	- Teamwork and complementarity // Individuality and/or privacy - Interaction of in/interdependence - Sharing with reciprocity // lack of - Roles and responsibilities - <i>Reciprocity (in principle) AND reciprocation (in action) // lack of</i> - <i>Team teaching opportunities (informal) // lack of</i>

	(+) // (-) Valuing personal implication, engagement and commitment in collaboration	- Open-minded personal strength // lack of - (Professional) attitudes // lack of - Willingness // lack of - Trust // lack of - Flexibility // lack of - Effort // lack of - Expression of views // lack of - Dialogue // lack of - Negotiation // lack of - Nature of relationships - Interpersonal affinity // lack of - Power dynamics - <i>It takes time (Processes of relationship building)</i> - <i>Communication // lack of</i>
	(+) // (-) Valuing the objectives / content of the collaboration and the professional learning from it	- Discursive space (in terms of the content of interaction) // lack of - Diversity // lack of - Consensus building // lack of - Discussion of beliefs on the basis of trust // lack of - Identification of shared values // lack of - Towards co-construction // status quo - Sense of achievement // status quo - Towards progressive professionalism // status quo - Towards profundity // status quo - <i>Reflection / reflexivity // lack of</i> - <i>It takes time (Processes of developing understandings and professional learning)</i> - <i>Trying to find out (or not)</i> - <i>Trying to figure it out (or not)</i> - <i>Need to go further // status quo</i> - <i>Potential multiplying effect // status quo</i>
CULTURAL IDENTITY-RELATED <i>Collaborate with whom (and how)?</i>	(+) // (-) Teachers' sociocultural experiences as individuals, learners and teachers	- Personal history - Cultural background - Experiences
	(+) // (-) Teachers' subject / speciality / project affiliations	- Open/Permeable // Closed disciplinary boundaries - (Inter)Disciplinary pedagogies / didactics - Inclusive // Exclusive-Balkanisation affiliation - Tribalism and traditions // Hybridity and plurality

		- Philosophical interpretation of 'good teaching' practice - <i>I'm (not) a ... teacher</i> - <i>Constructing bridges // status quo</i>
	(+) // (-) Teachers' Discourses	- Ways of being and interacting - Tacit / Explicit knowledge - (Trans)Disciplinary affinity groups - (Trans)Disciplinary engagement - Insiders // Outsiders - Sense of (not) belonging - (Trans)Disciplinary academic literacy discourses - Towards dual critical identity // singular - <i>Eyes to see // blind</i> - <i>Wearing a double (or single) cap</i>

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