

Contents

Part I Fundamental Issues: What Is CLIL? Who Are CLIL Teachers?

1 Introduction	3
CLIL—Is It Possible to Define or Delineate?	3
Using an Additional Language (L2) as the Medium of Instruction—Why?	3
Different Variants and Terms—Which One to Go for?	5
Research Landscape of CLIL	7
Overview of This Book	9
References	10
2 Who Are CLIL Teachers and What Do They Need?	15
Introduction	15
Who Are CLIL Teachers?	16
What Do CLIL Teachers Need?	18
Challenges Encountering CLIL Teachers	21
Urgent Needs for CLIL Teacher Education	22
References	23

Part II Model 1—Professional Development Through Cross-Curricular Collaboration

3 Theoretical Underpinnings of Cross-Curricular Collaboration:	
How and Why Would It Work in CLIL?	29
Introduction	29
What Is Teacher Collaboration? How Do Teachers Collaborate?	30
Why Do Teachers Collaborate? What Are the Benefits?	33
Teacher Collaboration in CLIL: L2-Content Cross-Curricular Collaboration	35
The Need for L2-Content Cross-Curricular Collaboration in CLIL: Theoretical Framework	36

Different Forms/Models of L2-Content Cross-Curricular Collaboration	38
Empirical Research on L2-Content Cross-Curricular Collaboration	43
Summary: A Literature Gap in Effectiveness Research	45
References	45
4 Empirical Studies on Cross-Curricular Collaboration: Promises and Pitfalls	49
Introduction	49
Potentials of L2-Content Cross-Curricular Collaboration	50
Study 1: Informal Collaboration Between English and Science Teachers	50
Study 2: Formal Collaboration with University Consultant	57
Factors Affecting L2-Content Cross-Curricular Collaboration in CLIL	74
Summary	90
References	91
Part III Model 2—Professional Development Programme for CLIL Teachers	
5 Theoretical Models of Professional Development Programmes for CLIL Teachers	95
Introduction	95
Different Models of Professional Development Programmes for CLIL Teachers	95
Elements for Effective Professional Development Programmes for CLIL Teachers	106
Complexity of Teacher Change	107
References	110
6 An Empirical Study on Professional Development Programmes for CLIL Teachers	113
Introduction	113
The Design of the Professional Development Programme	113
Research Design	115
Results	121
Discussion	137
Summary	139
References	139

Part IV An Integrated Model for CLIL Teachers’ Professional Development

7 Conclusion 143

 Introduction 143

 The Strong Needs for Professional Development for CLIL Teachers ... 144

 Two Models of PD for CLIL Teachers 145

 A Holistic and Practical Model for CLIL Teachers’ Professional Development 149

 Direction for Future Research on CLIL Teacher Professional Development 151

 Concluding Remarks 153

 References 153

CEI Content-based instruction

CLIL Content and Language Integrated Learning

EAL English as an additional language

EAP English for academic purposes

EFL English as a foreign language

EMI English as the medium of instruction

ESL English as a second language

ESP English for specific purposes

L1 First language

L2 Second/foreign/additional language

LAC Language across the curriculum

LAP Language for academic purposes

LSP Language for specific purposes

MCC Multimodality-Externalisation-Cycle

PD Professional development