

A focus on the “I”:

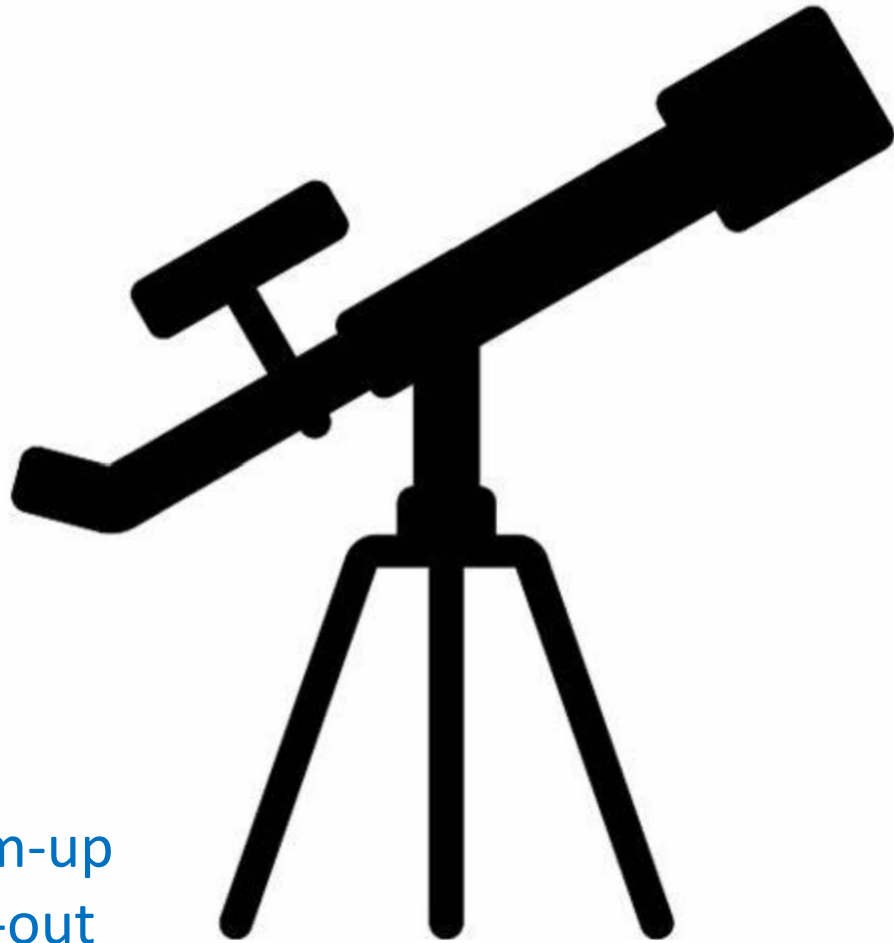
Co-constructing *Integration Space* for our CLIL

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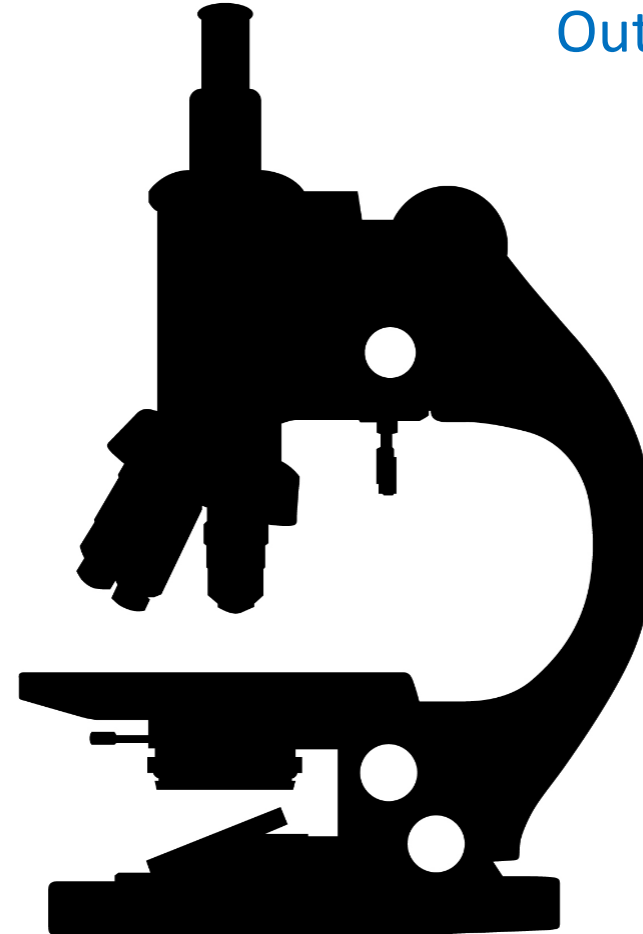
NaLTT Research Institute - Groupe de recherche sur le multilinguisme
Faculté de Philosophie et Lettres

CLIL? EMILE?

Top-down
Outside-in

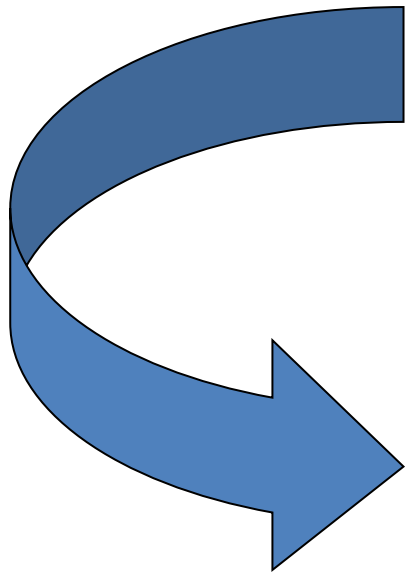


Bottom-up
Inside-out



In EVERY context

The *Content and Language Integrated Learning* happens where?



***C'est en CLASSE
que l'EMILE
se passe!***

The 'I' in CLIL: *A pedagogical challenge...*

- ✓ The **CONTEXTUALISED** nature of CLIL requires local **players to define** what quality *integrated learning* means (Coyle et al., 2010)
- ✓ One practical implication: **Subject-content teachers and language teachers** need to *co-construct* their *teaching for integrated learning* through *pedagogic partnership* at the local level (Chopey-Paquet, 2015)

So, teachers, to co-construct integration:

Language Teacher



Subject-Content Teacher





THE FORTH BRIDGE

LENGTH INCLUDING VIADUCT 5095 FT

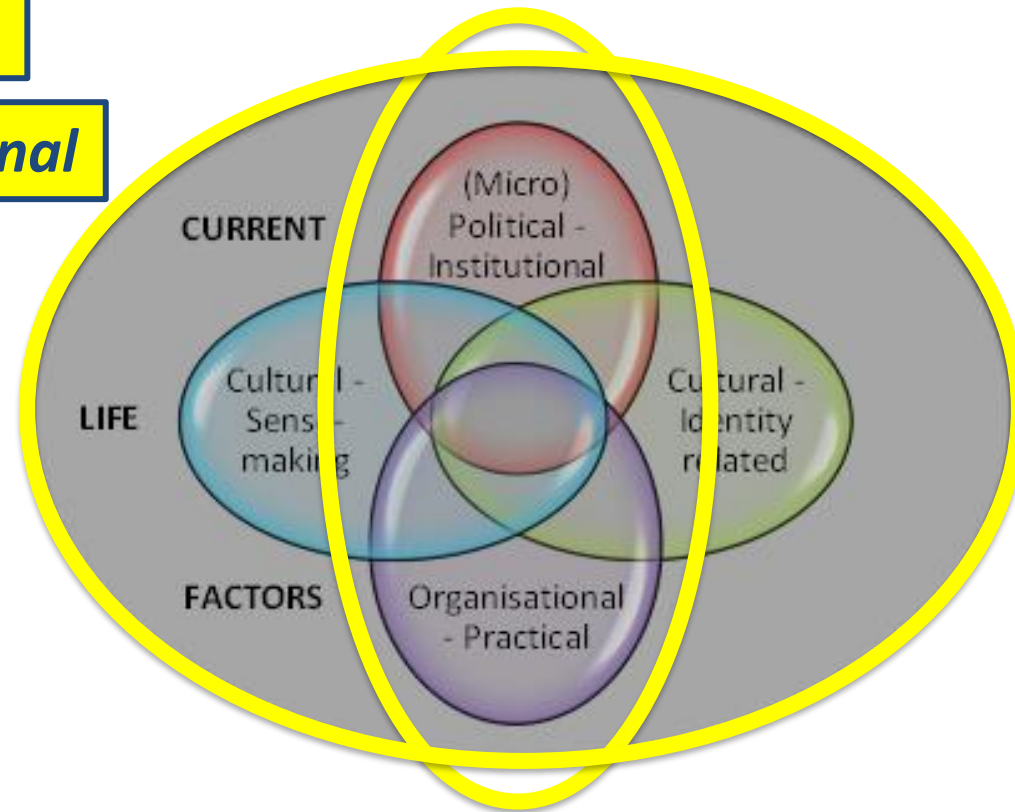
HEIGHT 360 FT SPANS 1710 FT EACH

Collaborate? Partnership in CLIL to co-construct integration?

A dynamic of underlying +// - issues, factors and conditions of different natures

FIVE CATEGORIES:

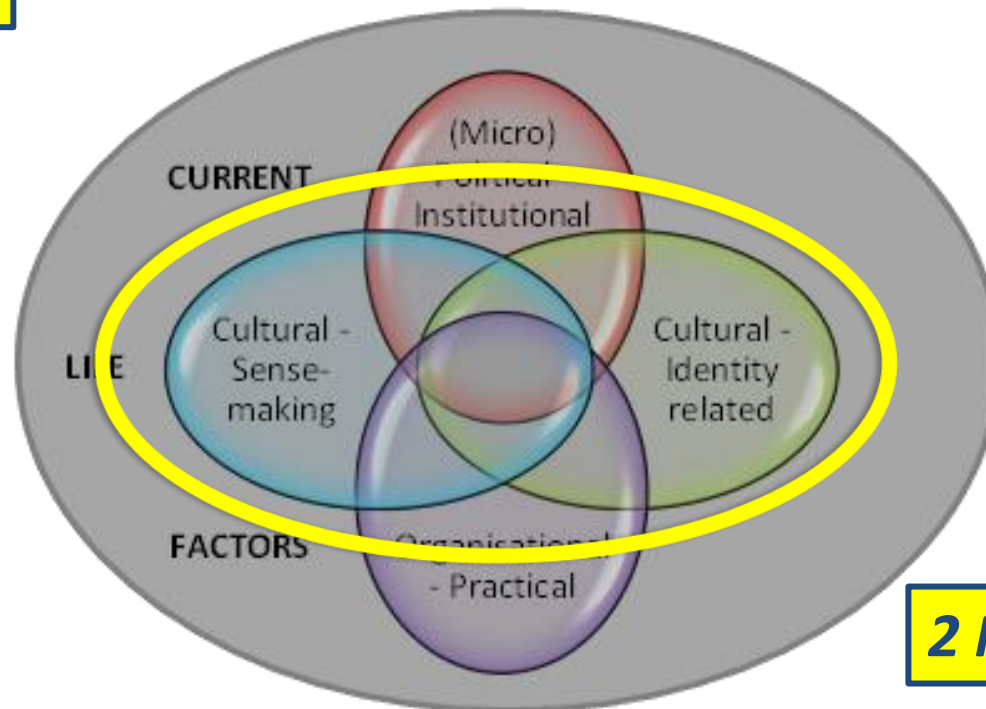
3 Contextual - Situational



Collaborate? Partnership in CLIL to co-construct integration?

A dynamic of underlying +// - issues, factors and conditions of different natures

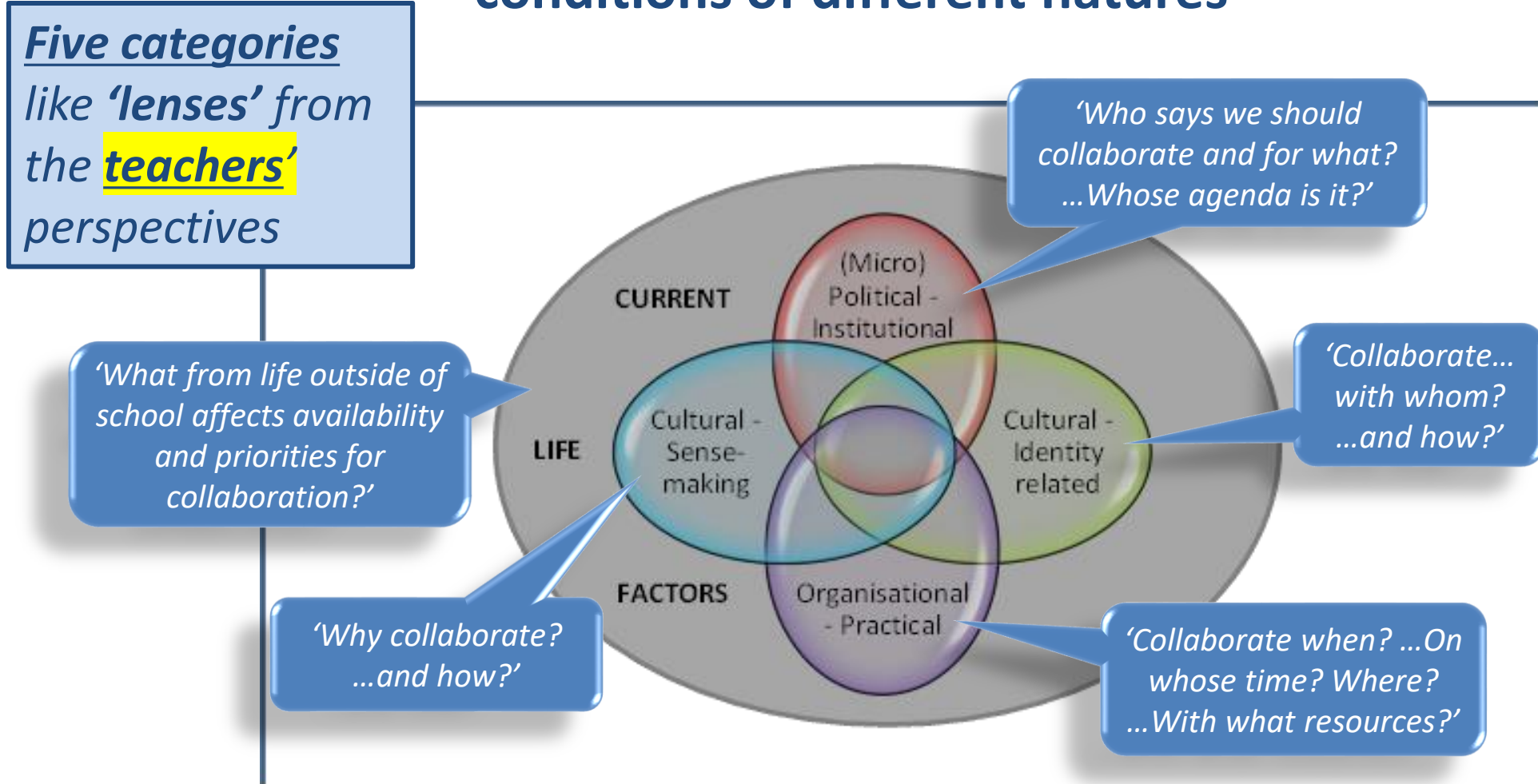
FIVE CATEGORIES:



2 Mind-set - Relational

Collaborate? Partnership in CLIL to co-construct integration?

A dynamic of underlying +// - issues, factors and conditions of different natures



Collaborate? Partnership to co-construct integration?

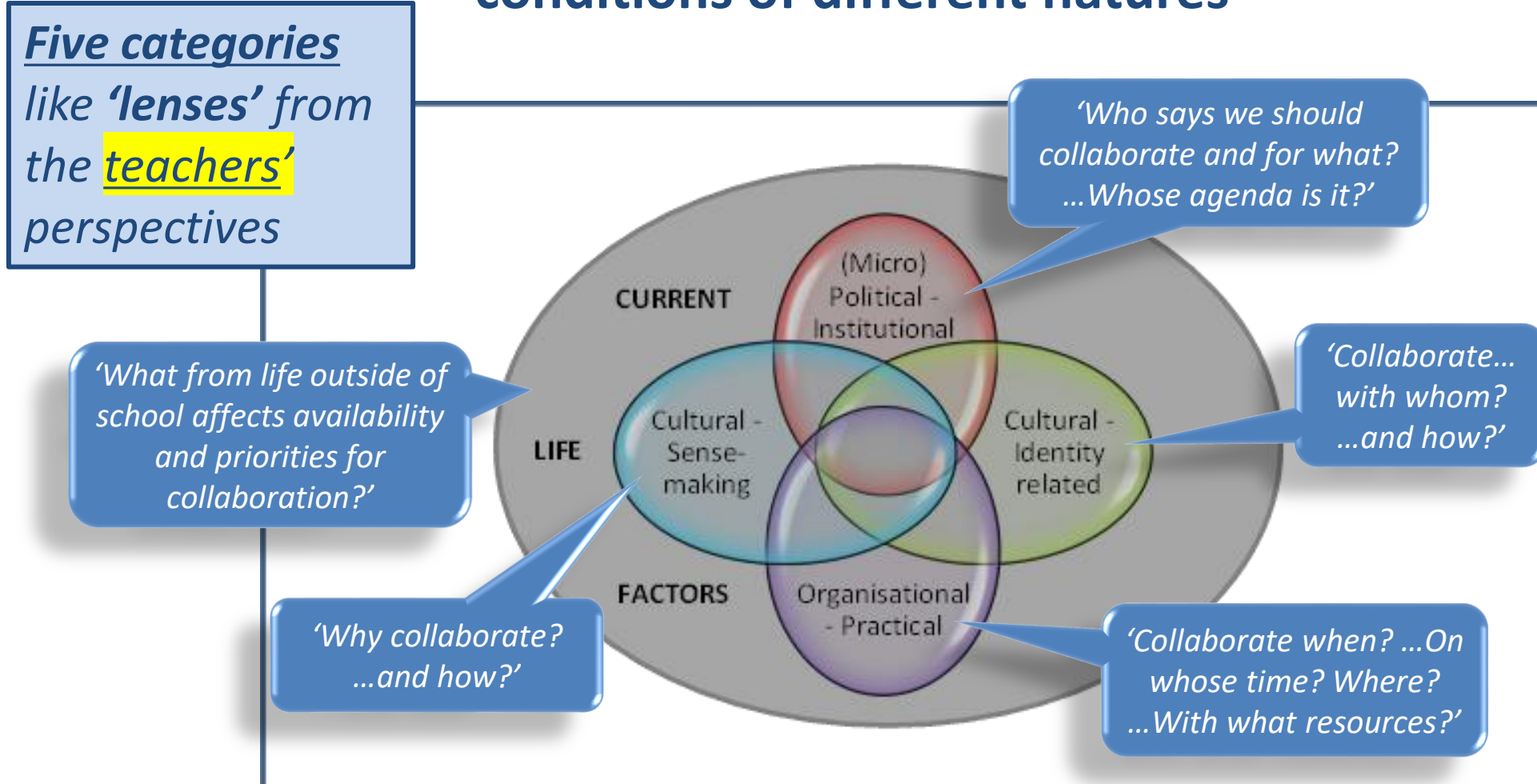
‘TEACHER VOICE’ ACTIVITY

In groups,

- *Read **quotations** from a wide range of different language and subject **teachers** in CLIL expressing their **realities***
- *Discuss how you would **place** each of the quotations according to the **categories of influences**?*

Collaborate? Partnership in CLIL to co-construct integration?

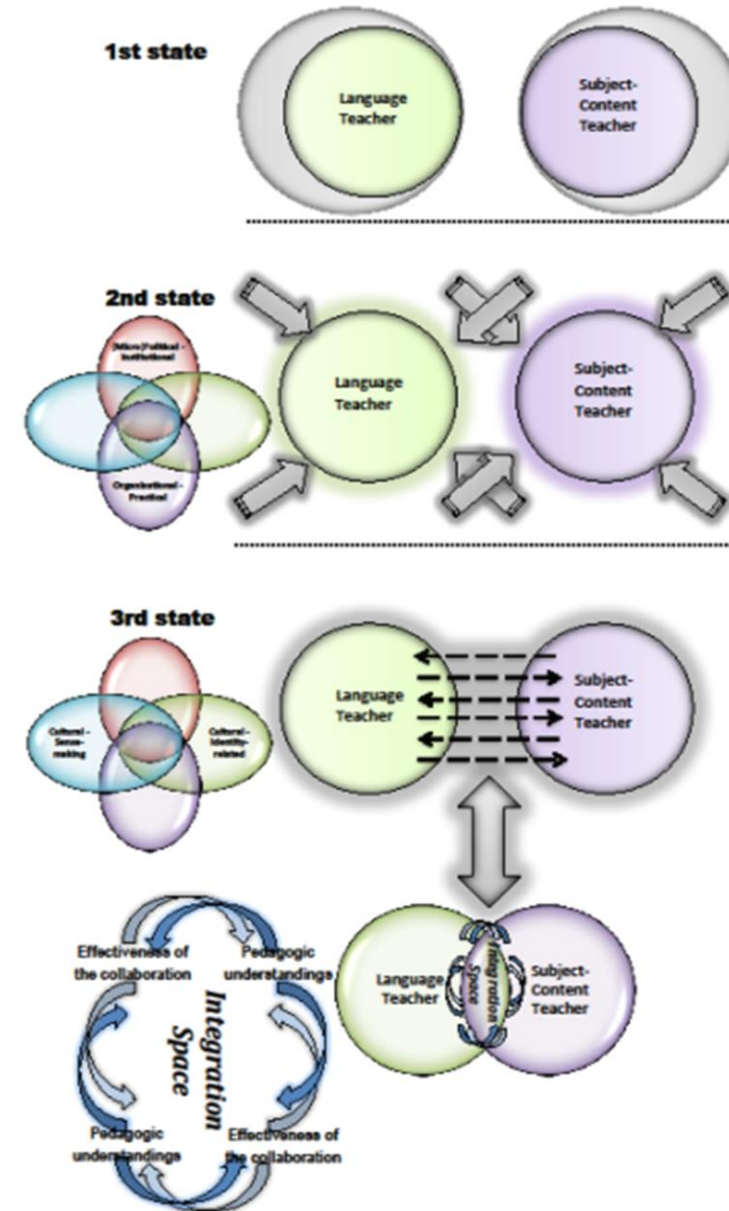
A dynamic of underlying +// - issues, factors and conditions of different natures



Zooming-out on the complex reality:

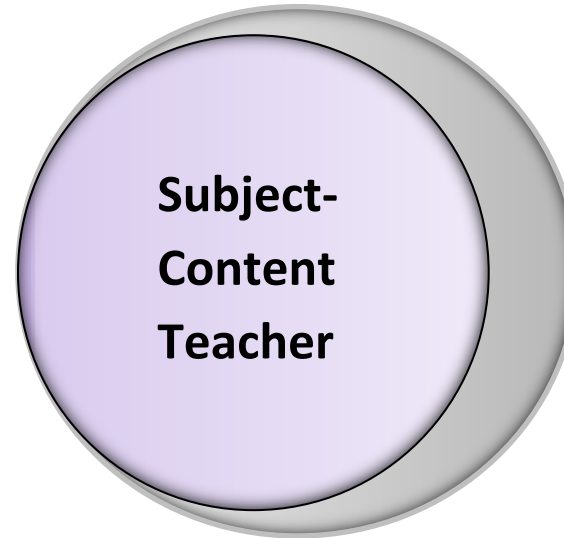
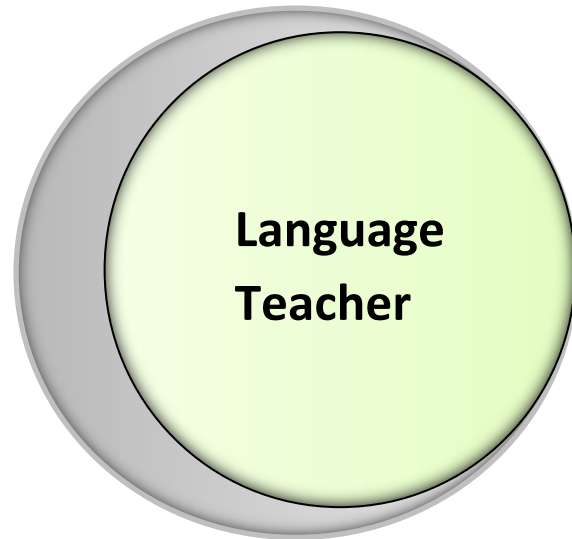
Three
dynamic and concurrent
'STATES',
that can culminate in
the creation of
'INTEGRATION SPACE'

Overview:



Zooming-in on the complex reality:

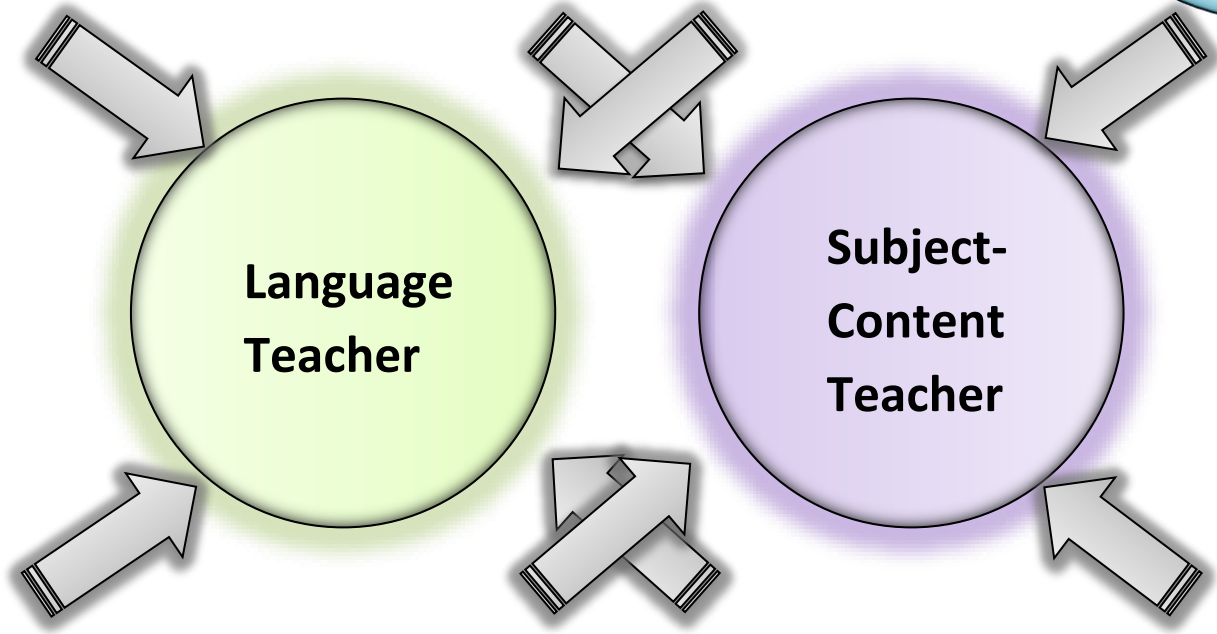
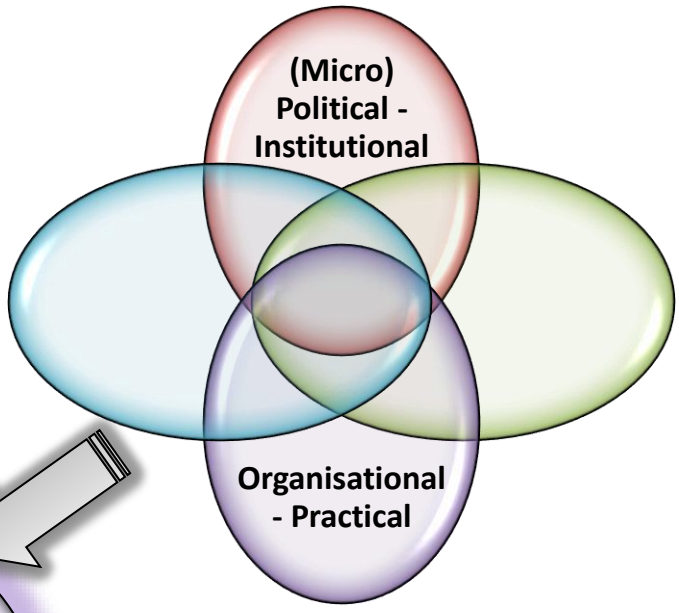
**FIRST of 3
concurrent 'STATES'**



Separate Current Life Factors, teaching identities and classroom realities, although 'sharing' CLIL learners (e.g. during parallel timetabled course hours with separate curricular programmes)

'Who says we should collaborate and for what?
...Whose agenda is it?'

*Influences of a
(micro)political-institutional
nature*



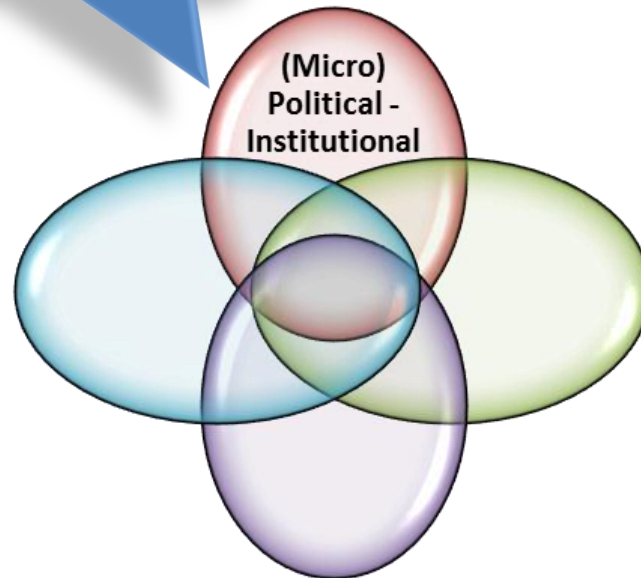
**SECOND
current
STATE**

*Influences of issues of an
organisational and practical
nature*

'Collaborate when? ...On
whose time? Where?
...With what resources?'

(Micro)Political-Institutional category of +/- issues influencing the development of teacher pedagogic collaboration in CLIL

*'Who says we should collaborate and for what?
...Whose agenda is it?'*



Policy level & implementation level issues:

- 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 category of +/- issues influencing the development of teacher pedagogic collaboration in CLIL

Purpose & latitude issues:

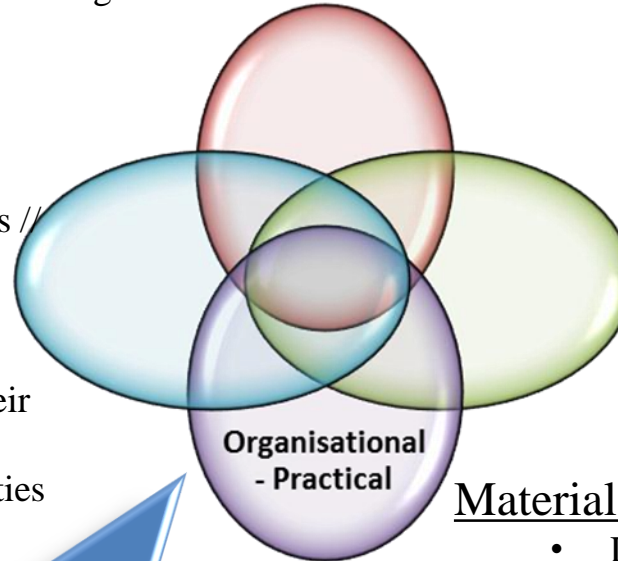
- Hierarchical role
- Information provided by hierarchy (or not)
- Hierarchical impetus and support // lack of
- Hierarchical latitude given // interference

Opportunity issues:

- 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)

Guidance & support issues:

- Continuing professional development // lack of
- Network with other teachers // lack of
- Guidance // lack of
- Expectation of support
- Pedagogic Advisory and their understandings of CLIL
- Informal support opportunities // lack of
- Colleagues as support (or not)
- Internet forum
- Ombudsman



*'Collaborate when?
...On whose time?
Where? ...With what
resources?'*

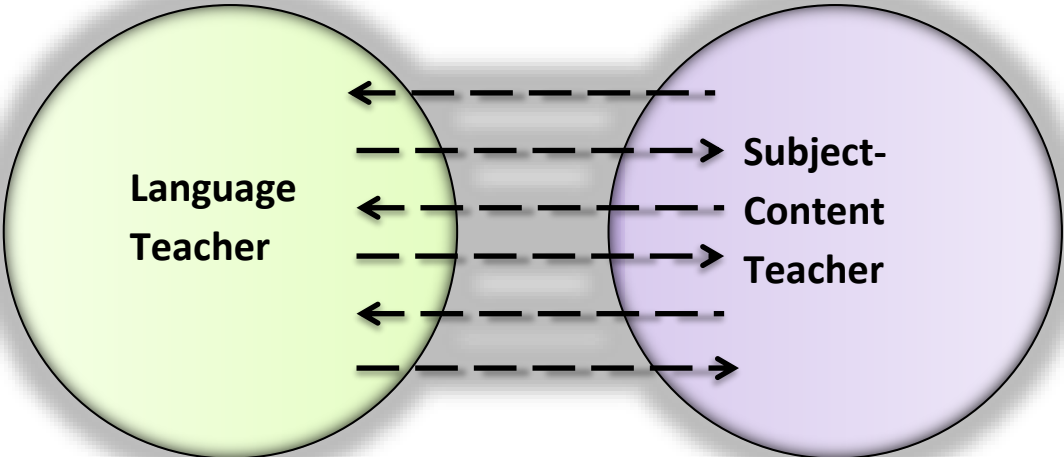
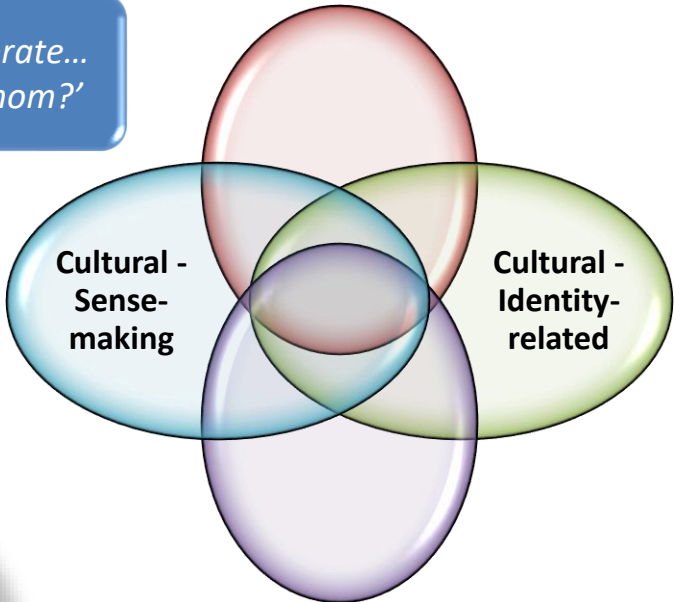
Material issues:

- Discursive space (physical / material sense) // lack of
- Guidelines / Tools // lack of
- Meeting room // lack of

'Why collaborate?'

'Collaborate... with whom?'

Influences of cultural issues of both sense-making and identity-related natures



Possibility of co-constructing on-going negotiation processes

**THIRD
concurrent
STATE
(a)**

Cultural – Sense-making category of +// - issues influencing the development of teacher pedagogic collaboration in CLIL

Objectives / content of the collaboration & professional learning issues:

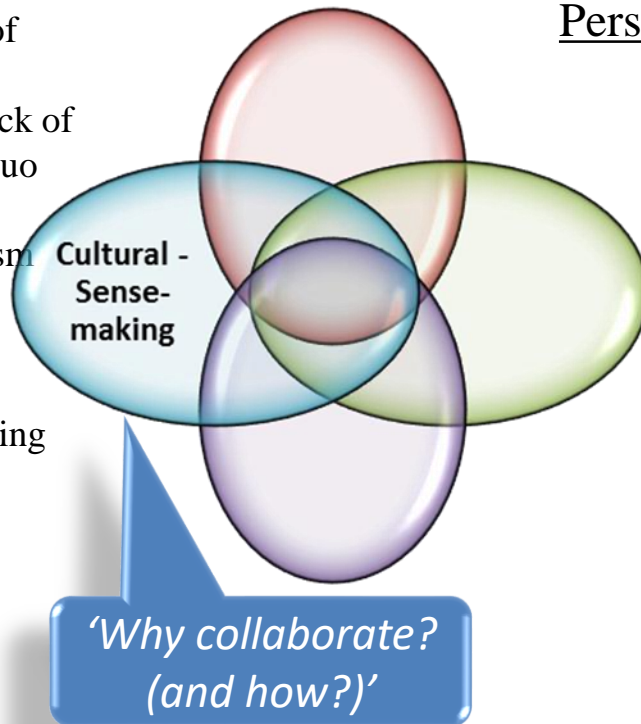
- Discursive space (in terms of the content of interaction) // lack of
- Diversity // lack of
- Consensus building
- Discussion of beliefs on the basis of trust // lack of
- Identification of shared values // lack of
- Towards co-construction // status quo
- Sense of achievement // status quo
- Towards progressive professionalism // status quo
- Towards profundity // status quo
- Reflection / reflexivity // lack of
- It takes time (Processes of developing understandings and professional learning)
- Trying to find out (or not)
- Trying to figure it out (or not)
- Need to go further // status quo
- Potential multiplying effect // status quo

Balanced independence-interdependence issues:

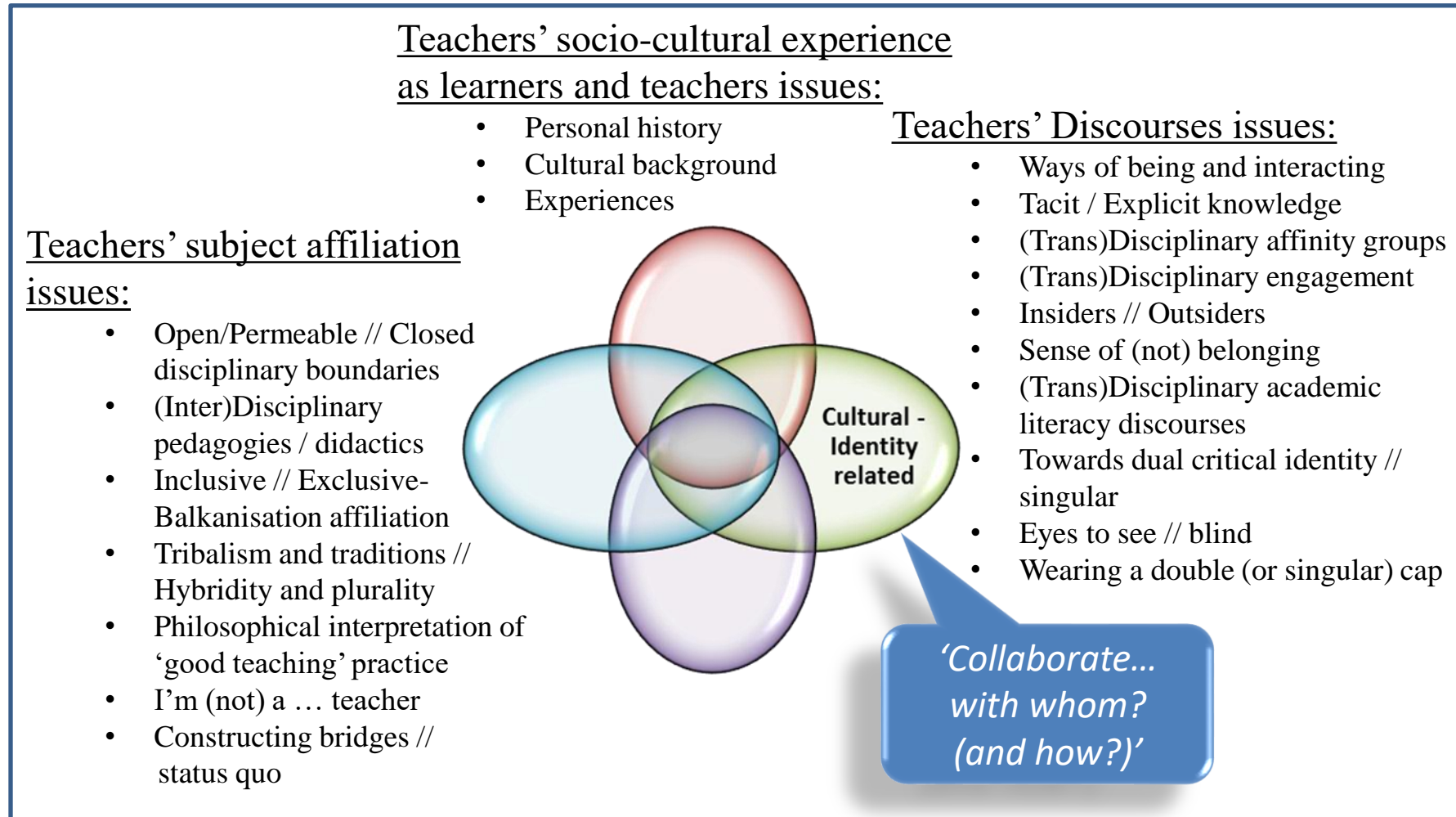
- Teamwork and complementarity // Individuality and/or privacy
- Interaction of in/interdependence
- Sharing with reciprocity // lack of
- Roles and responsibilities
- Reciprocity (in principle) AND reciprocation (in action) // lack of
- Team teaching opportunities (informal) // lack of

Personal implication issues:

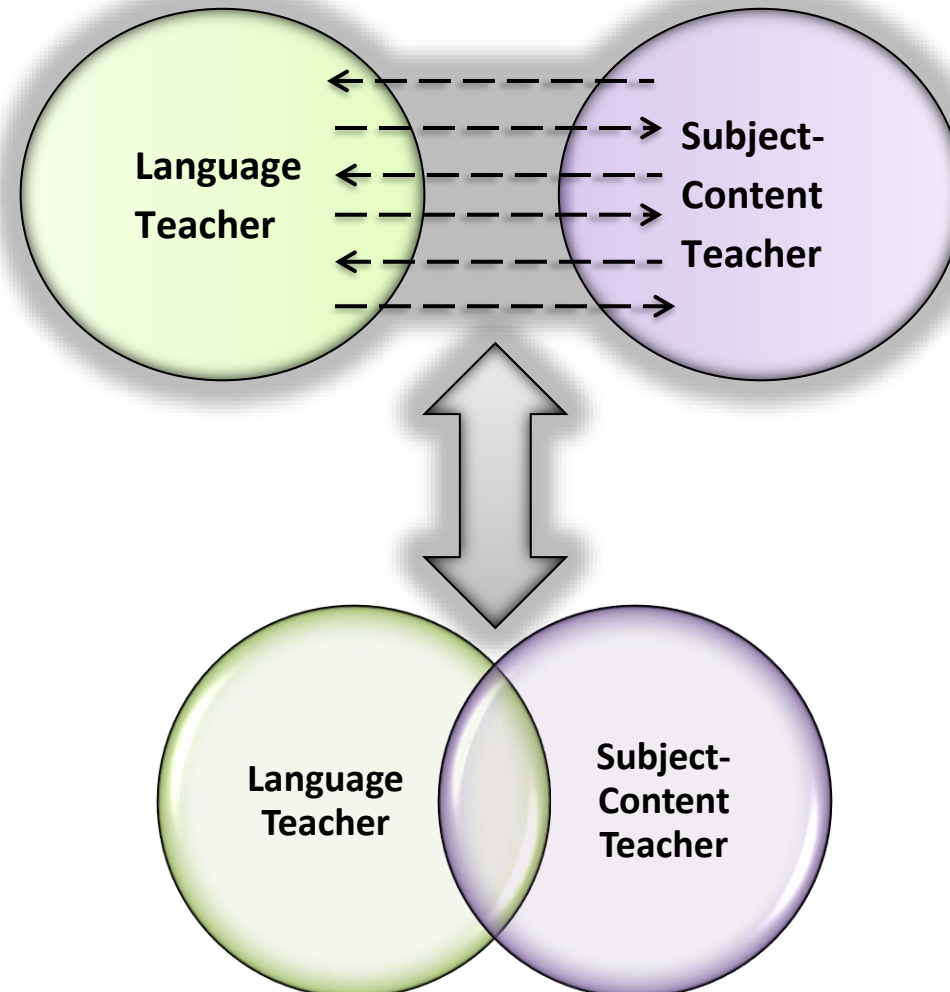
- Open-minded personal strength // lack of
- (Professional) attitudes // lack of
- Willingness // lack of
- Trust // lack of
- Flexibility // lack of
- Effort // lack of
- Expression of views // lack of
- Dialogue // lack of
- Negotiation // lack of
- Nature of relationships
- Interpersonal affinity // lack of
- Power dynamics
- It takes time (Processes of relationship building)
- Communication



Cultural Identity-Related category of +// - issues influencing the development of teacher pedagogic collaboration in CLIL

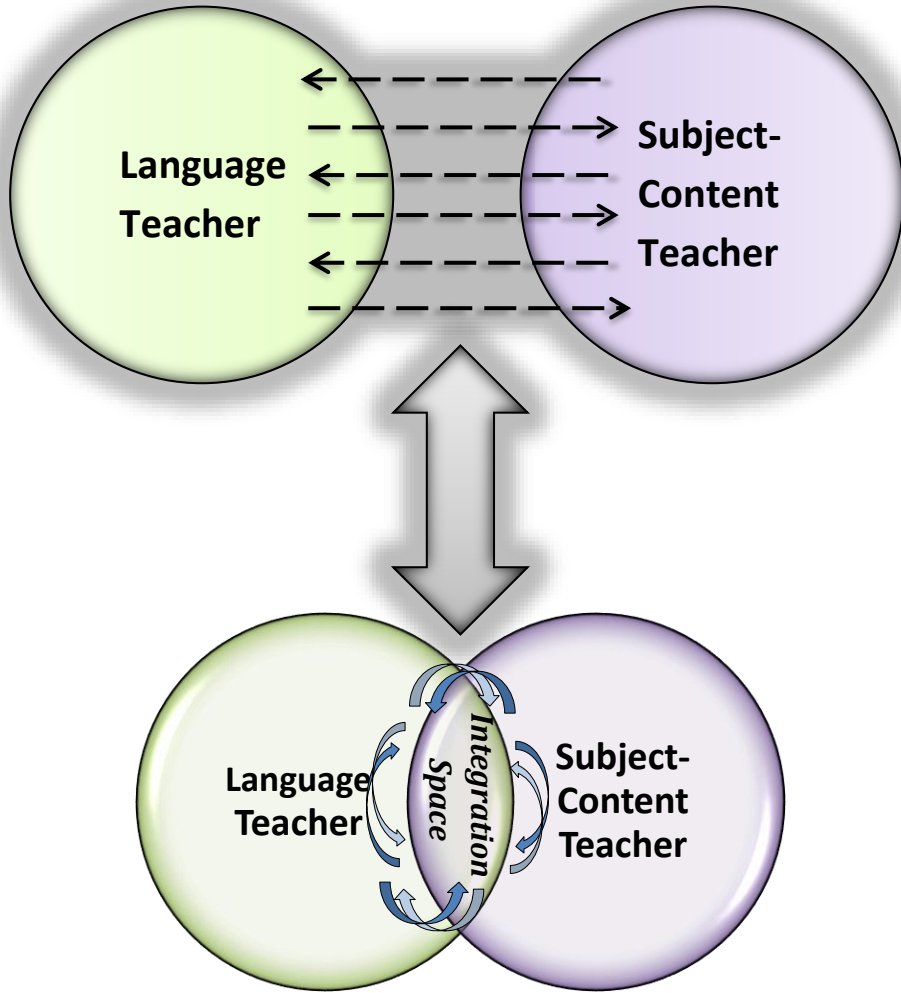
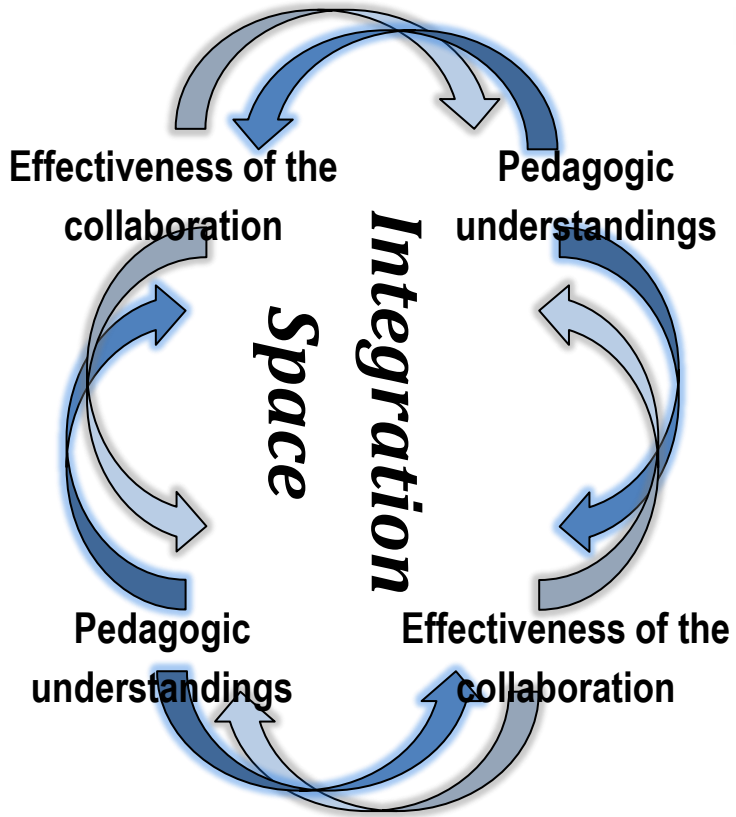


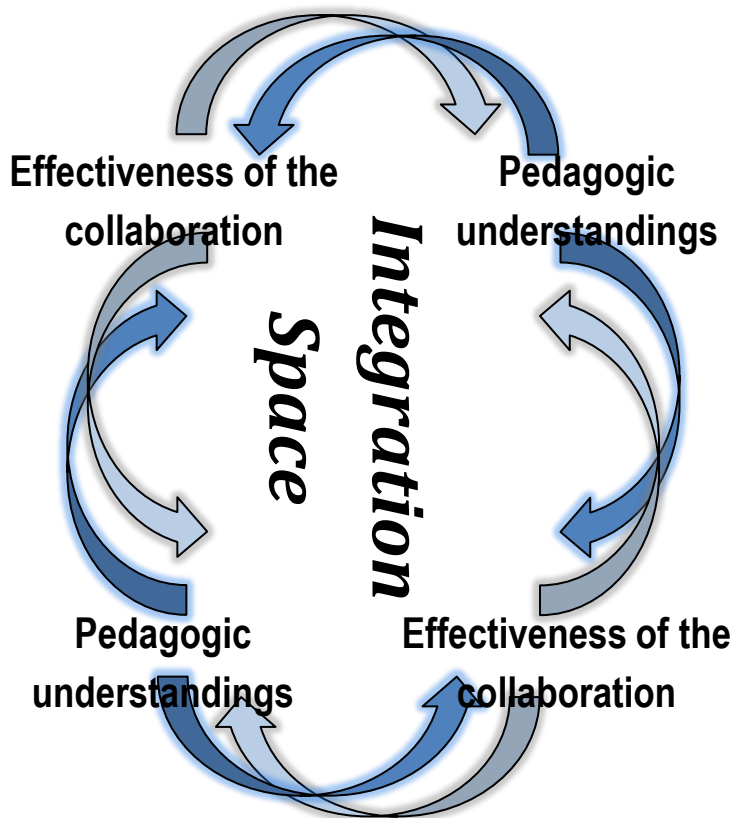
Leading to the construction of potential overlap



**THIRD
concurrent
STATE
(b)**

**THIRD
concurrent
STATE
(c)**





INTEGRATION SPACE

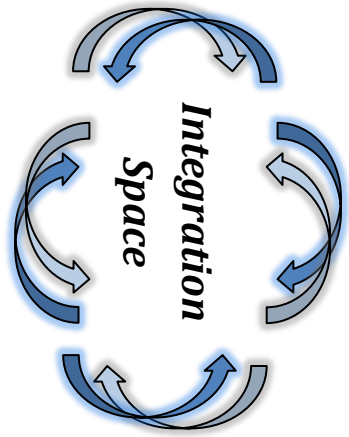
Discursive and co-development 'space' where

- ✓ **Favourable conditions** are **purposefully** sought and combined
- ✓ Teacher-partners can **deepen** their **critical understandings** of their practices and more effectively re-think **together**:
 - their identities and **respective roles** in CLIL, and
 - their **common objectives** for their learners
 - learn and use the **target language**,
 - learn the **subject content** through the language and
 - develop the discipline-related **competences** and transferable **discourses/academic literacies/pluriliteracies for deeper learning**
- ✓ Teacher-partners can **progress** in a sustainable and mutualising professional relationship



*Integration through collaboration and
collaboration through integration*

Making *Integration Space* progress means...



= In practical areas, with potential value to both parties, e.g.:

- **discovering / better understanding** each other as teachers, each other's(') subject areas, disciplinary discourses, curricular requirements, etc.
- **envisaging** a working **common vision** for their shared learners;
- **comparing curricula** and **perceptions** of the shared learners' various discipline-related and linguistic needs
- **comparing and/or associating course plans** for constructively adapting, co-planning and synchronizing their teaching to try to better meet those needs
- **co-designing**, when appropriate, units, materials, tasks, activities, co-assessment, projects, etc.
- **developing**, over time, a joint **modus operandi** for their partnership



BUT such *integration space* collaboration...

- **Must not be randomly** left to hit-or-miss chance!
- **Cannot** depend on **assumptions** of teachers' unlimited goodwill!
- **Goes much deeper** than collegiality!
- **Requires vital enabling mechanisms** to dynamically come together:
 - Contextual and situational **conditions** that, when positive, **allow** for creating *integration space*; and
 - **Supportive measures** to foster individual engagement with evolving mind-sets, understandings and practices within it!



For co-constructing integration to be *possible* and be *successful*, data underscored the importance of:

- ‘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*
- Expectations of *institutional/hierarchical engagement*



IMPLICATIONS:

Better understandings of *collaboration* & of *integration* in CLIL are necessary from both ‘top-down’ and ‘bottom-up’ directions!

Conclusion...

Bottom-up?
Inside-out?

*Je prends conscience qu'il y a encore un sacré bout de chemin à faire. (...) Ça doit passer par la **prise de conscience de l'importance** de cette **intégration**.*

[Directeur]

*I think we need each other if we want for **CLIL to work well**. We have to work together and exchange ideas. (...) I think we have to collaborate more if we want to progress and to improve. 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."*

[LanguageT]

Top-down?
Outside-in?



...so, finally: Where and how do I fit in?

Merci beaucoup,
Dank u wel,
Danke schön,
Many thanks
for your attention!



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