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THE EMOTIONAL SIDE OF THE COLLABORATIVE PRINCIPLE OF CLIL

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ABSTRACT

Collaboration among teachers is a fundamental pillar on which Content and Language Integrated Learning (CLIL) is based. However, the individualistic culture that precedes us could entail that not all educators feel emotionally prepared to tackle this educational requirement. This investigation has been designed with the purpose of evaluating the current emotional state of the teaching staff and verifying if the new generation is better trained in both CLIL and collaborative tools. To do this, a mixed-methods study has been carried out through a questionnaire and an interview with 100 and 10 educators, respectively, both pre-service and in-service. In this way, the emotions towards the CLIL approach, the desired teacher profile with which to collaborate, training in collaboration and CLIL, and the main challenges in this scenario have been analysed. The results indicate that guaranteeing the success of CLIL programmes requires the study of the educators' emotional state in order to attend to their needs and favour self-confidence.

KEYWORDS: CLIL, collaboration, teachers, emotions, training, English

RESUMEN

La colaboración entre docentes es un pilar fundamental sobre el que se sustenta el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). No obstante, la cultura individualista que nos precede podría hacer que no todo el profesorado se sienta emocionalmente preparado para afrontar este requisito educativo. Esta investigación ha sido diseñada con el propósito de evaluar el estado emocional actual del personal docente y verificar si la nueva generación ha sido mejor formada tanto en AICLE como en herramientas colaborativas. Para ello, se ha realizado un estudio mixto a través de un cuestionario y una entrevista a 100 y 10 profesores/as, respectivamente, tanto en activo como en formación. De esta manera, se han analizado las emociones hacia el enfoque AICLE, el perfil docente deseado para colaborar, la formación en colaboración y AICLE, y los principales retos en este escenario. Los resultados evidencian que garantizar el éxito de los programas AICLE requiere el estudio del estado emocional de los/as educadores/as para atender sus necesidades y favorecer su auto-confianza.

PALABRAS CLAVE: AICLE, colaboración, docentes, emociones, formación, inglés

1. INTRODUCTION

Nowadays, the command of a foreign language (henceforth FL) has become essential in our globalised society. This linguistic tool favours social, political, and economic relationships, building a cultural exchange network on a large scale (Pajović, 2015). However, some decades ago, the development of language competence was not promoted in mainland Europe, resulting in a linguistic deficit. Under these circumstances, Content and Language Integrated Learning (henceforth CLIL) emerged (Marsh et al., 2010). Since then, this initiative has promoted communicative training programmes from the early years of school, Spain being one of the countries in action.

Within the Spanish framework, the increase in the number of CLIL programmes has been exponential, given that the population clamoured for a solution to that deficit (Ruiz de Zarobe & Lasagabaster, 2010). Nevertheless, due to the implementation of this initiative in an individualistic society (Alonso, 2019), its main purpose could have been affected. CLIL is a demanding proposal at school, where specific requirements are established with the purpose of guaranteeing its success. These pillars entail the need for coordination of the teaching staff at different levels (Pavón Vázquez & Méndez García, 2017), where new educators seem to feel better trained.

An important question thus emerges on this front: are teachers emotionally prepared to collaborate in a CLIL scenario? According to our individualistic background, the reply could be negative, with older professionals rejecting the idea. This dissertation will attempt to address that issue, since guaranteeing quality programmes requires knowing educators' emotional state (Marchesi Ullastres & Díaz Fouz, 2007). To do so, a mixed-methods study has been conducted, where data has been collected through a questionnaire and ten interviews. In this case, the sample has consisted of 100 pre-service and in-service teachers belonging to the Spanish territory. This research has brought us closer to their emotions and perspectives regarding the collaborative principle of CLIL.

Throughout this document, a theoretical framework has been elaborated in order to explain the relevance of the CLIL approach, how collaboration works within it, and how self-concept and knowledge of teamwork techniques affect educators' emotions. Next, the methodological procedure of the study will be explained, followed by the analysis of the information obtained covering those dimensions. Finally, the discussion of data and conclusions will end the text.

It is only a matter of time before all centres implement CLIL methodology. For that reason, teachers must feel confident and willing to work in groups. Hence, studying the current situation would facilitate the provision of tools to guarantee the success of this approach.

2. LITERATURE REVIEW

2.1. Content and Language Integrated Learning

2.1.1. What is CLIL?

Education cannot be understood without change as its driving force. Context evolves and adaptation to each new situation is required. Therefore, attending to social demands is a basic need in this field (Ruiz de Zarobe & Lasagabaster, 2010). As a result of this thought, Content and Language Integrated Learning (CLIL) emerged, an approach which had the purpose of tackling the linguistic deficit in Europe (Marsh et al., 2010). Due to the necessity of upgrading foreign language proficiency (Marsh, 2002), this initiative came to stay, establishing its basis on a dual-focused teaching proposal which attends to content and linguistic components, meaning and form (Dalton-Puffer et al., 2013).

This term was coined in 1994, but not launched until two years later, in 1996, by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch education (Marsh, 2002). Its roots are anchored in the teaching foundation that its predecessors built in the linguistic field. These are Canadian immersion programmes and North American Content-based Instruction (Pérez-Vidal, 2007), two experiences where content and language are learnt together. Both create a context to frame the knowledge of a particular topic, language being the main tool to communicate.

Due to that need to upgrade the foreign language command in Europe, by integrating the above-mentioned aspects, the CLIL approach established its foundation on the amelioration of linguistic communication competence through bilingual or plurilingual education (Pérez-Vidal, 2007). This development of skills sets its basis on the Common European Framework of Reference for Languages (CEFR), attending to its guidelines in terms of teaching, learning and assessment (Council of Europe, 2001). A long journey started here towards proficiency of three languages: the mother tongue and two European languages (European Commission, 1995), an experience still in place today.

2.1.2. The CLIL approach: methodological aspects

CLIL is not past; it is our present. For that reason, if efficacy is desired, not only must its origin and aims be known, but also its importance in the current panorama, above all in Spain, one of the countries in need in linguistic terms (Lasagabaster & Sierra, 2009). The passing of time has given this approach consistency and experience, transforming it into the most desired tool in education to improve linguistic communication competence. Now bilingual education and the CLIL approach go hand in hand in Spain (Pérez-Vidal, 2007).

Here, two different models can be distinguished: “hard” or “strong” CLIL, and “soft” or “weak” CLIL (Ikeda, 2013). The former makes reference to the content subjects which are taught in a foreign language by a non-native content teacher (Ikeda, 2013). The latter, in contrast, alludes to the native or non-native language teachers who focus on linguistic aspects (Ikeda, 2013). Bilingual education is a social demand, now possible everywhere. This is due to the fact that being a native speaker is not a requirement for teaching in this field; the key lies in proper teacher training in language and CLIL foundations (Pérez Cañado, 2015).

The methodology related to this approach has potential in education, because of both its dual focus and active nature (Attard Montalto et al., 2016). It is framed within the 4 Cs model, built on four main pillars: content, communication, culture, and cognition (Coyle et al., 2010). Here specific and cross-sectional contents, communicative skills, sociocultural elements, and thinking skills are covered when designing teaching practice in this scenario. In this sense, CLIL also promotes an integrated curriculum, where the subjects involved in the programme work on the same strategies and linguistic components (Bourne, 1997). This interdisciplinary perspective makes languages become vital across the curriculum. As a consequence of the complexity of this task, a well-trained teaching staff is required to face all the emergent challenges in these scenarios (Pérez Cañado, 2015). This approach is more than knowing its theory; it entails having professional competence to assemble content and language, as well as the strategies implicit in this process.

On the other hand, each Educational Project based on the CLIL approach and its methodological requirements must promote learning through experience (Attard Montalto et al., 2016). Cognitive acquisition happens in meaningful situations and under functional circumstances. The main aim is to develop autonomy throughout the process in order to provide learners with tools to be competent individuals in the future, seeking life-long learning (Torres, 1994). Not only does it involve intrapersonal techniques, but also

collaborative aspects, promoting teamwork. A globalised society needs interpersonal skills (Gardner, 1983), since the world will never be individualistic again. This is the reason why languages are crucial. Nowadays, our society cannot be understood without interaction, which involves communication in all directions and education through real-life situations. Therefore, it is vital to design teaching practices based on functional learning, where Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communication Skills (BICS) (Cummins, 1979) are key. This is the way of enabling pupils to be linguistically competent in the real world.

In this sense, according to Coyle et al. (2010), education professionals must guarantee that the language triptych is present. This involves language of learning (concepts about a topic), language for learning (linguistic tools to operate and participate in class) and language through learning (spontaneous linguistic needs). Thus, natural acquisition would be promoted, given that language would flow in context, becoming essential to understand the meaning of the content (Krashen & Terrel, 1983).

CLIL consists of a puzzle which teachers must assemble step by step, respecting the boundaries of the context. Just as pieces are not forced when they do not fit together, neither can a technique when it does not work in class. Here lies the difficulty of putting all these elements together: it is not due to the content, but to the scenario and the stakeholders involved, together with their needs, characteristics and circumstances (Attard Montalto et al., 2016). Hence, both content and language must be meaningful and functional for the particular setting.

Nevertheless, although educators are the designers and facilitators of this experience, CLIL places its active roles on learners (Cummins, 1979). This is the reason why Task-Based Learning (TBL) and Project-Based Learning (PBL) are key, two approaches that provide a functional purpose to integrate content and language through an active and meaningful path (Marsh, 2002). In addition, the use of ICT is considered, attending to students' demands. These are digital natives in a totally digitalised and globalised society. Hence, as mentioned at the beginning of this text, change cannot be stopped and teachers should adapt their teaching practices to the new requirements (Marsh, 2002). In this case, this involves improving the command of a foreign language, technological devices, and meaningful learning for its application in real life. According to Vez & González Piñeiro (2014), one of the most useful tools is the European Language Portfolio, which can be used as an online means to reflect and

self-assess the language learning experience. Encouraging pupils to think about their progress is essential to improve their own competence (Vez & González Piñeiro, 2014).

Finally, in a practical sense, Ball (2018) has contributed to this approach by defining the way in which materials should be introduced in class in order to facilitate the teaching-learning experience. These should be adapted to our context, guiding input through scaffolding while supporting output. Here, specific language should be highlighted to make students aware of what they are expected to learn and apply. This aspect is key in education, since pupils need to know the learning path whilst they are manipulating content. Here, functional tasks are essential to involve all these ideas, preceding the texts to complete them. In other words, the purpose is introduced before providing the tools to achieve it. Lastly, it is important to consider that there is no difficult text; the key lies in sequencing properly and providing enough tools to face it.

This is the reason why teachers, in addition to knowing how CLIL theory works (Delicado Puerto & Pavón Vázquez, 2016), must feel prepared to implement it. In this way, piece by piece, this puzzle is completed, building a learning experience in which content and language go hand in hand. Nonetheless, not only is a dual focus required, but also the fulfilment of the theory in real practice, which will be analysed below.

2.1.3. CLIL in practice

As mentioned, knowing the current panorama is essential to start walking the path of bilingualism. In Spain, education is de-centralised: each autonomous community manages its territory and makes political decisions over it, therefore causing a variety of programme and educational perspectives, adapted to particular teaching demands (García Rubio, 2015). Although the general education guidelines are nationally regulated by the LOMCE (García Rubio, 2015), each territory approaches CLIL in a different way (Asociación Enseñanza Bilingüe, 2019). Every autonomous community depends on its background as monolingual or plurilingual communities, and on its regional regulations. Thus, talking about equality in CLIL programmes is impossible.

According to the Asociación Enseñanza Bilingüe (2019), since 1996, in Spain, different CLIL initiatives have been developed. These have included the Programa de Inmersión Lingüística, Aulas Europeas, Proyecto Bilingüe, and Plan de Fomento del Plurilingüismo, among others. All of them have been focused on improving language communication competence, but adapted to the particular traits of each autonomous community. Some territories, such as

Catalonia, Galicia and the Valencian Community, have a solid background regarding bilingual education due to the teaching of co-official languages at school from early ages. The former, for example, developed a successful immersion education from 1983, in which Catalan and Spanish were involved. However, it was not until 1999 that CLIL was implemented through the Orator Project (Pérez-Vidal & Juan-Garau, 2010). In the case of the Valencian Community, the Enriched Bilingual Education Program was launched in 1998, which drives the plurilingual initiative to overcome the linguistic deficit in foreign languages (Fortanet Gómez, 2010). Finally, Galicia started a pilot project in 1999, called Plan de Linguas (San Isidro, 2010). It established an action plan and a CLIL network to train both teachers and students. Year after year, these proposals have been evolving with the purpose of adapting them to the current needs and knowledge of how CLIL is functioning.

In contrast, monolingual communities had a communicative handicap regarding linguistic tools (Asociación Enseñanza Bilingüe, 2019). This was due to the lack of a consistent teaching of foreign and co-official languages. Nevertheless, the same as bilingual communities, this challenge needed to be overcome. One of the most relevant has been Andalusia (Asociación Enseñanza Bilingüe, 2019), given that its interest in bilingual education is undeniable, above all in the last 10 years. At the beginning, it was defined by the Andalusian Plan for the Promotion of Plurilingualism, approved in 2005, but substituted in 2017 by the application of the Strategic Plan for the Development of Languages (PEDLA with the Spanish acronym). This bilingual proposal is regulated by the Order of June 28th, 2011. All these aspects establish an educational perspective based on the amelioration of linguistic communication competence, where an integrated curriculum is the result. Other examples are Madrid, which started its bilingual programmes in 2004, and Murcia, with Sistema de Enseñanza en Lenguas Extranjeras in 2009 (Asociación Enseñanza Bilingüe, 2019).

All these programmes have been built on the foundation provided by the studies developed in this field, those which have disproved the wrong perceptions about bilingual education and CLIL. Thanks to Pérez Cañado (2017, 2018), it has been confirmed that this approach ameliorates foreign language competence, which is now learnt in context and under authentic input. In addition, in contrast to common belief, it is not detrimental for L1 competence (Pérez Cañado, 2018). Therefore, the linguistic area is safe within this programme; what is more, it has been designed with that particular purpose. For that reason, CLIL is spreading, transforming more and more schools into bilingual centres.

On the other hand, the dual focus is key in this field. Pérez Cañado (2018), once again, refutes the myth that CLIL improves foreign language learning while affecting learning of content, since both experience an amelioration in the classroom. Thus, increasing the number of hours devoted to the English subject is not required to guarantee language acquisition, given that exposure has already increased when working linguistic components in content areas (Lancaster, 2018). According to this idea, nowadays both content and language teachers should be prepared to teach in a second language (L2).

On the other hand, CLIL is mistakenly reputed to be an inaccessible programme for all. A well-organised and managed practice does not understand contexts or elitist levels (Pérez Cañado, 2019). The key lies in teacher preparation, where not only must educators be trained in language, but also in methodological aspects (Delicado Puerto & Pavón Vázquez, 2016). This is applicable to both public and private contexts (Pérez Cañado, 2017).

Hence, CLIL has a large number of advantages. If the programme is well-applied, the result will be positive, despite the fact that autonomous communities implement distinct educational curricula and approaches. However, there is one aspect in common: the need for collaboration between teachers (Delicado Puerto & Pavón Vázquez, 2016).

2.2. The collaborative principle of CLIL

In CLIL, content and language flow together, eventually converging in the same lesson (Marsh, 2002). These are two pillars supporting the same roof. For decades, education has been understood as a coming together of forces, where an individualistic perspective has no place. CLIL is part of this educational framework, therefore teamwork is vital for its implementation (Pavón Vázquez & Méndez García, 2017). A bilingual classroom is a scenario in which teaching tasks involve a previously designed scheme, where nothing is left to chance by content and language teachers (Pavón Vázquez & Méndez García, 2017). Here the term collaboration appears, one of the principles for the implementation of a CLIL experience (Marsh, 2002).

2.2.1. The School Language Project

The school is the place where learning takes place; magic emerges within its walls. However, as mentioned, this is a puzzle in which every piece needs to fit. If our desire is to apply CLIL methodology with a pedagogical aim, the centre should be prepared for this change in the School Plan. According to the Order of June 28th, 2011 in Andalusia, the Educational Project

must define the pedagogical trend which it is going to follow. In this case, due to the need for improvement of linguistic communication competence, the above-mentioned document includes the School Language Project, a programme to ameliorate the command of the language (Junta de Andalucía, 2012). Although these statements are justified with Andalusian regulations, other Spanish communities also consider these school requirements (García Rubio, 2015). Here CLIL and the integrated curriculum (IC) of languages are a good option to compose this proposal. This is a way of building an interdisciplinary teaching practice, where language skills are taught across the curriculum to create a common basis (Junta de Andalucía, 2012).

In this sense, at school, the Management Project should be updated to follow the methodological guidelines stated for the CLIL experience, choosing and ensuring a well-trained teaching staff, able to cover both content and language areas (Junta de Andalucía, 2012). As can be observed, planning on a large scale is required to adapt the centre to our new tool. However, not only do education professionals have to consider administrative tasks, but also guarantee the application of all these measures. Here lies the importance of a good leadership, which, subject to the Order of June 28th, 2011, belongs to the school headmaster and coordinators, relative to each plan applied in this centre. In our case, this leadership is dependent on the bilingual coordinator.

Therefore, the importance of coordination and collaboration is a fact, since this planning would not be possible if the education community did not help each other (Pavón Vázquez & Méndez García, 2017). As stated, education is teamwork. This implies that knowing the stakeholders in this experience is crucial to define the teaching path which is going to be followed.

If the IC of languages and CLIL are the strong points in the School Language Project, linguistic communication competence will improve, due to not only the promotion of pluriliteracies, but also to the support among teachers (Davison, 2006). In other words, subject-specific literacies would increase thanks to the language subjects in the school creating common linguistic strategies to ameliorate the cognitive development (Davison, 2006). Here starts the first step towards collaboration.

2.2.2. Teacher collaboration

Collaboration is a term commonly defined as “the mutual engagement of participants in a coordinated effort to solve the problem together” (Roschelle & Teasley, 1995, p. 70). In CLIL scenarios, this idea is essential. Here teachers must work together in order to make decisions about the school policy, in a desire to form an integrated curriculum. As mentioned, it would imply the teaching model, the School Language Project and those subjects which participate in the bilingual programme (Pavón Vázquez & Méndez García, 2017). Therefore, collaboration in CLIL is a way of creating and implementing this approach by deciding together, achieving similar methodologies and assessment procedures (Davison, 2006).

In this sense, if agreement is the final aim, discussion between education professionals will be the first step (Davison, 2006). As each centre is influenced by its own context, an initial diagnosis, along with dialogue, are vital to know the situation and, then, maximise the experience. This is not an easy task, as teachers need to plan, correct, improve and start again. However, the greater challenge lies in the fact that they are not always trained to tackle these issues (Delicado Puerto & Pavón Vázquez, 2016). Therefore, a good coordinator is essential in this arena, with the purpose of guaranteeing enough staff meetings, an adequate distribution of roles and tasks, and communication among the stakeholders (Pavón Vázquez & Méndez Vázquez, 2017). According to the Order of June 28th, 2011, this figure plays an important role in CLIL. His/her bilingual leadership is the basis for a proper development of the situation, since, in addition to the previous functions, this figure suggests methodological guidelines for content and language professionals, curricular and extracurricular activities, and training courses for the improvement of the teaching practice (Order of June 28th, 2011). Education is more than designing a lesson plan; it entails creating a pedagogical thread which joins learning from different subjects together, a function closely related to coordination.

At this point, it is undeniable that CLIL is based on a collaborative principle (Pérez Cañado, 2015); therefore, its implementation involves teaching professionals working together. Here we can distinguish a three-level collaboration: between content and language teachers (content-language), between content teachers (content-content), and between language teachers (language-language). As mentioned, not only is meaning relevant, but also form; thus, educators have to coordinate areas to facilitate students’ work. In other words, content-language collaboration consists of linguistically preparing learners to study content subjects. Language courses plan in advance, equipping students with linguistic tools to develop subject-specific literacy (Van de Craen et al., 2007). This implies working the four

communicative skills focusing on notions and functions about a topic. Hence, content-language collaboration is essential with regard to the convergence of cognitive and linguistic strategies, working on meaning and form together (Van de Craen et al., 2007).

Although the above-mentioned interaction is the best-known method par excellence, the content-content level is also vital. This collaboration is required to create a thematic connection between areas, considering an agreed, homogeneous methodology (Coyle et al., 2009). The content-content arena prepares knowledge to be understood, sharing a topic which would be tackled from different perspectives. If this thread is created, the cognitive processes would ameliorate in terms of comprehension, expression and critical thinking (Coyle et al., 2009). Here scaffolding would be introduced as the key tool to work on linguistic components which promote subject-specific literacies (Coyle et al., 2009), those previously planned by language teachers.

Finally, language-language collaboration could be the greatest unknown level in this field, given that the linguistic area has been divided since ancient times, as isolated languages. However, this globalised society has demonstrated that this field must work side by side. The idea is based on Cummins' (1979) proposal, which understands the command of languages as an underlying proficiency. In other words, when one is learnt, there is a transference of knowledge to the rest. As we can see, these idiomatic connections create a linguistic backbone in our brain. This is the reason why L1 and L2 areas, or even L3, should discuss and agree techniques to provide cognitive and linguistic tools to our pupils, enabling them to decode and manipulate materials in the content subjects (Cummins, 1979).

In the end, all these branches are attached to the same stem: collaboration. As mentioned at the beginning of this section, content and language teachers never leave anything to chance and this is the path to achieve it, where training is vital for an effective implementation and interaction (Pérez Cañado, 2015).

2.2.3. Teacher training

Society evolves and, with that, so does teacher training. In CLIL contexts, language educators must be focused on accuracy whilst content educators place the onus on fluency (Pavón Vázquez & Ellison, 2013). This difference between stakeholders creates the need for appropriate training courses which provide professionals with tools to tackle this approach at school. In both cases, the exposure to the foreign language in class must be of quality; therefore, not only requiring pedagogical knowledge, but also a good command of L2 (Pavón

Vázquez & Ellison, 2013). For that reason, this situation makes us question if teachers are emotionally and cognitively prepared to manage a CLIL scenario. These procedural aspects are those which cover the Educational Project, where collaborating is crucial for planning.

Universities and training centres always mention the need for collaboration when working at school. Nevertheless, the main element is forgotten: tools and guidelines to achieve our aim (Delicado Puerto & Pavón Vázquez, 2016). According to González-Vargas (2014), Spanish society has an individualistic background, where each teacher had his/her own space in class, deciding on his/her own planning. CLIL is an approach which does not understand isolated individuals and teamwork is key to connect content and language (Pavón Vázquez & Méndez García, 2017). According to Davison (2006), this can generate organisational and practical challenges, such as the coordinator planning in an ineffective way and leading educators to require more meetings or perform their tasks outside the work schedule. Thus, all the stakeholders need to have tools to fulfil their function. If one fails, we all fail.

Therefore, once CLIL has been understood through its origin, methodology and collaborative principle, it is time to tackle it through its emotional side.

2.3. Emotions at school

2.3.1. What are emotions?

Emotions, that concept which everyone claims to manage, are the great unknown in our personal health. This term is defined as the affective response to a stimulus, involving three different dimensions: cognitive, behavioural and neurophysiologic (Chóliz, 2005). That is to say, emotions are the alarm clock which activates our brain by means of neurological connections, with the purpose of generating a reply through a movement or expression (Chóliz, 2005). It is irrefutable that the human being lives through emotions; every perception generates a reaction. This is the way in which our world is understood, relating feelings to moments (Puddicombe, 2011).

Despite psychologists being the specialists of the emotional area, the management of emotions is a daily task in which each individual needs to intervene: emotional self-care (Puddicombe, 2011). According to Marchesi Ullastres & Díaz Fouz (2007), knowing and managing our emotional state is relevant at all levels, even in our working space, since this guarantees the socioemotional well-being in our daily practice. However, in order to understand this statement, it is important to go back to the roots of the issue.

The psychotherapist Ekman (1977) stated that these primary feelings must be classified according to the nature of the reply. This results in six main emotions: joy, sadness, fear, anger, surprise, and disgust. However, Bisquerra (2016), in a desire to update this proposal, reorganised this perspective and added to this list love, happiness and anxiety. Nevertheless, his great change was the introduction of the term “secondary emotions”, these being the mixture of two or more primary feelings (Bisquerra, 2016). Within this classification, Bisquerra (2016) included empathy, well-being and stress.

On the other hand, this author affirmed that emotions can be interpreted in different ways, according to the degree of satisfaction that remains after the reaction. These can be positive, neutral or negative (cf. Figure 1):

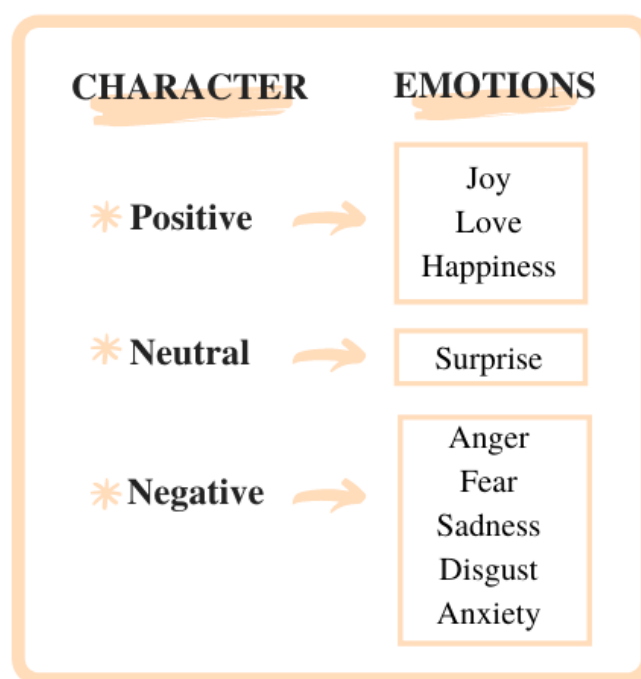


Figure 1. Emotions according to Bisquerra (2016)

Despite this classification, Puddicombe (2011) emphasises the idea that emotions are not good or bad; all of them are crucial to react to different situations. This enables us to understand the world and, especially, us, individuals (Puddicombe, 2011). Nevertheless, we cannot let emotional answers control us (Puddicombe, 2011). Here, the important fact is not to judge our feelings, but know how to manage every impulse.

At this point, the term emotion goes one step further, since, according to Puddicombe (2011), it can be understood as two different dimensions: features or states. The former makes reference to those emotional traits which define a character, those which are assimilated as

part of ourselves, influenced by sociocultural conditioning and experiences in our lives. In contrast, a state is that temporary emotion which comes and goes, just responding to a specific and momentary stimulus.

As we can see, these reactions send a message about our nature as human beings. They reveal our fears and desires. However, they are experienced in a different way according to the person who perceives the stimulus (Ramos et al., 2012). Despite this statement, the fact which unites us is the need for the management of this emotional area in order to motivate ourselves, make decisions, regulate our behaviour, and activate our memory to collect and assess memories (Ramos et al, 2012).

The ability and competence to familiarise ourselves with emotions is known as emotional intelligence (Goleman, 1996), which involves personality, motivational features, and behaviours. As Salovey & Mayer (1990) stated, this skill entails knowledge, recognition and management of our emotions, self-motivation, the recognition of others' emotions, and the establishment of healthy interpersonal relationships. This is a mixture of two intelligences previously coined by Gardner (1983), the interpersonal and intrapersonal ones. Therefore, it is a fact that knowledge of our emotions is crucial for the establishment of relationships with ourselves and others.

Finally, Goleman (1996) affirmed that there are intelligences which are more important than the academic ones. Those include the emotional one, whose adequate management can guarantee personal, social, and professional well-being. These ideas can be extrapolated to the school, since, as Ramos et al. (2012) claim, when teachers are aware of their emotions, they can communicate their feelings and facilitate interaction with their colleagues. These authors add some key elements to promote the thoughtful awareness of this aspect, such as not judging, patience, a novice mind (i.e. seeing the situation as it was the first time), confidence, not resorting to forcefulness, acceptance, and letting negative thoughts go. This is applicable to collaborative techniques, which will be reflected on below. Therefore, if life cannot be understood without emotions, neither can education.

2.3.2. Teachers as emotional stakeholders

The school is a building which holds a great deal of emotions. These flow in all directions, since the centre consists of hundreds of individuals exposed to different stimuli (Ramos et al., 2012). Here, not only do teachers have to manage their own feelings, but also provide students with tools to promote self-knowledge and self-care (Ramos et al, 2012). Hence,

emotional intelligence is key in this context, where education professionals play an essential role. However, before promoting this competence, it is important to develop it ourselves.

First of all, the main term which gives a name to the elements hidden behind personal growth must be identified: self-concept. This is defined as the idea that each individual has about him/herself. This involves our own standards and perceptions, our own projection and identity (Leary & MacDonald, 2003). Positive self-concept implies emotions like joy, calm and happiness, whereas a negative attitude towards ourselves could be synonym of fear, anger and sadness (Bisquerra, 2016). In this way, it is relevant to highlight that this term involves more than physical features, since cognitive aspects are also included. For example, our competences as education professionals exert influence on our self-concept. For that reason, teachers are susceptible to suffering a sense of insecurity in their workplace (Marchesi Ullastres & Díaz Fouz, 2007).

According to Marchesi Ullastres & Díaz Fouz's (2007) study, some variables can affect educators' feelings. These are the above-mentioned professional self-concept, changes in the work dynamic, one's own expectations and values, and the relationships between the staff. As we can see, all of these aspects are related to emotions, and their analysis is crucial to find solutions in the work field. Considering these variables, the former emphasises the idea that educators, although most of them spurred by vocation, are not always prepared to tackle education at school (Marchesi Ullastres & Díaz Fouz, 2007). The lack of pedagogical tools and aptitude is a fact which can generate frustration. Nevertheless, this is not a problem; training courses are always available to improve teaching skills (Pérez Cañado, 2015). At school, all the stakeholders must feel confident towards their teaching practices and everything starts from their own perception as experts in the field.

In addition, some teachers are not ready for changes, the second variable (Marchesi Ullastres & Díaz Fouz, 2007). For them, this situation generates a sense of fear towards updates, trying to stop any improvement in order to avoid possible failure. As mentioned at the beginning of this theoretical framework, change is the basis of education. Therefore, pausing development in the educational field would go against its nature.

On the other hand, our professional self-concept is based on our teaching competences and personality (Marchesi Ullastres & Díaz Fouz, 2007). This involuntarily creates expectations about one's own practice, but, especially, about others' work, since they are expected to perform in the same way (Marchesi Ullastres & Díaz Fouz, 2007). This is a sensitive state in

which emotions will flow whatever the result. If the objectives are achieved, these will be positive. If the target is not accomplished, frustration, stress and sadness could appear. Here lies the importance of managing our emotions, since the teaching experience is full of failures, but also good choices. Therefore, an emotionally-intelligent stakeholder is essential to guide this path by controlling the situation (Ramos et al, 2012).

Finally, working with others can create insecurities. This statement, supported by Marchesi Ullastres & Díaz Fouz's (2007) study, is based on comparison, where the analysis of similarities and differences between the staff is inevitable. However, diversity and richness are synonymous words. Here, the headmaster, with his/her leadership role, needs to transmit that every single participant in teaching is important, demonstrating to him/her that difference has positive connotations.

Therefore, following Marchesi Ullastres & Díaz Fouz's (2007) conclusions, training in the emotional field is required, avoiding fear as a permanent emotion within the school walls. This involves interpersonal intelligence, which must be taught among the staff in order to strengthen the workforce (Robbins, 1996). When feelings are shared, education is put in motion.

2.4. The emotional side of the collaborative principle of CLIL

Throughout these pages, CLIL, collaboration, and emotions have been the three main pillars which have held up the current educational demands (Pavón, 2018). They are not composed of isolated theory, but the convergence of these terms is the basis to understand if educators are prepared to tackle the CLIL approach at school. This will be called the emotional side of the collaborative principle of CLIL, experienced by teachers (cf. Figure 2).

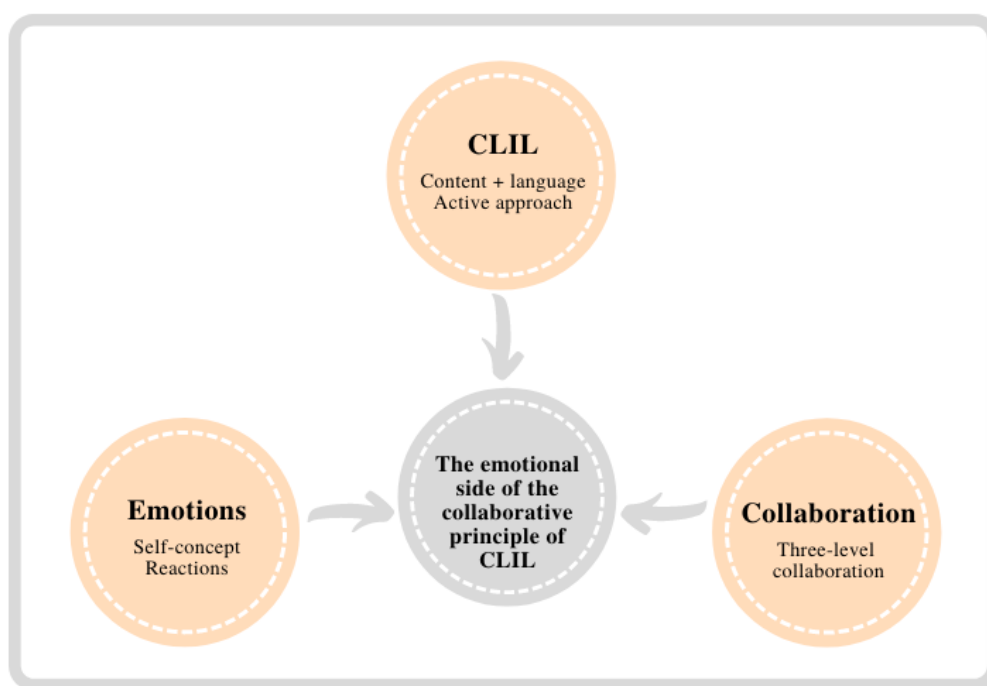


Figure 2. The emotional side of the collaborative principle of CLIL

This emotional perspective emerges from the need to implement a learning experience based on the 4 Cs model and an active methodology, in order to overcome the linguistic deficit (Coyle et al., 2010). It is only achieved when teachers, as facilitators and guides, join forces and ideas to agree on common strategies and tools through teamwork (Pavón Vázquez & Méndez García, 2017). However, in order to guarantee success, confidence among them and well-being are crucial in the work place (Ramos et al., 2012). Here, a good professional self-concept and enough emotional techniques are required to manage group work.

Hence, the emotional side of the collaborative principle of CLIL is established based on:

- Collaboration at three levels is essential in CLIL due to the need to coordinate content and language.
- Dialogue is key to come to an agreement on methodological guidelines.
- Emotional intelligence is the basis of teamwork.
- Teachers' self-concept and expectations affect teamwork.
- Challenges in the CLIL experience can be tackled if emotions are managed when making decisions.

As Pavón Vázquez (2018) has stated, a quality factor in the evaluation of these programmes is the definition of the profile of the teachers involved. This includes their linguistic and methodological competences (Pavón Vázquez & Ellison, 2013), such as the ability to reflect

on their own cognitive, social, and affective development, and their skills to build inclusive and constructive networks. For that reason, investigating this emotional field is essential to improve the teaching practice, since it is the way to attend to educators' needs and demands, in terms of both social and personal requirements.

According to Pappa et al.'s (2017) study in Finland, the most common emotions between CLIL stakeholders are contentment, regarding positive feelings, and frustration among the negative reactions. This is due to the teachers being able to see favourable results through this approach, but feeling stress because of not having enough time to plan and interact with their colleagues. Despite these limitations, the participants highlighted confidence and empathy as key aspects to develop teamwork within CLIL.

Guaranteeing a control of the emotional state in the work place can be facilitated through the distribution of roles among the stakeholders (Marsh et al., 2010). In this way, a true team is achieved, where aims are established and tasks assigned, favouring a relaxed atmosphere (Robbins, 1996). According to Robbins (1996), in this collaborative environment, commitment and communication are pillars to build coordinated networks. Here success, failures, insecurities and ideas must be transmitted to the group, given that it is crucial when creating an outcome together (Robbins, 1996). This fact promotes team confidence and positive self-concepts (Robbins, 1996). As this author voiced, these aspects are crucial, above all when a team is composed of different personalities which complement each other thanks to every participant's strong points. At school, education professionals are surrounded by divergent thoughts, having to dialogue and come to agreements under these circumstances. Thus, seeking a mirror effect is not possible in teaching.

According to the categories described by Belbin (2010), there are different teacher functions. However, this time the focus will be on people-orientated roles. Here three figures can be distinguished: the coordinator, who clarifies goals, distributes tasks, promotes decision-making, and delegates work; the teamworker, who listens to others and completes the tasks; and the resource investigator, who is in charge of bringing ideas and resources to contribute to the team (Belbin, 2010).

Belbin (2010) added that emotions as features also affect this field, given that compatibility with colleagues comes into play. Building relationships depends on how willing educators are to interact, how confident they feel to share and debate. This is the reality: teachers experience their profession through emotions, which are closely related to one's own identity.

In this sense, it is important to highlight the relevance of leadership in a CLIL scenario. The bilingual coordinator is the professional in charge of making all the pieces of this puzzle fit, establishing team aims and organising tasks (Pavón, 2018). Here participation should be balanced and functions developed according to each role (Belbin, 2010). Nevertheless, this is achieved if the bilingual coordinator successfully coordinates the whole network (Pavón Vázquez & Méndez García, 2017).

Finally, as seen in Pappa et al.'s (2017) study, there is one last aspect to consider in a CLIL scenario. Stress can also emerge due to educators' teaching through English as the vehicular language, their L2. This feeling increases when implementing new methodologies to which they are unaccustomed. CLIL is a challenge for both teachers and students. Hence, if CLIL stakeholders are aware of the requirements, frustration can be avoided by promoting a proper communication among the staff (Robbins, 1996). Furthermore, training the teaching bodies with regard to interpersonal and emotional competences would be a way of reducing anger when not coming to an agreement (Pérez Cañado, 2015; Ramos et al., 2012).

After canvassing these prior studies, it is possible to affirm that knowing our CLIL stakeholders is vital. Defining professionals' emotions and experiences contributes to understanding how prepared the current and future CLIL teachers are to tackle the linguistic deficit in Spain.

3. METHODOLOGY

3.1. Research questions

This study has been designed with the purpose of determining whether teachers from the Spanish territory are emotionally prepared to collaborate in a CLIL scenario. This information will be obtained through the following research questions:

1. What are the teachers' feelings towards the collaborative principle of CLIL?
2. What teaching profile do educators prefer to collaborate with in a CLIL scenario?
3. Have teachers been trained enough in collaborative tasks and CLIL?
4. Which are the main challenges that teachers find in collaboration in CLIL?

Based on the conclusions exposed in Marchesi Ullastres & Díaz Fouz (2007), and Pappa et al.'s (2017) research, an initial hypothesis has been drawn for the current study. This consists of the idea that those teachers with more years of experience in the educational system feel more frustrated when collaborating than the new generation. This could be a consequence of the latter feeling they have enough training and tools for teamwork, an adequate command of English, and knowledge about CLIL methodology. As a result, these trained educators would demand high-qualified colleagues, as a reflection of their own teaching profile. Therefore, the main challenges could be related to other teachers, in the sense of finding difficult to trust their colleagues' aptitude.

3.2. Research design

In order to design this study, aimed at the search for teachers' emotional perspective regarding the collaborative principle of CLIL, several aspects have been considered, following Madrid & Bueno's (2005) guidelines. Firstly, the collection of data is framed in theoretical, applied and practical research. This is due to the fact that a literature review has been developed, along with the analysis of the sample's statements, observing the way in which theory and practice converge in the practical results. This is crucial to identify if CLIL collaborative requirements are regarded and supported in the current panorama.

In this sense, primary and secondary sources of information have been useful for the collection of data. These involve our sample and prior studies, such as Marchesi Ullastres & Díaz Fouz (2007) and Pappa et al.'s (2017) investigations. The latter have been essential for the creation of our instruments, since they have provided relevant considerations to be collected in the shape of items in our questionnaire.

Due to the nature of the study, it is non-experimental, given that its intention is to analyse the reality without alterations. In addition, an analytic perspective has been promoted, our focus being on specific aspects within the CLIL field: its collaborative principle. It has been studied in a deductive way, testing an initial hypothesis.

On the other hand, this research is a mixed-methods investigation, in which qualitative and quantitative data have been extracted. Here both interpretative and statistical analysis methods are required to describe and interpret the information obtained. This has been essential not only to obtain means, but also to interpret their meaning and draw teachers' collaborative attitude.

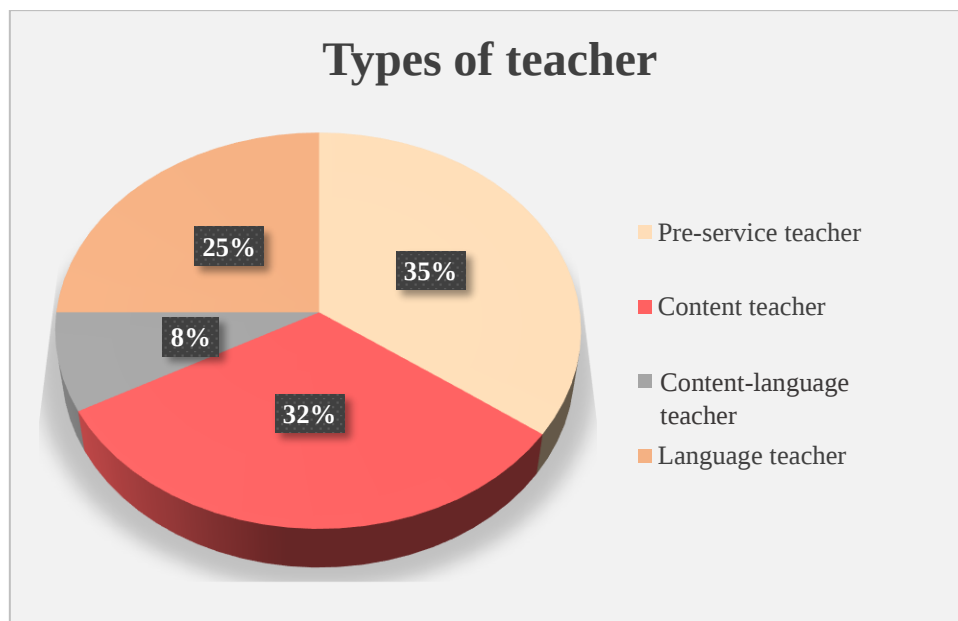
Finally, this study has been designed by considering a cross-sectional perspective, where information has been gathered at a single point in time, without analysing an evolution. This was the best option to know teachers' emotions on a large scale.

Therefore, considering all these aspects, this methodological foundation has been built with the purpose of tackling our main issue. However, in order to understand the complete procedure, it is also important to know our sample, which will be shown below.

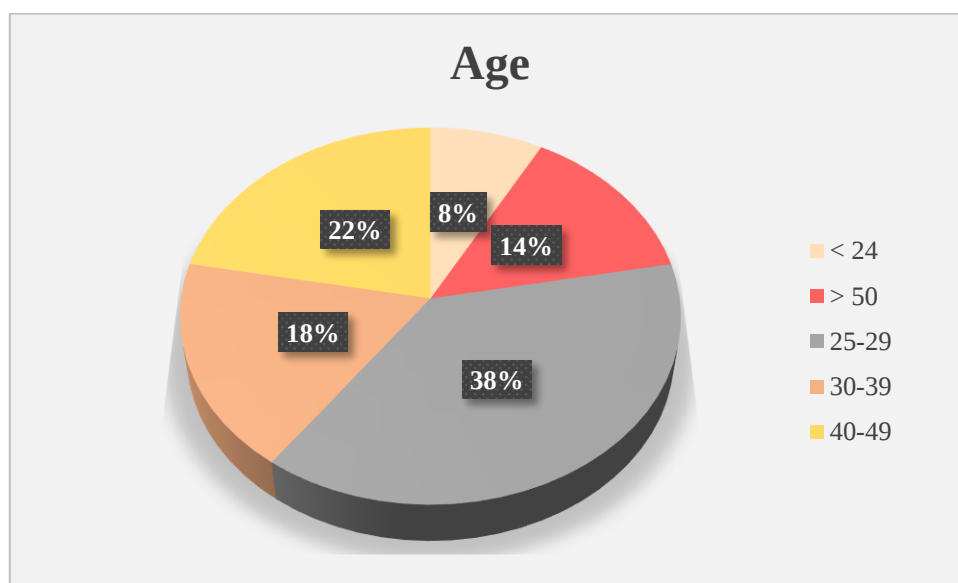
3.3. Participants

This research was intended to study pre-service and in-service teachers belonging to the Spanish territory. Due to the fact that the possession of a degree in education allows access to the educational system, all the teaching professionals could be CLIL teachers at some point of their life if they have the required level of English. Therefore, every person who holds the certificate could participate, his/her perspective being essential to understand the scholastic field in terms of CLIL approach, collaboration, and emotions.

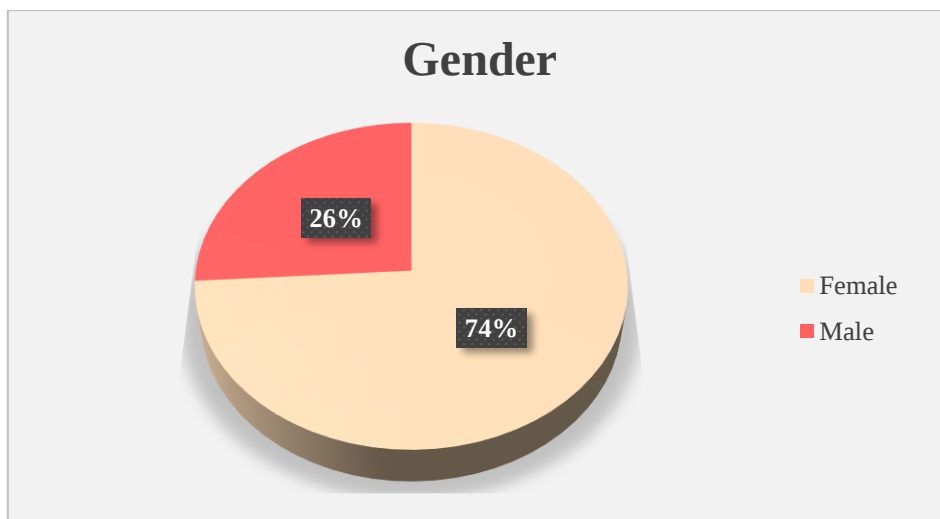
In this case, our sample was made up of 100 educators, specifically 35 pre-service and 65 in-service professionals (cf. Graph 1). The latter were organised into content and language teachers, with 32 and 25, respectively. Just eight informants were content and language educators at the same time (henceforth content-language teachers). This sample mainly consisted of young professionals, the most representative age interval being 25-29 (38%), followed by 40-49 (22%), and 30-39 (18%). In this sense, the most reduced groups were <24 (8%) and >50 (14%) (cf. Graph 2). In terms of gender, females (74%) considerably outnumber male counterparts (26%) (cf. Graph 3).



Graph 1. Types of teacher in the sample



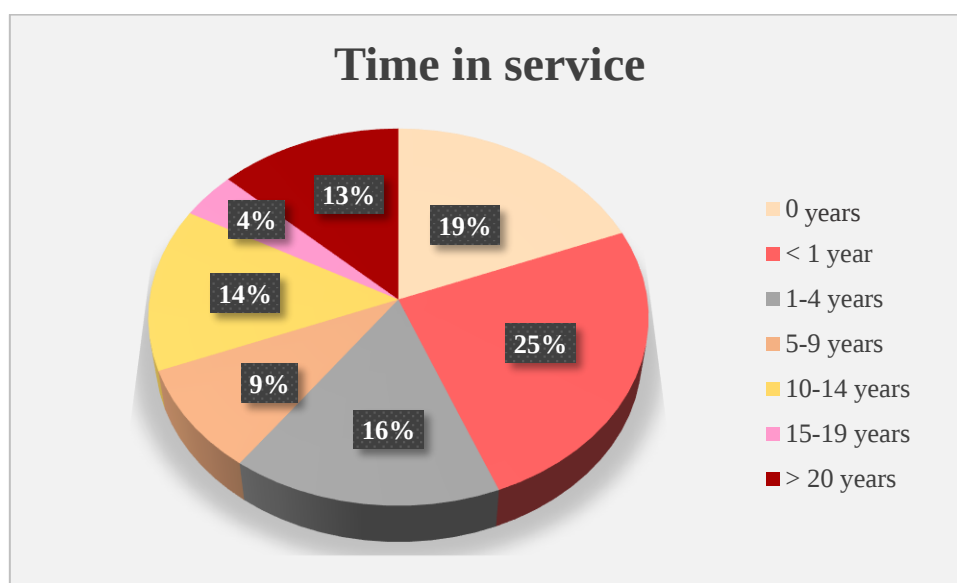
Graph 2. Age of the sample



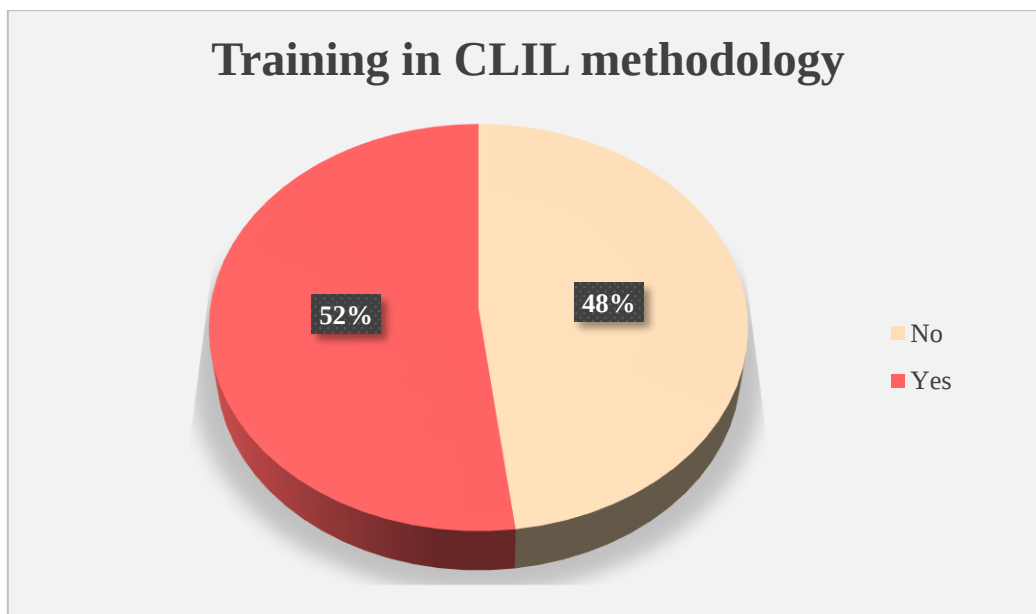
Graph 3. Gender of the sample

On the other hand, within these participants, most of them are unexperienced teachers (19%) or have been working for <1 year (25%). The group is completed by professionals in service for 1-4 years (16%), 5-9 (9%), 10-14 (14%), 15-19% (4%), and >20 (13%) (cf. Graph 4). However, among them, just 52% has been training in CLIL methodology (cf. Graph 5). In terms of experience in this framework, the most representative interval is 0 years (60%), followed by 1-4 (17%), < 1 (12%), and 5-9 (8%) (cf. Graph 6).

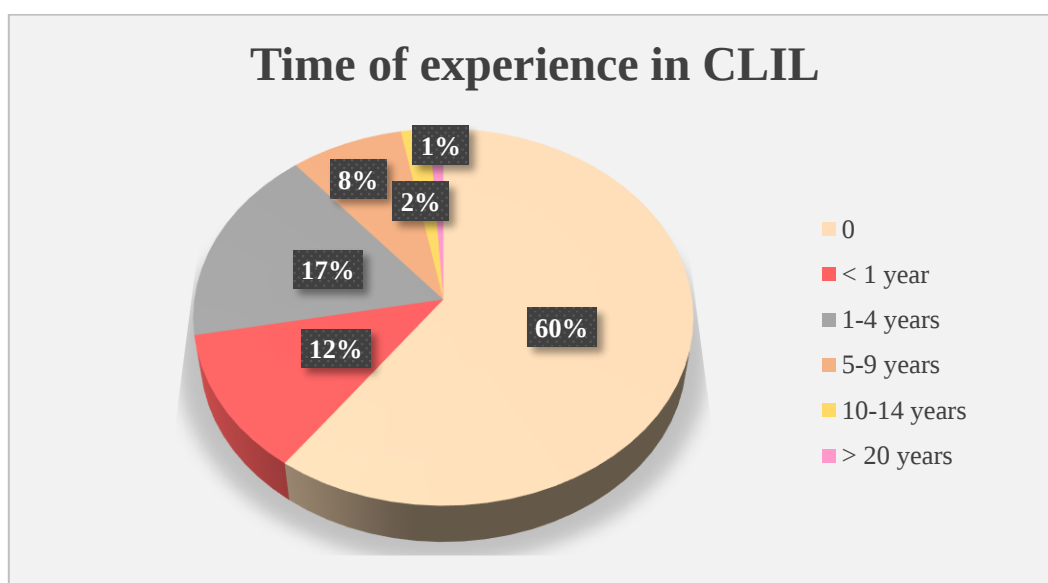
Finally, this sample presents a significant majority with a B2 and C1 level (both 41%), followed by C2 (8%), B1 (5%), and none (5%) (cf. Graph 7).



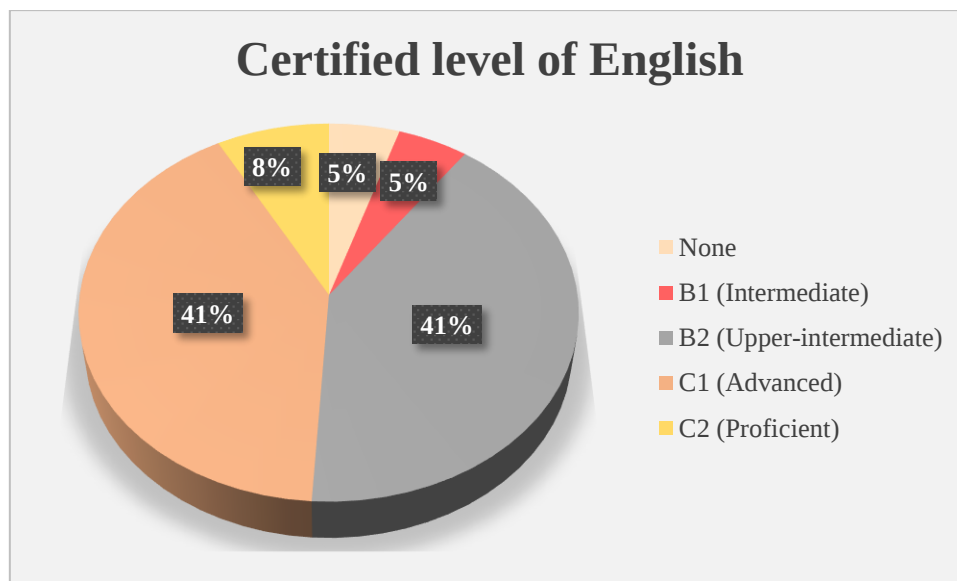
Graph 4. Time in service of the sample



Graph 5. Training in CLIL methodology of the sample



Graph 6. Time of experience in CLIL of the sample



Graph 7. Certified level of English of the sample

In this sense, it is important to highlight that ten teachers (cf. Table 1) from this sample have also answered an interview to add more information to the main data obtained through the questionnaire. Their characteristics are as follows:

	Age	Gender	Type of teacher	Time in service	Training in CLIL	Time of experience in CLIL	Level of English
P1	>50	Female	Pre-service	1-4 years	Yes	0 years	B2
P2	>50	Male	Content	>20 years	No	0 years	None
P3	25-29	Female	Language	<1 year	Yes	0 years	C1
P4	30-39	Male	Pre-service	0 years	No	0 years	B2
P5	30-39	Female	Content	10-14 years	No	1-4 years	B2
P6	25-29	Male	Pre-service	0 years	No	0 years	B2
P7	30-39	Male	Pre-service	0 years	Yes	0 years	C1
P8	25-29	Female	Pre-service	0 years	Yes	0 years	B2
P9	25-29	Female	Content	1-4 years	No	1-4 years	B2
P10	<24	Female	Pre-service	0 years	No	0 years	None

Table 1. Interviewees' data

3.4. Variables

For this study, seven identification variables have been considered, useful to describe the traits of the sample who has answered the questionnaire. They are specified below:

- Age
- Gender
- Type of teacher
- Time in service
- Training in CLIL
- Time of experience in CLIL
- Level of English

3.5. Instruments

The collection of data has been developed in a dual process which involves two instruments: a questionnaire consisting of 40 items, and a semi-structured interview with 15 questions (cf. Annex). These facilitate the triangulation of information obtained from our sample.

3.5.1. Questionnaire

Firstly, the design of the questionnaire has been developed by considering Brown's (2001) guidelines. These promote simple and complete statements, the use of a medium level of English to facilitate understanding, an order in the statements according to four blocks regarding our research questions (henceforth RQs), and clarity in the design. Here, each item is inspired in those investigations about CLIL, collaboration and emotions highlighted throughout the literature review. These were answered according to the sample's level of agreement, from 1 (strongly disagree) to 4 (totally agree).

The first block is based on the teachers' emotions towards collaboration in CLIL. This includes aspects related to the command of English (items 1 and 2), self-concept (items 3, 6 and 7), and teamwork willingness (items 4, 5, 8, 9 and 10). It is focused on joy, calm, fear and anger, those usual emotions which emerge during teamwork (Robbins, 1996). In addition, the first personal aspects are also considered with the purpose of knowing how they emotionally affect educators' work.

The second block is aimed at the desired teacher's profile to collaborate within CLIL. This is made up of statements which cover those features, positive and negative, that educators can

find in a workmate (Belbin, 2010). It is important to cover collaboration at all levels, including other teachers as people (items 11-13), professionals (items 14-16), and colleagues (items 17-20).

The third block covers training in collaboration and CLIL. For that reason, statements have been defined according to knowledge (items 21-24) and experience (item 25) in collaboration, and knowledge (items 27, 29 and 30) and experience (items 26 and 28) in CLIL. Training in any area exerts influence on the way we contribute and express our emotions in a group (Pappa et al., 2017; Pérez Cañado, 2015). If we do not have tools, we will not feel confident to collaborate.

Finally, the fourth block is focused on the fourth RQ, about challenges in collaboration. This is a recompilation of all the previous items in the form of difficulties (items 31-40), useful to find correlations.

The questionnaire has been validated following a dual process. Firstly, a group of 10 experts in education, through a pilot stage, marked in a scale from 1 to 6 the clarity, accuracy and relevance of each item. Next, the mean and standard deviation of the marks were calculated, considering the following parameters: with a mean between 5-6, the item is maintained; between 3-4, revised; and between 1-2, eliminated. In this case, all the results were between the former interval: 5-6. In this sense, regarding the standard deviation, resulting in more than 0.95 would also imply revision. Due to some items surpassing this number, the variable about the province, professional degree and highest degree were eliminated, as well as modifying the range of the intervals in variables 1, 7 and 9. Lastly, items 6, 21 and 33 were rewritten for precision.

Secondly, the supervisor of this MA thesis reviewed the final version, suggesting a clarification for items 6, 8, 9, 13, 17, 20, 25 and 27. After this revision, the final version was published and sent through Google Forms, preceded by a short presentation text. This was the most effective way of distribution during the state of lockdown in Spain.

3.5.2. Semi-structured interview

On the other hand, the semi-structured interview was designed by following Díaz-Bravo et al.'s (2013) recommendations. It consisted of 15 questions which have been organised into blocks related to our four RQs. Those were based on the questionnaire items, but formulated in the form of open questions to complement the previous instrument.

The first section, teachers' self-concept and emotions, was composed of five queries about the sample's command of English, qualities and weak points, and perceptions of teamwork in CLIL. The second block, the desired teaching profile, consisted of three questions about the ideal colleague's traits, the requirements of a good team, and one's own features in collaborative terms. The third part, teacher training, was made up of four questions about professionals' knowledge, tools and perceptions about collaboration and CLIL. Finally, the fourth block, challenges when collaborating in CLIL scenarios, was composed of three questions about the main obstacles in both the approach and collaboration.

This instrument was revised by the thesis supervisor, when questions 1 and 6 were reformulated for clarification. After that, the procedure was carried out. Due to the state of lockdown in Spain during the development of this study, the interviews have been performed through phone calls to the informants, of different ages.

3.6. Data collection

The design and development of the study was planned for four months, from April to July. The organisation of tasks, including data collection, was distributed as follows (cf. Figure 3):

RESEARCH PLANNER		
APR	20th - 30th	Literature review
MAY	1st - 10th	Questionnaire design
	11th-17th	Validation of the questionnaire
	18th-21st	Corrections of the questionnaire
	22nd	Supervisor's review of the questionnaire
	23rd May - 15th June	Data collection – Questionnaire
	23rd – 28th	Interview design
	29th May	Supervisor's review of the interview

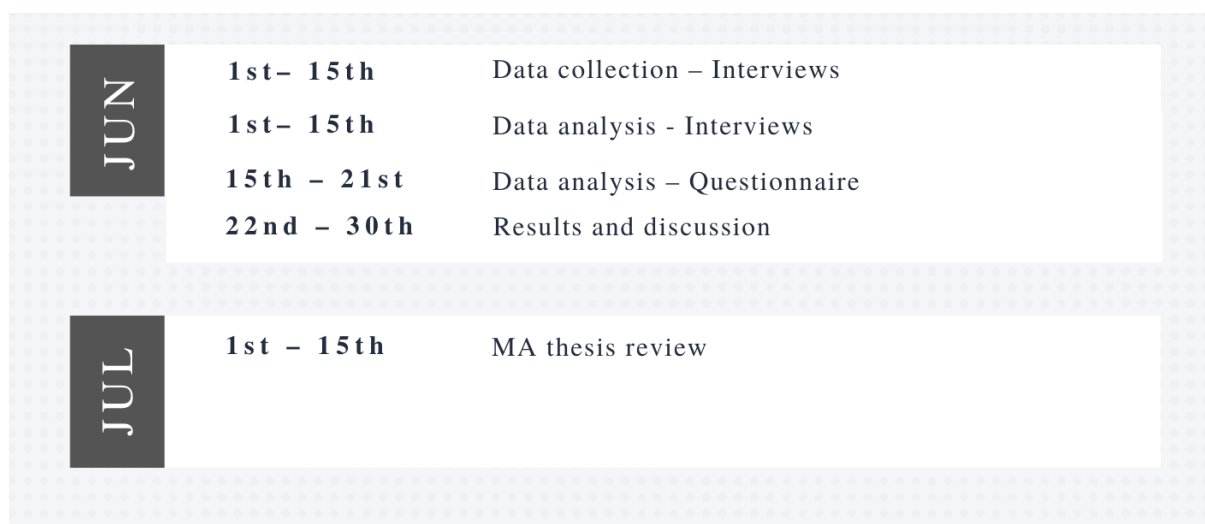


Figure 3. Research planner

3.7. Data analysis

The data analysis from the questionnaire was developed by using IBM SPSS Statistics 24, a programme which allowed the calculation of frequencies, central tendency (mean, mode, and median), and variability. The latter included standard deviation and ANOVA. In comparisons of a variable with more than two groups, the Post-Hoc analysis involved the Tukey, Kruskal-Wallis, and Mann–Whitney U tests, and, for the measure of effect size, eta squared was calculated. In comparisons between two groups, the t-test was considered and, for the effect size, Cohen’s D.

On the other hand, the interviews were recorded and analysed after transcribing the conversations. Next, according to our thematic focuses, fragments of the texts were labelled by considering fixed categories (i.e. command of English, self-concept, teamwork, colleague, teaching knowledge, and challenges) and others which also emerged. These, a total of 9 categories composed of 60 subcategories, are the following:

1. Command of English

Level of English	Linguistic skills
------------------	-------------------

The first section was based on the description that each participant made about their own command of English, his/her strong and weak points in terms of level and skills.

2. Self-concept

Emotions	Personal insecurities
Quality	Personality
Mirror effect	Weakness

The second thematic block was about each participant's self-concept as a teacher, regarding qualities and weaknesses, how they feel about what they experience in real teaching.

3. Teamwork

Collaboration as a utopia	Leader role
Collaboration as facilitation	Researcher role
Collaboration as learning richness	Team requirements
Distribution of tasks	Teamworker role
Hostile terrain	Willingness

The third topic was based on teamwork aspects, how tasks and roles are distributed, and the way in which this term is perceived and tackled.

4. Colleague

Communication	Emotional support
Complementarity	Flexibility
Comradeship	Ideal colleague
Constructive criticism	Motivation
Emotional intelligence	Teaching competence

This fourth grouping was focused on those subcategories which define the ideal and the real colleague, the prototype that each participant demands and finds in education.

5. Teaching knowledge

CLIL knowledge	Training in CLIL
Knowledge of collaborative tools	Training in collaboration
Recycling	Training in L2

This fifth thematic block was related to the informants' training and learning experience, what they know about CLIL and collaborative tools.

6. Experience

CLIL experience	Knowledge from experience
Experience vs. Training	Real practice

The sixth block was about experience, the way in which teachers perceive CLIL and collaboration according to what they have experienced when teaching.

7. CLIL

CLIL as a utopia	Meaningful learning
CLIL assets	Methodological guidelines
CLIL pitfalls	Theory vs. Communication
Language vs. Content	Warning

This seventh category was focused on collecting data regarding teachers' knowledge about CLIL, and warnings that they give about this approach.

8. Challenges

Collaborative challenges	Methodological challenges
Educational challenges	Social challenges
Individualistic culture	Systemic challenges
Legal imposition	Training challenges

The eighth topic was related to the obstacles that emerge in education, those which make the teaching experience more difficult concerning CLIL and collaboration.

9. Educational requirements

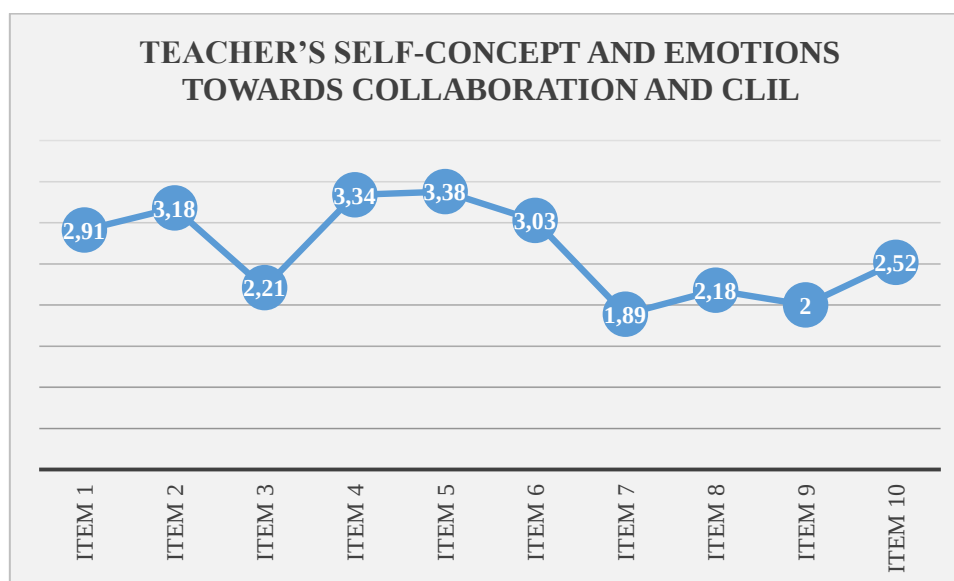
Collaborative needs	Scholastic hierarchy
Educational change	Systemic needs
Methodological needs	Training needs

Finally, the ninth thematic group was based on those professionals' demands about education, CLIL and collaboration.

Some of these categories were useful to add extra information to the results extracted from the questionnaire.

4. RESULTS AND DISCUSSION

4.1. Emotions towards the collaborative principle of CLIL



Graph 8. Teacher's self-concept and emotions towards collaboration and CLIL

In line with the RQ1 (cf. Graph 8), the average number of answers shows that the teachers' perception of their command of English tends to be positive (items 1 and 2) due to their feeling of confidence with their level and to the fact that they like teaching in the FL. As Pavón Vázquez & Ellison (2013) stated and the results of the variables display (cf. Graph 7), educators are more and more linguistically trained, but, above all, emotionally prepared for the linguistic demand. Furthermore, throughout the interviews, participants always mention the need for being up-to-date with the FL: "Ojalá [mi nivel] fuera mejor, la verdad. Pero no estoy descontento, dentro de lo que cabe tengo un nivel B2" (interview P6); "necesito mejorarlo ya, porque es necesario" (interview P10).

Despite the mean, the ANOVA reveals significant differences between the types of teacher (cf. Table 2). Here, those related to the linguistic area show more confidence and interest in teaching in English attending to three comparisons (cf. Table 4): between content and language teachers, content-language and content educators, and language and pre-service professionals. Having been trained in the teaching of an FL exerts influence on educators' self-concept, avoiding fear and insecurities in class (Delicado Puerto & Pavón Vázquez, 2016). As an English teacher mentioned in the interview: "Pienso que mi nivel de inglés es apropiado para el nivel que estoy dando" (interview P3). Therefore, this positive perspective is a consequence of having linguistic tools for a particular scenario (Attard Montalto et al.,

2016), as well as being accustomed to teaching in the FL, facts which reduce stress (Robbins, 1996). Moreover, more experience, >20 years, entails more confidence teaching in English, above all if compared with inexperienced educators. In this sense, there is a significant difference between those teachers who have been trained in CLIL and those who have not (cf. Table 3), since the former feel more confident with their knowledge of English and these methodological requirements, in addition to liking teaching in the FL. Finally, the certified level is also related to these aspects (cf. Table 4), with a great disparity between not having a certificate and high levels (B2, C1, and C2), and between B1 and C1/C2 levels. As we can see, training and experience are crucial to promote confidence and willingness to implement bilingual education.

Secondly, educators show a positive self-concept on average (items 3, 6, and 7), since they feel confident being the team leader, usually fitting in with their colleagues (cf. Graph 8). According to Pavón Vázquez & Ellison (2013), this generates inclusive and constructive networks, where managing the situation does not entail fear. Here, professionals with a C2 level feel the most comfortable being the team leader, a great difference with regard to B2 (cf. Table 4). The greater the level, the more willingness they exhibit to coordinate and help in the teaching of a FL. Nevertheless, educators, in general, disagree with the idea of feeling confident about their CLIL knowledge. The exception involves teachers trained in this approach, although the mean is also low (cf. Graph 8). Therefore, although informants are more linguistically and emotionally prepared (Delicado Puerto & Pavón Vázquez, 2016), they lack guidelines to implement CLIL, a fact which can generate fear and stress (Robbins, 1996).

On the other hand, regarding teamwork (items 4, 5, 8, 9 and 10), it is possible to see through the high means the willingness to work in groups (cf. Graph 8), where the teachers feel calm while sharing their opinions. As Robbins (1996) affirmed, this is the key to facilitate communication within a team. Here, our participants reject the idea that anger is a usual emotion when there is no agreement, mistakes are constantly repeated or proposals are refuted. Nevertheless, some experience a minor feeling of shame when making errors collaborating. Hence, calmness is the main emotion, although shame can appear on some occasions. According to Robbins (1996), this general team confidence would foster a relaxed atmosphere, facilitating the success of CLIL programmes (Delicado Puerto & Pavón Vázquez, 2016). Indeed, these participants demand collaborative tasks at school to favour the achievement of the educational objectives: “Yo sin mi equipo no hubiera echado este año para adelante” (interview P3).

Variable	Item	Group	Mean	Standard Deviation	Eta squared	p value
TYPE OF TEACHER	1	Pre-service	2.63	0.770	0.217	<0,001
		Content	2.75	0.762		
		Language	3.28	0.678		
		Content-language	3.63	0.518		
TIME IN SERVICE	1	0 years	2.63	0.831	0.150	0.039
		<1 year	3.04	0.735		
		1-4 years	2.69	0.873		
		5-9 years	2.78	0.833		
		10-14 years	2.86	0.663		
		15-19 years	2.75	0.500		
		>20 years	3.54	0.660		
LEVEL OF ENGLISH	1	None	1.80	0.447	0.372	<0,001
		B1	2.00	0.707		
		B2	2.85	0.654		
		C1	3.05	0.740		
		C2	3.75	0.707		
	2	None	1.80	0.837	0.273	<0.001
		B1	2.00	1.000		
		B2	3.00	0.949		
		C1	3.54	0.596		
		C2	3.88	0.354		
	6	None	2.60	0.894	0.108	0.043
		B1	3.40	0.894		
		B2	2.85	0.727		
		C1	3.07	0.932		
		C2	3.75	0.707		

Table 2. Statistically significant differences between groups from items 1-10 (ANOVA)

Variable	Item	Group	Mean	Standard Deviation	Cohen's D	p value
TRAINING IN CLIL	1	Yes	3.10	0,774	0.502	0.014
		No	2.71	0,771		
	2	Yes	3.52	0.641	0.823	<0.001
		No	2.81	1.045		
	3	Yes	2.75	0.764	1.559	<0.001
		No	1.63	0.672		

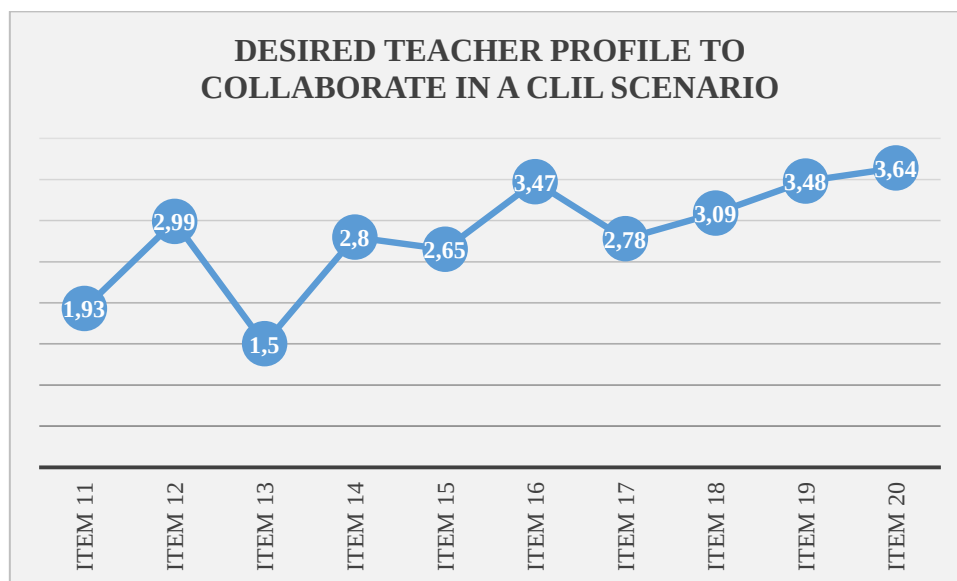
Table 3. Statistically significant differences between groups from items 1-10 (t-test)

Variable	Item	Group	Pre-service		Content		Language		Cont-lang
TYPE OF TEACHER	1	Pre-service			0.904		0.005		0.004
		Content	0.904				0.038		0.016
		Language	0.005		0.038				0.651
		Content-language	0.004		0.016		0.651		
TIME IN SERVICE	Item	Group	0	<1	1-4	5-9	10-14	15-19	>20
	1	0 years		0.578	>0.999	0.999	0.980	>0.999	0.022
		<1 year	0,578		0,776	0,974	0,991	0,992	0.478
		1-4 years	>0.999	0.776		>0.999	0.996	>0.999	0.053
		5-9 years	0.999	0.974	>0.999		>0.999	>0.999	0.255
		10-14 years	0.980	0.991	0.996	>0.999		>0.999	0.246
		15-19 years	>0.999	0.992	>0.999	>0.999	>0.999		0.546
		>20 years	0.022	0.478	0.053	0.255	0.246	0.546	
LEVEL OF ENGLISH	Item	Group	None		B1	B2	C1		C2
	1	None			0.991	0.015	0.002		<0.001
		B1	0.991			0.077	0.015		<0.001
		B2	0.015		0.077		0.705		0.010
		C1	0.002		0.015	0.705			0.074

	2	C2	<0.001	<0.001	0.010	0.074	
		None		0.740	0.016	<0.001	0.002
		B1	0.740		0.048	0.001	0.002
		B2	0.016	0.048		0.009	0.012
		C1	<0.001	0.001	0.009		0.120
		C2	0.002	0.002	0.012	0.120	
	6	None		0.552	0.967	0.751	0.118
		B1	0.552		0.638	0.921	0.947
		B2	0.967	0.638		0.755	0.049
		C1	0.751	0.921	0.755		0.227
		C2	0.118	0.947	0.049	0.227	

Table 4. Multiple comparison Tukey's HSD¹

4.2. Desired teacher profile to collaborate within CLIL



Graph 9. Desired teacher profile to collaborate in a CLIL scenario

Considering the means obtained to answer the RQ2 (cf. Graph 9), it is possible to affirm that teachers prefer colleagues focused on work, avoiding personal contact. In general terms, they expect to create a collaborative bond at school, but not outside (items 11-13). Within this

¹ The statistically significant differences have been highlighted in yellow.

coordination, others' gender is not relevant and individualistic personalities are avoided. As Belbin (2010) stated, the latter are key requirements for a good team, in which diverse abilities must be present to cover different functions. This is a strong point to maximise collaboration and guarantee the success of CLIL programmes (Delicado Puerto & Pavón Vázquez, 2016), but which, sometimes, does not favour compatibility among them out of school (Puddicombe, 2011). Thus, teachers perceive the centre as a place to work in a group, but maintaining the relationship at that level. However, according to the t-test (cf. Table 6), men have a preference for this kind of interaction rather than women. Indeed, the interview reveals that four female participants insisted on the importance of emotional support both at school and outside, whereas males omitted this sensitive consideration. As P3, a female teacher, mentioned: "Me gusta mucho escuchar a mis compañeros y valorar sus aportaciones. También intento siempre no solo preocuparme a nivel de trabajo, sino a nivel personal, saber cómo están, si me necesitan". In contrast, P4, a male teacher, stated: "No tiene por qué haber una amistad, no tiene por qué haber una vida fuera del centro para trabajar en equipo". Collaboration is facilitated when emotional well-being is achieved at all levels and this should not depend on gender (Puddicombe, 2011).

In this sense, regarding competence (items 14-16), the mean shows that teachers tend to prefer experienced and communicative workmates with an advanced level of English (cf. Graph 9). Furthermore, throughout the interviews, informants also state their need for emotional support in the workplace, demanding an emotionally intelligent colleague with qualities such as being empathetic, flexible and cooperative. Nevertheless, there is a significant difference between the professionals trained in CLIL and those who are not (cf. Table 6), the former emphasising their preference for a colleague with a high level of English. This demonstrates that teachers aware of CLIL requirements are more linguistically demanding at school. Instruction exerts influence on professionals' perspective, making competence become more relevant (Pérez Cañado, 2015). In this sense, there is a great difference between teachers with a C1 and B1 level in terms of preferring a colleague who shares his/her knowledge about CLIL (cf. Table 5). According to the Tukey test (cf. Table 7), the former show more interest: "Mi compañero ideal sería una persona muy activa, que le guste estar actualizado, que me enseñe y que también tenga una actitud abierta" (interview P7).

On the other hand, as partners in teaching (items 17-20), educators prefer colleagues with a spirit of leadership and comradeship, who help them plan and solve problems, and correct mistakes when collaborating (cf. Graph 9). Indeed, the questionnaire reveals that they prefer

others who share the same methodology and work philosophy, but, thanks to the interview, it is possible to affirm that, despite this preference, diversity is also required in terms of roles, looking for complementarity in the distribution of tasks, an idea which Belbin (2010) highlighted to guarantee success in teamwork. “Si esa otra persona tiene otras cualidades u otras formas de trabajar, nos complementamos” (interview P8).

Variable	Item	Group	Mean	Standard Deviation	Eta squared	<i>p</i> value
LEVEL OF ENGLISH	16	None	3.80	0.447	0.102	0.039
		B1	2.40	1.140		
		B2	3.37	0.799		
		C1	3.66	0.617		
		C2	3.50	1.069		

Table 5. Statistically significant differences between groups from items 11-20 (ANOVA)

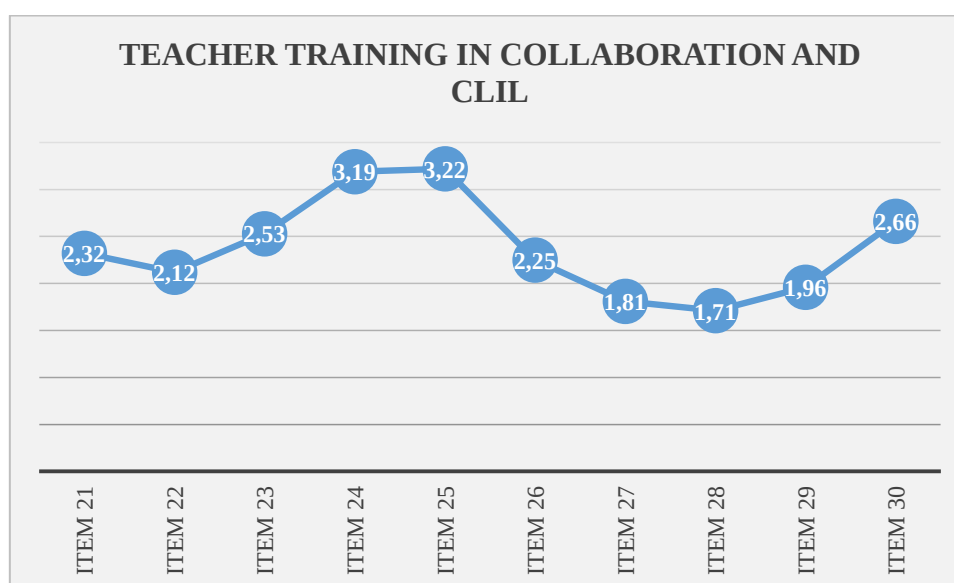
Variable	Item	Group	Mean	Standard Deviation	Cohen's D	<i>p</i> value
GENDER	12	Male	3.38	0,752	0.571	0.014
		Female	2.85	0,989		
TRAINING IN CLIL	14	Yes	3.00	0.792	0.462	0.025
		No	2.58	1.007		

Table 6. Statistically significant differences between groups from items 11-20 (t-test)

LEVEL OF ENGLISH	Item	Group	None	B1	B2	C1	C2
	16	None		0.043	0.255	0.652	0.766
		B1	0.043		0.045	0.005	0.079
		B2	0.255	0.045		0.086	0.425
		C1	0.652	0.005	0.086		0.945
		C2	0.766	0.079	0.425	0.945	

Table 7. Multiple comparison Tukey's HSD

4.3. Teacher training in collaboration and CLIL



Graph 10. Teacher training in collaboration and CLIL

Concerning our RQ3 (cf. Graph 10), teachers have obtained collaboration tools mainly from real experience collaborating (items 21-24), although training courses have also been requested, as P1 and P3 mentioned during the interview. Besides, the mean reveals that the informants disagree with the fact that they usually obtain these techniques from the Bachelor's and Master's degrees. However, in this aspect, there is a significant difference between the age interval 25-29 and >50 (cf. Tables 8 and 9), since the former do obtain instruction at the university, a fact which is clearly reflected if contrasting the interviews to P2 and P3: "Desde la universidad ya te hacen ver que la colaboración es necesaria, nos hacen trabajar en equipo prácticamente desde que entramos" (interview P3). In this sense, the Tukey test (cf. Table 9) reveals that content-language teachers have considerably more tools from

university that content and language educators separately, an issue which should be covered to achieve a similar level of quality among teachers, guaranteeing an adequate training (Pérez Cañado, 2015; Pavón Vázquez & Méndez García, 2017). Regarding pre-service participants, on average, they tend to claim to have obtained collaborative tools at university and a Master's degree, significantly different to content and language professionals. Moreover, those with less time of service (0 and <1) have been provided with more tools from these two degrees in contrast to 5-9 and >20 years of experience (cf. Table 9). It could be a consequence of being more aware of this need and the new range of opportunities for training (Pérez Cañado, 2015). Finally, the C2-level group reveals that there is a significant difference in experience from real collaboration regarding B1 (cf. Table 9). According to Pavón Vázquez & Ellison (2013), trained teachers collaborate more frequently due to the willingness generated by their linguistic competence.

In terms of experience (item 25), these informants affirm that they are used to collaborating at school, even during their degree practical training period (cf. Graph 10). In fact, regarding time in service, the intervals 0, <1 and >20 present a great disparity with regard to 1-4 years of experience (cf. Table 9). This reveals two important aspects: collaboration is increasingly necessary, growing in importance along with the number of bilingual schools (Asociación Enseñanza Bilingüe, 2019; Pavón Vázquez & Ellison, 2013); and teachers with 1-4 years of experience face an unexpected reality: “Colaborar es positivo, pero lejano y utópico” (interview P9).

On the other hand, educators polled reject the idea of having received enough training in CLIL and having collaborated in a CLIL scenario (items 27, 29 and 30). Nevertheless, they claim to know what collaboration between content and language teachers entails (cf. Graph 10). Although having received instruction in CLIL exerts a slight influence on the mean, trained and non-trained teachers affirm that they do not feel prepared to participate in a CLIL scenario, since the techniques obtained have not been enough. This negative situation affects teachers' self-concept (Marchesi Ullastres & Díaz Fouz, 2007) and generates a feeling of fear and insecurity. As Pérez Cañado (2015) voiced, if bilingual education is desired, competent professionals are required, in both CLIL and collaboration. Therefore, although collaboration is not a problem in itself, the lack of knowledge of CLIL hampers the collaborative principle of this approach.

Finally, the general feeling is that these participants do not have enough experience implementing CLIL or teaching in English (items 26 and 28) (cf. Graph 10). However,

despite the mean (cf. Table 8), the age group >50 does present a significant difference between it and the 25-29 bracket, the former presenting a higher mean in both sectors (cf. Table 9). Furthermore, those teachers with 1-4 and 5-9 years of experience in CLIL have significantly more experience than 0 and <1 teaching in English. As P5 stated: “Han sido 4 cursos dando en un colegio bilingüe y la verdad es que lo he llevado bien, yo soy la que me busco mis propios recursos”. As we can see, experience in both areas enables educators to feel confident about their practice. However, previous training in CLIL is crucial to correctly create and introduce materials (Ball, 2018; Pérez Cañado, 2015).

Variable	Item	Group	Mean	Standard Deviation	Eta squared	<i>p</i> value
AGE	21	<24	3.13	0.991	0.200	0.002
		25-29	2.58	0.858		
		30-39	2.17	1.043		
		40-49	2.14	0.889		
		>50	1.64	0.745		
	26	<24	2.38	0.744	0.139	0.008
		25-29	1.82	0.766		
		30-39	2.33	0.840		
		40-49	2.45	1.184		
		>50	2.93	1.072		
TYPE OF TEACHER	21	Pre-service	2.66	0.873	0.299	<0.001
		Content	1.84	0.808		
		Language	2.12	0.927		
		Content-language	3.38	0.744		
	22	Pre-service	2.60	0.812	0.190	0.001
		Content	1.78	0.832		
		Language	1.84	0.987		
		Content-language	2.25	0.886		

TIME IN SERVICE	21	0 years	2.63	0.895	0.314	<0.001
		<1 year	2.88	0.971		
		1-4 years	2.25	0.775		
		5-9 years	1.56	0.726		
		10-14 years	2.14	0.949		
		15-19 years	2.25	0.500		
		>20 years	1.62	0.768		
	22	0 years	2.53	0.905	0.170	0.021
		<1 year	2.44	0.961		
		1-4 years	2.06	0.772		
		5-9 years	1.67	0.866		
		10-14 years	1.93	0.917		
		15-19 years	2.00	0.816		
		>20 years	1.54	0.877		
	25	0 years	3.32	0.671	0.186	0.013
		<1 year	3.44	0.583		
		1-4 years	2.63	0.719		
		5-9 years	3.33	0.500		
		10-14 years	3.21	0.699		
		15-19 years	3.00	1.155		
		>20 years	3.38	0.650		
TIME IN CLIL	26	0 years	2.00	0.844	0.236	0.000
		<1 year	2.17	1.030		
		1-4 years	2.41	1.064		
		5-9 years	3.50	0.756		
		10-14 years	3.00	0.000		

LEVEL OF ENGLISH	24	None	3.20	0.837	0.141	0.013
		B1	2.40	1.140		
		B2	3.22	0.690		
		C1	3.12	0.748		
		C2	3.88	0.354		

Table 8. Statistically significant differences between groups from items 21-30 (ANOVA)

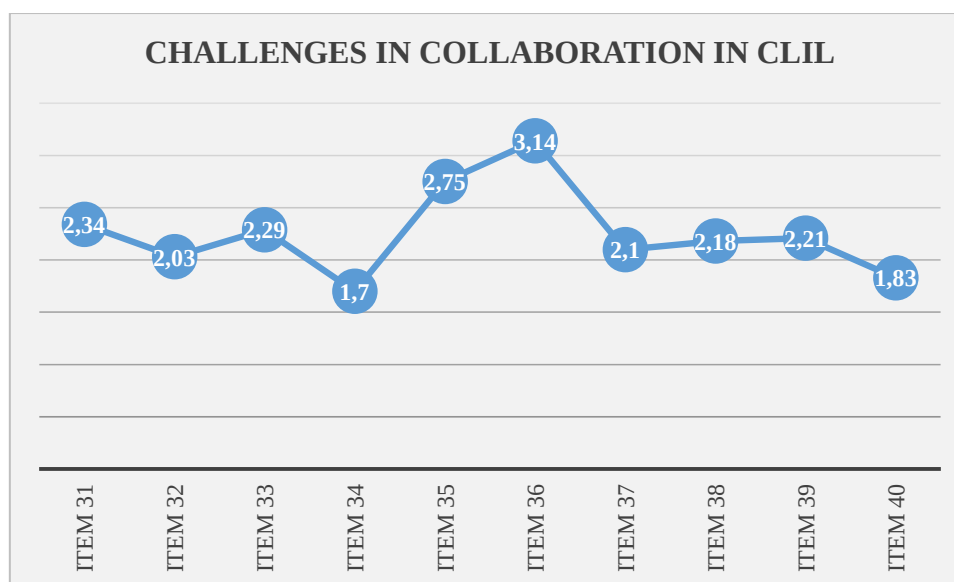
Variable	Item	Group	<24	25-29	30-39	40-49	>50
AGE	21	<24		0.523	0.096	0.066	0.003
		25-29	0.523		0.497	0.356	0.010
		30-39	0.096	0.497		>0.999	0.477
		40-49	0.066	0.356	>0.999		0.495
		>50	0.003	0.010	0.477	0.495	
	26	<24		0.086	0.949	0.919	0.153
		25-29	0.086		0.039	0.048	0.001
		30-39	0.949	0.039		0.931	0.074
		40-49	0.919	0.048	0.931		0.237
		>50	0.153	0.001	0.074	0.237	
TYPE OF TEACHER	Item	Group	Pre-service	Content	Language	Cont-lang.	
	21	Pre-service		0.001	0.086	0.149	
		Content	0.001		0.624	<0.001	
		Language	0.086	0.624		0.003	
		Content-language	0.149	<0.001	0.003		
	22	Pre-service		0.001	0.007	0.735	
		Content	0.001		0.994	0.526	
		Language	0.007	0.994		0.654	
		Content-language	0.735	0.526	0.654		

TIME IN SERVICE	Item	Group	0	<1	1-4	5-9	10-14	15-19	<20
	21	0 years		0.965	0.851	0.043	0.682	0.984	0.025
		<1 year	0.965		0.269	0.003	0.154	0.826	0.001
		1-4 years	0.851	0.269		0.470	>0.999	>0.999	0.446
		5-9 years	0.043	0.003	0.470		0.691	0.834	>0.999
		10-14 years	0.682	0.154	>0.999	0.691		>0.999	0.695
		15-19 years	0.984	0.826	>0.999	0.834	>0.999		0.859
		>20 years	0.025	0.001	0.446	>0.999	0.695	0.859	
	22	0 years		>0.999	0.725	0.218	0.484	0.935	0.042
		<1 year	>0.999		0.840	0.290	0.606	0.969	0.58
		1-4 years	0.725	0.840		0.937	>0.999	>0.999	0.699
		5-9 years	0.218	0.290	0.937		0.993	0.996	>0.999
		10-14 years	0.484	0.606	>0.999	0.993		>0.999	0.915
		15-19 years	0.935	0.969	>0.999	0.996	>0.999		0.971
		>20 years	0.042	0.058		>0.999	0.915	0.971	
	25	0 years		0.996	0.045	>0.999	0.999	0.977	>0.999
		<1 year	0.996		0.004	>0.999	0.950	0.883	>0.999
		1-4 years	0.045	0.004		0.155	0.205	0.952	0.046
		5-9 years	>0.999	>0.999	0.155		>0.999	0.981	>0.999
		10-14 years	0.999	0.950	0.205	>0.999		0.998	0.994
		15-19 years	0.977	0.883	0.952	0.981	0.998		0.951
		>20 years	>0.999	>0.999	0.046	>0.999	0.994	0.951	
TIME IN CLIL	Item	Group	0	<1	1-4	5-9	10-14		
	26	0 years		0.977	0.458	<0.001	0.533		
		<1 year	0.977		0.950	0.013	0.743		
		1-4 years	0.458	0.950		0.044	0.905		
		5-9 years	<0.001	0.013	0.044		0.955		
		10-14 years	0.533	0.743	0.905	0.955			

LEVEL OF ENGLISH	Item	Group	None	B1	B2	C1	C2
	24	None		0.416	>0.999	0.999	0.484
		B1	0.416		0.130	0.231	0.005
		B2	>0.999	0.130		0.974	0.144
		C1	0.999	0.231	0.974		0.065
		C2	0.484	0.005	0.144	0.065	

Table 9. Multiple comparison Tukey's HSD

4.4. Challenges in collaboration in CLIL



Graph 11. Challenges in collaboration in CLIL

Answering our RQ4 (cf. Graph 11), which is related to challenges in collaboration in CLIL (items 31-40), our participants tend to disagree with the idea that collaboration is time-consuming and generates hostile situations. This positive perspective exerts influence on how teachers tackle collaborative tasks at school, favouring a favourable attitude towards teamwork. In addition, they deny that coordination is not feasible between content and language teachers. However, regarding teaching in a CLIL scenario, there is a significant difference between those informants from the interval 0 and <1 years of experience, and 1-4, the latter being more pessimistic about the idea of collaboration being possible among different types of teachers (cf. Tables 10 and 11). As Pavón Vázquez & Méndez García (2017) stated, this could be due to the fact that they know CLIL requirements and how

collaboration must be developed, a fact which enables them to contrast theory and real practice. Throughout the interviews, most teachers have underscored the idea that the main obstacle is time invested in bureaucracy, as well as willingness: “Hay gente muy difícil; no quieren colaborar. Y cuando viene alguien que colabora, encima le ponen más trabas” (interview P9). Therefore, according to Pavón Vázquez & Méndez García (2017), a good coordinator is required to motivate the staff to collaborate and organise their schedule to do so successfully.

On the other hand, as mentioned, the mean reflects that participants reject the idea that the problem of CLIL lies in stakeholders feeling excluded within a team (cf. Graph 11). Once again, this positive perspective favours the collaboration at the three levels suggested by Pavón Vázquez & Méndez García (2017), encouraging the staff to work side by side.

Finally, our informants agree with the need for training in CLIL methodology to be able to contribute to teamwork, as well as collaboration tools to manage this coordination (cf. Graph 11). These facts are essential in a CLIL scenario (Pavón Vázquez & Méndez García, 2017), but a deficit is perceived. Planning in CLIL requires organisation in advance and coordination of content and language subjects (Pavón Vázquez & Ellison, 2013); without tools, this is not possible. Indeed, there is a significant difference between those professionals just related to linguistic areas (language teachers) and content-language educators, the former demanding more techniques for teamwork. This could be a consequence of the individualistic background in language areas (González-Vargas, 2014).

Despite these issues, teachers feel comfortable sharing their difficulties in teaching, preferring to work in groups (cf. Graph 11). They tend to find it easy to trust their colleagues and accept criticism, some traits that favour teamwork (Robbins, 1996) and, therefore, CLIL experience (Pavón Vázquez & Méndez García, 2017). This is corroborated in the interviews: “Un buen equipo creo que tiene que tener confianza, empatía, mucha colaboración entre ellos y mucho respeto” (interview P3). If these features are achieved in a team, any obstacle will be better overcome.

Variable	Item	Group	Mean	Standard Deviation	Eta squared	p value
TYPE OF TEACHER	35	Pre-service	2.69	0.583	0.128	<0.001
		Content	2.75	0.762		
		Language	3.08	0.954		
		Content-language	2.00	0.926		
TIME IN CLIL	32	0 years	1.93	0.733	0.215	0.001
		<1 year	1.58	0.515		
		1-4 years	2.65	0.931		
		5-9 years	1.88	0.835		
		10-14 years	3.00	0.000		

Table 10. Statistically significant differences between groups from items 31-40 (ANOVA)

Variable	Item	Group	Pre-service		Content	Language	Cont- lang
TYPE OF TEACHER	35	Pre-service			0.986	0.215	0.114
		Content	0.986			0.384	0.074
		Language	0.215		0.384		0.005
		Content- language	0.114		0.074	0.005	
TIME IN CLIL	Item	Group	0	<1	1-4	5-9	10-14
	32	0 years		0.585	0.007	>0.999	0.289
		<1 year	0.585		0.003	0.915	0.109
		1-4 years	0.007	0.003		0.127	0.970
		5-9 years	>0.999	0.915	0.127		0.331
		10-14 years	0.289	0.109	0.970	0.331	

Table 11. Multiple comparison Tukey's HSD

5. LIMITATIONS OF THE STUDY

This research study has experienced several limitations throughout its development. Firstly, the state of lockdown in Spain has entailed a more reduced sample, since the researcher has not been able to control the outreach of the questionnaire, depending on the willingness of other teachers to share it.

On the other hand, due to the timeline and the social situation, the above-mentioned instrument could not pass a second pilot stage. Furthermore, the limited length of the MA thesis has complicated a more detailed analysis with more fragments extracted from the interviews.

Despite these aspects, theoretical and methodological frameworks have been written to create a solid foundation which has supported all the information obtained, from which new ideas have been extracted under these circumstances.

6. LINES FOR FUTURE RESEARCH

Considering the current study and the limitations found throughout the process, it would be interesting to replicate the same proposal by placing the focus on the Andalusian scenario to develop a case study. This research could be redesigned to investigate the emotional side of the collaborative principle of CLIL in a longitudinal study in context, observing and analysing the reality reflected in the questionnaire and interviews.

On the other hand, according to our results, a second proposal could be suggested. This would compare the self-concept generated in trained and non-trained educators in CLIL, with the purpose of analysing the benefits of this approach in its stakeholders.

In this way, new lines for future research would be created by delving into the teacher's role in a CLIL scenario, whose emotional state must be known in order to guarantee success in these programmes.

7. CONCLUSION

After the development of this study, we can affirm that the knowledge of the emotional side of the collaborative principle of CLIL is essential to understand the current scholastic field. Thanks to these 100 pre-service and in-service teachers, it has been possible to delve deeper into the emotional state and needs in the educational system with regard to this approach.

As we can observe, our initial hypothesis is not totally fulfilled. Educators with more time in service do not feel frustrated when thinking about collaboration. Indeed, they feel more confident with their command of English and teaching in the FL. However, the hypothesis is true in terms of training, since the teachers with fewer years of experience (0 and <1) and age (25-29) have more tools to collaborate in CLIL, as opposed to older ones (>50), who are more experienced (>20).

Vis-à-vis RQ1, it is possible to conclude with the idea that education professionals like sharing opinions and being provided with feedback in order to create a common pedagogical path. This fact is supported with a good self-concept, feeling an equal within the team, even willing to take the lead if necessary. These are the basic requirements for a good team that Robbins (1996) highlighted, those which facilitate communication and agreement.

In terms of the ideal colleague, RQ2, our informants seek a professional with emotional tools, who is empathetic, cooperative, and flexible, as well as competent, with experience in CLIL and an adequate level of English. As Goleman (1996) highlighted, cognition is important, but above all, an emotional management to improve working relationships.

The answers to RQ3 have reflected the great deficit in training for teamwork. Therefore, not only must teachers keep training at university through Bachelor and Master's degrees, but also outside this institution, especially those educators who cannot access the system again (Pérez Cañado, 2015). The new generation lacks experience and the older one, formal training.

Finally, regarding RQ4, although some teachers are reluctant to collaborate in CLIL, most of them respond positively. The main challenge is not how time-consuming collaboration is, but bureaucracy, which takes up time for teamwork. This is the reason why educators with between 1 and 20 years of service are more reticent to collaborate. Despite this fact, collaboration is the basis of CLIL and therefore must find its place at school (Pavón Vázquez & Méndez García, 2017).

This study reveals that teachers believe in collaboration and want to contribute to the group, since they know its relevance in education, which includes CLIL. What hampers this are the reduced tools and time they have to do it. Here, collaboration in CLIL does not depend on gender or age, but on confidence and this is achieved through training and experience (Pérez Cañado, 2015).

Finally, informants focused on language areas feel more prepared in linguistic terms, as well as being better acquainted with teaching in an FL. Indeed, this study shows that the higher the level of English, the more confident teachers feel, enabling them to be the team leader, share knowledge and be more open to learn from others.

Therefore, teachers are emotionally prepared to collaborate, both the older and new generations, each having their own strong points in terms of experience, knowledge and skills. However, the need for training is a considerable obstacle for all with regard to CLIL. Hence, this study has been useful to ascertain that educators are increasingly prepared to tackle CLIL in a collaborative way, but some gaps in training are still present, preventing the proper implementation of this approach in our practical reality and which should therefore be addressed through concrete future actions by the pertinent stakeholders.

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9. ANNEX. INSTRUMENTS OF THE STUDY

9.1. Questionnaire

QUESTIONNAIRE about the collaborative principle of CLIL (CLIL and collaboration among teachers)

Every **professional with a degree in education** can complete this questionnaire by considering his/her personal experience. It is not required that (s)he be in service at the moment, just that (s)he belong to the Spanish territory.

IMPORTANT:

CLIL makes reference to Content and Language Integrated Learning (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras or AICLE in Spanish).

Please, complete with your personal data.

1. AGE: ☐ < 24 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ > 50
2. GENDER: ☐ Male ☐ Female ☐ Other
3. ARE YOU CURRENTLY IN SERVICE?: ☐ Yes ☐ No
4. IF SO, ARE YOU A CONTENT OR A LANGUAGE TEACHER?: ☐ Content teacher ☐ Language teacher
5. HOW LONG HAVE YOU BEEN IN SERVICE? ☐ < 1 year ☐ 1 - 4 years ☐ 5 - 9 years ☐ 10 – 14 years ☐ 15-19 years ☐ > 20 years
6. HAVE YOU BEEN TRAINED IN CLIL METHODOLOGY? ☐ Yes ☐ No
7. DO YOU HAVE EXPERIENCE IN CLIL? ☐ Yes ☐ No
8. IF SO, HOW MANY YEARS? ☐ < 1 year ☐ 1-4 years ☐ 5-9 years ☐ 10-14 years ☐ 15-19 years ☐ > 20 years
9. CERTIFIED LEVEL OF ENGLISH: ☐ None ☐ B1 (Intermediate) ☐ B2 (Upper-intermediate) ☐ C1 (Advanced) ☐ C2 (Proficient)

Please, indicate your level of agreement or disagreement with each of the following statements (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = totally agree).

TEACHER'S SELF-CONCEPT AND EMOTIONS TOWARDS COLLABORATION AND CLIL				
	1	2	3	4
1. I feel confident with my level of English.				
2. I like teaching in English.				
3. I feel confident with my knowledge about CLIL methodology.				
4. I feel calm and safe when working in a team.				
5. I like sharing my opinion when working in a team.				
6. I feel comfortable playing the role of team leader.				
7. I usually feel inferior to my colleagues.				
8. I get angry when a colleague repeats the same mistake time and again.				
9. I get angry easily when a colleague refutes my ideas and proposals.				
10. I feel ashamed when I make a mistake while collaborating with my colleagues.				

DESIRED TEACHER PROFILE TO COLLABORATE IN A CLIL SCENARIO				
	1	2	3	4
11. I prefer an individualistic colleague to avoid collaborating with him/her.				
12. I prefer a colleague focused on work and not on my private life.				
13. I prefer to work with a colleague of the same gender as myself.				

14. I prefer to collaborate with a teacher with an advanced level of English (C1 or C2).				
15. I prefer colleagues experienced in CLIL rather than novices.				
16. I prefer a colleague who shares his/her knowledge about CLIL with me.				
17. I prefer a colleague with a spirit of leadership.				
18. I prefer a colleague who corrects my mistakes.				
19. I prefer to work with a colleague who shares my methodology and work philosophy.				
20. I prefer a colleague who helps me make decisions and solve problems.				

TEACHER TRAINING IN COLLABORATION AND CLIL				
	1	2	3	4
21. Throughout my higher education at university, I was provided with tools for teamwork.				
22. I have obtained collaboration tools from a master's degree.				
23. I usually obtain collaboration tools from training courses.				
24. I usually obtain collaboration tools from real experience collaborating.				
25. As a teacher, I am used to collaborating at school (currently or during my degree practical training period).				
26. I have enough experience teaching in English.				
27. I have received enough training in CLIL methodology.				
28. I have enough experience in the implementation of CLIL methodology.				
29. I have enough tools to collaborate in a CLIL scenario.				
30. I know what collaboration between content and language				

teachers entails.				
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CHALLENGES IN COLLABORATION IN CLIL				
	1	2	3	4
31. Collaboration is time-consuming.				
32. Collaboration between content and language teachers is not feasible at school.				
33. Collaboration generates hostile situations in the decision-making process when my colleagues and I have different work philosophies.				
34. I do not usually fit in with my colleagues.				
35. I need more collaboration tools to participate in and manage teamwork.				
36. I need more training in CLIL methodology to properly contribute to teamwork.				
37. I am afraid of communicating my difficulties in teaching to my colleagues.				
38. I prefer to work on my own.				
39. I need to learn to accept and manage criticism.				
40. I find it difficult to trust my colleagues and their teaching aptitudes.				

MANY THANKS FOR YOUR COLLABORATION.

9.2. Semi-structured interview

1. AGE: ☐ < 24 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ > 50
2. GENDER: ☐ Male ☐ Female ☐ Other
3. ARE YOU CURRENTLY IN SERVICE?: ☐ Yes ☐ No
4. IF SO, ARE YOU A CONTENT OR A LANGUAGE TEACHER?: ☐ Content teacher ☐ Language teacher
5. HOW LONG HAVE YOU BEEN IN SERVICE? ☐ < 1 year ☐ 1 - 4 years ☐ 5 - 9 years ☐ 10 – 14 years ☐ 15-19 years ☐ > 20 years
6. HAVE YOU BEEN TRAINED IN CLIL METHODOLOGY? ☐ Yes ☐ No
7. DO YOU HAVE EXPERIENCE IN CLIL? ☐ Yes ☐ No
8. IF SO, HOW MANY YEARS? ☐ < 1 year ☐ 1-4 years ☐ 5-9 years ☐ 10-14 years ☐ 15-19 years ☐ > 20 years
9. CERTIFIED LEVEL OF ENGLISH: ☐ None ☐ B1 (Intermediate) ☐ B2 (Upper-intermediate) ☐ C1 (Advanced) ☐ C2 (Proficient)

TEACHER'S SELF-CONCEPT AND EMOTIONS TOWARDS COLLABORATION AND CLIL

1. What is your relationship with languages? What do you think about your level of English?
2. Which are your two best qualities as a teacher? Which are the two personal aspects that you would improve as a teacher?
3. What do you feel when you hear the word “teamwork”?
4. What role do you play when participating in a team?
5. What do you think about CLIL? Do you feel able to collaborate with other teachers in a CLIL scenario? Why?

DESIRED TEACHER PROFILE TO COLLABORATE IN A CLIL SCENARIO

6. What are the traits which would define your ideal colleague?
7. What feature makes you a good colleague for a CLIL scenario?
8. What characteristics must a good team have? And a team of CLIL teachers?

TEACHER TRAINING IN COLLABORATION AND CLIL

9. What has collaboration entailed in your career?
10. Do you think that you have enough tools for teamwork? Why?
11. Have you been trained in CLIL methodology? Do you feel confident to implement it? Why?
12. What does collaborating in CLIL entail?

CHALLENGES IN COLLABORATION IN CLIL

13. What are the main challenges in collaboration at school?
14. What is the most difficult aspect in collaboration in CLIL?
15. Does collaboration facilitate work? Why?