



Amsterdam University of Applied Sciences

Juggling ideals and constraints

The position of English teachers in CLIL contexts

Dale, Liz

Publication date

2018

Document Version

Final published version

[Link to publication](#)

Citation for published version (APA):

Dale, L. (2018). *Juggling ideals and constraints: The position of English teachers in CLIL contexts*. Abstract from Anéla 2018 Conferentie Toegepaste Taalwetenschap, Egmond aan Zee, Netherlands.

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please contact the library: <https://www.amsterdamuas.com/library/contact/questions>, or send a letter to: University Library (Library of the University of Amsterdam and Amsterdam University of Applied Sciences), Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

Juggling ideals and constraints: The position of English teachers in CLIL contexts

Liz Dale, *Hogeschool van Amsterdam*, e.m.dale@hva.nl

In bilingual streams in the Netherlands, school subjects are taught in an additional language so that pupils learn both subject content and the target language by using language meaningfully. Teachers of English in bilingual streams (TEBs) are often expected to collaborate with subject teacher colleagues (STs). In addition, they teach separate language lessons. This provides TEBs with specific challenges. This article reports on a focus group (FG) study exploring the extent to which the ideals of stakeholders in bilingual schools in the Netherlands reflect the literature on this topic, using a frame of reference developed for this purpose (Dale, Oostdam & Verspoor, 2017).

Five FGs were held with TEBs and STs from Dutch schools in the network for bilingual education and with members of the network's quality assurance panels. Each FG consisted of between three and six participants with a similar role in bilingual education; audit panel chairpersons, audit panel secretaries and STs and TEBs from different schools. Participants were asked to discuss what an ideal English teacher would do in English lessons and in cooperation with subject colleagues.

Abstracts Colloquia

Data consists of five transcripts of the FG discussions. On the basis of inductive and deductive analyses (using MaxQDA), the ideals of stakeholders are positioned in the framework to explore to what extent different types of stakeholders have complementary or conflicting views. The findings suggest that stakeholders need to develop more shared understandings and a shared language to allow TEBs to realise their ambitions.