

**DEVELOPING MY THEORY OF PRACTICE AS
A TEACHER-RESEARCHER THROUGH A
CASE-STUDY OF CLIL CLASSROOM
INTERACTION**



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Abstract

Research by the Nuffield Foundation (2000) suggests that the teaching and learning of Modern Foreign Languages (MFL) in English secondary schools is in crisis. At the same time, some schools are implementing initiatives intended to raise the status and the quality of MFL learning.

One such school is the Collège du Parc [fictitious name] where in September 1998 the Bilingual Foundation Course (BFC) was introduced. In the BFC, non-linguistic subjects (English, History, Geography, Religious Education and Pastoral and Social Education) were taught to 3 out of 6, Year 7 classes (11-12 year olds) through French. From September 1998 until July 2000, I was one of the teachers in the BFC and conducted my research for this thesis by developing my theory of practice through case study. The data served as the basis for my understanding of CLIL classroom interaction.

In order to present my research framework, I illustrate in Chapters 1-2 how I have come to consider the key features of my theory of practice (van Lier, 1994, 1996) as being meaningful, focused and pragmatic. In Chapters 3-4, I describe my theory of practice of CLIL classroom interaction by jointly examining CLIL theories and my classroom practices. This allows me to develop a 'support and challenges' framework, which leads to learners' noticing and 'performance' in the foreign language.

On the basis of my research, I re-examine my arguments in Chapter 5 based on my two main findings:

- I suggest that CLIL makes (foreign) language use visible: CLIL allows both the teacher and the learners to become aware of their language use.
- I relate this argument to the current situation for MFL teaching and learning in English secondary schools which then leads me to reconsider theory of practice in general.

List of Abbreviations and Glossary

- *ALL* Association for Language Learning. The major subject association for the teaching of Modern Foreign Languages in Great Britain. For further information, see: <http://www.languagelearn.co.uk>
- *AR* Action Research
- *BFC* Bilingual Foundation Course: the term used for describing the CLIL curriculum in Year 7 (the first year of secondary school education) at Hasland Hall Community School (called 'Collège du Parc' throughout this thesis), the locus of my research. Described in *Chapter 3*. For schemes of work, see *Appendix G*, for selected materials, see *Appendix E*, for examples of students' work, see *Appendix F*, see also: *EC*
- *BililBILI* Bilingual
- *BILD* Bilingual Integration of Languages and Disciplines: term used for geography, history and science PGCE (initial teacher training course) through the medium of French or German at the University of Nottingham/School of Education. For further information, see:
<http://www.nottingham.ac.uk/education/courses/euro.htm>;
<http://www.geocities.com/bildnott>
- *CASE* Cognitive Acceleration through Science Education: a set of activities for Science Education, designed to promote higher level thinking skills in Year 7 and 8 students (11-13 year old learners). For further information, see: <http://www.kcl.ac.uk/depsta/education/teaching/CASE.html>
- *CAT* Cognitive Ability Test: a series of numeracy and literacy tests done by English secondary schools at the beginning and the end of Year 7 (the first year of secondary school education) with 11-12 year old students in order to assess their abilities.
- *CLIL* Content and Language Integrated Learning: one of the terms currently used for describing content teaching through a foreign language
- *DES* Ministry of Education: Department of Education and Science

- *DfEE* Ministry of Education: Department for Education and Employment
- *DfES* Ministry of Education: Department for Education and Skills
- *ESL* English as a Second Language
- *EC* Foundation Course: the term used for describing the integrated Year 7 curriculum at the Collège du Parc. For further information, see *Chapter 3*, see also: BFC
- *EL* Foreign Languages
- *GCSE* General Certificate of Secondary Education: national exams for England and Wales taken in general in Year 11 (15-16 year old students) at the end of compulsory secondary school education. For further information, see: http://www.teachernet.gov.uk/Education_Overview/UK_Education_System/; http://www.teachernet.gov.uk/Education_Overview/UK_Education_System/examinations_and_qualifications/
- *ICT* Information and Communication Technology
- *MFL* Modern Foreign Languages
- *NC* National Curriculum: the term used for describing the national curricular framework for primary and secondary school education in England and Wales. For further information, see: <http://www.nc.uk.net/home.html>, <http://www.qca.org.uk>
- *NQT* Newly Qualified Teacher. For further information, see: <http://www.canteach.gov.uk/support/induction/>, http://www.teachernet.gov.uk/Professional_Development/opportunities/nqt/
- *Ofsted/OFSTED* Office for Standards in Education: the government inspection agency for all primary and secondary schools in England and Wales. For further information, see: <http://www.ofsted.gov.uk>, http://www.dfes.gov.uk/a-z/OFSTED_INSPECTIONS.html, and for a slightly different view, see: <http://members.tripod.com/ofsted/ofsted.html>
- *PGCE* Postgraduate Certificate in Education: term used for describing initial teacher training courses in England and Wales. For further information, see for example: <http://www.nottingham.ac.uk/education/courses/pgce.htm>

- *PSE* Pastoral and Social Education
- *RE* Religious Education
- *SEN* Special Educational Needs
- *SLA* Second Language Acquisition
- *SAT* Standard Achievement Test; tests taken at the end of Year 9 (at the age of 13-14) by all students in English and Welsh secondary schools in English, Maths and Science. For further information, see <http://www.schoolsworldwide.com/page.cfm?pageID=29> under 'National Curriculum'
- *SMT* Senior Management Team: the term generally used for describing the senior teachers in charge of running and managing English schools, consisting generally of one headteacher (principal) and 2-4 deputy headteachers depending on the size and structure of the school
- *TL* Target Language
- *7JD* name of other bilingual form at the Collège du Parc
- *7AT* name of other bilingual form at the Collège du Parc
- *7RW* name of my form/tutor group at the Collège du Parc

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Introduction

This thesis is a case study of my Bilingual Foundation Course (BFC) classroom conducted between September 1998 and July 2000 (For an overview of the BFC schemes of work and selected materials, see *Appendices E-G.*). My case study focuses on examining teacher-learner classroom interaction in terms of *support and challenges for CLIL*. (The exact meaning of these terms will evolve throughout this thesis, particularly in Chapter 3, Part 4.) My research is based on my diary writing (September 1998-July 2000), longitudinal focus group interviews with some of my learners (November 1999-June 2000) and one interview with the headteacher responsible for the creation and implementation of the BFC (May 2001).

During my research I have adapted van Lier's (1994, 1996) theory of practice paradigm in order to explore my own practice as a teacher-researcher. On the surface, van Lier offers a general framework for exploring my practice as a foreign language teacher-researcher with his three-tier classroom interaction model based on authenticity, awareness and autonomy. However, in my view, his theory of practice also has a series of shortcomings that I shall address.

Van Lier (1994: 6-7) describes his theory of practice:

It attempts to do justice to the practical character of pedagogy, and the complexity of decisions and influences that shape a practitioner's work inside and outside classrooms. This theory places classroom research in the center, but at the same time actively researches the relationships between one's own classroom and other classrooms, and between what is done in class to what happens elsewhere.
(van Lier, 1994: 6-7)

So far, van Lier points out a series of issues:

- The practical character of pedagogy,
- The complexity of decisions and influences shaping a practitioner's work,
- The relationship between one's classroom and other classrooms.

He argues further:

The theory of practice adds another dimension of research: critical research, which aims at understanding educational reality and improving students' circumstances from their academic prospects to their quality of life (transforming reality in other words).
(van Lier, 1994: 7)

He stresses the notions of 'critical research' and 'transforming reality' which he rephrases later as:

The only theory of practice that makes sense for a teacher/researcher is a critical theory of practice, for if transforming educational reality is not of interest to the teacher, then routinized, automated teaching is perfectly adequate, and research is unnecessary.
(van Lier, 1994: 8)

Again, the notions of 'criticality' and 'transforming educational reality' are crucial for the development of theory of practice and point at both the aim (transforming educational reality) and the process (critical research) for achieving the theory of practice outlined by van Lier. He developed his theory of practice model further specifically referring to foreign language classrooms:

To see the curriculum (and one's theory of practice) as a *project*, rather than as an objective body of knowledge that determines how practical syllabuses are drawn up, allows us as teachers to shift the focus away from an exclusive or excessive concern with the technical aspects of teaching, and towards a perspective in which the critical context of our work becomes central (without, of course, neglecting the technical side). In making this shift, teaching must acquire a research dimension in the sense advocated by Stenhouse (1975), and the implicit theories that we all have must be made explicit (Widdowson, 1990), so that they can be examined and developed.
(van Lier, 1996: 216)

Again, the notion of criticality is at the centre of van Lier's theory of practice. He claims that this can be achieved by adding a research dimension to teaching in order to make a teacher's implicit theories explicit. He thus summarises his theory of practice based on his triptic curriculum of awareness, autonomy and authenticity:

It has been my aim to present at one and the same time a highly theoretical (and philosophical) and an eminently practical view of the AAA curriculum, with the special purpose of showing how theory and practice, and ideals and reality, do not have to be mutually exclusive. I have not traced a detailed method, or a catalog [sic] of techniques, that

anyone might be able to master through diligent study and practice. Nor have I wished to suggest a new theory, model or movement that the reader can join or reject. Rather, it was my aim to suggest that as teachers we become aware and think for ourselves, as well as interact with our peers, for the purposes of developing our own curriculum, and becoming aware, autonomous, and authentic professionals. If we are committed to doing that, then it is likely that we will also foster the same qualities in our students.
(van Lier, 1996: 225)

In the above summary, van Lier remains rather vague in the aims of his theory of practice:

- It is not a distinct new model.
- It is not limited to one specific methodology.
- It is both theoretical and practical.
- It is addressed at teachers who want to research their practice critically in order to make their implicit theories explicit as a means to transform educational reality.

I have adapted van Lier's theory of practice to my needs and demands as a teacher-researcher. At the same time, I have also become aware of some its shortcomings (which I discuss further in Chapter 1, section 4.2):

- Van Lier seems to address teachers and wants teachers to question their practices via research in order to 'transform educational reality' (van Lier, 1994: 8). However, he does not specify what transforming educational reality might mean in practice or what it might lead to and how this can be achieved by teacher-researchers.
- Although he stresses that the classroom is part of a wider context, van Lier does not specify the connections between the classroom and the world outside the classroom.
- He also seems to apply his arguments about the need for criticality mainly to teachers. However, he claims to bridge the gap between theory and practice via research, which should also entail the questioning of researchers' criticality.

In order to examine these arguments further, I relate Bourdieu's theory of practice, referred to by van Lier, to his own arguments. In the translator's foreword, Bourdieu's *Outline of a Theory of Practice* (1977: vii) is presented as:

The *Outline*, a "reflection on scientific practice which will disconcert both those who reflect on the social sciences without practising them and those who practise them without reflecting on them", seeks to define the prerequisites for a truly scientific discourse about human behaviour, that is, an adequate theory of practice which must include a theory of scientific practice.
(Bourdieu, 1977: vii)

Bourdieu's theory of practice is aimed at developing a theory of scientific practice as opposed to van Lier's theory of practice that is meant as a theory of teacher's practices. At the same time, if van Lier (1994) argues for teaching to acquire a research dimension, his theory of practice should also aim at developing a theory of teachers' research or scientific practices. Bourdieu refers to understanding of scientific practice:

[...] in order to understand what practice is - and in particular the properties it owes to the fact that it unfolds in time - it is therefore necessary to know what science is - and in particular what is implied in the specific temporality of scientific practice.
(Bourdieu, 1977: 9)

I take Bourdieu's comments to mean that theory of practice does not just require a critical examination of practice, but equally a critical examination of theory and research in relation to (scientific) practice. Van Lier (1994, 1996) seems to limit his application of theory of practice to teachers' practices, but not to researchers' scientific practices which puts into question his key notions of criticality and transformation (and which I address particularly in Chapter 1, section 5).

In order to explore these questions I argue that developing my theory of practice involves a critical and explicit examination of both my roles as a teacher and as a researcher in order to achieve criticality in the description and further analysis of interaction in my BFC classroom. In general, this implies that the tension or gap that might be perceived between theory and practice is addressed and discussed as a

means to overcome this tension. I do this by discussing in Chapter 1 the tensions between my teacher and my researcher roles and by relating these to ways to achieve criticality as a teacher-researcher. In Chapter 2, I describe how I have put my theory of practice into research practice by applying a case study approach through diary writing and (focus group) interviews. These explicit discussions allow me then to relate theory and practice of CLIL classroom interaction in Chapter 3 by focusing on the tension between support and challenges for learning in my BFC classroom which I re-examine in Chapter 4. I conclude my thesis in Chapter 5 with a discussion of how my research findings about interaction in the BFC classroom might be applied to other foreign language classrooms. Equally, I reconsider in Chapter 5 van Lier's (1994) notion of 'transformation' in relation to the current situation regarding the teaching and learning of modern foreign languages in English secondary schools.

Chapter 1: Theory of Practice

1 Becoming a Teacher-Researcher

In this chapter, I position myself as teacher-researcher within my research. I describe my research as one possible means to develop a theory of practice focusing on creating a *support and challenges* framework for promoting classroom interaction in a foreign language in my BFC classroom. (I present this support and challenges framework in Chapter 3, particularly in Part 4.)

At the very beginning of both my research and teaching, I wrote the following note in my diary (For a discussion of the use and development of my diary, see Chapter 2, section 4.):

25.8.98

Mphil planning - qualitative research

Questionnaire for students

Reasons of the school for doing BFC course

Continually record students' progress via tape/video??

Feelings of the head, other staff involved - perhaps wait till up and running

I mention some of the research tools that I had in mind at the time in this diary entry: questionnaires for the learners, and audio- or videotaping students' progress. A few days later, I write as follows:

31.8.98

Research questions: How can I make sure to compare BILI and control group? How can I compare FL proficiency - only after 2nd FL has started with Bill group? - relevant initially in school year - why?

Possibly/Certainly useful: observing control groups

Research perspectives: It will probably be important to observe different lessons in BILI FC and control FC to make sure that I do not get too much involved in my role as a teacher of one of these classes.

In the above entry, I mention some additional research tools: classroom observations (both of BFC and of monolingual FC classes). I mention these tools in relation to beliefs about research that I had at the time, when I write that I need 'to make sure

that I do not get too much involved in my role as a teacher of one of these classes.' At the beginning of my research, I aim to maintain my 'objective' stance as a researcher, although I am one of the teachers in the BFC.

I also start the above diary entry with 'research questions', although I do not formulate any research questions, because I did not know what I was looking for at the time.

I do not address my positioning as teacher-researcher any further in my diary until almost a year later in August 1999. At the beginning of my research, I was a newly qualified teacher starting to teach in a highly innovative programme. As a teacher, being part of this newly established BFC required not only dealing with the daily demands of teaching, but also required the creation of a new curriculum in French and the accompanying materials for the learners (see *Appendices E-G*). As a researcher, I managed to maintain writing both my teacher and my researcher diaries. In my first year as a teacher-researcher, I kept two separate diaries - one as a researcher and one as a teacher. In the following year, I joined the two separate diaries into one as my teacher-researcher diary. I discuss the use and development of my diaries in Chapter 2 in section 4. Having these diaries allowed me to keep a record of my teaching and my research throughout the first year of teaching in the BFC. The next time, I specifically mention my 'research question' is more than a year later as a result of a meeting with one of my supervisors:

28.11.99

[...] On Friday, I had another tutorial with Do. [...] I know now that my PhD is about me and my class. I know vaguely my main research question (How far does bilingual education improve the students' thinking skills? And sub-questions) To be able to progress further now I need to look closely at how to continue with my reading. [...]

In comparison to the previous diary entries, I state clearly in this entry that my research is 'about me and my class.' I have given up the stance as an 'objective' researcher that I tried to adopt at the very beginning of my research as I could not maintain it as a teacher-researcher involved in the creation and running of the BFC.

Instead, I have come to recognise that I am part of my data and that I play a dual role as teacher and researcher. I also mention in the above diary entry for the first time a general research question. I add that in order 'to be able to progress further now I need to look closely at how to continue with my reading.' I am starting to focus my research more by aiming to relate theory ('my reading') and practice to each other. The link between my emerging or developing theories and my practice is further illustrated when I address the nature of my data in relation to my initial research question in another diary entry on 9* March 2000:

9.3.00

Something related to interviews/teaching/research/higher thinking skills: I wonder how far I limit myself to a psycho-linguistic instead of socio-linguistic field if I concentrate on cognitive skills? Also: how do I find evidence for these skills in the research tools/diaries, interviews, learner diaries and learning portfolio?

Instead I could concentrate on looking at 'different learning experiences' provided by bilingual teaching and learning.

All this comes originally from a question Kaye raised during our tutorial last week. She has got a critical point there ... but what are learning experiences and how far can I relate these to Higher Order Thinking as a socially mediated activity?

As a result of a discussion with my other supervisor, I address how far my data collection methods allow me to look at 'cognitive skills.' I start to rephrase my research question by examining the limitations of my by then established research tools. Although the refocusing of my research question in relation to my research tools leads to further questions ('What are learning experiences and how far can I relate these to Higher Order Thinking as a socially mediated activity?'), it is obvious that I am starting to relate models of instruction to my research and teaching.

A month later, I comment in my diary as follows:

7.4.00

[...]

After that, I'll go on reading van Lier to see how he uses classroom research as a basis for his theory of practice.

The above entry indicates that I aim to relate my classroom practice to classroom theory via classroom research. At the end of June 2000, I write a diary entry where I focus on the notion of 'reflection':

30.6.00

[...]

Another key aspect I need to sort out is how I use Schön's notion of reflection - the intriguing thing about Schön is that he doesn't use the jazz improvisation as an example of the use of metaphor - although I believe it offers itself for the illustration of metaphor - I need to develop this further and make it part of the discussion I have in my introduction.

Regarding the style I use I want it to reflect the use of jazz metaphor on a stylistic level - i.e. deliberate use of repetition, use of the same, but different schemata. [...]

I want every single bit of writing to be set up as a piece of jazz, i.e. starting from one tune - taking the tune apart - but still have the main tune in the background - divert without being diverted and ultimately going back to the main tune. Hopefully, I'll be able to achieve this!

Today, I need to look at the second section of my introduction in detail in order to develop this part of the introduction further [...].

In my diary entry, I mention Schön's notion of 'reflective practitioner' and the use of (jazz) metaphor for understanding and describing my roles as teacher-researcher. I locate myself further within my research through relating theories to my own practices as both teacher and researcher and by addressing in particular my use of the jazz metaphor (which I discuss in Chapter 2, section 3).

The previous diary entries (and the evolving use of my diary) illustrate a gradual process of change as teacher-researcher:

- After initially trying to be an 'objective' researcher, I adopt and accept my subjectivity as teacher-researcher.
- I aim to explore the relationship between theory and practice.
- I did not start my research with any clear research questions. Instead, these questions, issues or problems evolved and changed over time.
- Van Lier's (1994, 1996) theory of practice seemed to offer a model for linking theory and practice as a teacher-researcher in my BFC classroom.
- Reflection, and ways to reflect such as the use of a jazz metaphor were crucial for developing my theory of practice.

As a means to examine my theory of practice further I propose that:

- Theory of practice grows out of practice and out of theory.
- Practice, i.e. teaching, demands the teacher's time and attention. It does not always leave space for reflection about practice in relation to theory.
- The relationship between practice and theory is complex and requires time for focusing and making choices.
- Methodological tools for developing a theory of practice need to be considered both in relation to the teacher-researcher's philosophical framework and practical demands and constraints. These tools have to be both meaningful and pragmatic.
- Establishing meaningful and pragmatic tools for data collection for developing a theory of practice is an on-going process. It depends on personal choices made by the teacher-researcher and demands an awareness of their strengths and limitations.
- Since theory and practice seem to form an interdependent relationship, theory of practice needs to be meaningful and pragmatic for the individual teacher-researcher.

In order to illustrate the development of my theory of practice further, I examine my teacher-researcher roles by discussing related diary entries in the next section and develop the above propositions further at the end of section 2.

2 The Teacher as Researcher 'within a Theory of Practice

Teacher-researcher roles have been described in a variety of terms in the literature. Schön (1991) uses the term 'reflective practitioner.' Stenhouse (Rudduck and Hopkins, 1985; Rudduck, 1995) describes the 'teacher as researcher.' Van Lier (1994, 1996) and van Manen (1991) talk about 'teacher-researchers.' I use the term 'teacher-researcher' as I have adapted van Lier's (1994, 1996) model. In order to

explore my roles, I examine my development as a teacher-researcher through my diary entries written during the period of data collection, i.e. between August 1998 and July 2000.

On 7th September 1998, at the beginning of my teaching and research, I describe my feelings about my job as teacher-researcher in the following manner:

7.9.98

After the inset day [...] I feel very eager to start on 9.9 (Wednesday) - although I feel slightly confused and also nervous about how my first year of teaching in Bili FC is going to be.

At the moment, I feel a bit like a swimmer before a race, I'm ready, I'm in good shape, but nevertheless I'm nervous - worrying whether I could have a bad start, not swim well enough, could I have forgotten something really important. Also, I feel like starting in 3 different disciplines (Mphil, bili teacher, BILD-researcher) - all 3 of them feeding into each other, but nevertheless being very different in what they are asking me to do.

I wrote this diary entry two days before starting to teach in the BFC. At the time, I feel 'nervous' and 'confused'. I further describe my feelings by applying 'a swimmer before a race'-metaphor and point out that 'I feel like starting in three different disciplines.' In September 1998, I started my teaching career as a part-time NQT in the newly established BFC. At the same time, I took over another part-time occupation as 'BILD researcher,' i.e. as project manager for an EU-funded project aimed at developing materials for CLIL teacher training. And finally, I started a part-time MPhil degree based on my work as an NQT in the newly established BFC. All of these occupations were related to each other. The demands of these three occupations were however slightly different.

During my NQT-year in the BFC, I experienced some problems related to establishing myself as a new teacher as well as to do with creating teaching and learning materials required for successfully implementing the BFC curriculum with my BFC colleagues. During this year, I aimed to develop my research further. This proved to be difficult. Between September 1998 and July 1999, I used my diary as a means to record my perceptions of my own teaching in the BFC without knowing

exactly what I was looking for in my data collection. In March 1999, I had 'a brief chat' to my former PGCE-tutor:

17.3.99

P.S.: I had a brief chat to Thierry [my former PGCE-tutor] yesterday evening. He told me a few things about his research.

He suggested asking the students what they would like to learn about enabling the students by doing this to give them a 'voice' in what they are learning.

Although I did not ask my learners at the time about their interests, this conversation made me think about how I could include my learners more actively in my research. Also, as a result of this entry, I started to use my diary in a slightly different manner from before. Before, I recorded in my diary how I felt my teaching was progressing in the BFC and how I experienced discipline problems with some of my learners. However, I was not able to take my reflections about these problems further and look for possible solutions. About a month after the previous diary entry, I decided to use my diary for recording and solving problems:

16.4.99

I'm wondering about a number of issues at the moment:

- How can I create the calm working atmosphere I keep aiming for?
- How can I collect valuable data for my research when I keep having discipline problems in class?
- Action research: Where do I start with Action when I have so many different things going wrong in class?

I guess I have to select one issue to solve at the time, i.e. monitor the way students walk into class first, then go on to monitor and amend things like chatting, rude behaviour, use of French as classroom language etc.

I Start to adopt a systematic problem-solving approach. I write that I 'have to select one issue to solve at the time.' It has become clear to me that I cannot change established NQT-practice quickly, but that I have to address my classroom problems slowly, patiently and systematically. As a result of this insight, I come to use my diary for problem-solving purposes for some time in order to improve my practices as a teacher.

Related to my research, I ask myself an important question: 'How can I collect valuable data for my research when I keep having discipline problems in class?' The disruptions caused by some learners and my lack of experience in managing these learners could result in unsuccessful BFC lessons. Unsuccessful BFC lessons were not only frustrating in terms of teaching, but equally frustrating in terms of data collection as my research is based in its entirety on establishing the appropriate support and challenges framework for BFC classroom interaction (which I discuss in Chapter 3). Therefore, the relation between successful teaching and research is vital for me in order to develop my theory of practice. I further develop this relationship between theory and practice at the beginning of my second year of teaching:

14.9.99

[...]

I must admit that I find it difficult to 'reflect' when I'm in school mood ... although what does 'reflection' mean? How do I get onto a more abstract level in my thinking at the same time linking this to my teaching - I guess I am really writing about educational micro (classroom) and macro-cosms (research) that I need to bring together to make my research more than just anecdotal, to make my research valid for a bigger audience.

I believe I need to read more van Lier to be able to relate my classroom and research work. Regarding relating classroom and research work I need to think about how to set up my interviews with students in 7RW. What do I want to gain from these interviews? I want to get an insight into the students' thinking, in how they perceive the Bilingual Foundation Course.

Hopefully, the effects of these focus group interviews will be twofold:

1. Gain an insight into students' perceptions and gain information about what makes the students learn (motivation - why they learn/want to learn), how they perceive being taught mostly in a foreign language - all these data hopefully will inform me more directly for my PhD.
2. Understand better as a teacher what makes the students learn, what makes them progress etc.

Actually, 1 and 2 are similar (if not the same) - the only difference really is how I could use this kind of information for both my PhD and to inform me about my teaching. This is a very nice (and clear) example how both research and practice do benefit from each other.

In this diary entry, I describe my difficulties with relating theory and practice to each other. At the same time, my awareness of these difficulties illustrates that I relate theory and practice to each other. At the time of writing, I consider my practice as a teacher as a 'micro-cosm' in relation to the 'macro-cosm' of research. I also address the question of 'validity.' I consider 'validity' of my data collection in terms of being able to generalise from the data collected as a result of my teaching

in the BFC. I also mention for the first time the interviews as my second main source of data by addressing what I 'want to gain from these interviews.' I describe these gains as 'twofold', with the first 'gain' considered in relation to my research and the second 'gain' considered in relation to my practices as a teacher. Both 'gains' are related to each other, if not the same. On 20* September 1999, I relate my research, my search for theories and my teaching to each other in a slightly different manner:

20.9.99

To a certain extent, I am experiencing the day to day school routine with all its unforeseeable events/hiccups that make teaching so difficult (but also such a challenging profession) - this feeling is also very much reflected in 'Opening the Classroom Door' by Loughran and Northfield. In his diary, he describes exactly these kinds of events (fire alarm, administrative business) taking over from the actual teaching and the actual targets of teaching and learning such as foreign language learning, developing the students' cognition/intelligence, passing on important subject knowledge.
[...]

In this diary entry, I refer to a book that I was reading at the time: Loughran and Northfield's (1996) study of a science classroom which is also based on diary writing. I relate my difficulties as a teacher-researcher about the relationship between theory and practice to the experiences described by Loughran and Northfield. I continue to address the relation between theory and practice in the following diary entry:

28.9.99

So, there was quite a bit of learning I hope/I believe. I need to make sure to keep up the positive things happening in the classroom. I must remain friendly with all students to show them that I like working with them. Strange/Interesting how much in teaching and learning depends on good professional relations with the students. This is probably the most difficult part of the job - keep smiling, keep being motivated myself to be able to motivate others, be positive and dynamic to enable the students to be the same - in spite of their home circumstances or out of school pressures on them.

Perhaps, this kind of student-teacher relationship goes missing too much in much research literature making educational literature therefore seem irrelevant to (too many) teachers.

In this diary entry, I mention 'how much in teaching and learning depends on good professional relations with the students.' This statement might seem banal to any teacher. As a researcher this statement is crucial as it points at the importance of

teacher-learner relationships necessary for learning and in my case for research. In more general terms, this entry indicates how I aim to relate theory and practice more closely to each other in order to make sense of my dual roles as teacher-researcher by including 'this kind of student-teacher relationship' in my writing. In relation to the diary entries written in my first year of teaching, this entry also reveals a shift in attention. In my first year of teaching, I was very much preoccupied with my ways of behaving in the BFC classroom, whereas in my second year of teaching I focus my attention both on the learners and on myself in relation to the learners. This shift of focus is illustrated further in the diary entry written the following day:

29.9.99

On a similar level, I believe the 'cognitive challenge' is what is needed to keep the students' motivation. I guess I'm basing all my efforts on the belief that as a teacher I can 'make a difference' and on the belief that most students want to learn. [...]

These beliefs are probably what drives me to prove my thoughts in actual teaching the way I believe foreign languages should be taught. [...]

I guess the challenging element is also crucial in my research. Why should I accept a situation I'm not happy about? Why should I accept keeping students stupid if they are able to learn and increase their knowledge. ...

I mention here for the first time the term 'challenge' that I explore in detail in Chapters 3-4. This entry might indicate that I start to link theory and practice by relating the notion of 'cognitive challenge' to 'students' motivation.' At the time of writing this entry, I had developed some strong beliefs through combining my theoretical and practical thinking when mentioning the beliefs that 'drive me.' I explore the relationship between theory and practice further by combining theoretical and practical points:

4.10.99

In the meantime I've been reading Vygotsky, seems interesting, but I'm not sure how I can apply this to my research.

At the moment, I feel a bit trapped in the school's day to day business. How am I supposed to do any valid data collection when I'm bogged down by the usual classroom problems - students misbehaving, not doing their homework, not willing to learn. ... actually, most students are willing to learn, a few students are trying to get lazy, but I need to make sure that they do not get away with it. ... and I must make sure to remain calm, relaxed and in control of what is happening in class - only good quality of teaching and learning will allow

me to collect valuable research data - otherwise I'll get stuck with my research. So, my teaching and research aims of the week must be:

- Maintain high standard of teaching and learning,
- Maintain good classroom management,
- Be smiling and pleasant, dynamic and jiggy to pull students along.

... good research is not possible for me without good teaching. High quality teaching and learning is the key factor for high quality research.

I describe 'the school's day to day business' and react to it by setting myself 'teaching and research aims for the week.' At this point, I do not differentiate between teaching and research. I argue for these identical aims by adding that 'good research is not possible for me without good teaching.'

This entry also reveals why I am not focusing on my first year data. In my first year as teacher-researcher, I found it difficult to relate theory and practice to each other. However, in order to study my practice in my BFC classroom, I had to establish a link between theory and practice. I further reflect on my positioning as teacher-researcher in the following diary entry:

27.10.99

[...] I am very much aware that I am in a very privileged position as I am both a researcher and teacher to the same extent and can therefore argue strongly and legitimately from my own positioning [...]

I describe myself as being in a 'very privileged position as I am both a researcher and teacher.' My primary role in the BFC classroom was of course that of a teacher as becomes clear in the following entry:

3.11.99

[...]

The ending of the lesson was quite nice - with a brief, informal chat about who fancies who in 7RW and letting Nathalie go first as it was her birthday today.

Is this reflective practice what I'm doing via my diary? Where does my researcher role come in here? - in the analysis of my teaching and the students' learning. Where else?

I describe here the ending of a lesson and relate this to my dual roles of teacher-researcher. I mention the term 'reflective practice' in relation to my previous

writing and describe my 'researcher role' as feeding into my work through 'the analysis of my teaching and the students' learning' as a teacher-researcher.

It becomes clear that at the time of writing the above diary entry my teacher and researcher roles started to merge. However, it is equally important to point out that considering diary writing as 'analysis' is too simplistic. (I discuss the use of my diary in further detail in Chapter 2, section 4.) In general terms, keeping a record of my teaching via diary writing is merely a starting point for reflection that leads to 'analysis' and relates back to my practice/s as a teacher. Understood in this sense, I consider 'analysis' as a constant moving between theory and practice as Grundy (1987) seems to suggest.

In the above diary entry, I relate 'analysis' to 'reflective practice'. Reflective practice enables the interplay between theory and practice, and leads to 'demystification' (Schön, 1991: 289) of practice:

But demystification of professional knowledge may have two quite different meanings. It may consist in treating professional knowledge as the emperor's new clothes; or it may mean that professionals do know something worth knowing, a limited something that is inherently desirable and, at least in some measure, understandable by others. [...] And in this [second] sense, demystification is [...] a bid to undertake the often arduous task of opening it [the practitioner's claims to knowledge] up to inquiry. [...] Unreflective practitioners are equally limited and destructive whether they label themselves as professionals or counter-professionals.
(Schön, 1991: 289-290)

I understand 'analysis' referred to in my diary entry as reflective practice, which in turn allows for a gradual process of 'demystification'. In this sense, demystification applies to both the teacher and the researcher, as I have pointed out in the Introduction when arguing for the development of teachers' research practices as part of a theory of practice. Reflective practice as demystification also requires tools that demystify or promote 'uncovering'. I discuss these tools in Chapter 2, and in particular in section 3.

Within my theory of practice, I consider reflective practice as applicable to both theory and practice. I address the role of theory in the following diary entry where I attempt to relate various emerging strands of my research to each other:

5.11.99

[...] I feel that things start to fall into place, i.e. I start to make connections between various readings. Key elements are at the moment:

- Life history
- Story telling
- Empowerment
- Dewey on reflection
- Schön 'reflection in action' and myself positioning my research within his framework
- Vygotsky applied to both reflection and applied linguistics
- Adorno - critical theory/Frankfurt School and dialectical approach to reflective practice (Luwisch)
- Linking Adorno and Vygotsky
- Metaphors and critical school

I feel quite pleased about the work I have done - I still have a long way to go, but finally I seem to be able to make connections between various bits of reading regarding both philosophical and more practical issues, as well as my teaching. Research is valid and teaching is a valid triangulation of research.

I list a series of 'key elements' in the above diary entry. At the time of writing, I hoped to explore all of these strands. Of course, this is impossible. However, the writing of this entry hints at the reflective process that I was going through at the time. I also address the relationship between theory and research by starting from research as 'valid.' I go on to consider teaching as 'a valid triangulation of research.' Strictly speaking, 'triangulation' is the wrong term as I do not systematically triangulate my data. However, in my case, successful teaching is both the condition and the outcome of my research: my research supports my teaching and my teaching supports my research.

I concluded the previous section by describing theory of practice as growing both out of practice and out of theory by characterising it as meaningful and pragmatic. In this section, these general features can be complemented as follows:

- Theory of practice shares features of Action Research.
- Theory of practice requires the teacher-researcher to establish meaningful links between teaching practices and teaching and learning theories.

- This link is established through classroom (-based) research.
- Theory of practice aims at promoting both teaching and learning theories.
- Theory of practice affects both the improvement of practice and theory building out of practice.
- Theory of practice is both personal and general.

So far, I have developed the key features of my theory of practice by focusing mainly on my roles of teacher (-researcher). In the following section, I develop my theory of practice further by examining my roles as researcher (-teacher) and re-discuss general features of my theory of practice in section 4.

3 The Researcher as Teacher within a Theory of Practice

As a researcher, I also started in my second year of data collection to discuss my research with the research community that I became a part of. After a presentation to research students and staff, I commented as follows:

9.12.99

Presentation to research students and research staff:

My presentation went relatively well. [...] Some key issues that I have become aware of through students' and staff's comments are:

- Need to narrow down my perspective again,
- Need to establish validity and triangulation processes (via quantitative data? Via comparative interviews with non-bilingual groups? - not sure how to do this!!)
- Need to be more careful with the use of some educational terminology, e.g. 'empowerment'.
- Need to define 'thinking skills' - what are thinking skills - can I base my own definition of thinking skills on CASE terminology [...]

I did this presentation based on my limited experience as a researcher at the time. As a result of my colleagues' comments, I mention once again 'triangulation' and 'validity'. As I have explained in section 2, I have opted for a contextual analysis of my data and against using formalised triangulation processes as my research informs

my teaching and vice versa. Due to this positioning, triangulating my practice in my BFC classroom would have been difficult and highly biased. Instead, I discuss this positioning of myself as teacher-researcher openly when I write as follows:

2.1.00

I now need to try to work out the differences between AR [Action Research] and ethnography - this will be crucial for the development of my philosophical framework as I need to position myself or my research in this regard.

Before doing this, I will have (or I ought to?) finish the transcript of the last focus group interview I did to have this out of the way.

Perhaps, the most difficult thing about the PhD- and school work is that it is so complex, i.e. working on different levels and working on different strands of the PhD all the time.

I guess I'll need to prioritise the things I need to do:

- i) finish transcript,
- ii) look at AR -ethnography and where I am
- iii) look at interface AR-Vygotsky-2nd language acquisition,
- iv) try to define thinking skills,
- v) plan for the next set of interviews,
- vi) try to define bilingual teaching and learning,
- vii) redo outline of PhD-framework,
- viii) get on with various strands of PhD-reading.

I point out in this entry the need for positioning myself and my research within 'my philosophical framework.' This is also reflected in my description of the 'different levels' and 'different strands' of my teaching and research. In the following entry, I continue to position myself as teacher-researcher when addressing ethnography and Action Research:

4.1.00 [...]

Regarding my teaching and the students' learning I'm wondering where ethnography and AR fit in - I feel I'm in both camps: AR being what I do to a certain extent through keeping this diary and ethnography being me as a researcher, i.e. taking a step back and looking at my classroom practice from outside or as a participant observer ... which is again me shifting back inside. I don't feel that I need to belong distinctly to one of the 2 schools as there is a considerable overlap. However, I guess I need to be clear about what the overlapping elements are and where I'm moving between these 2 paradigms.

I feel I ought to approach the distinction between AR and ethnography from my own positioning as a researcher who is a teacher at the same time and who observes his own teaching. This could be the clue to further sort out my theoretical research framework by starting from my own practice as both a teacher and researcher.

I explore my positioning as a teacher-researcher here by considering my classroom actions as both teacher and researcher. These teacher-researcher roles are complex and difficult to maintain at all times as is illustrated in the following diary entry:

20.3.00 (morning before school)

I feel that I'm not very good at keeping my diary at the moment. Although I have a lot of things to write about, but then I always feel I have more immediately important things to do. I have to write tonight though in order to keep track of how I am progressing/if I am progressing both in my teaching and research.

20.3.00 (evening)

What a strange day! John [...] doesn't seem to be willing to cooperate at all in any form with me or Léonie [my head of department]. I am quite disgusted with his behaviour (spitting chewing gum at Caroline) and find it quite difficult to be positive about things in general.

Regarding my researcher-teacher roles I guess I am once again stuck in this role of teacher having to deal with all kinds of minor discipline problems.

At certain points during my data collection, I was more of a teacher than a researcher. For example, I had to fulfil my pastoral duties by dealing with incidents as the one described above. These incidents point at the context in which I conducted my research: a classroom where the learners learn non-linguistic content through French, but also a classroom with its occasional problems. I go on to address the relationship between teaching and research in my classroom context in the following entry:

27.03.00

I must admit I find it slightly difficult to see the relation between theory and practice or research and teaching, but that's due to the fact that my research only becomes relevant via good and varied teaching. The bell has just gone. I'm seeing two students; therefore I must stop.

Reflecting about the relation between theory and practice I point out once again that 'my research only becomes relevant via good and varied teaching': the question of validity seems to resolve itself by having BFC lessons that allow for theorising about learning content in a foreign language. I further address my roles as teacher and researcher a day later:

28.3.00

If I look at my own planning I seem to have become a lot more systematic and realistic about what I can achieve and also about how to make content accessible in French, I believe at this early level the clue is to keep the language extremely controlled and organised, but also with room for extending the more able students.

What am I at the moment? Researcher or teacher? I guess I'm a bit of both all the time by now - with the focus shifting from my researcher to my teacher role as I feel I need to.

My research is informing me about my teaching and my teaching is informing me about my research.

By now, it becomes clear that I cannot differentiate between my teacher-researcher roles. Due to my research being a case study of my BFC classroom, it would be absurd to attempt a clear-cut distinction between the two roles as I am 'a bit of both all the time.' Describing rather vaguely how I shift between the two roles points at the different demands on me as a teacher and as a researcher. However, as I stress once again 'my research is informing me about my teaching and my teaching is informing me about my research.'

So far, I have mainly looked at my teacher-researcher roles from the perspective of how far my teaching informs me about my research. The reflective process as teacher-researcher also works the other way round: My research informs me about my teaching.

17.4.00

I wonder how relevant my research really is for my teaching. It certainly makes me reflect more about how and what I teach, but does the construction of theory via a PhD really move foreign language learning and teaching forward? Ultimately, I'd need to be able to apply my findings in various settings - is research a valid option for doing this at all?

I Stress here how my research forces me to 'reflect more about how and what I teach.' I go on in the same entry to question the impact of my research by describing the process as the 'construction of theory.' The answer to this question might be in the question itself by considering the construction of theory as a means for understanding what might not be understood as clearly otherwise. Of course, the application of findings in other classrooms would further contribute to the validation of my theories that I have developed through my research. However, this validation process goes far beyond the realms of this particular piece of research.

In the previous sections, I have examined my development as teacher-researcher between September 1998 and June 2000. Understanding my positioning in my research is necessary as I was an integral part of the data collection process: I

started both as an NQT and as a new, inexperienced researcher in the BFC. Initially, I tried to keep my teacher and researcher roles separate. Due to my positioning within the research (and also due to the practical limitations of data collection whilst teaching) I joined the two roles being more of one than the other according to my needs. This combination of roles has allowed me to reflect both on my researcher and on my teacher roles in relation to each other. In the following section, I present general features of my theory of practice.

4 Key Features of My Theory of Practice

In the previous sections, I have discussed my development as teacher-researcher as a means to identify key features of my theory of practice:

- It is meaningful and pragmatic in relation to my roles as teacher-researcher.
- It is both personal in relation to my teaching and my research into teaching and general by linking my teaching to teaching and learning theories.

These characteristics also imply that:

- Theory is examined critically in relation to practice.
- Practice is examined critically in relation to theory.
- The teacher-researcher is aware of his/her positioning within the research and discusses these roles openly.
- The teacher-researcher has changing roles according to the demands as teacher and as researcher.
- New theory is constructed carefully based on practice. This means that claims to knowledge may be small, but established through practice.

So far, my theory of practice has emerged based on the examination of my roles as teacher-researcher. In order to discuss my theory of practice in more detail, I relate

it in the following sections to some of the related literature focusing on the role of the self within research and van Lier's (1994, 1996) theory of practice.

4.1 Becoming a Critical Teacher-Researcher

I position myself visibly within my research due to having conducted my case study as a teacher-researcher. Griffiths (1995: 75) argues as follows for the validity of personal professional experiences:

Yes! Trust me! Your own experience is a valid part of your own knowledge, as long as it is subject to critical appraisal. And, anyway, it is your *own* understandings and practices that you are trying to improve.
(Griffiths, 1995: 75)

Griffiths describes the improvement of understanding and practices in relation to widening personal professional knowledge. This process of 'improvement' starting from the 'self' is 'valid' as long as it is 'critical.' Therefore, improving my own practices and understandings implies improving both theory and practice of CLIL in general terms as soon as my writing becomes the subject of public or semi-public scrutiny. Self-knowledge constitutes a starting point for the case study research that I have conducted in my CLIL classroom. Being part of the research process as a teacher-researcher also implies that I cannot position myself within a 'traditional epistemology.' Griffiths (1995: 79) describes 'challenges to traditional epistemology' within the context of Action-Research approaches:

Action-research approaches are part of a range of challenges to traditional epistemology which have become increasingly outspoken and confident. By 'traditional epistemology' I refer to the tradition which springs from Descartes, Locke, Hume and Kant, and their fascination with the possibility of certainty and objectivity. Challenges to the tradition are part of a general philosophical move away from the hope of Newtonian causal precision, i.e. away from a reliance on an objectivity, derived from direct experience and reason, which will produce universal truths.
(Griffiths, 1995: 79)

Griffiths argues for research approaches that allow for the researcher to be part of the research process. One way to achieve this 'visibility' of the researcher is 'reflective writing', which she describes as follows:

Reflective writing which uses personal experience is a refinement of journal writing, in that it requires a further degree of abstract and theoretical organisation. The resulting dialectic between abstract or theoretical reflection and personal experience is to be contrasted with traditional academic theorising, in which no mention - let alone use - is made of personal experience.
(Griffiths, 1995: 77)

'Personal experience' constitutes a key part of my research since I have conducted my research as teacher-researcher in my classroom focusing on my own and my learners' perceptions of teaching and learning in CLIL. Griffiths (1995: 77) suggests reflective writing (which I discuss in Chapter 2, section 4) as a means to record personal experience, which results in a 'dialectic between abstract or theoretical reflection and personal experience.' She seems to argue that reflective writing leads necessarily to a form of theorising different from 'traditional academic theorising.' I have pointed out in sections 2 and 3 the tensions between my teacher-researcher roles and my related difficulties to link theory and practice in a meaningful way. Therefore, I argue that (reflective) writing may not necessarily bridge the 'gap' between theory and practice and instead may even reinforce it. Reflective writing as a record of personal experience is only a first step towards the dialectic outlined by Griffiths. In order to become a critical teacher-researcher, I reconsider Griffith's 'dialectic' as a perpetual movement between theory and practice: Theory informs practice and vice versa, and may lead to the production of new theory, as I have argued at the beginning of section 4. (I illustrate this movement between theory and practice further in Chapter 3 where I relate my research data to the relevant literature.) In general, I propose that my theorising stems from a concern about and interest in CLIL practice. I have therefore come to adapt van Lier's theory of practice model to my needs and demands as a teacher-researcher as already pointed out in the Introduction chapter. I discuss the development of my theory of practice in relation to van Lier's in the following section.

4.2 Developing my Theory of Practice as Teacher-Researcher

Van Lier argues for the development of a theory of practice of teaching and learning as follows:

The classroom does not exist in a vacuum. It is located in an institution, a society, and a culture. What happens in the classroom is in part determined by forces from the outside. That means that teacher research cannot be confined to classroom research, but must be educational research in the widest sense. Successful educational transformation is not possible if teacher research does not (eventually) move beyond the classroom to examine the constraints and resources society provides.
(van Lier, 1994: 9)

Van Lier (1994: 9) locates his theory of practice of foreign language learning and teaching in its wider context by describing the classroom as 'located in an institution, a society and a culture.' However, he does not discuss what his understanding of the classroom in relation to institution, society and culture is and how teacher research can move beyond the classroom to make 'successful educational transformation' possible. It is also not clear what van Lier means by 'educational transformation.' In relation to classroom research, van Lier is somewhat more specific when he describes the role of the teacher as classroom researcher in general terms:

Teachers need to research how interaction works between teacher and student, student and student, parent and teacher, teacher and principal, and so on. After all, knowledge is established through interaction (Gadamer, 1975; Habermas, 1984), and change must be brought about through interaction. So, unless teachers understand the world of discourse within which they interact as teachers, transformation will be impossible.
(van Lier, 1994: 9)

Van Lier outlines a general description of the research areas that teachers need to explore for developing a theory of practice by stressing the need for research into interaction. He does not specify what kind of interaction needs to be examined by the teacher-researcher which could be either interpreted as openness of his model or as a lack of focus in his theory of practice. In order to avoid the pitfalls of van Lier's model, I have chosen to examine issues of *support and challenges* that seem

to be specific in my BFC classroom between myself as teacher-researcher and my learners. (I discuss *support and challenges* in Chapter 3, Part 4.) In order to look at support and challenges I locate my specific theory of practice within interactionist foreign language learning theory which I discuss in Chapters 3-4. Van Lier (1994: 9) proposes research into interaction as a means to develop a theory of practice. He also argues that this research leads to transformation. He does not specify his understanding of transformation. Taking into account that I was researching my own practice/s as a teacher-researcher, I argue at this point that transformation might need to be rephrased in my research context as change or reconsideration of my practice/s as a teacher-researcher that might not lead to transformation on a grand scale, as van Lier seems to suggest. I revisit this argument in Chapter 2 (section 9) as well as in Chapters 4 and 5.

Griffiths (1995) argues for the 'self as a starting point for research. Van Lier (1994) argues equally for the teacher as researcher as a means for change. Both authors stress the need for teacher-research to be the subject of critical appraisal. Van Lier sums up his theory of practice model by relating the notions of 'criticism' and 'responsibility' to each other as follows:

The theory of practice means taking responsibility for the professional actions one engages in, and being prepared to defend them against criticism.
(van Lier, 1994: 10)

Van Lier's notion of 'responsibility' remains rather vague at this point. Also, he does not refer to ways to foster the 'responsibility for the professional actions one engages in.' At the same time, his mentioning of 'being prepared to defend them [one's professional actions] against criticism' hints at ways to achieve professional responsibility. Linking the notion of criticism to Griffiths's (1995) previous argument about trust in one's own actions allows me to develop this argument further.

In order to be able to defend my professional actions against criticism, the criticism of my professional actions as teacher-researcher needs to start with myself aiming to criticise my classroom actions. In general terms, 'being prepared to defend them [my professional actions as teacher-researcher] against criticism' (van Lier, 1994: 10) presupposes for the teacher-researcher to develop and aim for criticality during the research process itself.

Van Lier (1994) has already hinted at his theory of practice being embedded in classroom practice. If the role of teacher-researcher within his theory of practice is to be taken seriously, this also entails that both my actions as a teacher and as a researcher need to be examined critically. Critical examination starts with my practice informing my theorising and my theorising informing my practice. Developing this argument further, it is not sufficient to consider the embeddedness of the teacher within a larger context as van Lier (1994) does. It is also necessary to consider the role of the researcher within the same context. In order to explore these teacher-researcher roles further as part of the development of a critical theory of practice, I relate my theory of practice to criticality in the following section.

5 Theory of Practice and Criticality

Van Lier (1994, 1996) argues for the development of a theory of practice out of practice. Pring (2000: 127) further reinforces this argument for educational theory being embedded in practice as follows:

Therefore to attempt to think about a practice, including an educational practice, as though it is devoid of theory would seem to create an unreal dualism. No practice stands outside a theoretical framework - that is, a framework of interconnected beliefs about the world, human beings and the values worth pursuing, which could be expressed propositionally and subjected to critical analysis. To examine practice requires articulating those beliefs and understanding and exposing them to criticism. Such a critique could be pursued in the light of evidence, or conceptual clarification, or the underlying values.
(Pring, 2000: 127)

Pring (2000: 127) stresses a similar point to van Lier (1994, 1996) and Griffiths (1995): the notion of criticism of one's practices. In order for theorising based on classroom practice to be 'valid' it needs to be critical. Van Lier (1994: 7) discusses the importance of 'critical research' within a theory of practice as follows:

The theory of practice adds another dimension of research: critical research, which aims at understanding educational reality and improving students' circumstances from their academic prospects to their quality of life (transforming reality, in other words).
(van Lier, 1994: 7)

He describes the aims of critical research as twofold:

- Understanding educational reality,
- Improving students' circumstances.

Van Lier's dual aims of a theory of practice indicate the complex and problematic nature of theory of practice. As a teacher-researcher conducting a case-study of my classroom 1 can solely aim at understanding my own and my learners' classroom practices. Van Lier's aim of 'improving students' circumstances' also needs to be limited to my classroom - if it is applicable at all. My data only indicate how far my teaching may have affected individuals' learning in our classroom, not if or how actions as a teacher may have (or may not have) improved 'students' circumstances.'

Van Lier sums up the aims of his theory of practice with 'transforming reality.' The use of terms such as 'transforming reality' uncovers the flaws of his theory of practice model: Although he claims to offer a research model that allows for the successful combination of theory and practice, through imprecise and grand claims such as 'transforming reality' he devalues his own arguments, because he fails to explain his understanding of 'transforming reality' even if he relates it vaguely to critical theory:

The only theory of practice that makes sense for a teacher/researcher is a critical theory of practice, for if transforming educational reality is not of interest to the teacher, then routinized, automated teaching is perfectly adequate, and research is unnecessary.
(van Lier, 1994: 8)

Van Lier (1994: 8) argues for the development of a theory of practice as a 'critical theory.' It is not entirely clear, if he refers to any theory that is critical or if he refers to Critical Theory. Van Lier claims to promote a 'critical theory of practice', because 'transforming educational reality' should be of interest to the teacher. Of course, van Lier's writing is thought-provoking, but because of its grand and vague claims it is also flawed. In order to address these problems, I argue that the development of theory of practice as a teacher-researcher has to start from the teacher-researcher's positioning within the research. This implies that the teacher makes certain choices within the classroom, and the researcher makes certain choices according to the belief systems that he/she wants to adopt for his or her own needs. I have chosen to locate my theory of practice within a Critical Realist framework as it allows me to view my classroom as 'structured, differentiated and changing.' (Bhaskar, 1989: 2) Bhaskar (1989: 2) describes this Critical Realist view of the world further:

The scientific, transcendental and critical realism which I have expounded conceives the world as being structured, differentiated and changing. It is opposed to empiricism, pragmatism and idealism alike. Critical realists do not deny the reality of events and discourses; on the contrary, they insist upon them.
(Bhaskar, 1989: 2)

Bhaskar goes on to develop his concept of critical realism:

Realists argue for an understanding of the relationship between social structures and human agency that is based on a *transformational* conception of social activity, and which avoids both voluntarism and reification. At the same time, they advance an understanding of the social as essentially consisting in or depending upon *relations*.
(Bhaskar, 1989: 3)

Bhaskar (1989: 3) stresses the understanding of the social as 'consisting in or depending upon *relations*.' Relating this outline of critical realism to my aim of developing my theory of practice I have come to adopt this perspective since my aim

is to explore interaction between myself as a teacher and my learners. This positioning as teacher-researcher within my research also implies that my production of knowledge is itself a social process:

The production of knowledge is itself a social process and one in which language is deeply embedded. However, knowledge cannot be reduced to its sociological determinants of production. Truth is relative to be sure but there is still both truth and error (as well as lies!).

(Lopez and Potter, 2001: 9)

Also, as Lopez and Potter stress, 'tmth' is relative: the truths that I present in my research are themselves both part and outcome of my positioning as teacher-researcher. My 'tmths' have emerged from the 'things' that I have identified in my data. Lopez and Potter refer to these 'things':

'Things' may be powers, mechanisms, characteristics, or sets of relations. Things possess characteristics which have tendencies to interact in particular ways with other things. It is the business of science to attempt to discern the nature of things, to identify their characteristics and tendencies of interaction. Such interaction is not invariant. Scientific laws therefore, are much better understood as *tendencies*. They are no mere generalisation of empirically observed invariance (constant conjunctures of events) to the universe at large. Rather they are explanations of causal mechanisms, descriptions of the characteristics of the interaction of particular kinds of 'things'.

The 'transcendental realist' answer to the question 'what must the nature of reality be like in order for science to be intelligible' is thus that reality must be ordered and structured; *not* that events must be invariant.

(Lopez and Potter, 2001: 11-12)

'Things' as interacting with each other also imply interaction between actors. Applied to my research, this means that the teacher-researcher and the learners interact with each other in the BFC classroom setting: Interaction about 'things' suggests interaction between human actors who are both affected by 'things' and affect 'things'. Therefore, 'things' in my research are not only the 'tendencies' or 'mechanisms' mentioned by Lopez and Potter (2001: 11-12). 'Things' are also my beliefs, theories and ways of conducting my research. One of these beliefs is that my theory of practice model adapted from van Lier (1994, 1996) is a valid way for conducting my classroom research as teacher-researcher which I illustrate in the following section.

6 Conducting Classroom Research for Developing my Theory of Practice

Classroom research can be conducted in a variety of ways and from a variety of perspectives. Van Lier (1996: 31) sums up the complexities of classroom research:

The classroom is both the easiest and the most difficult place for the teacher to do research. It is the easiest place because it is the main place of work, because whatever happens there can have the most impact on learning, because the 'subjects' of research - teacher, students, aides, and perhaps occasional others - are naturally gathered there, and, most importantly perhaps, because it is the one place where the teacher appears to have a reasonable degree of power, autonomy, and the opportunity to make meaningful changes.

It is also the most difficult place to do research, because the teacher is so busy there that there hardly seems time or opportunity to focus simultaneously on teaching *and* on the complex demands of research.

(van Lier, 1996: 31)

Van Lier (1996: 31) focuses on potential difficulties with conducting classroom research as a teacher-researcher. At the same time, the benefits of teacher-researcher classroom research for developing a theory of practice outweigh its potential difficulties when considering its outcomes:

Rather, it was my aim to suggest that as teachers, we become aware and think for ourselves, as well as interact with our peers, for the purposes of developing our own curriculum, and becoming aware, autonomous, and authentic professionals. If we are committed to doing that, then it is likely that we will also foster the same qualities in our students.

(van Lier, 1996: 225)

It is not entirely clear what van Lier's understanding of 'curriculum', and of 'aware, autonomous and authentic professionals' is. I interpret his comments as a means to develop as a teacher-researcher my thinking about classroom interaction for teaching and learning.

Developing my theory of practice requires a methodology for collecting research data - otherwise, it would remain a theoretical model. Van Lier (1994, 1996) does not offer detailed methodological guidance. This points at the methodological openness of a theory of practice as it relies on the teacher conducting classroom

research: the teacher-researcher chooses research methods that are meaningful in the specific setting and that allow for the development of criticality. For conducting my research, I have used research tools drawn from qualitative (Denzin and Lincoln, 2000; Marshall and Rossman, 1989; Maykut and Morehouse, 1994; Woods, 1996) and from Action Research (Ackland, 1999; Barth, 1990; Bush, 2000; Carr, 1995; Carr and Kemmis, 1986; Chandler, 1999; Contreras and Gerrardo, 2000; Dickson and Green, 2001; Freeman, 1998; Gallas, 1999; Ginns *et al*, 2001; Griffiths, 1998; Herr, 1999; Hinchey *et al*, 1999; Hollingsworth, 1997; Hopkins, 1993; Hustler *et al*, 1986; Lederman and Niess, 1997; Lewin, 1948; McHardy, 1996; McKernan, 1991; McNiff, 1988; Onel, 1997; Power and Hubbard, 1999; Raphael *et al*, 1999; Simmons *et al*, 1999; Wallace, 1998; Waters, 1999; Weston, 1998; Zéphir, 2000). I have made these methodological choices as a means to ensure criticality as a teacher-researcher.

So far, I have discussed how I came to adapt van Lier's theory of practice and how his model is both inspiring and problematic. By extending van Lier's model I am developing my theory of practice of CLIL classroom interaction. I consider the following aspects of van Lier's model as relevant:

- Van Lier's (1994, 1996) theory of practice model focuses on interaction by considering the curriculum in relation to awareness, authenticity and autonomy.
- He considers interaction as well as awareness, authenticity and autonomy in very broad terms.
- The openness of his model provides a general structure for my research. At the same time, his model is too general to be applicable as a means to develop a theory of practice of CLIL classroom interaction in my research context.

In order to avoid the pitfalls of van Lier's model, I have chosen to focus on the description and analysis of teacher and learner perceptions of CLIL classroom interaction. This focus allows me to consider CLIL classroom interaction not as a means 'to replicate "genuine" or "natural" [...] communication' (Seedhouse, 1997: 16) as suggested by communicative approaches. Instead, I consider CLIL classroom

interaction as a particular variety of classroom discourse that aims at developing learners' foreign language skills through establishing the support and challenges framework that I discuss in Chapters 3-4.

7 Risk-taking as a Teacher-Researcher: Developing my Theory of Practice

In the previous sections, I have illustrated how my teacher-researcher roles have developed throughout my research. I have identified how I have been inspired by van Lier's (1994, 1996) theory of practice model for examining interaction in my BFC classroom and have illustrated the flaws in his model.

My critique of van Lier's theory of practice has involved taking considerable risks in order to adapt his model to my teacher-researcher needs. This also reflects in general the risks that I have taken as teacher-researcher for developing my theory of practice. The notion of risk is discussed in the social sciences, predominantly in sociology (for example, Beck, 1992; Douglas and Wildavsky, 1982; Douglas, 1992; Giddens, 1990, 1991, 1993; Giddens and Pierson, 1998; Luhmann, 1993; Lupton, 1999; Melucci, 1996). In educational research, it is mentioned in school improvement literature (Hargreaves, 1998; Jeffrey and Woods, 1996) and particularly in Adventure Education (Beedie, 1994; Gair, 1997; Miles and Priest, 1999; Mortiock, 1984). Discussing my risk-taking in relation to these research areas is not appropriate since my risk-taking was largely personal and has not been the subject of systematic inquiry. Therefore, I discuss my risk-taking in relation to my development as teacher-researcher.

As a teacher, I took considerable risks by working as a newly qualified foreign language teacher in the newly created Bilingual Foundation Course:

- The BFC was created and implemented by the school's headteacher.

- As an NQT, I started teaching in the BFC together with two other NQTs.
- We were supported by the Senior Management Team and experienced teachers in the FC. However, none of us had any previous experience of CLIL.
- Most of the resources and materials for delivering the BFC curriculum had to be created based on existing FC materials or from scratch.
- As an NQT, I also experienced some classroom management problems.

As a researcher, I also took considerable risks:

- At the outset of my research, I was a novice researcher.
- ✓ I had no knowledge about research methods or data collection processes and possibilities.
- I had only a fairly limited understanding of foreign language research.
- I did not begin my research with a series of research questions, but my support and challenges framework (discussed in Chapter 3, Part 4) emerged gradually.

As a teacher-researcher, I took considerable risks by attempting to combine my roles of teacher and researcher. This involved combining my teaching and my research, attempting to find a research focus and be willing and able to re-adjust my research focus in relation to my practice and generate theories from the data collected whilst teaching.

All of these risks taken as teacher, researcher and teacher-researcher required me to be self-critical and reflective in the development of my theory of practice. This process of self-critique and reflection has led me to consider my theory of practice as pragmatic, meaningful and focused:

- I understand pragmatic as achievable in terms of time planning in relation to my dual roles as teacher-researcher. For example, as a teacher in the BFC, I had to plan my lessons, develop BFC materials and resources, establish a new curriculum with my colleagues whilst also being a form tutor, running a chess club and a German club at lunchtimes and collect research data as a researcher.
- I consider meaningful as aiming to collect data and to develop my theories in relation to my teaching.

- I understand focused as specific in relation to my classroom practices and my research interests.

These key features of my theory of practice are reflected in the choice of research methods that I have employed during the data collection period. I discuss these in the following chapter.

Chapter 2: Theory of Practice in Practice

1 Introduction

In this chapter, I describe the tools that I have used for exploring the theory of practice outlined in the previous chapter. I describe these methodological tools by relating diary entries written during the data collection period to the relevant literature.

I have previously identified the need for a theory of practice to be meaningful and pragmatic. These principles also apply for conducting theory of practice research since the researcher selects (and possibly adjusts) what he/she considers as meaningful for developing a theory of practice and since the teacher-researcher needs to be pragmatic in his/her use of time as he/she fulfils a dual role during the research process. These two key features of meaningful and pragmatic are reflected in my choice of research methodology: I have conducted my research as a case-study of my classroom between September 1998 and July 2000. I have collected most of my data whilst teaching by keeping a teacher-researcher diary from September 1998 until July 2000 and by conducting two-weekly focus group interviews with two groups of my learners between November 1999 and June 2000. In addition, I have conducted one additional interview with the former headteacher on 25th May 2001.

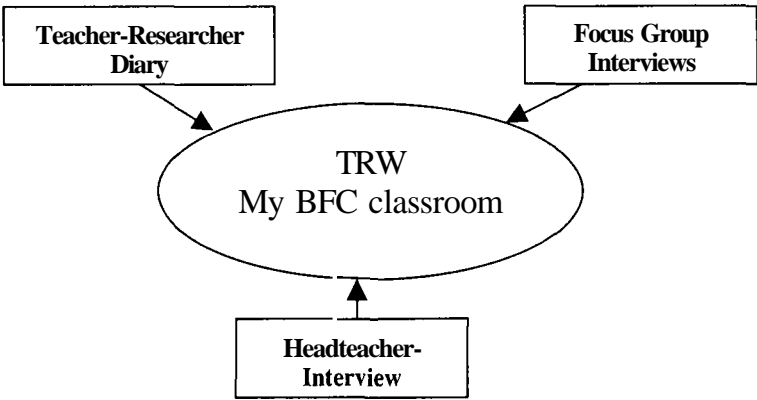


Figure 1: Methodological tools for developing my theory of practice of CLIL classroom interaction

I present an overview of my research tools in Figure 1. These tools are intended as means to explore perceptions of interaction in my classroom in order to develop my theory of practice of CLIL classroom interaction:

- In my teacher-researcher diary 1 have explored my perceptions of CLIL classroom interaction from September 1998 until July 2000. (For a detailed discussion see Section 4.)
- In my Focus Group interviews I have discussed perceptions of CLIL classroom interaction with two groups of my learners between November 1999 and June 2000. (For a detailed discussion see Section 5 and Appendices A, B, C.)
- I have conducted one interview with the headteacher who introduced the BFC at the Collège du Parc. I focus in this interview on the implementation and ongoing support for the successful creation of the BFC. (For a detailed discussion see Section 6 and Appendix C.)

All three tools allow me to explore perceptions of CLIL classroom interaction from my perspective as a teacher, from some learners' perspectives and from the headteacher's perspective in order to collect data for my case study. These data have allowed me to develop the support and challenges framework that I discuss in Chapters 3-4 for promoting classroom interaction in the foreign language in my BFC classroom.

2 Case Study

My research is a longitudinal qualitative case study of my BFC classroom. Bassey (1999: 47) describes case study together with experiment and non-random survey as a 'study of singularity into particular events'. He goes on to qualify case study:

An essential feature of case study is that sufficient data are collected for researchers to be able to explore significant features of the case and to put forward interpretations for what is observed. Another essential feature is that the study is conducted mainly in its natural context. [...]
Case study is a study of singularity in depth in natural settings.
(Bassey, 1999: 47)

Case study is mainly conducted in its natural setting: All of my data are based upon the exploration of my BFC classroom by myself, some of my learners and my headteacher. Bassey sums up case study as 'a study of singularity in depth in natural settings'. My research is *singular* as it is entirely based on the study of my BFC classroom. It is *in depth* as it takes into account factors such as the content, the learners, the teacher and interaction between the teacher and the learners. It is situated *in its natural setting* as it is classroom-based research.

It is worth exploring the notion of *singularity* in more detail. Cohen and Manion (1989) describe the role of the case study researcher as follows:

[...] the case study researcher typically observes the characteristics of an individual unit - a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs.
(Cohen and Manion, 1989: 124-125)

As a case study researcher I have observed the unique characteristics of my BFC classroom, i.e. my research is singular. My purpose was to probe deeply through the use of my research instruments. However, it is important to reconsider carefully if 'establishing generalisations' (Cohen and Manion, 1989: 125) should be the aim of case study research. As Stake (1995: 12) points out:

It is not uncommon for case study researchers to make assertions on a relatively small database, invoking the privilege and responsibility of interpretation. To draw so much attention to interpretation may be a mistake, suggesting that case study work hastens to draw conclusions. Good case study is patient, reflective, willing to see another view of the case. An ethic of caution is not contradictory to an ethic of interpretation.
(Stake, 1995: 12)

It is with this ethic of caution proclaimed by Stake that I approach my case study research and - in the context of putting my theory of practice into practice - my research instruments by being aware of their strengths and limitations.

Bassey (1999: 69) comments on methods of data collection in case study research as follows:

Case study research has no specific methods of data collection or of analysis which are unique to it as a method of enquiry. It is eclectic and in preparing a case study researchers use whatever methods seem to them to be appropriate and practical. One study may predominantly use questionnaires, another interviews, another observations and another documents - and within each of these descriptions there are endless variations. I urge researchers to be creative and adventurous in their choice of data collection methods. In doing so they should be governed not by traditional views of data collection but by considerations of research ethics.
(Bassey, 1999: 69)

As pointed out before (Figure 1), I have used a teacher-researcher diary, focus group interviews and one individual interview as the appropriate and practical instruments for my research. Sometimes, I was creative; sometimes, I was adventurous. And things did go wrong. But again, this may be another strength of case study research - it is flexible enough to take into account the unpredictable and views conflicting data as a means to achieve greater depth.

Stake (1995: 135) describes qualitative case study also as 'highly personal research.' He explains this further:

Persons are studied in depth. Researchers are encouraged to include their own personal perspectives in the interpretation. The way the case and the researcher interact is presumed unique and not necessarily reproducible for other cases and researchers. [...]
The researcher will choose how personal to be, how qualitative to be, what roles to play.
(Stake, 1995: 135)

My research is personal because my research data have either been written by myself through my teacher-researcher diary or produced as a result of the interviews conducted with some of my learners and my headteacher.

Stake (1995: 133-134) describes the 'case' in the following manner:

The case [...] is a special something to be studied, a student, a classroom, a committee, a program [...]. The case to be studied probably has problems and relationships, and the report of the case is likely to have a theme, but the case is an entity. The case, in some ways, has a unique life. It is a something that we do not sufficiently understand and want to - therefore, we do a case study.

(Stake, 1995: 133-134)

The 'special something' I studied was teacher-learner interaction in my BFC classroom. The 'problems' could be viewed on a general level as looking at how to implement CLIL within the context of the BFC. 'Relationships' refer in my case study to relations between the learners, the teacher and the curriculum. They also refer to relationships between classroom management problems as a novice teacher and teaching the Foundation Course curriculum in French. As a teacher-researcher, I wanted to know more about these problems and relationships. In order to understand interaction in my BFC classroom, it was 'important to seek out and present multiple perspectives of activities and issues, discovering and portraying the different views.' (Stake, 1995: 133-134) As a teacher-researcher, I studied for two years my teaching and its effectiveness on the learners. This implies that my research is subjective. Stake comments on subjectivity:

We recognize that the case is subjective, relying heavily on our previous experience and our sense of worth of things. We try to let the reader know something of the personal experience of gathering the data. [...] We seek an accurate but limited understanding.

(Stake, 1995: 133-134)

This subjectivity is part of my research as I researched myself, my classroom and my learners as a teacher-researcher. Data collection was personal - reflecting on my

teaching, CLIL learning and the problems and relationships related to CLIL learning and teaching. My understanding is 'accurate but limited' due to my positioning inside my research as teacher-researcher. Stake (1995) goes on to argue that 'the researcher will choose how personal to be, how qualitative to be, what roles to play'. (Stake, 1995: 134) These choices are nevertheless guided by criticality. Being critical about my subjectivity requires self-reflection or - to pick up Schön's (1991) argument - to be reflecting in action and on action on my teacher-researcher roles. These roles overlap and cannot be separated from each other as I was both teacher and researcher at all times. Stake (1995) describes case researcher roles:

The case researcher plays different roles and has options as to how they will be played. The roles may include teacher, participant observer, interviewer, reader, storyteller, advocate, artist, counselor, evaluator, consultant and others. Although the rules of research oftentimes seem prescribed and restrictive, the styles researchers follow in designing, studying, writing, and consulting vary considerably. Each researcher consciously or unconsciously makes continuous decisions about how much emphasis to give each role.
(Stake, 1995: 91)

At any point in my research I played all of these roles:

- I was a teacher - literally. I taught for two years (from September 1998 until July 2000) a Year 7 Bilingual Foundation Course class.
- I was a participant observer through my teaching and keeping my teacher-researcher diary.
- I was an interviewer when supplementing my own data with interview data from my own learners (and from the headteacher).
- I was and am still reader, storyteller, advocate, artist, counselor, evaluator, consultant.

These roles are overlapping. I may have been more of one or the other at some point in my research. However, I will never have been just in one role. The involvement in all of these roles means that my research is not value free. Stake argues in favour of research not being value free:

Research is not helped by making it appear value free. It is better to give the reader a good look at the researcher. Often, it is better to leave on the wrappings of advocacy that remind the reader: Beware. Qualitative research does not dismiss invalidity of description and encourage advocacy. It recognizes that invalidities and advocacies are ever present and turns away from the goal as well as the presumption of sanitization.
(Stake, 1995: 95)

I have given 'the reader a good look' at my roles as teacher-researcher in Chapter 1. However, I have not yet described the 'tool' that has enabled me to take a good look at myself as teacher-researcher: the use of a jazz metaphor. I examine my use of a jazz metaphor in the following section, before I present my research tools: my teacher-researcher diary and my (focus group) interviews, in more detail.

3 The Use of **Metaphor** as a Reflective Tool

Using metaphors for understanding is nothing new or unusual. The use of metaphor has been explored by a variety of philosophers ranging from Aristotle (1818) to more recent philosophers such as Nietzsche (1967a, 1967b, 1977) and Heidegger (1971a, 1971b). The use of metaphor has also been discussed in cultural theory (Edgar and Sedgwick, 1999; Lakoff, 1993; Lakoff and Johnson, 1980; Morris, 2000; Ortony, 1993; Ricoeur, 1978; Thompson, 1991; Turner, 1991) and educational research (Aspin, 1984; Cameron and Low, 1999; Davidson, 1978; Eisner, 1991; Elliott, 1984; Koro-Ljungberg, 2001; Schön, 1991; Taylor, 1984).

Schön (1991) claims that in order to understand the unfamiliar we have to view it through the familiar. This process described by Schön as 'seeing-as' (Schön, 1991: 182-187) potentially leads to demystification of practice/s. I have referred to demystification in Chapter 1, section 3, when describing my roles as teacher-researcher. One tool that I chose to use in order to 'demystify' my practices was the use

of a jazz metaphor. Demystification via the jazz metaphor has led to 'disclosure' or 'unconcealment', the terms used by Heidegger (1971a) to describe the Greek term 'aletheia' (traditionally translated as 'truth'). (I return to this argument at the end of this section.) By applying a jazz metaphor to my teaching and research, I chose the opposite approach from Schön: In order to understand the (supposedly) familiar, in my case my roles as teacher-researcher and BFC classroom interaction, I have viewed it through the unfamiliar, the jazz club. I have used my jazz metaphor as a tool for analysing and reconsidering my practices as a teacher-researcher. Turner (1991) describes the development and the use of metaphors as tools in the following manner:

[...] to investigate what is common and to make it speak, a new profession will be needed, one that will attempt to develop tools for analyzing the common that are just as sophisticated as those that have been developed for analyzing the special.
(Turner, 1991: 66)

My tool for analyzing the common, i.e. interaction in my BFC classroom, has been the use of a jazz metaphor. Using a jazz metaphor in relation to teaching and learning is not new. Humphreys (2002) uses a jazz metaphor in order to describe teacher professionalism. My use of the jazz metaphor differs in some ways from Humphreys' as I have applied it not solely to make sense of my own practices, but also in order to relate my teaching to the learners in my BFC classroom and to come to an understanding of my teacher-researcher roles that I have explored in Chapter 1. I describe through excerpts from my teacher-researcher diary how I came to adopt the jazz metaphor and how I developed it as a methodological tool during my research. I mention the jazz metaphor for the first time in my diary on 13th November 1998:

13.11.98

[...]

Went to a jazz concert (Nguyen Le) on Wednesday, came up with fascinating idea of sewing up Mphil as a good piece of jazz, leading tune, solos, improvisation, back to leading tune - fascinating and would hopefully make Mphil a lot more readable and more varied.

Going to a jazz concert triggered my thinking about the jazz metaphor. I wrote this diary entry after having been teaching in the BFC for a little more than two months. At the time, I was experiencing some management problems with some of my learners. Also, I was not yet able to relate my dual roles as teacher and researcher to each other. Reversing Schön's (1991) argument the jazz metaphor enabled me to look at the familiar (my teaching and researching) through the unfamiliar (jazz). I gradually developed my use of the jazz metaphor further. At the end of my first year of teaching, I wrote the following diary entry related to the use of the jazz metaphor:

4.8.99

[...] When I came back I continued reading 'what jazz is' [...]. The bits about 'knowing standards' I find quite inspirational as I can see the many similarities with foreign language learning and teaching as well as the kind of research I'm undertaking.

Foreign language learning and teaching - learning a foreign language seems to me like learning 'the language of jazz', i.e. before you can start to improvise, to become **creative** you need to learn - internalise - a basic (linguistic or musical - overall theoretical/abstract) system. Once you've internalised this system as a learner you can start to explore language/jazz music by a more creative and risk-taking approach - you can 'improvise' because you know the 'standards' or at least many of them.

In the above diary excerpt, I relate the jazz metaphor to foreign language learning and teaching. I then continue in the following manner:

The research I'm doing - perhaps the process I went through within the last year was a bit like getting accustomed to a certain kind of 'educational' music, exploring topics and issues in education from two varying, but clearly linked angles (theory and practice of teaching and learning). [...] Ultimately, I want both my research and my teaching to swing and to swing hard - what do I mean by this?

- Swing in education: know what I'm doing, capture my audience, i.e. students, improvise based on my knowledge and skills as a teacher.
- Swing in research: I don't want to contribute another [...] piece of research, lacking musicality, inspiration, creativity and most importantly not capturing my audience whom will hopefully be both university academics/researchers and teachers to be challenged by my writing - interested, not necessarily pleased, perhaps confused and perhaps provoked ... perhaps, no, probably, this is about swing/groove in all areas of education, not just education as reaching NC [National Curriculum] standards [...].

I use the jazz metaphor in a different manner from the previous quote in this excerpt. I apply it as a means to describe my development as teacher-researcher. I still mix

various parts of this process. I talk about research, education, theory and practice and teaching and learning and my audience. The key aspect of these entries is not clarity of understanding, but the metaphor being used as a catalyst to progress in my thinking. At the time, my thinking is still fairly confused. However, these entries also illustrate how I am progressing in my thinking by using the jazz metaphor.

The use of the jazz metaphor for describing my teaching and my research has forced me to reconsider my beliefs. In order to explore the use of the jazz metaphor and metaphors in general further, I turned to philosophy, educational philosophy, educational literature related to foreign language learning in general and Content and Language Integrated Learning literature specifically and jazz.

Schön (1991: 55) describes improvisation by jazz musicians as follows:

When good jazz musicians improvise together, they also manifest a 'feel for' their material and they make on-the-spot adjustments to the sounds they hear. Listening to one another and to themselves, they feel where the music is going and adjust their playing accordingly. They can do this, first of all, because their collective effort at musical invention makes use of a schema - a metric, melodic, and harmonic schema familiar to all the participants - which gives a predictable order to the piece. In addition, each of the musicians has at the ready a repertoire of musical figures which he can deliver at appropriate moments. Improvisation consists in varying, combining, and recombining a set of figures within the schema which bounds and gives coherence to the performance. As the musicians feel the direction of the music that is developing out of their interwoven contributions, they make new sense of it and adjust their performance to the new sense they have made.
(Schön, 1991: 55)

Based on Schön's description of improvisation, I played with jazz-based models for describing my classroom. Replacing the jazz-related terminology by teaching and learning-related terminology gives a fascinating description of a good lesson. It could read as follows:

When good teachers and learners improvise together, they also manifest a 'feel' for their material and they make on-the-spot adjustments to the sounds they hear. Listening to one another and to themselves, they feel where the lesson is going and adjust their teaching and learning accordingly. They can do this, first of all, because their collective effort at teaching and

learning invention makes use of a schema [...] which gives a predictable order to the lesson. In addition, each of the teachers and learners has at the ready a repertoire of teaching and learning figures which s/he can deliver at appropriate moments. Improvisation consists in varying, combining, and recombining a set of figures within the schema which bounds and gives coherence to the lesson. As the teacher and learners feel the direction of the lesson that is developing out of their interwoven contributions, they make new sense of it and adjust their performance to the new sense they have made.

I have not adopted this model of improvisation in order to analyse my data. However, describing my classroom in terms of something else has contributed to make me consider my classroom in a different manner. The use of the jazz metaphor has led me to reflection-in-action and reflection-on-action. Schön (1991: 56) describes improvisation by jazz musicians as reflecting-in-action:

[...] they reflect through a 'feel for the music' which is not unlike the pitcher's 'feel for the ball'.
(Schön, 1991: 56)

He then proceeds to generalise the jazz musician's reflecting-in-action:

Much reflection-in-action hinges on the experience of surprise. When intuitive, spontaneous performance yields nothing more than the results expected for it, then we tend not to think about it. But when intuitive performance leads to surprises, pleasing and promising or unwanted, we may respond by reflecting-in-action. [...] like the jazz musician [we may reflect] on our sense of music we have been making [...]. In such processes, reflection tends to focus interactively on the outcomes of action, the action itself, and the intuitive knowing implicit in the action.
(Schön, 1991: 56)

The use of the jazz metaphor has led me to make explicit my 'intuitive knowing implicit in the action.' As has become clear from my previous diary entries, I adopted the jazz metaphor to make sense of my teaching and to come to an understanding of my research and my roles as teacher-researcher. At some point, I stretched the jazz metaphor to make it part of my writing. I comment on this as follows in my diary:

30.6.00

I had a tutorial/supervision with Do this morning. We spent the supervision going through the first section of my introduction. It feels quite good to see that the introduction is gradually

developing into a more coherent piece of writing - I guess it's a bit like a new piece of jazz music gradually coming together.

[...]

Another key aspect I need to sort out is how I use Schön's notion of reflection - the intriguing thing about Schön is that he doesn't use the jazz improvisation as an example of the use of metaphor - although I believe it offers itself for the illustration of metaphor - I need to develop this further and make it part of the discussion I have in my introduction.

Regarding the style I use I want it to reflect the use of jazz metaphor on a stylistic level - i.e. deliberate use of repetition, use of the same, but different schemata [...].

I want every single bit of writing to be set up as a piece of jazz, i.e. starting from one tune - taking the tune apart - but still have the main tune in the background - divert without being diverted and ultimately going back to the main tune. Hopefully, I'll be able to achieve this! -

I reflect on the use of the jazz metaphor in my writing here. My aims were very ambitious at the time. I have not adopted the jazz metaphor in the writing-up process of my research. However, the use of the jazz metaphor as a methodological tool was highly important. This becomes clearer when looking at diary entries written earlier where I reflect on the use of the jazz metaphor in relation to teaching and learning:

14.2.00

[...]

Incidentally, Lucy started talking about teaching and learning as a piece of jazz music referring to a conversation we had ages ago. Perhaps, the metaphor adds depth and generalisability to my research. - But nevertheless, I need to look at how I can make the metaphor a generative metaphor in Schön's sense. Otherwise it will be nothing but a nice, but fairly unimportant touch.

The metaphor forms or could also form part of the scaffolding that needs to be provided for bilingual FC teaching and learning at this level.

I have had various serious (and not so serious) conversations with my housemates (who are foreign language teachers) about my jazz metaphor. One such discussion made me think further about my use of the metaphor. I speculate in the above diary entry that the use of the metaphor might add 'depth and generalisability to my research.' At some point in my research the jazz metaphor was meaningful as it enabled me to look at my teaching and my research in a manner that allowed me to join theory and practice. I further speculate about this use of metaphor in the following diary entry:

17.2.00

[...]

On Sunday evening (as on so many other evenings), I had a chat about school/learning/education with Lucy - she mentioned the jazz metaphor in relation to education. Perhaps, this is already an instance of linking research (me) and practice (Lucy); also, perhaps, this is an example of transforming a metaphor into a generative metaphor as Schön uses and describes them - need to think more about this, especially regarding my tutorial tomorrow.

In more general terms, I need to look back in my diaries to see

- How I have progressed,
- How key issues have been developing,
- When I started playing around with the jazz metaphor,
- Why I want to use the jazz metaphor.

Regarding the 'why' of the jazz metaphor, looking for a metaphor that I could apply to my research-teaching is in itself already a generative use of metaphor - need to explore this a bit further I believe.

I go on to reflect about the use of metaphor here. I do not come up with clear-cut answers. However, the use of metaphor has contributed to making me reflect about my various roles:

- It has allowed me to relate my teacher-researcher roles to each other.
- It has enabled me to make sense of my roles as a teacher and the roles of the learners in my BFC classroom.
- It has allowed me to step back and take a fresh look at my various roles that I had whilst conducting my research.

During the data collection process, the use of the jazz metaphor was crucial in order to relate theory and practice to each other. I also realised that during some of the interviews my interviewees used their metaphors to describe their learning in my BFC classroom. I comment on their use of metaphors:

1.2.00

[...]

In my last tutorial with Kaye I focused on the use of metaphor for my PhD - to make the use of metaphor consistent I need to make the students reflect via simple metaphors on how they learn. Perhaps, I should use Jearme's [one of my interviewees] foreign room to be explored-metaphor as a basis for the interview after half-term.

During the meeting that I am referring to in this diary entry, I mentioned that one of my learners described learning in French as entering an unknown and unexplored room of a foreign person. After further reflection, I decided to try to explore the learners' metaphors in order to get to a better understanding of their perceptions of learning in the BFC classroom. Consequently, I set up two series of interviews which would allow the learners to explore their metaphors. I comment on one of these interviews in relation to the metaphor:

2.3.00

[...]

A few more thoughts about the interview: It didn't feel like the students telling me because I had asked them to tell me, but it felt like them wanting and enjoying the use of metaphors to enjoy and make sense of their own learning. It also felt like the students learning from each other, disagreeing, getting off onto another topic, getting back on track, discussing, communicating, making sense of what is going on in the classroom [...]

Also, the way the students used the metaphor shows - I believe - already a generative use of the metaphor as advocated by Schön - fascinating stuff that I need to explore further.

I mention a crucial point about the use of metaphor by the learners here: Metaphors are personal. They cannot be prescribed, but they have to be developed by the metaphor users themselves in order to make sense. The development of learner metaphors during two sets of interviews contributed to a stimulating discussion about learning in the BFC. As I will demonstrate in Chapter 3, the use of the same metaphor may differ from one interviewee to another. However, as it was my aim to explore the learners' perceptions of learning in the BFC, the variety of metaphor use and the variety of metaphors produced contributed to getting a 'thicker' description of my BFC classroom.

I have illustrated in this section how I have come to adopt a jazz metaphor as a means to make sense of my practices as teacher-researcher. I have also shown how I have developed learner metaphors as part of the data collection process. The use and development of metaphors has allowed me to achieve criticality towards the seemingly familiar research context by reconsidering my roles as teacher-researcher and my

classroom through jazz and various metaphors proposed by the interviewees. In general terms, I have developed metaphors as tools for 'analyzing the common' (Turner, 1991: 66). However, there are also limitations to the use of metaphor. In order to describe these limitations, I quote Aristotle's description of metaphor in the *Rhetorics* (Aristotle, 1818: 209):

A metaphor also especially possesses the clear, the pleasant and the foreign, and it is not to be taken from another person.
(Aristotle, 1818: 209)

During the data collection period, my use of metaphor had all these features. The use of metaphor allowed me to discover some truths in my research. As I have pointed out at the beginning of this section, Heidegger (1971a) describes 'aletheia', the Greek term for truth, as 'disclosure' or 'unconcealment'. The use and the creativity of the metaphorical process allowed me to disclose or to unconceal part of the research: the creativity of the metaphorical process was 'central to truth rather than a superficial distraction' (Edgar and Sedgwick, 1999: 235). However, during the analysis of my data, the application of my jazz metaphor to learner metaphors proved difficult and led to concealment rather than unconcealment. This relates back to Aristotle (1818: 209) who points out that a metaphor 'is not to be taken from another person.' By trying to impose my jazz metaphor onto the learner metaphors, I tried to impose my truths on to the learner truths. Realising what I was doing, I have come to reconsider the use of metaphor. Metaphor use was central to my development as teacher-researcher. At the same time, metaphor use is a tool that needs to be used cautiously and appropriately, because otherwise unconcealment threatens to become concealment: Instead of uncovering my own and my learner truths this might have led to covering up truths. Therefore, I have come to use metaphor/s with an ethic of caution recognising its strengths and its limitations.

So far, I have limited my methodological discussion of my theory of practice to the use of case study and the use of metaphor as a tool. The use of metaphors has been a means to make sense of my positioning as teacher-researcher and to allow the learners to reflect on classroom interaction. In the following sections, I describe in more detail my two main data collection tools: my teacher-researcher diary and my focus group interviews.

4 My Diary

4.1 Diary writing as a Research Tool

I have explored in Chapter 1 my dual role as teacher-researcher. In order to keep a record of my own development as a teacher-researcher I used a diary throughout my research. It was my first research instrument. Keeping my diary is personal and part of a process of self-description within a professional context. This includes locating myself as teacher-researcher within my own research. It is therefore necessary to re-examine briefly the notion of 'self within the context of using a diary as a research instrument. According to Nias (1989: 155) '[...] the self is a crucial element in the way teachers themselves construe the nature of their job.' She continues to describe teachers' 'seeing':

So teachers, as people, 'see' and interpret their pupils and the latter's actions and reactions according to perceptual patterns which are unique to themselves. No matter how pervasive particular aspects of a shared social or occupational nature may be, or how well individuals are socialized into it, the attitudes and actions of each teacher are rooted in his/her own ways of perceiving the world.

(Nias, 1989: 155)

Keeping a diary was a means to explore my attitudes and actions as a teacher. This does not answer the question how far the use of a diary can be a tool for producing academic

knowledge. I have used my diary writing as a means to bridge 'a perceived gap between theory and practice' (Hulbert-Holly and Mcloughlin, 1989: 259). Hulbert-Holly and Mcloughlin (1989) describe this 'gap' further:

The debate over a perceived gap between theory and practice persists as theoreticians continue to construct theories, and teachers continue to lament the confusing language and a lack of practical application. Alternative conceptualizations of 'theory' and 'practice' are however, brewing.

(Hulbert-Holly and Mcloughlin, 1989: 259-260)

One method for creating 'alternative conceptualizations of "theory" and "practice"' is diary writing. Hulbert-Holly and Mcloughlin (1989: 259) suggest that 'writing about teaching is a powerful method for documenting and learning from experience.' They go on to explain that:

It is [...] a tool for 'practitioners' retrospective self-evaluations of their attempts to translate values into action ...' and thus, a method by which 'professional knowledge is further refined and developed'.

(Hulbert-Holly and Mcloughlin, 1989: 259)

As a teacher-researcher it is a powerful tool to relate my experiences from my practice in the classroom to my theories. Hulbert-Holly and Mcloughlin (1989: 261) offer a series of questions that help to clarify the potential benefits of using a diary:

How do teachers gain awareness and insight into their teaching, and the larger contexts within which they teach? How do we both gain distance from the routine nature of our existence and probe more deeply into the *why* of what we do, the meanings of our professional lives?

(Hulbert-Holly and Mcloughlin, 1989: 261)

Hulbert-Holly and Mcloughlin (1989) mention a number of important issues here.

Keeping a diary contributes to:

- Gaining awareness and insight into my teaching,
- Gaining awareness and insight into larger contexts of teaching,
- Distancing myself from my classroom experiences,

- Probing more deeply into the why of my classroom actions,
- Probing more deeply into the meaning of my professional life.

Within my research context, these points can be summarised as diary writing as a tool for developing a theory of practice based on classroom research.

Hulbert-Holly and McLoughlin (1989: 263) define 'diary' as follows:

Diaries A diary is defined as a record of personal experiences and observations over time. In contrast to the log, it is by definition a personal document - one in which the writer includes interpretations, opinions, feelings, and thoughts. A diary typically contains a spontaneous type of writing. Although diaries have been published, the intent is usually to talk to oneself through writing. Facts can be recorded but they are usually tied to the writer's thoughts and feelings about daily events.

(Hulbert-Holly and McLoughlin, 1989: 263)

I chose to call my writing 'teacher-researcher diary' as it is personal. It contains observations over time and includes interpretations, opinions, feelings and thoughts. And it is also intended to 'clarify ideas and experiences'. My diary is occasionally systematic. It is also personal because teaching is a personal occupation. It has changed over time as I kept my diary throughout the duration of my data collection and still use it to focus my thoughts or simply to explore problematic issues through writing about them in an informal manner.

4.2 Becoming a Teacher-Researcher through Diary Writing

The use of a diary is the result of a pragmatic and a methodological choice made as a teacher-researcher. It is a pragmatic decision because due to the various demands on me as a teacher in the newly established BFC I was not able to collect data during lesson time. However, I aimed to have a record of my lessons. In order to keep this informal

record I used a diary as a means to collect information both about my development as a teacher-researcher and about the learners' development in my BFC classroom.

As hinted at in Chapter 1, section 1, in my first year (1998-1999) as a teacher-researcher, I kept two separate diaries, one teacher diary used for describing my teaching in the BFC, and one researcher diary where I tried to write about theory. As I have illustrated earlier I found it difficult to relate theory and practice to each other in my first year of teaching. At the beginning of my second year as a teacher-researcher, I decided to join these two separate diaries into one diary. I comment on the effect of joining the two diaries into one as follows:

23.9.99

Reflecting on reflection I find it extremely refreshing to see how the fact of having joined my research and my school diary seems to focus me more on how to combine my thinking - it's as if the physical process of merging both diaries framed my work as teacher-researcher differently and in an exciting way.

I have pointed out before how I struggled to combine my teacher and my researcher roles in my first year of teaching. One means to 'combine my thinking' was the adoption of the jazz metaphor. Another means to 'combine my thinking' was the joining of my previously separate diaries. It is not clear if I joined my diaries, because I became aware of the necessity for joining the diaries due to my positioning as teacher-researcher or whether the act of joining the diaries made me realise that I needed to explore my teacher-researcher roles jointly. It does not matter what came first. The important aspect is that my diary entries offer an insight into my developmental process as teacher-researcher. Through my diary I have kept a personal and detailed record of my teaching. This record allows me to explore my teaching and researching in my BFC classroom. I describe the usefulness of this chronological record in the following diary entry where I comment on my first year of teaching:

9.9.99

[...]

During the holidays I have been revising my journal article and looking at last year's diary - what a hard year it must have been (and I remember very well how hard I actually found it).

Although I am focusing in my data analysis (in Chapter 3) on my second year of teaching, it is important that I have used my diary throughout my research, because it has allowed me to become aware of my actions both as teacher and as researcher in my first year of teaching. The use of my diaries in my first year of teaching has also allowed me to explore the various uses of my diary and to focus my research. In general terms, this use of my diary can be described as a record of reflective practice as I point out in the following entry:

3.11.99

[...]

Is this reflective practice what I'm doing via my diary? Where does my researcher role come in here? - in the analysis of my teaching and the students' learning. Where else?

Reflective practice is generally applied to teachers. However, I hint in this diary entry at the use of reflective practice both as a teacher and as a researcher. Due to my positioning as teacher-researcher within a theory of practice paradigm, being 'reflective' applies always to both my roles as teacher and researcher. In this regard, it is also significant that I used my diary to reflect both on research problems and on teaching questions. This becomes clear in the following entry where I describe my teacher-researcher roles by attempting to address the overlap between ethnography and Action Research in my research:

4.1.00

Regarding my teaching and the students' learning I'm wondering where ethnography and AR [Action Research] fit in - I feel I'm in both camps: AR being what I do to a certain extent through keeping this diary and ethnography being me as a researcher, i.e. taking a step back and looking at my classroom practice from outside or as a participant observer ... which is again me shifting back inside. I don't feel that I need to belong distinctly to one of the 2 schools as there is a considerable overlap. However, I guess I need to be clear about what the overlapping elements are and where I'm moving between these 2 paradigms.

My description of the differences between Action Research and ethnography is fairly unclear. I describe Action Research as 'what I do [...] through keeping this diary' and ethnography as 'being me as a researcher, i.e. taking a step back and looking at my classroom practice from outside as a participant observer ... which is again me shifting back inside.' The distinction that I aim to describe in this diary entry is not clear, because at the time of writing I was not clear in my thinking about the overlap between Action Research and ethnography. This lack of clarity also reflects the wide range of applications of both Action Research (see for example Grundy, 1987) and ethnography (see for example Hammersley and Atkinson, 1983). The distinction addressed in my diary entry also points at the various uses of my diary: I have occasionally used my diary as a means for identifying and solving problems by addressing these systematically. At the same time, the diary is a longitudinal record of my teaching and researching my BFC classroom during two years. The distinction between Action Research and ethnography that I address in the above diary entry is therefore a distinction between diary uses and not in the diary writing itself. As a longitudinal research tool, the diary has allowed me to examine how my research and teaching have progressed over time and how themes have begun to emerge from my data. I comment on this in the following manner:

17.2.00

[...]

In more general terms, I need to look back in my diaries to see

- How I have progressed,
- How key issues have been developing,
- When I started playing around with the jazz metaphor,
- Why I want to use the jazz metaphor.

I address a series of issues here: my teaching in the BFC, researching my BFC classroom, the development of the jazz metaphor as a methodological tool and reasons for using the jazz metaphor. My diary is both a record of my teaching as well as my research and the related issues that I have to address both for my research and my teaching. In this regard, the above excerpt illustrates further how my roles of teacher-

researcher have started to merge at the time of writing. Being both teacher and researcher also allows me to focus occasionally more on one of my particular roles. In the following entry, I write mainly as a teacher who wants to improve in his teaching:

16.11.99

[...]

... I'm too tired to write anything deep and meaningful.

What I need to write about for my next diary entry:

- Observation of year 8 bilingual
- How do 7RW improve/progress in BILI F/C - what seem to be crucial moments?
- How can I improve both speaking and concentration?
- How can I make the students gradually more autonomous?

Too tired! I need a break for today!

Apart from raising questions related directly to my teaching I also mention at the beginning of this entry that I am 'too tired to write anything deep and meaningful.' This is in itself meaningful: it hints at gaps in my writing where I was preoccupied with both my research and my teaching, but did not find the time or energy to keep a record of my actions. I comment occasionally on these 'silences.' On 13* October 1999, I write:

13.10.99

I haven't written in my diary for a week. Why? An overload of work, being tired, trying to get rid of a cold over the weekend, (too) preoccupied with planning and preparation for my teaching.

This diary entry illustrates the daily business of school life. Two more excerpts help to illustrate these silences:

1.2.00

I haven't written in my diary for more than a week. Why? I was preoccupied with the daily tasks of teaching and preparing my lessons, working on the Interview scripts and trying to have some kind of private life.

The following month, I wrote a similar entry:

20.3.00 (morning before school)

I feel that I'm not very good at keeping my diary at the moment. Although I have a lot of things to write about, but then I always feel I have more immediately important things to do.

I have to write tonight though in order to keep track of how I am progressing/if I am progressing both in my teaching and research.

I convey here the sense of urgency that often accompanies a normal teaching day. At the same time, I point out that 'I have to write [...] in order to keep track of how I am progressing.' It is not entirely clear if my 'progressing' refers to my teaching or my research. At the same time, it does not matter what it refers to as by that time I was constantly both - teacher and researcher as becomes clear when I add 'both in my teaching and research.'

I further explore the combining of roles as teacher and researcher in the following entry:

9.3.00

[...]

Something related to interviews/teaching/research/higher thinking skills: I wonder how far I limit myself to a psycho-linguistic instead of a socio-linguistic field if I concentrate on cognitive skills? Also: how do I find evidence for these skills in the research tools/diaries, interviews, [...]?

Instead I could concentrate on looking at 'different learning experiences' provided by bilingual teaching and learning.

All this comes originally from a question Kaye raised during our tutorial last week. She has got a critical point there ... but what are learning experiences and how far can I relate these to Higher Order Thinking as a socially mediated activity? - Hey, this is a good starting point for the preparation of my tutorial with Do tomorrow! More later!

Again, this diary entry exemplifies how I have progressed in relating my teaching and my research to each other. In general terms, this diary entry hints at me developing a theory of practice for my teaching and research. As a data collection tool for my longitudinal case study, my diary has allowed me to 'gain awareness and insight' (Hulbert-Holly and McLoughlin, 1989: 261) into my teaching and research. In combination with my use of the jazz metaphor, I have also used it as an '*estrangement*

device which enables the ethnographer to look at phenomena (such as conversations, rituals, transactions, etc.) with detachment.' (van Lier, 1988: 37)

I have described in this section my use of diary writing as a means to collect data about my BFC classroom. These data are my observations and reflections written after my lessons. I chose not to collect data during lesson time as this would have interfered with my role as a teacher. However, it is not sufficient to explore BFC classroom interaction only from my teacher perspective as I have done in my diary. In order to get data that include the learners' perceptions of my BFC classroom, I chose to conduct focus group interviews with two groups of my learners. I discuss the use of focus group interviews in the following section.

5 Interviews

5.1 Introduction

I have previously described the need for a theory of practice to be pragmatic and meaningful. Recording my perceptions of teaching and learning on a (mostly) daily basis in my diary was one means to achieve this. At the same time, in order to explore interaction in my BFC classroom, this was not sufficient since it was limited to my perceptions of BFC classroom interaction. Therefore, I chose to conduct semi-structured 30-40 minute focus group interviews with two groups of my learners on a two-weekly basis on Wednesday lunchtimes (see [Appendix A-C](#)). The one week-gap between each set of interviews allowed me to transcribe the interviews and to plan the next set of interviews according to key topics raised previously by the interviewees.

Both interview groups were offered the same activities as I had originally intended to compare systematically how they described their perceptions of BFC classroom interaction. However, due to the semi-structured nature of the interviews and individual as well as group differences between interviewees I chose not to compare the interview transcripts systematically since the two groups approached the interview topics in different ways. These differences have contributed to getting a thick and rich description of BFC classroom interaction. In general terms, the focus group interviews have therefore enabled me to build up my theory of practice further in a meaningful, pragmatic and focused manner.

In the following section, I explore how I used focus group interviews with my learners from November 1999 until June 2000. One reason for doing interviews as a teacher-researcher is to obtain a 'thick' description of the interviewees' learning experiences. Rubin and Rubin (1995: 56) describe 'thick description' in the following terms:

From qualitative interviews, researchers obtain thick descriptions of a cultural or topical arena. Critical researchers use the data they hear to motivate people to bring about social change; many interpretive researchers consider it an appropriate goal of research to provide thick description of a situation or setting.

Other qualitative researchers, including ourselves, consider that the purpose of qualitative interviewing is to obtain rich data to build theories that describe a setting or explain a phenomenon. [...] qualitative researchers build theory step by step from the examples and experiences collected during the interviews.

(Rubin and Rubin, 1995: 56)

I have used my interviews for theory building. The interviews complement the information collected in my teacher-researcher diary.

5.2 Focus Groups and Group Interviews

My interviews can be considered as small group interviews or as focus groups. Cohen *et al* (2000: 287) describe group interviewing as 'a useful way of conducting

interviews'. Referring to Watts and Ebbutt (1987), they describe the advantages and disadvantages of group interviewing as a means of collecting data in educational research. As the main advantage, Cohen *et al* (2000: 287) quote 'the potential for discussions to develop, thus yielding a wide range of responses'. They refer to Lewis (1992) who found that 10-year olds understanding of severe learning difficulties was enhanced in group interview situations because of the children challenging and extending each others' ideas and introducing new ideas into the discussion. In the context of my research, the aim of the interviews was 'to allow discussions to develop so that a wide range of responses can be collected.' (Watts and Ebbutt, 1987: 32) I wanted these discussions to develop in order to explore interaction in my BFC classroom.

Group interviews offer a means to explore this interaction between learners and between learners and the teacher. Hedges (1985: 73) summarises the advantages of group discussions in the following manner:

So, in summary group discussions have much to commend them:

- 1 where the social context is important;
- 2 in 'action research';
- 3 when understanding and insight are required;
- 4 where we want to generate new ideas.

(Hedges, 1985: 73)

Hedges replaces the term 'group interview' with 'group discussion'. He hints at the nature of exchanges in group interviews: They are meant as multiple exchanges of ideas between interviewees.

Watts and Ebbutt (1987: 414) describe the major advantages of group interviews in a similar manner:

Two major advantages of group interviews [...] are the challenging (and so clarification/extension) of individuals' responses by others in the group, and the stimulation of new ideas. [...] In that situation responses may trigger off ideas from others.
(Watts and Ebbutt, 1987: 414)

Watts and Ebbutt mention a number of key terms regarding the understanding of group interview dynamics:

- the challenging of individuals' responses,
- the clarification of individuals' responses and,
- the extension of individuals' responses.

These three factors lead to the triggering of new ideas both for the interviewees and for the interviewer.

In spite of all the advantages of group interviews, they equally have weaknesses that need to be taken into consideration. Hedges (1985: 74-75) describes the weaknesses of group interviews:

Groups typically provide less opportunity to follow through with an individual. Second, in groups there is a risk that social pressures will condition responses in an artificial way.

[...]

Third, people sometimes feel constrained in what they say in front of their peers.

[...]

Finally, it is organisationally more difficult to get a given number of voluntary participants to one spot at the same time for a group. [...]

(Hedges, 1985: 74-75)

In other words, the focus of group interviews is on the interaction between the interviewees as a group in relation to the interviewer (I discuss interviewer-interviewee interaction further in section 5.3.). Group interviews are not useful for finding out detailed information about individuals' beliefs. Social pressure, or peer pressure, needs to be taken into account. Finally, group interviews demand careful preparation in order to be conducted successfully over a given period of time.

Group interviews share many similarities with Focus Groups. In order to explore their similarities, I examine the use of Focus Groups in educational research in the following paragraphs.

Morgan, D. (1998: 1) offers the following description of focus groups:

Focus Groups are group interviews. A moderator guides the interview while a small group discusses the topics that the interviewer raises. What the participants in the group say during their discussions are the essential data in focus groups. Typically, there are six to eight participants who come from similar backgrounds, and the moderator is a well-trained professional who works from a predetermined set of discussion topics. Many other variations are possible, however.

(Morgan, D., 1998: 1)

There is a considerable overlap between Focus Groups and group interviews: A focus group is a group interview. This group interview is guided by the issues or questions raised by the interviewer. The interviewer is a skilled professional. The interviewees - typically six to eight of them - discuss the issues raised by the interviewer. The interviewees share similar backgrounds.

Krueger and Casey (2000: 4) describe the Focus Group as 'a special type of group'. They go on to qualify this statement in the following manner:

A focus group isn't just getting a bunch of people together to talk. A focus group is a special type of group in terms of purpose, size, composition, and procedures. The purpose of a focus group is to listen and gather information. It is a way to better understand how people feel or think about an issue, product, or service. Participants are selected because they have certain characteristics in common that relate to the topic of the focus group.

(Krueger and Casey, 2000: 4)

Krueger and Casey point out some important issues:

- A focus group is a special type of group.
- The purpose of the focus group is to listen and gather information.

- It is a means to better understand how people feel or think about an issue, product or service.

If better understanding of an issue is a common goal of both focus groups and group interviews, it is useful to explore further why focus groups could be used. Morgan, D. (1998: 9-10) describes some reasons for using Focus Groups:

Why Should You Use Focus Groups?

Listening and Learning

Focus groups are fundamentally a way of listening to people and learning from them. Focus groups create lines of communication. This is most obvious within the group itself, where there is continual communication between the moderator and the participants, as well as among the participants themselves. Just as important, however, is a larger process of communication that connects the world of the research team and the participants.

[...]

It is important to remember that communication is a two-way street. Focus groups work best when what interests the research team is equally interesting to the participants in the groups. In high-quality focus groups, the questions that you ask produce lively discussions that address exactly the topics you want to hear about. When the discussions are right on target, there are even more benefits: The groups are much easier to analyze, and the final report can capture some of the excitement of the original conversations.

(Morgan, D., 1998: 9-10)

Morgan, D. points out the internal lines of communication between Focus Group members:

- Communication between the interviewer and the interviewees and,
- Communication between the interviewees.

Morgan, D. (1998: 32) also indicates what the benefits of Focus Groups are within my research context:

Focus Groups Use Group Discussion

What distinguishes focus groups from any other form of interview is the use of group discussions to generate the data. During the discussions in a focus group, you learn a great deal about the range of experiences and opinions in the group. You do not, however, learn all that much about each specific individual. For example, if a focus group consists of six people discussing some five questions for a total of 90 minutes, each participant will be speaking for 3 minutes per question, on average. Although a great deal of sharing and comparing gets done

during a group discussion, the amount of data that you obtain from each individual participant will necessarily be limited.
(Morgan, D., 1998: 32)

The potential benefits of Focus Groups described by Morgan, D. are similar to the benefits of group interviews described before (Hedges, 1985; Watts and Ebbutt, 1987): Group discussion is used as a means to generate the data. As a result, the researcher learns a lot about the range of experiences and opinions from the group, in the group and as a group.

Morgan, D. (1998) also stresses another point: Just like group interviews Focus Groups do not provide the interviewer with lots of detailed information about individual learners which was not the aim of my research, since I wanted to explore learner perceptions of CLIL classroom interaction as a group. For example, during a 40 minute interview with 5 learners, each interviewee would be able to speak for an average time of 8 minutes. Taking into account these limitations, it is necessary to remember the benefits of conducting Focus Groups (instead of individual interviews). Morgan, D. (1998: 58) suggests the following:

Consider Focus Groups When Investigating Complex Behavior and Motivations

The interaction among the participants in focus groups often consists of their efforts to understand each other. The participants are curious to know how other people handle the same situations that they confront. They want to know why people like themselves do the things they do. The conversations in focus groups can thus be a gold mine of information about the ways that people behave and the motivations that underlie these behaviors. Of course, the goal of understanding complex behavior may require more than one way of finding out about that behavior, and focus groups can be combined with other methods for this purpose.

The more complex an issue is, the more difficult it is to know what questions to ask about it. Fortunately, the group discussions in focus groups allow you to hear the questions that the participants want to ask each other. This provides an excellent opportunity to uncover things that you never knew existed. At the same time, you do not surrender your own ability to ask questions. In other words, focus groups allow you both to direct the conversation toward topics that you want to investigate and to follow new ideas as they arise.

(Morgan, D., 1998: 58)

Morgan, D. describes the crucial factors for deciding to conduct Focus Groups:

- Focus Groups provide the opportunity to understand each other better through group discussion.
- The researcher can explore topics further that have been raised in Focus Groups and that he/she may not have been aware of.

Distinguishing between group interviews and Focus Groups for research proves to be difficult. Also, due to my positioning as teacher-researcher, I am part of the research data and the research process.

In this section, I have examined the use of focus groups and group interviews in educational research. The use of two slightly different terms for the same research tool may be due to the application of focus groups in opinion gathering for political or commercial purposes. The common features of focus groups and group interviews in (educational) research seem to be:

- Focus Group Interviews are used to learn about experiences in a group.
- Focus Group Interviews provide the interviewer with new insights and understandings from the interviewees.
- Focus Group Interviews are a means to collect valuable data if investigating complex relationships.

So far, I have limited my discussion of the use of Focus Group Interviews to the desired outcomes. However, as a teacher-researcher investigating some of my learners' perceptions of interaction in my BFC classroom, it is also necessary to address interviewer-interviewee interaction. I do this in the following section.

5.3 Interviewer-Interviewee Interaction in my Focus Group Interviews

As interviewer - in my role as teacher-researcher interviewing my own learners - I cannot claim to be objective. I am just as much part of the data as the learners are. Within this context, it is useful to remember Rubin and Rubin's (1995: 22) advice:

Qualitative interviewing does not require you to drop your own cultural values and assume those of your interviewees, but it does require you to be self-aware. When interviewing, keep in mind that your cultural assumptions might affect what you ask.
(Rubin and Rubin, 1995: 22)

Due to this positioning as both active interview participant and listener I have to be aware of my own assumptions and values. Stake also (1995: 103) addresses the role of the researcher in general:

But perhaps the most important choice is how much will the researcher be him- or herself? Much of the time, the researcher will have no apparent choice, the circumstances require it, or the researcher does not know how to act otherwise. Often, the researcher will be pressured to be more the evaluator, the scientist, or the therapist than he or she wants to be. Others will help to negotiate the role. The role should be an ethical choice, an honest choice.
(Stake, 1995: 103)

The question to ask in relation to my research is how much was I as interviewer the teacher-researcher or - to split these roles up - how much was I the teacher and how much was I the researcher? In simplistic terms, I was acting as a researcher. However, for my interviewees I was still their teacher who had been teaching them two hours earlier. In some interviews I would feel more like a researcher and in others more like a teacher. As outlined before, my roles as teacher-researcher overlapped. The hierarchical relationship between myself as teacher-researcher and my learners as well as among learners cannot be denied, but it can be alleviated by being aware as researcher of my biases and the constraints of my research environment. Rubin and Rubin (1995: 14) describe these biases in the following terms:

Part of the philosophy of qualitative interviewing is that interviewees and interviewers are both individuals, with emotions and interests and biases that affect how the research is done. Personal involvement is a great strength of the methodology, but it also creates problems that must be addressed. An interviewer has to be sensitive to his or her own biases, to the social and intellectual baggage he or she brings to the interview.

(Rubin and Rubin, 1995: 14)

It is also not only the interviewer who brings his or her own biases to the interview, but it is equally the interviewees who bring their social and intellectual biases to the interviews. Their willingness to contribute during the interviews is closely related to the events of the day or the week. If they feel they have had a bad lesson, the process and the outcome of the interview can reflect these kinds of lessons. These reflections can consist of unwillingness to cooperate during interviews, carrying arguments from the classroom into the interviews, being thoughtful about their learning experiences, refusing to listen to other learners, listening carefully to other learners and reacting to others' theories by adding another layer of 'thick description' (Rubin and Rubin, 1995: 56). Also, just as my research has influenced my teaching, the interviews have been carried back into the BFC classroom by some of the interviewees as I will illustrate in the following section.

So far, I have focused mainly on my role as teacher-researcher who interviews some of his learners. Interviewing some of my learners is slightly problematic, since the hierarchical teacher-learner relationship does not fail to exist in the focus group interviews. At the same time, it is crucial to find out about some learners' perceptions in order to get to a clearer understanding of BFC classroom interaction. Additionally, it is important to remember that my interviewees were 11-12 year olds at the time. In general terms, I am faced as teacher-researcher interviewing some of my learners with a tension that is both due to the teacher-learner relationship and to the age of the interviewees. Hadfield and Haw (2000: 16) address this tension:

Professionals [...] are left to struggle with the tension between recognising that young people may hold certain views because of a lack of 'experience' or 'maturity' as well as because they have unique insights.

(Hadfield and Haw, 2000: 16)

It is difficult to judge if I was able as interviewer to differentiate clearly between 'lack of "experience" or "maturity"' and interviewees' 'unique insights', since knowing my interviewees from our BFC classroom may have influenced me both favourably or unfavourably. However, it is clear that 'the views of young people are significant because of the immediacy of their experiences.' (Hadfield and Haw, 2000: 16)

Apart from being a means for collecting my research data including some of my learners' 'voices' is crucial for the following reasons:

- Because the interviewees may benefit personally,
- Because the interviewees have a right to be heard,
- Because the interviewees have a unique perspective or ability to effect change.

(adapted from Hadfield and Haw, 2000: 8)

More closely related to researching interaction in my BFC classroom giving some of my learners a 'voice' is important because being interviewed has allowed my interviewees to explore BFC classroom interaction in terms of relationships. Britzman (1991: 15) comments on this as follows:

Voice suggests relationships: the individual's relationship to the meaning of her/his experience and hence, to language, and the individual's relationship to the other, since understanding is a social process.

(Britzman, 1991: 15)

The relationships that I have explored through my interviews focus on classroom interaction and implicitly include:

- Teacher-learner relationships,
- Relationships between learners,

- Relationships between learners and lesson content.

Exploring these relationships through Focus Group Interviews has allowed me to establish a 'thick description' (Rubin and Rubin, 1995: 56) of interaction in my BFC classroom.

In order to examine in more detail these layers of 'thick description' (Rubin and Rubin, 1995: 56) that are specific to my research and reflect the various participants' 'voices.' I discuss my use of focus group interviews through my related diary entries in the following section.

5.4 My Practice of Conducting Focus Group Interviews as a Teacher-Researcher

In order to give an insight into the planning, interviewing, transcribing and analysis process I present in this section diary entries that are related to the interviews in chronological order.

I mention interviews for the first time in a diary entry written in my first year of teaching and researching my BFC classroom. At the time, one of my supervisors was involved in a research project that included interviewing some of the learners in my class. I comment on these interviews in my diary:

3.2.99

[...]

Chatted to Kaye who interviewed three of my students, Elisabeth, Richard, André - sounded very interesting and possibly also useful for my professional development regarding classroom management.

This is just a very short comment about the interviews with some of my learners. The interesting aspect of my comment is that I point out that interviews might be useful for my own teaching 'regarding classroom management', but also regarding my research when I describe the interviews as 'very interesting.' In May 1999, I refer to one of the comments that some of my learners had made about me in these interviews:

19.5.99

[...] I need to try to be more dynamic or 'jiggy' as the students phrased it in Kaye's interviews.

Due to the informal feedback that I got about the interview, I reconsidered my behaviour as a classroom teacher and tried to be 'more dynamic' in class. Although I was not necessarily successful at being 'jiggy' in my first year of teaching, I tried to relate the learners' comments to my own practice. At the beginning of my second year of teaching and research I refer to the interview planning process:

14.9.99

[...] Regarding relating classroom and research work I need to think about how to set up my interviews with students in 7RW. What do I want to gain from these interviews? I want to get an insight into the students' thinking, in how they perceive the Bilingual Foundation Course.

Hopefully, the effects of these focus group interviews will be twofold:

- Gain an insight into students' perceptions and gain information about what makes the students learn (motivation - why they learn/want to learn), how they perceive being taught mostly in a foreign language - all these data hopefully will inform me more directly for my PhD.
- Understand better as a teacher what makes the students learn, what makes them progress etc.

Actually, 1 and 2 are similar (if not the same) - the only difference really is how I could use this kind of information for both my PhD and to inform me about my teaching. This is a very nice (and clear) example how both research and practice do benefit from each other.

I describe in the diary entry what I 'want to gain from these interviews.' I explain that I want to 'get an insight into the students' thinking, in how they perceive the Bilingual Foundation Course.' I go on to mention the insights that I aim to get into the 'students' perceptions.' In the diary entry, it becomes clear how much I have developed at the time both as a teacher and a researcher and how far my roles are overlapping. The

'understanding' that I refer to is relevant for me as a teacher in order to progress in my teaching as well as as a researcher, in order to understand ways of acting in my BFC classroom. I also use the term 'perceptions.' Just as my diary writing conveys my perceptions of the BFC, so do the focus group interviews convey the learners' perceptions of the BFC.

In order to set up the interviews as teacher-researcher, I negotiated the recruitment process with the senior management team at my school. I describe this procedure:

16.9.99

[...]

Myriam [one of the deputy headteachers] rewrote/redrafted my letter to the parents of focus group students. It is now a lot simpler and also a lot clearer. I hope to be able to identify students for focus group interviews before half term so that I can start the interviews after half term at the latest.

Students should be chosen according to the following criteria:

- Mixture of boys and girls,
- Mixed ability,
- Reliable students who turn up for interviews (Does the 'reliability' factor possibly clash with the 'mixed ability' factor?)

In order to recruit my interviewees, I wrote a letter addressed to the parents of the learners in my BFC class. I then passed this letter to the school's Child Protection Officer, Myriam, in order to make sure that I followed the correct legal procedures. The Child Protection Officer redrafted my letter. I agreed with all her corrections. The letter was then sent to all the learners' parents in my BFC class including a reply slip which allowed the parents to give their written permission for me to interview their son or daughter. (see Appendix A)

I mention in my diary excerpt how I aim to select my interviewees in order to get an even mixture of boys and girls across the ability range as a means to ensure that I got a variety of perceptions of BFC classroom interaction that might be representative of my class. Finally, I add that I need to find 'reliable students who turn up for the interviews'

in order to ensure continuity in the interviewing process as I was intending to interview some of my learners on a regular basis throughout the school year. On 13th October 1999, I describe how I started to prepare for my focus group interviews:

13.10.99

[...]

On Friday, I had a tutorial with Do about focus groups - I feel after having thought through the interviews and after having been given some suggestions from Do [for interview activities] (Diamond 9 and similar ranking activities, pair work etc.) that I know what direction I'm heading for.

Although I might have thought at the time that I knew 'what direction I'm heading for', my interviews developed over time as becomes obvious in the further discussion of my related diary entries. I also hint in my diary entry at possible interview activities (for an overview of interview activities, see Appendix C). These interview activities reflect on my interviewees: my learners. My interviewees consisted of two groups of four to five learners. As I was their teacher for half of their timetable, I had to offer them activities that they would find enjoyable and that would at the same time allow me to collect data about their perceptions of BFC classroom interaction. As pointed out in section 5.3, my interviewees were 11-12 year olds, i.e. I did not interview adults, but children. Interviewing some of my 11-12 year old learners allowed them to voice their 'unique insights' (Hadfield and Haw, 2000: 16) and allowed me to access their insights in order to complement my understanding of interaction in my BFC classroom further. I comment further on my interview planning in my diary:

8.11.99

[...]

Tonight, I need to look at what I am going to do in my focus group interview on Wednesday. I believe I must be clear about the following key questions:

- What topics am I going to discuss?
- How am I going to approach these topics?
- How far do I want my own voice to be heard in these focus group meetings in comparison to the students' views?
- What activities do I want to include in these focus groups to keep the students interested?
- Do I tape these interviews every time or do I 'just' take notes to start the students off?

In the above diary entry, I raise a number of fundamental issues about my focus group interviews. I reflect on the topics to discuss and on the format of these discussions.

In general terms, I started off my interviews with a series of fairly broad statements about learning in the BFC that I asked the learners to comment on. Both the interview topics and the related interview formats evolved from the previous interviews and the related choices made as a teacher-researcher.

In the same diary entry, I also reflect on my role as interviewer and apply the issue of 'voice' (discussed previously in [section 5.3](#)) to my role/s as interviewer who shares a similar sense of 'immediacy of experience' (adapted from Hadfield and Haw, 2000: 16) with the interviewees. My focus group interviews also need to be considered in relation to the key features of my theory of practice that I have described in Chapter 1 ([section 7](#)) as pragmatic, meaningful and focused and which I re-discuss in [section 9](#). Aiming for developing my focus group interviews as pragmatic, meaningful and focused was one means to achieve criticality as a teacher-researcher. Additionally, I chose to divide my interviewees into two groups. This enabled me to use the same interview activities and gain from the range of different responses 'thick' descriptions as proclaimed by Rubin and Rubin (1995: 56).

In the above diary entry, I also address the issue of how to record my interviews. I chose to audiotape all of my interviews as I wanted to be able to react to what my interviewees were saying during the interviews as a guide in the discussion. Therefore, I did generally not take notes during interviews, but wrote down after the interviews my thoughts about the previous interview. Due to faulty technical equipment, the quality of the recording of the first interview was extremely poor. As a result of this incident, I changed my equipment: I used a tape recorder with a table microphone to record all the other interviews. At the beginning of each interview, the interviewees and the interviewer introduced themselves. I did this in order to check at the beginning of the

interview the quality of the recording and in order to be able to differentiate more easily between the interviewees' voices when transcribing the interviews.

Before starting my interviews, I question myself further about my beliefs about the BFC and the impact that I might have on the interviewees as their teacher interviewing them. I comment on these issues in my diary:

9.11.99

[...]

I spent part of the evening preparing for the focus group interviews. Although I don't know exactly where I'm going, I feel that I need to start to learn while I'm going along with these interviews.

I believe I must be careful not to guide the students in the answers they are going to give me, i.e. I don't want to make the students feel that they must perform according to what they believe I want to hear from them. I guess to a certain extent this will be unavoidable as I'm their form teacher and tutor; however, I hope that they will also be able to tell their Bilingual Foundation Course stories.

What are my assumptions, beliefs about the Bilingual Foundation Course?

- The combination of subject- and language teaching contributes to the students' cognitive development.
- Foreign language teaching contributes to the understanding of the subject by circumnavigating the subject via the foreign language and making some points clearer.
- Subject teaching contributes to foreign language learning by adding a content level and creating a cognitive challenge for the students.

In the above entry, I address my role as interviewer when pointing out that 'I must be careful not to guide the students in the answers they are going to give me.' It is clear that the activities that I planned for the interviews and how I questioned my interviewees is influenced by my beliefs, as I have pointed out before in section 5.3. However, this is the case for any researcher. A few days later, I comment on the first interview:

11.11.99

[...] I started the interviews yesterday. It was very interesting what the students had to say [...]. I now need to make sure to improve my interview techniques and my handling of the technical/recording aspects.

I conducted the first interview with all my interviewees. I used this first interview as a means to observe how the learners interacted with each other and with me. After the first interview, I split up the interviewees into two groups. These two groups would be interviewed on separate weeks each Wednesday lunchtime. In agreement with the Senior Management Team, all the interviewees got a dinner pass (see Appendix A) which would allow them to have their school lunch before attending the interview. The initial interviews were all conducted in the Special Needs Coordinator's office. However, due to the office being needed by the Special Needs Coordinator, I had to change location and conducted subsequent interviews first in the (B)FC-department's office and ultimately in my classroom.

I comment on the second interview as follows:

22.11.99

I managed to transcribe the second interview on Friday and Sunday. Although I initially felt that I didn't get a lot out of the students, I am quite impressed with what the students have said, e.g. Jeanne comparing learning a foreign language to entering an unknown room and exploring it to find out what the different things mean and David, the SEN [Special Educational Needs] student, explaining how he managed to remember the new vocabulary by a series of vocabulary learning strategies. Fascinating stuff!

Whenever possible I transcribed the interviews as soon as I could after the interview. This made the transcription process easier as I could still remember the content of the interview. The transcription of the interviews also allowed me to revisit what the learners had said. This enabled me to progress in my choice of activities and topics to be addressed in subsequent interviews. Having the interview transcripts was also useful as a means to consider my own developing theories in the light of the interviewees' theories about their learning in the BFC.

In general, the two different groups of interviewees would be given the same topics for each set of interviews. Although I had originally intended to compare the learners' utterances on the same topic, I decided against this, because the interviewees tended to

address the activities and topics covered in each set of interviews in very different ways.

I had initially considered my interviews primarily as a means to collect data allowing me to describe interaction in the BFC through the interviewees' perceptions of their learning. However, the interviews also gave the learners a 'voice' (discussed previously in [section 5.3](#)), as I mention in the following diary entry where I describe this process somewhat clumsily as an 'interesting pastoral side effect':

21.12.99

[...]

- Interesting pastoral side effect of interviews - forum for students to talk about their own learning [...]

The 'interesting pastoral side effect' is something that I had not anticipated. However, it is clear to me now how natural and useful this side effect was. Some of the interviewees started to relate the interview discussions to their own practice in the BFC classroom. The tales told in the interviews do not necessarily coincide with my perceptions of the BFC or with the learners' actions in the BFC classroom. However, as a means of reflection and discussion for the learners, the interviews are extremely useful to understand the interviewees' beliefs about their learning in the BFC classroom. I address this issue in the following diary entry:

11.01.00

[...]

It will be interesting to see how the interviews go tomorrow - I guess it's all about comparing classroom and interview 'stories' and getting closer to the heart of things.

I am very much aware of some of the 'stories' that the interviewees tell me. Being aware of these 'stories' further illustrates the issue of voice discussed in [section 5.3](#). However, as I mention in my diary entry, it is about 'getting closer to the heart of things.' It is not entirely clear what I mean by this. In relation to the analysis process,

this 'getting closer' is about examining and reorganising my data in a manner that enables me to get a better understanding of interaction in my BFC classroom. In order to get to this better understanding, I have conducted my interviews from November 1999 until June 2000. As I have mentioned before in relation to selecting my interviewees, attendance of interviewees might constitute a problem. I address this issue in the following diary entry:

12.01.00

[...]

I did my first interview in 2000. During morning break 4 out of 5 students came to ask whether they could opt out of the interviews (because of trampolining), I explained to them that they couldn't - however, I believe in an emergency I need to think about how to get data if my students don't want to turn up anymore. I can't force them really to do these interviews. I guess one possibility would be to ask for interview students from 7JD/7AT.

I'm not sure whether my interview techniques worked. The students started talking about behaviour at some point, but I'm not sure how much I really got out of them. [...] At some point, the students started discussing racism in general - perhaps, this diverting from my topics/agenda to their agenda is quite a good sign - the students make these interviews their own. Taking into account my position as both teacher and researcher (and mainly the role I have for them, i.e. teacher) these diversions may prove difficult for further analysis - however, it shows that the students want to say something, something of their own. Perhaps, these diversions are their way to make sense of the world they live in.

I address in the above diary entry that some interviewees wanted to opt out of the interviews. Being aware that I could not force the interviewees to come to the interviews, I aimed to motivate the interviewees into coming to the interviews in spite of trampolining at the same time. As a means of rewarding the interviewees I introduced at this point in agreement with the FC department for each interviewee to get a credit for attending the interviews, since the interviewees were giving up part of their lunchtime break.

In the interview mentioned in this diary entry, I chose to focus on the learners' behaviour in my BFC classroom in order to relate classroom management and learning through French to each other. As I allowed the learners to explore the topics of the interviews in their own ways, the learners moved the discussion on to a discussion of

racism in general. In relation to the BFC classroom these discussions prove difficult for further analysis. However, these discussions are also a means for the interviewees 'to make sense of the world they live in.'

In the following entry, I summarise the interviews conducted in January 2000:

1.2.00

[...]

The last two sets of interviews focused around the students' (mis-)behaviour in class. There seem to be two different stories, i.e. one nice and rather too idyllic story in the interviews and one less idyllic story in the classroom with students shouting out, some (I know it's a minority!) students behaving in a silly way - both stories contain some truth, but there are still some considerable divergences between the 2 stories.

I address here the mismatch between what the learners say and the ways some of them act in the BFC classroom. In general terms, these 'two different stories' are important for me to be aware of in order to get to a better understanding of my BFC classroom. Also, it is important to remember that my perceptions of the BFC classroom may be 'wrong' for the learners and their 'stories' are true for them. Having different stories is not a problem as long as I address these different stories openly and discuss critically the common points and the differences between these stories. The notion of 'stories' being told also becomes very clear in the same diary entry:

1.2.00

[...]

I had (perhaps a bit naively) thought that after the interview focusing entirely on Jean Marie's behaviour I had managed to 'turn him round' successfully - but I believe this was only a temporary effect. Still, I believe that his involvement in the interview process at least enabled him to 'reflect' to some extent critically about his behaviour in class.

Again, I address in this excerpt how the interviews are not only used by myself as a data collection tool, i.e. as a means to get to a clearer understanding of interaction in my BFC classroom, but also by the interviewees for exploring their own understanding of the BFC classroom. It becomes obvious in this diary entry that this is not a

straightforward process for the interviewees as their 'stories' told in the interviews might not necessarily match with their class 'stories'.

As a means to develop my interviews further and to keep the interviewees' interests in attending the interviews, I chose to develop the interviewees' metaphors (discussed previously in section 3). I address this issue in the same diary entry:

1.2.00

[...]

In my last tutorial with Kaye I focused on the use of metaphor for my PhD - to make the use of metaphor consistent I need to make the students reflect via simple metaphors on how they learn. Perhaps, I should use Jeanne's foreign room to be explored-metaphor as a basis for the interview after half-term. I'm not sure how far the last set of interviews gives me valid information/data for my PhD ... I guess it means to look at inconsistencies with my teaching experiences and try to find common points.

Unfortunately, some of the students are getting bored/fed up/frustrated with the interviews. These problems may possibly reflect the students' decline in motivation or the 'newness' of being questioned and listened to has passed or my interviews clash with more interesting activities.

I refer in my diary entry to the metaphor used by one of the learners in one of the first interviews as a means to describe the BFC classroom. Based on this metaphor, I aim to develop the interviews further in order to allow the learners to explore their own understanding of interaction in the BFC classroom. I also intend to use the learners' metaphors in my interviews in order to increase the interviewees' motivation for attending the interviews as I point out at the end of the above diary entry. I further reflect on how to set up the next set of interviews in the following diary entry:

28.2.00

[...]

Tomorrow, I need to look at how I can develop my interviews further. I feel I ought to look in more detail at how the students can use metaphor in their learning - perhaps, I ought to explore this via basing it on Wednesday's lesson and look how far I can explore this - ought to have a chat about this with the more able students on Wednesday.

I based the next set of interviews on the interviewees' metaphors for describing interaction in the BFC. I did not refer explicitly in the interview to the previous lesson as this would have narrowed down the focus of the interview to one particular lesson. I describe the outcome of the first metaphor interview in the following manner:

2.3.00

At lunchtime, all the Group 1 students turned up. Although I feel I had taken a quite considerable risk by asking the students to finish sentences by using a metaphor I feel that taking the risk was worth it.

All the students came up with highly interesting statements and got into a quite heated discussion about learning, about behaviour and learning, about what kind of learning is fun, or what kind of fun learning can bring.

I wouldn't have thought that this interview would go as well, but it certainly seemed worth to take the risk - looking at the good result.

[...]

A few more thoughts about the interview: It didn't feel like the students telling me because I had asked them to tell me, but it felt like them wanting and enjoying the use of metaphors to enjoy and make sense of their own learning. It also felt like the students learning from each other, disagreeing, getting off onto another topic, getting back on track, discussing, communicating, making sense of what is going on in the classroom. [...]

Also, the way the students used the metaphor shows - I believe - already a generative use of the metaphor as advocated by Schön - fascinating stuff that I need to explore further.

It is clear from the above diary entry that exploring learner metaphors proved to be successful as it allowed the interviewees to be creative and to discuss interaction in the BFC classroom in metaphorical terms. My diary comments also reveal that I am enthusiastic about this interview, because the interviewees have taken over the interviews in a manner that is both informative and enjoyable. However, the metaphor interviews did not work as well with the other group of interviewees as I point out in the next diary entry:

9.3.00

[...]

During the interviews on Wednesday lunchtime I felt slightly bored. I was extremely tired and the kids in interview group 2 just don't seem to be as dynamic and as much original thinkers as in interview group 1. Well, I guess it all also depends on my mood - and I was feeling extremely tired then.

[...]

Something related to interviews/teaching/research/higher thinking skills: I wonder how far I limit myself to a psycho-linguistic instead of socio-linguistic field if I concentrate on cognitive skills? Also: how do I find evidence for these skills in the research tools/diaries, interviews, learner diaries and learning portfolio?

Instead I could concentrate on looking at 'different learning experiences' provided by bilingual teaching and learning.

All this comes originally from a question Kaye raised during our tutorial last week. She has got a critical point there ... but what are learning experiences and how far can I relate these to Higher Order Thinking as a socially mediated activity?

I describe my perceptions of the first metaphor interview with group 2 as feeling 'slightly bored.' This may have been due to a variety of reasons as I explain when referring to my own tiredness and describing the interviewees as less 'original thinkers' which points at my perceptions of some of the interviewees. At the same time, the most important outcome at the time of the interview is that I re-address my research question by becoming aware of the limitations of my data. In this regard, the data collection process serves as a means to reconsider my beliefs and my emerging research questions in order to focus more closely on what I am looking at whilst researching my BFC classroom. The enthusiasm conveyed when writing about the first group of interviewees seems to have been shared by them as becomes clear in the following diary entry:

3.4.00, 12.30h

[...]

For the interviews on Wednesday I had instead of 5, 7 students attending because their interest in the interviews seems to be rising again. Quite interesting to see how the students are filling the metaphors with content although I'm not sure how much these data will really be useful to me.

I feel that the students who came for the 1st time or who hadn't been at the interviews for quite a while seemed to find dealing with metaphors less accessible than the students who have been attending the interviews all the time.

I was surprised to find two new interviewees brought along by their friends who attended the interviews on a regular basis. As the new interviewees seemed to be very interested I allowed them to stay. I wanted to give the interviewees a certain amount of freedom, because these interviews were at the time as much theirs as they were mine. The outcome of the interview may have been slightly different due to new interviewees

being present, as my interviews were planned as a succession of interviews. I further reflect on the problems with this particular interview as follows:

7.4.00

[...]

I spent the morning transcribing the last interview. I'm not very pleased with this interview. The students were fairly unsettled. It was also quite difficult to explore the scaffolding via metaphors issue further as 4 out of 7 students hadn't been at the interviews before. So, they just lacked the basis for filling the metaphors with content.

[...]

I'll try to plan out my interviews now until the end of term as I feel I have to be extremely focused now in order to get the most relevant data out of these interviews.

I did not consider the previous interview as a success at the time. However, this interview forced me to reconsider my interview planning until the end of the school year in order to keep my focus and the interviewees' motivation. I address the issue of progression in the interviews again about a month later:

2.5.00

[...]

I also wonder if I'm really progressing in my interviews or if I'm standing still - very difficult to judge as even in the small interview groups there seem to be huge differences in what the students can tell me and what some of them are not able to or do not seem to be able to reflect upon. During the interviews tomorrow, I need to be at least as dynamic as in the lesson in order to push my own and the students' understanding further.

I am becoming aware of the limitations of my interviews in this entry. These limitations are not solely related to the interview activities that I offer the interviewees. As pointed out before, they are also related to the age group that I interview and to individual abilities of my interviewees. Also, the above entry may indicate a lack of understanding on my behalf as interviewer. This lack of understanding is also related to my expectations which reflect my beliefs and theories about the BFC classroom. These beliefs may not be the same as the interviewees' as becomes clear in the following diary entry:

8.5.00

[...]

The interview on Wednesday didn't turn out to be very good or - phrased differently - it wasn't at all what I'd expected it to be.

Perhaps, it is good that this happened as it seems to show how far I can stretch the use of metaphor with the students to increase their understanding of learning processes in bili FC.

At the beginning of my diary entry, I qualify the interview as 'not very good.' I relativise this statement by adding that 'it wasn't at all what I'd expected it to be.' As I point out further, there are limitations to the use of metaphors for understanding: Metaphors may become inaccurate and therefore unproductive or not 'generative' to use Schön's (1991) terminology. Also, it is important to mention again that some of the interviews challenged my beliefs about the BFC classroom: The interviewees forced me to rethink and to refocus my theories about interaction in the BFC classroom. Therefore, in retrospect, the interviews that I considered at the time as the least successful might have been the most informative for further developing my theories of interaction in my BFC classroom. The interviews have allowed me to progress in my theories about interaction in the BFC classroom, and they have equally allowed the interviewees to progress in their thinking as becomes clear in the following diary entry:

11.5.00

[...]

During the interviews, it became quite clear how some students' thinking has developed whereas some are either quoting over and over again the same examples and whereas others are predicting the future instead of concentrating on current achievements.

[...]

However, confronting the students with what they said at the beginning of the year seems to work well to make them reflect on their own thinking.

I believe I'll do a similar kind of interview with Group 1 in the coming week as I feel they could come up with some very interesting and hopefully revealing comments.

I refer here to the last set of interviews that I conducted with my learners. After having explored learner metaphors in two sets of interviews, I chose to replay some key statements from the first interviews to the learners in order to examine how far their perceptions of interaction in the BFC classroom might have changed. As I point out in my diary entry, some interviewees' theories have developed more than others'. I start

to develop a typology of interviewees in this entry by putting them broadly into three categories. During the interviews themselves, this typology might have been interesting and relevant as it also allowed me to relate some learner comments back to my classroom practice. However, for the analysis of my data, keeping up this typology of learners was not useful and not relevant. I comment further on the last set of interviews in the following diary excerpt:

13.5.00

I've spent the last 2 days transcribing the interviews from 11.5.00. The students seem to react mostly well to listening to what they said in earlier interviews. However, for the next interview with group 1, I have chosen shorter excerpts as I feel that some of the excerpts I used on Wednesday were too long and therefore became boring or less relevant to the students.

I also need to take into account that some of students will be embarrassed by listening to themselves in front of the other students [...]. I feel I ought to say something about this topic/issue to group 1 (and for the next interview with group 2 as well). [...]

I address in this diary entry some practical issues:

- As a reaction to the previous interview, I choose to keep the excerpts played to the interviewees short.
- I have also become aware that some interviewees might not like hearing their own voice on tape. Therefore, I intend to address this issue of embarrassment briefly at the beginning of the next interview.

Towards the end of the school year, it became increasingly difficult to conduct the interviews. I describe this in the following diary excerpt:

13.6.00

[...]

I was extremely annoyed last week as only one of the four interview students turned up. The students are bored with the interviews - perhaps, the format is wrong, perhaps it's related to the age of the students, perhaps, it's the time of year - nice, sunny weather outside.

Not a very good interview as David kept telling the same things over and over again and as there were no other students to move the discussion on. I also was in a relatively bad mood due to the lack of commitment from those students who didn't turn up.

I voice my disappointment in this diary entry very clearly. I speculate about reasons for the lack of attendance: boredom, the age of the interviewees and the time of year (summer). I further describe the interview as 'not a very good interview.' As an interviewer, I failed to address the interview in a productive manner and to react to the one present interviewee. This indicates a failure on my side and not on the interviewee's side. I also mention that 'there were no other students to move the discussion on.' As interviewer it would have been my job to move the discussion on. I also hint here at the importance of conducting focus group interviews with my learners instead of individual interviews. I chose to conduct focus group interviews, because I wanted to get a variety of learner descriptions developed by the learners as a group. Also, as I was teaching at the same time, focus group interviews proved to be easier to organise and had the added bonus that the learners could interact mainly with each other and not so much with me. I comment on the interview conducted the following week as follows:

14.6.00

[...]

At lunchtime, I did the interview with Group 2 (+ Abilène joining Group 2). Some interesting ideas regarding the establishment of a vocabulary book - especially as the idea was brought forward by the students, not by me!

The interview was quite difficult to conduct due to the 'freaky club' (whatever this is!) being next door and being extremely loud - diverting the interview students for part of the interviews.

In this entry, I address how some interviewees are able to relate their theories about the BFC at that point directly to the BFC classroom when suggesting the establishment of a vocabulary book. I also mention the difficulty with conducting this interview as a noisy lunchtime club was taking place next door which points again at the practical problems one might be confronted with when interviewing in schools. I further reflect about my interviews in general in the following diary excerpt:

15.6.00

[...]

Regarding the interviews I seriously wonder how long interviews with 11-12 year olds can be and how long interviews can be conducted successfully! Perhaps, I ought to think about rejuggling the groups and have small group/pair interviews.

Another question regarding the interviews: How much 'insider' info can I get from the students? How critical can they be about their own learning?

I address a number of practical issues in this diary entry:

- I question the appropriate length of individual interviews with 11-12 year olds.
- I question the period of time during which interviews can be conducted successfully with 11-12 year old interviewees.
- I address how I could have re-organised my focus group interviews and how I could have varied the size of the interview groups.

These questions depend ultimately on the individual context for each interview. Due to the practical constraints of my interviews, I did not change the format.

Most importantly, I address in this diary entry 'how much "insider" info I can get from the students.' This question raises some fundamental issues about my research. I have described myself as teacher-researcher previously (see Chapter 1). Being a teacher-researcher requires an on-going reflective process, which I have illustrated through keeping my diary in section 4. This also applies to the development of my focus group interviews as described in sections 5.2 and 5.3 so far. In general, this reflective process requires awareness of my need for being self-critical and is related to van Lier's (1994: 7) arguments for critical research (as discussed in Chapter 1, section 5): Critical research as a teacher-researcher demands on-going self-criticality, which includes being aware of and questioning my beliefs and related research practices (as outlined in section 5.2).

Whilst I describe myself as teacher-researcher, my interviewees could be described as 'learner-researchers': They are part of the data and part of the research. Looking at my data now, I managed to get a large amount of data from my interviewees. These data constitute the learner side of my teacher-researcher data. Just as my teacher-researcher diary they need to be considered in context and in relation to my BFC classroom teaching and research.

Finally, I present my last diary entry about the last focus group interview. During this interview, I aimed to summarise both the learning in my BFC classroom and get some feedback from the interviewees about the interview process itself. I comment as follows:

29.6.00

[...] At lunchtime, I did the last interview with Robert, Camille and Jean Marie. Apart from being very obvious how the students are winding down it was interesting to hear that none of the students seem to be concerned about learning in French. They just seem to accept this as part of their lessons. Perhaps, both as teachers and parents we are too concerned about them learning in French - as long as the content is introduced in a way that enables the students to access the content in the foreign language they do not seem to be bothered too much about the language they learn in.

It becomes clear in my diary entry how surprised I was at the time to hear from my interviewees that none of them seemed to be overly concerned about learning through French. This learner comment enabled me to question again my own beliefs about interaction in the BFC.

Regarding the interviewing process itself, the learners suggested more 'fun activities.' I failed to a certain extent to offer sufficient fun activities. In general, most interviews were successfully conducted. Some interviews did not go well. This was mainly due to me juggling my teacher-researcher roles not always successfully.

I have discussed in this section through my diary entries the interviewing process as teacher-researcher with my learners. I have described how I have used focus group interviews to come to a clearer understanding of interaction in my BFC classroom through some of my learners' perceptions, which I present in Chapter 3 and particularly in Parts 3 and 4. As has become clear, due to my roles as teacher-researcher, there are some limitations to my data collection methods. At the same time, these limitations imply the strengths of my methodology which I discuss in the following section.

5.5 Conclusions

As teacher-researcher, I had unique access to my learners as I was teaching them from Monday till Wednesday for at least eight BFC lessons. At the same time, I was my learners' form tutor throughout their first year at secondary school. Getting to know my learners so well as their teacher has allowed me to relate interviewee statements to my teaching as well as to my research and theory building. Being present throughout the school year as teacher-researcher means on a more general level that I was an insider: As a teacher I had a good understanding both of my learners' background and of the general school context. This positioning as an insider who was part of the teaching and learning community for two years also has enabled me to conduct a longitudinal case study. I am able to describe and analyse a developmental process over one school year which allows for the development and adjustment of my research questions and for the examination of my own and the learners' changing perceptions of interaction in my BFC classroom. As a result, I focus in my analysis on perceptions of interaction in my BFC classroom, which I present in Chapter 3 and particularly in Parts 3-4.

At the same time, it is important to remember that 'the classroom does not exist in a vacuum.' (van Lier, 1994: 9) as I have pointed out in Chapter 1, section 4.2. My BFC classroom was part of the larger school environment at the Collège du Parc where I

worked for two years as a teacher-researcher. This environment and the resulting learning conditions have an impact on teacher-learner interaction in my BFC classroom. Therefore, in order to supplement my 'thick description' (Rubin and Rubin, 1995: 8) of BFC classroom interaction with some data illustrating the general context for the creation and implementation of the BFC, I interviewed the former headteacher of the Collège du Parc (see Figure 1 and Appendix C). I discuss this individual interview in the following section and relate the school context as outlined by the headteacher to interaction in my BFC classroom in Chapter 3 in Parts 1 and 2.

6 The Interview with the Headteacher

I have conducted one individual interview with the headteacher responsible for the creation and implementation of the BFC. According to Watts and Ebbutt (1987: 25) an interview is 'a conversation initiated by an interviewer for the specific purpose of obtaining research relevant information and focused by him/her on content specified by research objectives.' I had this one to one conversation for obtaining research relevant information from my former headteacher on 25th May 2001, nearly one year after I had left the Collège du Parc. At the time of the interview, he had also left the school and was working as an independent adviser. I use this interview as a means to establish the general framework of the BFC and in order to raise key issues that have emerged from my data (which I discuss in Chapter 3, Part 1, section 6).

At the time of the interview, I was at the beginning of my data analysis. I intended this interview as a means to add context to my previously collected research data. I considered the former headteacher as the appropriate person to interview, because he had been responsible for the creation and implementation of the BFC.

At the time of the interview, the former headteacher had also left the Collège du Parc four months ago, i.e. his role was different from when he was the headteacher. Also, the headteacher - just like me - had 'emotions and interests and biases' (Rubin and Rubin, 1995: 14) which will have affected how I conducted the interview with him,

I agreed with the former headteacher to meet up for lunch as I wanted to have an informal setting which would put the interviewee at ease. I also agreed that the interview was going to be a two-way-exchange; I had a series of questions to ask the headteacher (see Appendix C), but I also offered to give an overview of my preliminary research findings after having questioned him. I taped the interview with the headteacher and transcribed it for analysis.

The interview with the former headteacher has not only allowed me to establish a general framework for my diary and focus group interview data, but it has also enabled me to address issues that have emerged from all of my data from various perspectives. In this regard, this interview has added another layer of data that allow examining my data more critically through establishing links and relations between my data.

In the following section, I describe how I have analysed my data.

7 Methods for Data Analysis

As I have pointed out at the beginning of this chapter, my research is a longitudinal qualitative case study of my BFC classroom. I have collected my research data between September 1998 and July 2000. In Chapters 3-4, I focus on the analysis of the data collected in my teacher-researcher diary and in my focus group interviews between September 1999 and July 2000.

My research focus, examining teacher and learner descriptions of classroom interaction in order to analyse the support and challenges framework developed in my BFC classroom as a means to promote foreign language learning, has emerged gradually over the research period. This is the result of combining and developing my own and the learners' thinking about my BFC classroom. Due to my positioning as teacher-researcher in my classroom, I have used several tools as 'estrangement devices' (van Lier, 1988: 37). I have described these tools in the previous sections. The analysis of my data needs to be considered in this context. The analysis process has been an on-going, continuous process that I have illustrated in the previous sections when using my diary excerpts for describing the development of my methodological tools.

During the data collection itself, I have adopted a jazz metaphor (discussed in [section 3](#)) in order to detach myself from my BFC classroom by considering the familiar (my classroom) in terms of the unfamiliar (the jazz club). This has led me to reconsider some of my theories about interaction in the BFC, which I discuss in Chapters 3-4. Although the adoption of the jazz metaphor has contributed considerably to the further development of my understanding, the use of metaphor also constitutes a danger of over-interpretation. In order to avoid this, I have focused for the systematic data analysis on the content of my teacher-researcher diary and my interviews.

Due to my positioning as a teacher-researcher within a theory of practice model, I have approached my data through 'context-based analysis' (van Lier, 1988: 2). This positioning implies 'my own way of seeing a situation' (Bolton, 2001: 107). Therefore, the analysis of my data is very much determined by my previously described teacher-researcher roles (see Chapter 1). This does not mean that my data analysis is not 'valid.' The opposite is the case: Because of my positioning as teacher-researcher, I recognise the richness of my data and the complexities of analysing teacher and learner

descriptions of BFC classroom interaction. As importantly, this positioning requires both criticality (discussed in Chapter 1, section 5) and in particular self-criticality as a teacher-researcher, as I have illustrated in particular in section 5.4. At the same time, my positioning as teacher-researcher prevents me from using Discourse or Conversation Analysis to analyse my data, especially my interview data. Such analytical methods would focus on interaction in the interviews or discourses in my diary, instead of focusing on descriptions of interaction in my BFC classroom.

In practical terms, my systematic data analysis can be summarised as follows:

- I have started my data analysis by identifying recurring themes in my teacher-researcher diary.
- I have then re-read my interview transcripts with the aim to identify key issues in the interviews. These key issues may have been different from themes identified in my teacher-researcher diary.
- I have looked at issues which seemed interesting, but also possibly contradictory.
- I have started to combine key issues from both my diary and my interviews.
- I have examined how contradictory themes might contribute to the emerging analysis framework.
- I have reconsidered some of my early conclusions and have partly refocused my data analysis as a result.
- I have related the selection of data to each other in order to constitute my analysis framework in a manner that allows me to convey the complexities of descriptions of classroom interaction in an organised manner.
- At the same time, I have aimed to present my data in a meaningful and pragmatic manner.

8 Summary

In this chapter, I have described how I have put my theory of practice into practice by employing a case study approach that has allowed me to examine my own and my learners' perceptions of BFC classroom interaction between September 1998 and July 2000. I have used and developed the following research tools:

- I have kept my teacher-researcher diary as a longitudinal record of my practice between September 1998 and July 2000.
- I have conducted Focus Group interviews with two groups of my learners between November 1999 and July 2000.
- Reversing Schön's (1991) argument I have viewed my teaching through the unfamiliar, the jazz metaphor, as a means to develop my theory of practice further.

In order to supplement my data I have conducted an individual interview with my former headteacher responsible for the creation and implementation of the BFC in May 2001. This interview has allowed me to contextualise my classroom data.

All of these research tools have allowed me to establish and develop my theory of practice as a teacher-researcher focusing on the study of my classroom. At the same time, it is important to mention that my data are limited. I did not interview any of the other teachers involved in the creation and implementation of the BFC since this proved to be impractical at the time. However, since my aim is to explore my theory of practice in my classroom focusing on my practice is legitimate as it enables me to gain a deeper understanding of my practice by applying my research tools in a meaningful and pragmatic manner.

9 Conclusions: Revisiting Risk - Putting my Theory of Practice into Practice

At the end of the previous chapter, I have started to describe the risks that I have taken as a teacher, as a researcher and as a teacher-researcher. In relation to these risks I have outlined my theory of practice as pragmatic, meaningful and focused. In this chapter, I have examined how I have put my theory of practice into research practice by adopting a case study approach with diary writing and (focus group) interviews as my main research tools. Van Lier (1994: 9) argues that 'teachers need to research how interaction works between teacher and student and student and student' and further supports this argument writing that 'unless teachers understand the world of discourse within which they interact as teachers, transformation will be impossible.' I consider his arguments within his general claim that the classroom 'does not exist in a vacuum. It is located in an institution, a society and a culture.' (van Lier, 1994: 9)

In order to put van Lier's theory of practice into practice I have chosen to adopt the case study approach described in this chapter as a means to make my theory of practice pragmatic, meaningful and focused. Van Lier fails to mention in his theory of practice one element that seems to become crucial in my research: If teachers need to research teacher-student interaction in their classroom, this implies that teachers need to research themselves and their own practices in relation to the learners. Researching interaction in my BFC classroom therefore involves a critical questioning of my beliefs as a teacher-researcher. I have discussed criticality in Chapter 1 in relation to my positioning as teacher-researcher in my research. In this chapter, I have presented and discussed the research tools that I have applied and developed as means to achieve this criticality towards myself and my classroom practices. I have chosen to focus on these research tools and not to use some other tools that I tentatively used. My other research tools

were questionnaires, learner portfolios and learner diaries which I chose not to exploit for my data analysis for a number of reasons:

- In the first year of the BFC I did a series of questionnaires looking at learner attitudes towards the newly established BFC. I chose not to use these data as they only refer to learner attitudes and do not shed any light on BFC classroom interaction. Also, I developed these questionnaires at the very beginning as a novice teacher-researcher when I was not so sure what my research focus was and these data only reflect learner attitudes in the first year of the BFC and might therefore be very different from learner responses in the second year of the BFC which I have chosen to focus on.
- In my second year as a teacher-researcher in the BFC I tried to implement learner portfolios with some volunteers from my class. None of the learners who agreed to keep these portfolios managed to develop these. This might have been due to various reasons such as lack of support from me, lack of focus in the portfolios and lack of time to fill these portfolios. I therefore chose not to use the very limited data produced by some learners.
- Some interviewees started keeping their own diaries about their perceptions of school, and particularly their learning in the BFC. These diaries are extremely interesting, but they are also highly personal documents and were only kept by two of the more able learners. Although they gave me their permission to use these data, I chose not to use them since they were so personal and were not kept throughout the whole school year and only reflect the more able learners' perceptions.

In general, I chose not to use the three other data chunks described here, because they would not necessarily have contributed to establish criticality. In other words, these tools could have covered more than uncovered.

I chose to use some tools and not to use some other tools: I took the risk of having less data and more superficially contradictory data. At the same time, taking this risk allowed me to develop my theory of practice as a teacher-researcher. When outlining his theory of practice van Lier (1994) focuses on three key components: interaction, transformation and context.

He remains vague in his description of interaction and does not specify what kind of interaction he is referring to. In order to overcome this problem I focus in the following section on the examination of teacher-learner classroom interaction that promotes using a foreign language through the teaching and learning of content in a foreign language.

I have addressed before (in Chapter 1, section 4.1) van Lier's use of the term 'transformation'. He does not explain this term any further which makes it extremely difficult to understand at what level (philosophical, psychological, social, professional, personal) he situates transformation. He could be referring to a dialectical process of transformation or mean change or reconsideration of practice through critical reflection. I interpret transformation as reconsideration of practice: In order to reconsider (or improve) practice critical reflection as a teacher-researcher is a valid starting point as I have illustrated in Chapter 1. This personal critical reflection is supported by the use and analysis of my other data stemming from focus group interviews and the individual interview with the former headteacher and allows for critical reconsideration of practice in relation to theory as I will illustrate in the following chapter.

Reconsidering one's practice as a teacher-researcher also requires a school context that potentially promotes and facilitates change. Van Lier (1994) indirectly refers to this context when describing the classroom as 'located in an institution, a society and a culture.' (van Lier, 1994: 9) His description of context is also very general. In order to apply his argument to my development of theory of practice I limit the notion of context

to the creation and implementation of the BFC at a school and departmental level through the interview with the former headteacher.

In general terms, I reconsider the three key features of my theory of practice as meaningful, pragmatic and focused as follows:

- Theory of practice needs to be meaningful for the teacher-researcher as a means to describe, examine, criticise and improve his/her practice.
- Theory of practice needs to be pragmatic in relation to what the individual teacher-researcher is researching. Choosing a case study approach and limiting my research tools to diary writing and (focus group) interviews is one possible way to achieve this.
- Theory of practice needs to be focused and relevant for the individual teacher-researcher in relation to the topic of research. Therefore, depth of understanding is at this point more desirable than generalisability.

All of the choices presented in this section contain elements of risk-taking as a teacher-researcher. At the same time, taking these risks is crucial as it allows me to develop my theory of practice as meaningful, pragmatic and focused in order to develop the support and challenges framework for CLIL classroom interaction based on my own and my interviewees' descriptions of BFC classroom interaction. I explore my own, the headteacher's and the interviewees' descriptions of BFC classroom interaction in relation to the relevant literature in Chapters 3-4.

Chapter 3: Developing my Theory of Practice of CLIL Classroom Interaction

Introduction

In the previous chapters, I have outlined the development of my theory of practice as meaningful, focused and pragmatic. I have illustrated through the use of my diary entries how I have come to this understanding of theory of practice by researching interaction in my BFC classroom. This implies that my theory of practice has grown out of my practice/s as a teacher-researcher and contributes to the further discussion of van Lier's theory of practice. I have argued before that van Lier's theory of practice could be understood as theory without practice: His theory of practice does not seem to be based on research into the teaching and learning of modern foreign languages, but it seems to rely upon the combination of ethnographic and SLA research. In comparison, Bourdieu's (1977) theory of practice draws from his anthropological fieldwork conducted in Kabylia (Algeria): it is the result of scientific practice, not of 'pure' theorising.

My understanding of theory of practice is *the* outcome of researching classroom interaction in my BFC classroom as a teacher-researcher. As I have illustrated in Chapter 1, developing my theory of practice demands the constant movement between theory and (my classroom) practice. This process is also part of the discussion in this chapter: I present my research findings that illustrate my understanding of CLIL classroom interaction by relating my practice/s to CLIL teaching and learning theories. As van Lier (1994: 9) points out 'the classroom does not exist in a vacuum. It is located in an institution, a society, and a culture. What happens in the classroom is in part determined by forces from the outside.'

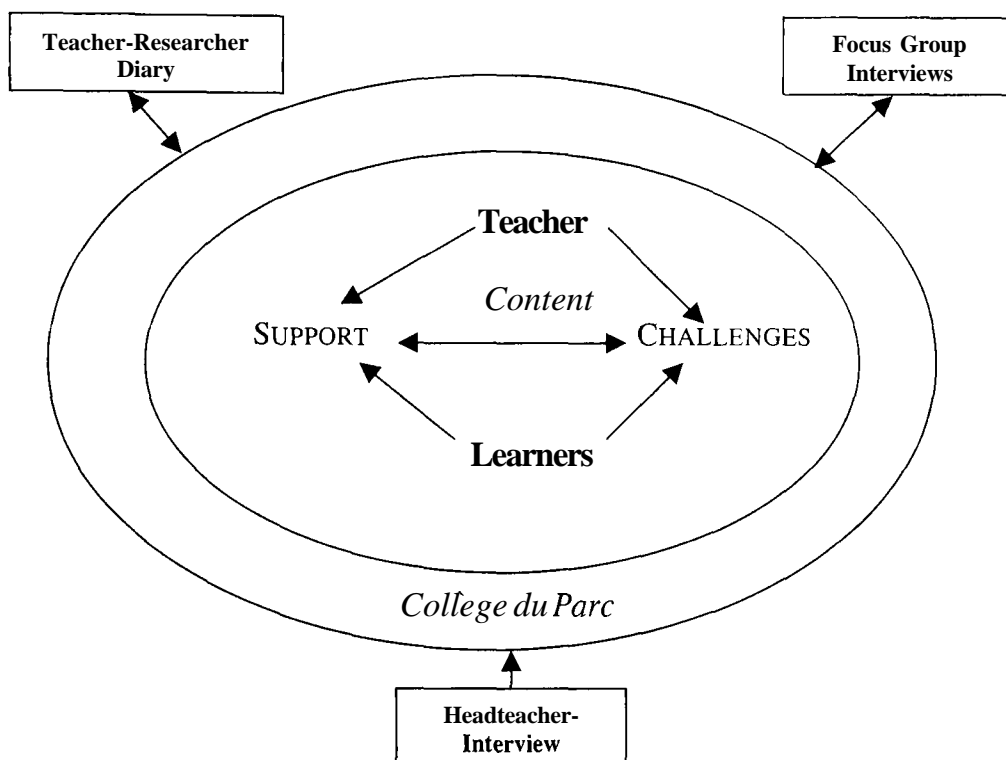


Figure 2: *Developing my theory of practice of CLIL classroom interaction*

In Chapter 2, I have presented my tools for researching perceptions of interaction in my BFC classroom with Figure 1. Figure 2 represents how my research tools have allowed me to develop my understanding of interaction in my BFC classroom. As I have already pointed out in Chapter 1, my research has informed me about my teaching and vice versa. For this reason, the arrow in the diary box points in two directions. This also applies to a certain extent to the learners who attended the focus group interviews, as I have suggested in Chapter 2. The outer circle represents the whole school context that the BFC and my BFC classroom in particular are located within. Of course, this outer circle representing the Collège du Parc context is in turn part of a larger context itself. However, my data are limited to my school context. I present the Collège du Parc context in relation to the larger context in Part 1. The inner circle represents my BFC classroom which I focus on in

my data analysis: My classroom consists generally of one *teacher* and my 11-12 year old *learners*. The teacher and the learners interact in my BFC classroom about *content* taught in a foreign language. In order to facilitate interaction about content in a foreign language, the learners need *support* which is provided by the teacher and the learning environment and exploited by the learners. At the same time, support for content learning needs to be considered in relation to the *challenges* that the learners are confronted with when learning content in a foreign language. I examine these key features of my BFC classroom in the following sections.

In order to develop my theory of practice of CLIL classroom interaction the following chapter is divided into six distinct parts:

- In Part 1, I describe the current situation for the teaching and learning of modern foreign languages in English secondary schools. I relate this situation to existing research into both natural and learned bilingualism by examining its benefits and by presenting briefly existing CLIL frameworks in Europe. I then relate CLIL to the issue of Language across the Curriculum and cross-curricular teaching and learning approaches. Finally, I consider the creation and implementation of the BFC in relation to the previously outlined background.
- In Part 2, I start to narrow down the focus of my analysis by examining key features of CLIL classrooms in relation to key features of my BFC classroom as proposed by myself and my learners.
- In Part 3, I examine classroom interaction models by focusing on Vygotskian theories and by relating these to teacher and learner roles as described by myself and my interviewees.
- In Part 4, I look at two particular features of classroom interaction crucial for learning in the BFC, support and challenges, by examining first the notion of scaffolding as appropriate, temporary and adjustable and by arguing that CLIL classrooms potentially offer a dual scaffolding through combining the teaching and learning of content and a foreign language. Through my data, I further consider scaffolding and replace it with the broader notion of support. I identify support as supporting something else which leads me to consider support in

relation to learner challenges. I examine these challenges by presenting data where myself and the learners refer to 'pushing' which I relate back to support by discussing my planning for learning in the BFC, support in the learning environment and support for CLIL through CLIL. Support for CLIL through CLIL leads me back to my argument that support in the BFC is dual: Content learning supports foreign language learning and foreign language learning supports content learning. In order to examine this issue further, I then relate support to challenges and describe general support, linguistic support for content, content support for foreign language learning and the combination of the two. I conclude Part 4 by illustrating how my support and challenges framework developed so far promotes interaction in the foreign language in my BFC classroom through the learners' 'noticing' which in turn may lead to learner 'performance' in the foreign language.

- In Part 5, I present a brief summary of my research findings and relate these to the notion of risk which I discuss further in Part 6 in relation to the CLIL classroom interaction framework built up throughout this chapter.

Part 1: Modern Foreign Languages Teaching and Learning in English Secondary Schools

1 Introduction

In the previous chapter, I have described how I have developed van Lier's theory of practice in practice by applying a case study approach. In this section, I focus on one further aspect of my theory of practice mentioned in the previous chapter: context. I describe the context of my research in two main sections: First, I describe the current situation for the teaching of modern foreign languages in English secondary schools. Within this section, I focus on the existing CLIL models in a range of schools. Related to CLIL classrooms, I describe the origins of CLIL and

frameworks for the teaching of CLIL in other European countries. I then relate these frameworks back to the existing grassroots approach to CLIL in England and describe CLIL approaches in more detail through the existing related literature.

In the second section, I focus specifically on the creation and implementation of the BFC by analysing the interview conducted with the former headteacher in May 2001. Finally, I relate the creation and implementation of the BFC to the context described in sections 2-5.

2 Modern Foreign Languages Teaching and Learning in English Secondary schools

Britain is not monolingual. English may be a lingua franca for many parts of the population, but it is not the mother tongue for a considerable percentage of its citizens. According to Baker and Eversley (2000: 5) only 67.86% of London school children have English as their first language at home. 39 languages other than English are spoken as a first language by the remaining 32.14%. These languages range from Bengali, Panjabi and Gujarati as highly represented home languages via European languages such as Portuguese, French, Spanish and German to more rarely spoken languages such as Pashto, Amharic and Sinhala. The situation is slightly different in smaller English cities and towns. However, the use of all these languages illustrates the linguistic diversity of England. At the same time, this linguistic diversity is not reflected in the status given to the teaching and learning of modern foreign languages at secondary school.

Currently, the National Curriculum (DfES, 1999) makes the learning of at least one foreign language between the age of 11 to 16 compulsory. However, a large number of learners do not continue their language studies post-16.

Coyle (2002: in press) describes the current situation regarding the teaching and learning of foreign languages in England:

In short, there is a national crisis in modern language teaching and learning: 9/10 students stop foreign language learning at the age of 16, having started at 11; 'A' level candidates (18-year olds taking the national subject examination at pre-university level) are decreasing by 9% per year; in 1998, only 6% of all 'A' levels were in one MFL, 2.5% in two. Moreover, the MFL National Curriculum (for 11-16 year olds) introduced in 1990, failed to change attitudes and practice. Language learners are generally demotivated and disaffected. 'Linguistic' currency is devalued. This has resulted in teacher dissatisfaction, likened to 'gardening in a gale' (Hawkins, 1999) - especially given the introduction of performance-related pay and the burden of accountability in the form of examination results and National Curriculum standards. In general, classroom practice is typified by the familiar '*dead bodies, talking heads*' syndrome (Legutke and Thomas, 1996). In short, the communicative legacy and related classroom discourse has succeeded in fostering communicative 'incompetence' (Donato, 1996), where students are told what to say based on textbook tests and examination syllabii. Little wonder then that students vote with their feet and the National Inspection OFSTED agency (the Office for Standards in Education) recently reported on low standards in MFL: *Progression from KS3 to 4 [from the third year of learning to the fourth] is lower than in all other subjects ... Pupils in KS4 [after four years] are unable to express themselves in the target language in a wider range of contexts than in KS3 [after 3 years].* (Ofsted, 1996)
(Coyle, 2002: in press)

The current crisis in foreign language teaching and learning is also reflected in the findings of the Nuffield Languages Inquiry, conducted in 1998-1999 (Nuffield Foundation, 2000). Coyle (2002: in press) sums up these findings:

- English is not enough.
 - People are looking for leadership to improve the nation's capability in languages.
 - Young people from the UK are disadvantaged in the recruitment market.
 - The UK needs competence in many languages - not just French.
 - The government has no coherent approach to languages.
 - In spite of parental demand, there is still no UK-wide agenda for children to start languages early (in the UK, students begin their foreign language study at 11).
 - Secondary school pupils lack motivation or direction.
 - Nine out of ten children stop learning languages at 16.
 - University language departments are closing, leaving the sector in deep crisis.
 - Adults are keen to learn languages but badly served by an impoverished system.
 - The UK desperately needs more language teachers.
- (Coyle, 2002: in press)

The recently published Green Paper (DfES, 2002) attempts to address the current crisis in foreign language teaching in secondary schools. It outlines the current situation as follows;

For too long in this country there has been an assumption that because English is spoken in many parts of the world, there is no need for English speakers to learn other languages. It has led to a cycle of national underperformance. [...] We need to arrest this decline, and recognise the contribution of languages - not just European languages, but all our community languages as well - to the cultural and linguistic richness of our society, to personal fulfilment, commercial success, international trade and mutual understanding. (DfES, 2002: 1)

The ambitions for the teaching and learning of foreign languages in England are described as a 'revolution in language teaching' (DfES, 2002: 3) and include suggestions such as the extension and revitalisation of the language assistant programme, the further development of Specialist Language Colleges and the 'entitlement to learn a language at primary level by 2012.' (DfES, 2002: 4) However, in spite of addressing some of the problems raised by the findings of the Nuffield Languages Inquiry (Nuffield Foundation, 2000), it does not establish a coherent framework for the teaching and learning of foreign languages at secondary school and could even make the current situation worse by reducing statutory language learning at secondary school:

Our proposals for Key Stage 4 [...] recognise the reality of large-scale disapplication of young people (around 36,000 pupils last year) from modern foreign languages by schools and colleges. All young people will continue to be entitled to learn a modern foreign language, but those who find it very difficult to do so (and who often disrupt the learning of others) will not be forced to take up the entitlement. And by reducing the compulsory element of the curriculum at Key Stage 4 from 80 % to 50 % of teaching time we will also make it easier for those who wish to study more than one language to do so. (DfES, 2002: 6)

The Nuffield Languages team (Nuffield Foundation, 2002) comment on this proposal:

The Nuffield Languages team believes that the Government's proposal to reduce statutory language learning to three years is a retrograde step, incompatible with a vision of a world-class leading education system. The Government has sent out the message loud and clear to young people - and to those who run their schools and teach in them - that language learning is a frill, an optional extra to education. (Nuffield Foundation, 2002)

The Nuffield Languages team sums up the possible consequences of the implementation of the Green Paper:

If the proposals in the Green Paper are accepted, many of the next generation will learn a language for three years only. We will be signing the death warrant for university language departments and the future supply of language teachers, both already in crisis. This manifestly does not tally with a strategic consideration of the UK's needs for languages. It is wholly at odds with the government's declared aspirations for languages.
(Nuffield Foundation, 2002)

The Nuffield Languages team's response to the Green Paper can be related back to the findings of the Nuffield Languages Inquiry conducted in 1998-99. In its final report, the Nuffield Languages team (Nuffield Foundation, 2000: 46) summarise the situation regarding foreign language teaching and learning in English secondary schools:

Learning a language - while it can be fun - is also hard work, for which learners need support and encouragement from outside as well as inside the classroom. Neither government nor employers issue information aimed at young people to highlight the relevance of competence in languages, and school managers themselves sometimes have little awareness of the importance of languages, leaving language teachers struggling against a tide of indifference.
(Nuffield Foundation, 2000: 46)

In their findings, the Nuffield Languages team highlight a series of alarming findings:

Boys achieve far less well than girls: The gender gap - a matter of concern across the curriculum - is greater in languages than in most other subjects. This is a long-standing problem with long-term effects: for example, very few men enter training to teach languages. The lack of male teachers reinforces the message that language is a girls' subject, that men are no good at languages, do not like them and do not want to teach them. Despite research which sheds light on teaching approaches that suit boys' needs, these are not yet reflected in the content of examinations at age 16.
(Nuffield Foundation, 2000: 46)

At the same time, they point at possible ways forward in foreign language teaching in England. They comment on CLIL approaches to foreign language learning and teaching:

Measures to improve pupils' enjoyment and interest in language learning could be taken but overwhelmingly are not. Bilingual teaching - where subjects such as History or Geography are taught in the foreign language - remains a rarity, and no accreditation is available for such courses. [...] In too few schools is there a firm internationalist ethos in which all subject areas are encouraged to look outwards to the wider world.
(Nuffield Foundation, 2000: 46)

The reasons for schools, foreign language departments and teachers overwhelmingly not taking 'measures to improve pupils' enjoyment and interest in language learning' (Nuffield Foundation, 2000: 46) are manifold. They range from teachers' workloads and working conditions to lack of teachers, lack of resources, time and exam pressures to both teachers and schools 'playing safe' and interpreting the National Curriculum in a restrictive manner. Therefore, it is no wonder that it seems that Hawkins' (1981, 1999) overused 'gardening in a gale'-metaphor for describing the working conditions of foreign language teachers still applies which also becomes obvious when the Nuffield report describes the current situation of foreign language teachers as 'struggling against a tide of indifference.' (Nuffield Foundation, 2000: 46)

At the same time, the current crisis can be viewed as a 'catalyst for change.' (Coyle, 2002: in press) In the following section, I focus on one possible 'catalyst for change', CLIL approaches in English secondary schools.

3 CLIL Benefits

The terminology used for describing CLIL approaches varies. CLIL stands for *Content and Language Integrated Learning*: the learning of a non-linguistic subject through a foreign language. Other terms used to describe CLIL approaches are *teaching content through a foreign language*, *content-based (foreign language) learning* and *immersion*. The varied use of terminology reflects the different educational, geographical and political contexts for the implementation of CLIL approaches.

CLIL approaches all share one common feature: Non-linguistic content is taught through a foreign language, Mohan (1986: iv) argues for this combined teaching and learning of content and a (foreign) language:

It is absurd to ignore the role of content in the language class, just as it is absurd to ignore the role of languages as a medium of learning in the content class. Every language teacher has to organize content material to support language learning, and all language teachers have an interest in doing this more systematically.

(Mohan, 1986: iv)

He further supports his argument by pointing out:

A language is a system which relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression. In subject matter learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated.

(Mohan, 1986: 1)

Mohan's arguments are reflected in a variety of CLIL approaches. I briefly describe these approaches by reviewing their origins through examining the variety of terms applied for describing the use of one or more than one language.

The terminology for describing the use of one or more than one language reflects the complex nature of the use of language/s itself. *Multilingualism* suggests the use of more than two languages, as does *plurilingualism*. A difference between multi- and plurilingualism seems to be that multilingualism is applied specifically to the use of home languages and the language used by the majority of the population whereas plurilingualism seems to refer to the use of a variety of foreign languages for purposes of communication.

Bilingualism is often divided into *natural bilingualism* and *learned bilingualism*. Natural bilingualism refers to speakers of two languages who have become bilingual due to biographical and/or social circumstances such as one parent with one language and another parent with another language or parents with one language

living in a country with another language. Within natural bilingualism, there are various levels of bilingualism that have been discussed in some detail in the literature. (For an overview of bilingualism and multilingualism literature, see Kroschewski *et al*, 1997.) Learned bilingualism refers generally to speakers who have become bilingual as a result of schooling. Depending on the bilingual speakers, their bilingualism could be a mixture of both learned and natural bilingualism. *Monolingualism* refers to the use of one language only.

I do not wish to repeat terminological arguments here as this is not the focus of my research. However, the variety of terminology for describing the use of more than one language mirrors the complexity of the use and learning of second and foreign languages. The complexity of terms also reflects ideological and political arguments that are part of the discussion of the various 'lingualisms,' in spite of Bialystok's suggestion of the apolitical nature of the ongoing lingualisms-debate:

Politically, it seems less necessary to 'prove' the acceptability of bilingualism for children. We are free, that is, to discover that being bilingual may in fact bring no special cognitive or linguistic benefit to children, and that finding will not threaten the existence of children in our educational system who happen to be bilingual.
(Bialystok, 1991: 6-7)

Bialystok's argument may apply to perceptions of naturally bilingual children. However, as the on-going debate (ALL, 2002; Henry and Shaw, 2002; Nuffield Foundation, 2002) related to the teaching and learning of foreign languages in England indicates, the issue of 'acceptability' of learned bilingualism is far from resolved. At the same time, research has shown that the 'illness' called monolingualism is curable (adapted from Skutnabb-Kangas, 1999).

Programmes aimed at achieving learned bilingualism have attempted to reproduce the benefits of natural bilingualism, which are summarised by Diaz and Klingler (1991: 183-184):

- Bilingual children show advanced metalinguistic abilities, especially manifested in their control of language processing.

- Cognitive and metalinguistic advantages appear in bilingual situations that involve systematic uses of the two languages, such as simultaneous acquisition or bilingual education.
- Bilingual children show advantages in the use of language for verbal mediation, as evidenced by their higher frequency of private-speech utterances and their larger number of private-speech functions.

(adapted from Diaz and Klingler, 1991: 183-184)

Diaz and Klingler's findings are similar to the ones proposed by Hamers and Blanc (2000) and by Johnson (1991). Canada was among the first countries to establish *immersion* programmes in order to turn monolingual learners into bilingual learners. These immersion programmes were intended as a means to reproduce the advantages of natural bilingualism. The benefits of immersion programmes may not be as pronounced as those of naturally acquired bilingualism. However, the findings from research on Canadian immersion programmes clearly identify bilingualism through immersion as beneficial.

Cummins and Swain (1986: 50) describe the outcomes of immersion programmes in Canada:

In other words, the below average students understood as much spoken French as did the above average students, and they were rated as highly as the above average students on all measures of oral production; grammar, pronunciation, vocabulary and fluency of communication. Thus, it seems that the below average students were able to benefit from French immersion as much as the average and above average students in terms of acquiring interpersonal communication skills in the second language. Furthermore, from the English language and academic achievement testing that was carried out with the same samples of students, there was no evidence that the below average students in French immersion were farther behind in English skills development or academic achievement than were the below average students in the regular English programme.

(Cummins and Swain, 1986: 50)

Cummins and Swain (1986) point out two key issues as a result of immersion programmes:

- All learners benefit from bilingual learning (and not just an academic élite).
- The development of mother tongue skills is not affected by bilingual programmes.

Just as importantly, Cummins and Swain (1986: 55) look at the psychological and social impact of immersion programmes:

The psychological and social impact of immersion programmes has in no way negatively affected the immersion students' views of themselves or of their own ethnolinguistic group, while at the same time it has closed somewhat the social gap between perceptions of themselves and French-Canadians. Immersion students and their parents express satisfaction with their programme.

(Cummins and Swain, 1986: 55)

Similar views are reflected in other research conducted on immersion programmes by other authors (Barbier, 1989; Calvé, 1991; Cummins, 1983; Garcia and Baker, 1995; Genesee, 1978, 1983, 1984, 1987; Stern, 1978; Swain, 1980). The overall goal of immersion programmes in Canada can be described as being aimed at achieving additive bilingualism, i.e. as complementing the use of the mother tongue with that of an additional foreign language. The aims of bilingual programmes in the USA seem to be more varied. Malakoff and Hakuta (1990: 38) describe the context of bilingual programmes in the USA referring to August and Garcia (1988):

Where legislation exists, it generally follows the Lau Remedies: that is, transitional bilingual programs when there are more than 20 students in a district. In the absence of this critical mass, pullout ESL is provided.

Different types of programs, however, have evolved over the years. August and Garcia (1988) distinguished six models for bilingual education, which are best seen as prototypes within which considerable variation and combination can occur:

- (1) transitional bilingual education
- (2) maintenance bilingual education
- (3) submersion model
- (4) English as a second language
- (5) U.S. immersion or sheltered English, and
- (6) The immersion model

(Malakoff and Hakuta, 1990: 38)

The models described here range from additional bilingualism to subtractive bilingualism. Malakoff and Hakuta (1990: 39) summarise the differences between 'Canadian immersion' programmes and 'US immersion or sheltered English':

Canadian immersion. The Canadian immersion programs were first developed to produce French-English bilinguals among the English-speaking community in and around Montreal. These programs emphasize the second language in the first few grades, that is, the children are 'immersed' in French, and English language arts are introduced in second or third

grade. By sixth grade, the day is divided equally between the two languages. This model has been extended to three-way immersion, adding a third ethnic group language to French and English. It is important to note that this model, while successful, was largely **implemented** with majority language, middle-class children who faced no pressure to abandon their native language.

U.S. immersion or sheltered English. U.S. immersion, or sheltered English is a variant of the Canadian model with a major difference: It is designed to develop proficiency in English only. LEP students are grouped together in special classrooms staffed by bilingual teachers. Instruction is carried out in English, and the native language is used only to enhance communication. However, no knowledge of English is assumed and the vocabulary and instructional materials are modified to suit the students' English language ability.

Of these six types of programs, the majority are designed to help students make the transition from one language to another; that is, they take monolinguals and produce monolinguals. In this sense, they are considered 'subtractive'. Immersion programs and maintenance bilingual education, on the other hand, are 'additive' in that they develop and *maintain* proficiency in two languages.

(Malakoff and Hakuta, 1990: 39)

The variety of approaches to bilingualism described by Malakoff and Hakuta (1990) reflect the range of responses to 'lingualisms' both in the USA and in Canada. They also reflect the range of attitudes towards being bi- or multilingual.

So far, I have limited my discussion to the current crisis in foreign language teaching and learning in English secondary schools and to the discussion of the various ways of addressing bilingualism in schools in Canada and the USA. Within a European context, there are some encouraging CLIL initiatives that could contribute to develop modern foreign language teaching and learning methodologies further. In order to contextualise these CLIL initiatives, I briefly review the current CLIL situation in Europe.

4 CLIL Frameworks in Europe

Due to the variety of educational systems in the European Union member states and due to the linguistic differences between EU countries, national frameworks for CLIL - if they exist at all - vary considerably. I do not intend to describe all of these approaches as this is not the focus of my research (for an overview of CLIL

approaches in Europe, see Fruhauf *et al*, 1996; Green, 2000; Hawkins, 1988; Masih, 1999; Morgan, 1999).

Morgan, C. (1998: 30) describes the CLIL situation in Europe:

A variety of different initiatives have been undertaken both in this country and in other European countries to strengthen and enhance the teaching of foreign languages. Many of the initiatives in England and Wales have been documented in the two edited volumes on intensive teaching published by CILT (Hawkins and Perren, 1978; Hawkins, 1988). These tend in the main to be one-off, occasional activities, ranging from one day to two weeks, although there are also a few examples of 'section bilingue' teaching (see also Hamilton, 1994). Initiatives in France, Germany and Austria usually take the form of either bilingual sections/streams within schools or schools that are wholly bilingual (see Triangle 13 1994, *Der Fremdsprachliche Unterricht*. Vols. 9 and 13, 1993 and 1994; Thiirmann 1995; and Bierbaumer 1995)
(Morgan, C, 1998; 30)

In the European context, a variety of CLIL approaches have been implemented by different countries. These approaches are embedded in these countries' educational traditions. Therefore, providing a general overview of various European CLIL approaches proves to be difficult. However, all of these CLIL approaches share one common feature: to achieve additive bi- or plurilingualism (and not to substitute one language for another).

These approaches reflect the intention of the European Union member states to opt 'for the preservation of linguistic and cultural diversity in Europe' (Wolff, 2002: in press). As Wolff goes on to point out, 'although in intercultural communication English is used as a *lingua franca*, it has become clear that the use of English as the only means of interaction has more negative than positive effects in such highly diversified linguistic contexts.' As Wolff (2002: in press) stresses, so far traditional foreign language teaching approaches have not been successful in creating a truly multilingual Europe. Wolff (2002: in press) further describes the current situation in Europe:

Multilingualism has been identified as a political necessity in Europe, but this has not yet led member states to make the educational efforts necessary to attain this goal. Although educationalists and language teaching specialists have understood that our present approach

to learning and teaching foreign languages - which Baker ironically but appropriately characterises as 'drip-feed education' - will never lead to multilingualism in Europe, there is disagreement about the best way to develop adequate linguistic proficiency in several languages, a competence which is higher than what we attain nowadays in traditional language teaching and learning. A number of so-called post-communicative approaches are under discussion: task-based and process-oriented language teaching and learner autonomy are among the most frequently discussed models.

One model which is becoming very popular all over Europe is Content and Language Integrated learning or CLIL. [...] Content and Language Integrated Learning (CLIL) is a generic term and refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of subjects other than the language itself.
(Wolff, 2002: in press)

Wolff situates CLIL among other post-communicative approaches for foreign language teaching and learning as a means to achieve a multilingual Europe. As pointed out before, CLIL frameworks in EU countries vary widely due to different educational frameworks and traditions ranging from officially recognised CLIL sections such as 'sections européennes' or 'sections bilingues' in France and 'bilinguale Zweige' in Germany to grassroots approaches as implemented in some English schools (Coyle, 1999, 2000a, 2000b, 2002).

Referring to the English context for CLIL, Morgan, C. (1998: 32) writes:

Most initiatives that take place rely on private funding or sponsorship (descriptions in the two CILT volumes bear witness to this) and bilingual teaching, where this exists, is still only a very small-scale affair (*sections bilingues* operating in Goff's school, Mill Hill and Heathside with a sprinkling of short-term experiments elsewhere).
(Morgan, C, 1998: 32)

Since 1998, the situation regarding CLIL schools has slightly improved. This is mainly due to the commitment of individual schools or language teachers who are 'the pioneers and advocates of CLIL.' (Coyle, 2002: in press) One such school is the Collège du Parc, the school where I conducted my research as teacher-researcher. Its specific CLIL framework is described in the Nuffield report (Nuffield Foundation, 2000: 46):

The practice

11 year olds at [the Collège du Parc], an 11-16 comprehensive school [...], study geography, ICT, history and personal and social education through the medium of French. It was found that lower ability children who had followed the bilingual programme performed better in English than those who had not. Boys seemed to do especially well. (Nuffield Foundation, 2000: 46)

The Nuffield report points out specifically the motivational benefits that the BFC seems to have on boys. Within the English context, it is important to remember that the BFC is only one of many possible ways of establishing CLIL sections in secondary schools.

So far, I have limited my discussion of the literature to the potential benefits of being or becoming bilingual and to outlining the variety of CLIL frameworks in Canada, the USA and some EU countries. In order to narrow down my CLIL arguments further, I locate CLIL approaches within cross-curricular teaching and learning by focusing on the role of language/s in the following section.

5 CLIL and Language across the Curriculum and Cross-curricular Teaching and Learning

I have previously presented Baker and Eversley's (2000) data in order to illustrate that England is not a monolingual country. However, simply illustrating multilingualism through statistical data is not sufficient. The large majority of speakers of other languages speak English as a second language in order to communicate successfully with the other communities within England. Additionally, English is currently the international language of commerce, business and travel and spoken globally by a wide range of speakers as a second or foreign language. In relation to other European countries, England is one of the few European countries that can claim that 'its' language is the international lingua franca as the Nuffield Languages Inquiry report (Nuffield Foundation, 2000: 14) points out:

English is the international lingua franca. English has emerged as the first real global language in an age where a global language is both possible and necessary. It is the language of science, technology and technical communication; the language medium for global investment, aviation, development aid and medicine. New strategies for survival in fields as diverse as food supply, the human genome or mastery of space are unlikely to be brokered in another language. For anyone involved in international business it has become a basic requirement and the Indian subcontinent as much as North America relates to the global economy in English.

(Nuffield Foundation, 2000: 14)

At the same time, the Nuffield Languages Inquiry report (Nuffield Foundation, 2000: 14) also highlights the danger of this positioning of English as an international language:

English alone is not enough. In the face of such widespread acceptance and use of English the UK's complacent view of its limited capability in other languages is understandable. It is also dangerous. In a world where bilingualism and plurilingualism are commonplace, monolingualism implies inflexibility, insensitivity and arrogance. Much that is essential to our society, its health and its interests - including effective choice in policy, realisation of citizenship, effective overseas links and openness to the inventions of other cultures - will not be achieved in one language alone.

(Nuffield Foundation, 2000: 14)

The Nuffield Languages team points out that English is not enough. However, the use of English as a lingua franca is detrimental to the status of other languages in England, no matter whether they are community languages or foreign languages. This leaves foreign language teachers with the same old problem that foreign languages are marginalised within the school curriculum and foreign language teachers feel like 'gardening in a gale.' (Hawkins, 1981: 97-98)

None of the arguments in favour of a plurilingual Europe can entirely resolve this problem of language status. However, considering the *role of language for learning* in a CLIL context might be another means to address the role of languages inside schools. Language learners at secondary school, just as their parents and policy decision makers, might not be able to value languages due to the status of English outside the school environment. Therefore, it is the school's role to raise the importance of (foreign) language learning inside the school environment.

One means to raise the status of (foreign) language/s is to consider the school curriculum not as separate subjects, but in cross-curricular terms. After all, language is the medium for learning in all subjects as is pointed out in the Bullock report (DES, 1975: 514):

Each school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling.
(DES, 1975: 514)

Marland (1977: 67) further comment on the role of language for learning:

Because access to so much learning is through language, and because the very process of understanding involves verbalizing, that is because learning is operating with language, it is clearly important that all teachers have an outline idea of the fundamentals of how language works. Whatever our specialist function in education we work with language, and we must, as individuals and as a school team, have a common attitude towards our most precious skill.
(Marland, 1977: 67)

The issue of learning through language is currently being addressed with the introduction of the National Literacy Strategy. Its framework for Key Stage 3, for 11-to 15-year old learners, is outlined as follows:

Language lies at the heart of the drive to raise standards in secondary schools. It is the key to developing in young people the capacity to express themselves with confidence, to think logically, creatively and imaginatively and to developing a deep understanding of literature and the wider culture.
(DfEE, 2000)

The 'framework for teaching English: Years 7, 8 and 9' is described as 'challenges':

It contains challenges to stretch the gifted and talented, and an imperative to act quickly to bring underachieving pupils up to the level of their peers. Most of all, it equips all pupils for the world in which they will live and work - a world which places a high premium on the written and spoken word, where reading and writing permeate every aspect of life, and where pleasures often derive from good discussion, excellent books and the power of writing.
(DfEE, 2000)

Visiting the relevant web-pages of the 'Standards Site', a website intended to support teachers in their implementation of the National Literacy Strategy, is quite revealing for the further examination of the National Literacy Strategy in practice. Although there is a section addressed at Modern Foreign Language teachers it directs users to the 'Framework for teaching English'. In practice, so far, the National Literacy Strategy has failed to address the issue of language across the curriculum within the teaching and learning of foreign languages, although the existing CLIL schools could offer a basis for this. Paraphrasing the Bullock report (DES, 1975) findings - every subject teacher is a language teacher - a way forward to consider the foreign language curriculum is to reverse this argument: *Every (foreign) language teacher is a subject teacher*. Linking this to Mohan's (1986: iv) previously discussed argument that 'it is absurd to ignore the role of content, just as it is absurd to ignore the role of languages as a medium of learning in the content class' further strengthens the argument for CLIL approaches in English secondary schools. Because of the lack of contact with foreign languages outside the school, schools have to be enabled to deliver a foreign language curriculum that provides learners with the opportunity to become as motivated and fluent as other European learners. This opportunity can be offered through the implementation of CLIL programmes as the related comment in the Nuffield Languages Inquiry's report (Nuffield Foundation, 2000: 46) illustrates:

The practice

11-year olds at [the Collège du Parc], an 11-16 comprehensive school [...] study geography, ICT, history and personal and social education through the medium of French.

It was found that lower ability children who had followed the bilingual programme performed better in English than those who had not. Boys seemed to do especially well.

(Nuffield Foundation, 2000: 46)

The practice described in the Nuffield final report refers to the Collège du Parc where I conducted my research as teacher-researcher. Through offering the learners foreign language learning through other subjects, the status of the foreign language has been raised. The teachers in the BFC have become subject teachers who teach through a foreign language: they teach a foreign language across the curriculum.

Considering CLIL approaches as a means of teaching a foreign language across the curriculum also implies cross-curricular teaching and learning approaches. In this sense, CLIL offers the potential for the systematic exploitation of cross-curricular contexts. Verma and Pumfrey (1993: 6) comment on these in general:

Education should aim to familiarise pupils with the great intellectual, moral, religious, and other achievements of the human race. It is also supposed to initiate them not merely into the cultural capital of their own community but also that of other groups. In this way, the function of education would be to humanize rather than merely to socialize. They are to be taught the languages, history, geography, culture, social structures, religion and so on of other communities in order that they can learn to appreciate the unity and diversity of mankind.

(Verma and Pumfrey, 1993: 6)

CLIL approaches could contribute to the further development of the holistic curriculum outlined by Verma and Pumfrey (1993: 6). Verma and Pumfrey (1993: 6) echo the findings from the Nuffield Languages Inquiry (Nuffield Foundation, 2000) and Coyle's (2002) related arguments when they write that:

Modern societies expect their education system to prepare their young for their expected roles and responsibilities in adult life. It also seeks to transmit knowledge, skills and attitudes that would enable them to operate effectively as individuals and as members of society in the world of work, community and in the transnational context.

(Verma and Pumfrey, 1993: 35)

Considering CLIL approaches in a cross-curricular context as outlined by Verma and Pumfrey (1993), they do not just offer increased performance of learners in the foreign language as illustrated in the previously reported research findings (Cummins and Swain, 1986; Barbier, 1989; Calvé, 1991; Cummins, 1983; Genesee, 1978, 1983, 1984, 1987; Stern, 1978; Swain, 1980), but CLIL also potentially contributes to creating a truly cross-curricular curriculum where teaching and learning content through a foreign language is the norm rather than the exception.

So far, I have examined the current situation for the teaching and learning of modern foreign languages in England in general terms. I have started by presenting

the variety of languages spoken in London and have related this to the current MFL crisis in English secondary schools. I have described CLIL approaches as a means to address this crisis and have outlined the potential benefits of natural and learned bilingualism. I have given a brief overview of CLIL frameworks in some EU countries and have pointed out that there are no officially recognised CLIL sections in English schools. In order to move on the discussion I have considered CLIL in relation to Language Across the Curriculum and have argued that in order to raise the status of foreign languages in spite of the perception of England as a monolingual country it is schools that could raise the status of foreign languages from within. In the following section, I illustrate how this has been done at the Collège du Parc, the school where I conducted my research, by introducing the Bilingual Foundation Course (BFC).

6 The Bilingual Foundation Course as a CLIL Curriculum: Creation and Implementation of the BFC

6.1 Introduction

On 25* May 2001, I conducted an interview with the former headteacher, responsible for the creation and implementation of the BFC (discussed previously in Chapter 2, section 6). I use this interview as a means to establish the general framework of the BFC and in order to raise key issues that have emerged from my data.

I discuss the BFC through this interview in three main sections: First, I discuss how the BFC came into existence. Second, I look at how the BFC was implemented. Third, I discuss the benefits of the BFC for staff, departments and teachers.

6.2 *Creation and Implementation of the BFC*

During the first part of the interview I raised how the BFC came into existence. The headteacher replied as follows:

Errm, the original idea came from a programme that Do had put together on errrm, for the Open University in which she talked about ... it may have been two programmes - where she took the cameras into several schools. There was one in Sussex where they were teaching business studies in Spanish and they'd set up a special GCSE for that. So, that was GCSE. And she also went to - I remember - a school in Buckinghamshire or somewhere like that, errm, where they were teaching geography through German. And I think she may have also visited one or two other schools. There was some Year 7 or Year 8 drama in French I think, maybe they were doing some food. Errm, and then I think probably in another programme, she went to Luxembourg.

This is a reference to a series of programmes that were shown very early in the morning on the BBC's Open University programme. This programme illustrated various forms of learning non-linguistic content through a foreign language in a variety of school settings.

Those programmes were on ... I saw one of them. I don't know why I saw it, because it was on very early in the morning as these Open University programmes ... for some reason, I got up very early, presumably, I hadn't been able to sleep. I know I was going down south that day for something and I had to get up early, so yes, I must have just got up and switched the TV on for some reason and quite by accident hit this programme which I thought was very interesting. Errm, it immediately struck the chord with me that we got this integrated Foundation Course, and you could through that develop a much more concentrated programme than she was describing at any of these schools. None of these schools were doing more than a couple of lessons a week in bilingual.

The headteacher refers in the interview to the Foundation Course. The Foundation Course is the term used for describing the cross-curricular programme that has been in practice at the Collège du Parc since 1996. In the school prospectus (Hasland Hall Community School, 1998: 19), the Foundation Course is described as follows;

This course provides a bridge between primary and secondary school experiences. In the primary, youngsters are taught by a single teacher in the same room for almost all of the week, with much of the work based on general themes or topics. In most secondary schools, they move from room to room and teacher to teacher in order to take advantage of specialist facilities and teaching staff.

During their first year at Hasland Hall Community School, they remain in the First Year Base with their personal tutor for nearly half of the week, undertaking a Foundation Course

which uses themes and topics to introduce work in English, Maths, Humanities, Information Technology and Personal and Social Education. The Foundation Course is devised and taught by an experienced team of teachers with specialist expertise in the above subject areas.

(Hasland Hall Community School, 1998: 19)

Two main features of the Foundation Course are identified in the school prospectus:

- It is designed as 'a bridge between primary and secondary school experiences.'
- The Foundation Course 'uses themes and topics to introduce work in English, Maths, Humanities, Information Technology and Personal and Social Education.'

The headteacher points out that through the FC he could 'develop a much more concentrated [CLIL] programme.'

With the Foundation Course in mind, the headteacher goes on to describe how 'the whole idea formed.'

... so, the whole idea formed from that programme on the journey going down. And I think it's fair to say that we've been pretty innovative, so we were interested, the school was interested in any case in new ideas there. It struck a chord as being interesting, a very interesting idea. Errm, so that's where it came from really. It developed on that journey down south. The next day I went in and talked to the Senior Management Team and they thought it was a brilliant idea.

The 'brilliant idea' refers to creating the Bilingual Foundation Course: a Foundation Course where the themes and topics referred to in the school prospectus (apart from Maths) are not only taught in a cross-curricular manner, but also through the medium of French. (For examples of materials used in the BFC, see [Appendix E](#). For examples of students' work, see [Appendix F](#). For the BFC schemes of work, see [Appendix G](#).) In practice, this means that about 50% of the Year 7 curriculum would be taught through French. The headteacher describes his reasons for introducing the BFC:

Well, I think initially, errrrrrrr, my idea was that this would be of a big benefit to the students. Errm, you need to bear in mind also that the languages department was if not the weakest, then certainly one of the weakest departments in the school. Languages was poorly taught. The previous inspection, in '95 I think, had suggested that languages was not being

well taught and got quite a slating [in the Ofsted inspection report] unfairly so I think, it got more of a slating than it deserved. And we hadn't been able to do much with staff after that because it had been such an unfair report, but there were some elements of truth in it. There was an important element of truth. And if you looked at the results, they were not very good in comparison with the rest of the school in all three languages. Errrm, so I figured that this [introduction of the BFC] would be a way of getting kids off to a good start.

The headteacher describes here how he considered the creation of the BFC as 'a big benefit to the students.' He explains his argument further by relating the creation of the BFC to the Ofsted report that the foreign languages department got as a result of the previous inspection. In this regard, the creation of the BFC was a means to address the 'slating' that the Modern Foreign Languages department got in the previous Ofsted inspection report. He goes on to describe the MFL department before the introduction of the BFC:

And if you had gone to a classroom, a languages classroom before the bilingual programme started, you'd have found that even if, ... most teachers wouldn't actually have talked about pencils and pens and blackboards in French. That would have been taught back in English. Errm, and it ... you'd have found that in Year 10 and 11 they would still be going over the same stuff at the beginning of the lesson 'What's your name?', 'How old are you?' and they'd been doing this for year and year and year and that the kids weren't really much better at it by Year 10 or 11 than they had been before, but I think if you went in there now, you wouldn't recognise that.

The headteacher exemplifies his description of the MFL department by pointing at the lack of target language use during foreign language lessons and describing the learners' progress as a lack of progress where 'they'd been doing this for year and year and [...] the kids weren't really much better at it by Year 10 or Year 11 than they had been before.'

Summing up the previous arguments put forward for the creation of the BFC, it becomes clear that it was intended as a means to improve the standard of teaching in the MFL department. The reasons given by the headteacher for the creation of the BFC are managerial arguments by a headteacher who wants to improve an individual department at his school. Related to the managerial reasons, the headteacher raises personal (and related) motivations for introducing the BFC. He reflects about his own foreign language learning experiences:

I taught myself Italian [...] and also developed my German. And so, I had an interest and I had an interest in how with motivation how you could achieve much quicker and - a bit surprising that - but, err, it was interesting to me how quickly I had progressed as an adult with these languages whereas I had made very modest progress as a child.

The headteacher describes himself as a successful foreign language learner. However, he only became a successful language learner as an adult as he points out, whereas he only 'had made very modest progress as a child.' He relates back his own foreign language learning experiences to the general benefits of learning in the BFC as he envisaged them:

And, errr, it didn't start from the premises of learning how to book a hotel room or to find your way across Marseilles by taxi or by bus which is what traditionally they learn to do in Year 7. And because you can't thoroughly teach history without using the past tense, it's quite difficult to teach PSE without using the future tense, these youngsters were being introduced to the past and future tense in Year 7 which was a radical concept, traditionally, I think it's not until Year 9 that youngsters in comprehensives would start using the past and future tense.

The headteacher compares here the traditional communicative MFL curriculum to the BFC curriculum and exemplifies this with describing the introduction of the past and the future tense in French as 'a radical concept.' He goes on to compare a traditional, communicative MFL curriculum and the BFC curriculum:

So, here we are, we've got youngsters who were learning the future and past - elementary form - but able to understand it very early on. It's true that they weren't learning how to book a hotel room or how to find the right bus. So, if they actually went to France - as some of them did - at that age, they wouldn't need these skills. This is a concept borrowed from adult education. Adult education was revolutionary in the '70s adopting this approach, not starting with grammar, but starting with what was useful like booking a hotel room and finding a bus. Very relevant for adult education. Very sensible. But utterly useless for young children. Because they simply borrowed the scheme of work as far as I could make out when they abandoned the idea of teaching through grammar, basically they borrowed this scheme of work which seemed to me a bit bizarre.

He sums up his description of the content of traditional communicative MFL lessons as 'utterly useless for young children.'

The headteacher's motivations for introducing the BFC were not only of a managerial nature, but they were in combination with wishing to improve the standards of MFL teaching motivated by personal experiences and related personal theories about teaching methodology for foreign languages. These views created a strong grounding for the creation of the BFC.

In order to implement the BFC, the headteacher had to consult with various groups of people within the school structure. As mentioned before, he got the support from the Senior Management Team straight away. The other groups that he had to consult with were the school's governors, heads of departments who would be affected by the creation of the BFC and parents:

And just as far as the governors were concerned, they were obviously ... there was scepticism about it, but like ... the parents were quite used to a school that was always open to new ideas. And they knew that they were always evaluated. So, I think if we hadn't been a school where parents and governors were used to new ideas, it would have been much harder. And had there been a lot of resistance, staff morale could have crumbled through that first year. Or if the Heads of Humanities or English had been hostile it could have been a different story. So, we were lucky I suppose.

The headteacher describes here how he managed to get the support from the key decision making bodies for the creation of the BFC. According to the headteacher, this was the case, because 'parents and governors were used to new ideas.' At the time of implementing the BFC, the school had some very specific features already such as CASE lessons in Science and the existing Foundation Course in Year 7 that was to form the basis for the BFC. He further explains the role of other departments for implementing the BFC:

I think probably if there had been a united front of Heads of English, Humanities and English against it, it probably would have failed. But the fact that it had very receptive support from English and Humanities and indeed from one or two of the integrated Foundation Course ... I think Arme [FC teacher] was very in favour of it initially, because she had done some French, and I think Léonie [head of FC department] was. And of course, Juliette [FC teacher], she was initially a bit surprised, she's a bit conservative so she was initially a little bit against it, but I think we quickly won her round.

He points out in the previous excerpt that he got support from the departments (English and Humanities) and members of staff teaching in the FC (Léonie, Anne, Juliette) affected by the creation of the BFC. He does not mention the MFL department at all in terms of support. The BFC was created as a means to raise the level of MFL and to give the learners 'a flying start'. However, the MFL department was the one department that was not involved directly in the implementation process, as in organisational terms it was not affected by the creation of the BFC, whereas Humanities, English and FC were. The situation described by the headteacher is somewhat paradoxical: the department that is potentially the biggest beneficiary of the BFC does not seem to have been involved in its implementation. Those departments and individuals to whom the creation of the BFC is potentially the most threatening as it affects their curriculum areas are the most supportive. The following interview excerpt makes this clearer:

One of the interesting ideas about selling the idea to the staff - cause that was the first job that had to be done - is that the people most in favour of it were those who had most to lose meaning that the Head of English and the Head of Humanities were very enthusiastic about it - teaching their subjects through the medium of French, paradoxically. You'd have expected the reverse. Yet, the languages department where you'd have thought they'd be able to see the instant benefits of this were most hostile.

He further describes the support of the Humanities, English and FC department and the resistance of the MFL department:

Well, I think, the Heads of English and Humanities ... importantly, some potential reactions against it [incomprehensible] had been broken down by the introduction of the integrated Foundation Course. So, they were already used to non-specialists teaching their subject and they had no qualms about that. That had happened over a period of years. So, they were already less resistant than you might expect - the Heads of English and Humanities to the idea of non-specialists. And I think they're just open to new ideas. The problem with languages, the Head of Languages, the language faculty generally, was that they could just see a whole load of new work in this. And they were quite happy the way they'd been teaching. And they may have seen it as a threat. They may have linked it to the Ofsted inspection which had been very unfairly highly critical of them and they were very defensive. They may have been defensive because they were thinking 'He's introducing that because languages are so crap.' Errm, but I think mainly because they could see a lot of work in this, that it would mean a complete whole set of changes in their scheme of work. I guess, that's the main reason.

The support of the Humanities department was mainly due to their previous experiences with the Foundation Course which might have contributed to them having 'no qualms' about the creation and implementation of the BFC, as they were generally 'just open to new ideas.' He sums up the fears of the MFL department by explaining the MFL department's resistance with the previous Ofsted inspection report and their resulting 'defensive' stance. As the main reason for the resistance of the MFL department though, the headteacher points out that they 'could see a lot of work in this, that it would mean a complete set of changes in their scheme of work.' It becomes clear by now that the BFC was introduced without the support of the MFL department and with the support of the Humanities and the English department.

In general terms, the headteacher had the support from his Senior Management Team, the governors, the (heads of) departments and individual members of staff affected by the implementation of the BFC. A final hurdle for the implementation of the BFC was the parents' reaction. He describes the possible impact of parents:

[...] you don't know to what extent if parents had been hostile to what extent they would have made the kids, encouraged the kids to be hostile to it and that could have made it a failure.

But - apart from some individual parents anonymously contacting the local TV station about the imminent creation of the BFC - the parents were generally supportive to the implementation of the BFC.

6.3 Recruiting New Teachers for the BFC

It seems that initially the MFL department was not in favour of the creation of the BFC. Therefore, in order to implement the BFC, the school had to recruit new teachers:

[...] we were very likely to get high quality staff providing we advertised it well which we did and didn't apologise for it, didn't contain an apology in the advert 'Sorry, you've got to actually teach this way', but actually made it the focal point of the advert.

Yeah, by advertising it that way I think it was almost certain that we'd get a very strong team. And, err, the sort of school we had was one that was open to new ideas and therefore would accept a group of teachers like that. At another school that group of teachers, with lots of new ideas, very radical in a variety of ways, you might well have ended up being sidelined by the rest of the staff But I don't think that happened.

As a result of the advertising process, the school recruited three new members of staff I was one of the new members of staff teaching half a timetable, i.e. teaching one out of three Year 7 BFC classes.

As described previously, the headteacher managed to convince the departments who would be affected by the implementation of the BFC of its usefulness. He also managed to exclude the MFL department to a certain extent from the decision making process, as he was aware of the MFL department's resistance to change. The headteacher then proceeded with recruiting new members of staff for the BFC. All of these new teachers were not only new teachers to the school, but also NQTs:

I think we interviewed someone who was already a head of department, head of French, although she withdrew, so, no, it wasn't with any intention [that we engaged 3 NQTs], but because of the vast majority of applications because it was a two-year contract. So, it's not surprising that the vast majority of applicants were NQTs. But that's good. Because they had no preconceptions which other people would. And therefore providing much more of a challenge to our existing staff in languages as well. I think that was ... we also picked people who had quite strong personalities and would not be muzzled by the languages team. And we also kept them somewhat apart. If you remember that first year, I was managing the team and I had meetings with the team on their own. And the languages faculty had their team meetings. And some of the staff would attend both, but I was consciously trying to ensure that this was not held, was not managed by the language department.

In this interview excerpt, he points out a number of issues related to the choice of staff for the BFC:

- He recruited teachers with 'no preconceptions.' This statement is related to the context of the existing MFL department that was not willing to change its practices. Therefore, the newly recruited teachers needed 'no preconceptions' in the sense that they would not be concerned so much about the content of the BFC lessons not fitting exactly the existing scheme of work for French. At the same time, the newly recruited teachers had to have some very strong

'preconceptions' about teaching content in French as they were aware of the amount of work involved in delivering content-based lessons mainly in French and creating all the materials needed from scratch.

- The headteacher also mentions that he used the newly recruited teachers as a means to 'challenge' the existing practices in the MFL department. The term 'challenge' is crucial here, as it comes up on various levels that I explore in some detail in later sections (and especially so in Part 4) when focusing on my classroom.
- Also, in relation to the MFL team, the headteacher points out that 'we also picked people who had quite strong personalities and would not be muzzled by the languages team.' Again, it becomes clear how he used the new members of staff as a means to improve existing practice in the MFL department.
- And finally, he created a space for the newly recruited teachers to develop teaching and learning in the BFC when he describes that 'we also kept them somewhat apart, if you remember that first year, I was managing the team and I had meetings with the team on their own. And the languages faculty had their team meetings. And some of the staff would attend both, but I was consciously trying to ensure that this was not held, was not managed by the language department.' The space that he created was a space not only provided by him, but also managed by himself.

The headteacher himself had some strong 'preconceptions' about the BFC. He wanted to ensure the successful implementation of the BFC. He agrees with this when stating that 'I was the driving force in the first 6 months to a year.' At the same time, he describes the BFC as 'building up its own momentum' referring to the members of staff involved in teaching in the BFC.

I have described so far the implementation process of the BFC. In order to narrow down my research focus further I discuss in the following sections the benefits of the BFC as perceived by the headteacher who initiated the creation of the BFC with the support of the departments affected directly by its creation and without the initial

support of the MFL department. First, I consider benefits for the school and for individual departments. Second, I discuss benefits for the teachers.

6.4 BFC Benefits for the School and for Individual Departments

The headteacher describes the potential general benefits of the BFC:

So, even if there was no improvement in the languages department we could see, we could potentially see some improvement in results from this flying start they would get in Year 7. That was the first step. Errm, so far as students were concerned.

He describes the reason for creating the BFC as a means to give the learners a 'flying start' in their foreign language learning. At the same time, he considers this 'flying start' from a managerial perspective when mentioning that he could 'potentially see some improvement in results from this flying start they would get in Year 7.' The headteacher hints here at improving the standard of foreign language learning in spite of the resistance to change from the foreign language department described before. The headteacher also describes a more general potential 'spin-off' effect as a result of the creation of the BFC:

I suppose as far as staff were concerned there was also this idea that if we planned a major innovation project in the languages department there could be some important spin-offs, obviously, for the rest of the staff. And it could lead to them being much more imaginative in their teaching and therefore improve the quality of teaching in general.

He outlines that the potential benefits could be that the creation of the BFC 'could lead to them [the teachers] being much more imaginative in their teaching and therefore to improve the quality of teaching in general.' This statement applies particularly taking into account that the creation of the BFC affected various departments. First, it affected the existing (English) Foundation Course. As a result, it affected the Humanities department and the English department, as they were the two main departments involved in the existing FC and affected by the creation of the BFC. Second, it also affected the MFL department by having new members of staff

who would teach both in the BFC and in the MFL department. And finally, it affected potentially all members of staff-

Instead of talking about the latest misbehaviour by child X in the staff room, to get people talking about teaching methods is a major step forward and might lead to improve the quality of teaching generally. And I think we did. The level of debate in the staffroom was raised.

It is difficult to give any clear evidence of the process described by the headteacher with 'to get people talking about teaching methods.' However, it contributes to contextualise the creation of the BFC within the whole school context. As pointed out already, it is not entirely clear if these general benefits were potential or real. At the same time, there were some 'real' benefits as a result of the creation of the BFC. The headteacher further describes these as 'spin-off effects':

There were some spin-off effects with some other staff. There were a fair number of staff, not particularly those who were fairly involved with bilingual, who were very sceptical. So, for example, the Science Faculty were very sceptical initially. But in the end, I think they had come round to admitting that these kids were not suffering at all and there could be big benefits from having this scheme [the BFC]. So, there were benefits for the rest of the staff. There were benefits for the rest of the staff in having a young cohort of imaginative staff cause we were able to recruit some excellent staff, because these sorts of jobs don't come up very often.

The headteacher does not name any concrete benefits in this interview excerpt. At the same time, he sums up the benefits for members of staff in general terms by saying that 'there were benefits for the rest of the staff in having a young cohort of imaginative staff, cause we were able to recruit some excellent staff, because these sorts of jobs don't come up very often.' Relating the headteacher's description of the new members of 'imaginative staff' to the previous excerpt highlights the general benefits of the creation of the BFC. According to the headteacher, the level of debate in the staffroom was raised. The headteacher also mentions the Science department as one of the very initially sceptical departments towards the creation of the BFC. We discussed this issue further in the following manner:

1: You were talking about the Science department. What I found interesting later on during the first and more during the second year was that some of the CASE science teachers came

up with the hypothesis that the kids in the Bilingual Foundation Course were actually dealing better with the CASE lessons than the kids in the Foundation Course.

D: Yes, I find that very interesting. It's that it is in the other area in which we were emphasizing thinking skills. More overtly of course in CASE. So, I find it very interesting that they were saying this about the bilingual scheme. As I said, originally, they were highly sceptical about it.

The headteacher raises in this excerpt another key issue that is part of the BFC: one commonality between the BFC and CASE lessons: 'emphasizing thinking skills.' Although 'thinking skills' is not the focus of my data analysis, the links between some features of CASE lessons and my BFC lessons will become clearer in the further discussion.

6.5 BFC Benefits for the MFL Department

The headteacher also mentions a series of benefits for the MFL department:

In terms of the staff, there is the advantage we've already talked about, of enlivening teaching of languages generally by having a group of staff who would talk about how you teach in faculty meetings instead of just administration of orals or whatever would be normally dealt with. It also required changes in the scheme of work in Year 8 and Year 9 that also contributed to improve modern foreign languages in general.

As mentioned in more general terms before when discussing the benefits of the BFC for a larger group of staff, the headteacher describes the benefits of the BFC for the MFL department as 'enlivening teaching of languages generally by having a group of staff who would talk about how you teach in faculty meetings.' Again, the headteacher's concern about raising the general level of teaching and specifically raising the level of teaching modern foreign languages becomes clear here. He contrasts these discussions during meetings with 'administration of orals or whatever would be normally dealt with.' Picking up the 'normal' that the headteacher refers to, this reflects again his concern about turning discussions about teaching in general and about teaching modern foreign languages specifically into the 'normal.' He also refers to the effects that the BFC had for the higher year groups when he mentions the 'changes in the scheme of work in Year 8 and Year 9 that also contributed to

improve modern foreign languages in general.' He also describes other 'spin-offs' for the teaching of modern foreign languages:

[...] as a direct consequence of the bilingual programme, there was major improvement in for example the amount of target language teaching in classrooms - there isn't any doubt about that - which was perhaps the main criticism from the Ofsted report that there was only a small amount of target language being used.

He points out 'major improvement in [...] the amount of target language teaching in classrooms' referring again to one of the criticisms from the previous Ofsted inspection. This increase in the amount of target language teaching is particularly interesting in relation to the BFC as not all BFC lessons would be conducted entirely in the target language as I will review in later sections when looking at my BFC lessons in more detail. Finally, the headteacher mentions in relation to the MFL department that he 'would expect the spin-off effects for the rest of the languages staff to have an effect as well, so that it would be expected to improve all languages.' Phrased differently, although the BFC is aimed specifically at delivering about half of the Year 7 timetable mainly through French, the headteacher describes the 'spin-offs' as affecting all foreign languages taught, i.e. French, German and Spanish.

So far, I have limited my discussion to the various 'spin-offs' for the teachers in general and for the MFL teachers in particular. Before focusing in particular on benefits of the BFC for the learners, I reconsider the creation and implementation of the BFC in relation to the situation regarding the teaching and learning of modern foreign languages in England.

7 Summary and Conclusions

The current situation for the teaching and learning of modern foreign languages is somewhat conflicting: Although England is due to its ethnic diversity a multilingual

country, it is also officially monolingual and suffers from English being the international lingua franca. MFL teaching and learning in secondary schools is also in deep crisis that is the result of a range of factors external (such as the overall status of foreign languages) and internal (such as exam and time pressures, teachers' workloads) to schools. At the same time, there are a range of schools such as the Collège du Parc that attempt to improve MFL teaching and learning from inside by raising the status of foreign languages through initiatives embedded within the schools' individual structures. Phrased in more general terms, change in MFL teaching and learning is taking place on a small scale in spite of external and internal pressures.

I have previously discussed the notion of change as reconsideration of practice for the individual teacher and have argued that in order to enable individual teachers to 'change' they need to be in a setting that promotes change. I have referred to this setting as promoting risk-taking in Chapter 2, section 9, and have qualified it as a context that potentially promotes and facilitates change as a teacher-researcher. At the same time, it is crucial to point out that the headteacher himself chose to take risks when creating and implementing the BFC. This partly enabled me as teacher-researcher to take risks and leads me to argue tentatively that individual risk-taking is promoted in 'risky' contexts such as the creation and implementation of the BFC at the Collège du Parc. I revisit this argument in more detail in Part 6 in order to re-examine risk-taking in the BFC. The previous analysis of the interview with the Collège du Parc's former headteacher illustrates how the creation and implementation of the BFC provided individual teachers with a setting that allows and promotes reconsideration of practice by individual teachers. In order to contextualise further which practices in the BFC have led me to continually develop my specific practices as a teacher-researcher in the BFC, I focus in the following part more closely on key features of CLIL classrooms and subsequently examine these in relation to my BFC classroom.

Part 2: CLIL Classrooms

1 Key Features of CLIL classrooms

Mohan (1986: iv) argues strongly for the combined teaching and learning of content and (foreign) languages and points out that 'linguistic content is inseparable from linguistic expression. In subject matter learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated.' (Mohan, 1986: 1)

The role of language for learning is currently being addressed through the National Literacy Strategy (DfEE, 2000). However, as pointed out in Part 1, section 5, it seems to ignore the role that foreign language teaching and learning could have as becomes clear from Mohan's arguments. He focuses on two key factors in CLIL: the combination of *content* and (*foreign*) *language* teaching and learning. In order to apply his general argument to the learners, I discuss potential learner benefits as a result of combining content and foreign language learning. Chamot-Uhl and O'Malley (1994) argue that 'content is motivating' (Chamot-Uhl and O'Malley, 1994: 27):

Content is motivating. Content-based ESL is not only important for developing academic language skills, but is also inherently more interesting to many students than classes which focus on language only. [...] ESL students can be motivated not only by the topics presented but also by knowing that they are developing the concepts and skills associated with these subjects, in other words, that they are actually doing 'real' schoolwork instead of merely learning English. ESL teachers have also reported increased personal motivation as they rediscover areas of knowledge outside their own field of specialization.
(Chamot-Uhl and O'Malley, 1994: 27)

Learning content in a foreign language is motivating, because it allows the learners to examine topics and to develop in a foreign language concepts and skills associated with these topics: classroom interaction in the foreign language becomes more 'real' by using the foreign language for a purpose that is relevant for the learners within a

classroom setting. Phrased in more general terms, the focus of instruction in CLIL is on *meaning*. Met (1998: 38) describes this focus on meaning:

In content-based instruction, meaning is always the focus of instruction, learning experiences and tasks. Students need to communicate with the teacher, one another, or texts, in order to access or apply content. In so doing, the cognitive demand of tasks requires students to call upon their existing knowledge, concepts, skills and strategies. This strengthens the connections between the elements of language being practised/learned and previous knowledge. As we have seen, research indicates that strengthening and making connections among concepts and knowledge increases learning and retention.
(Met, 1998: 38)

By focusing on meaning, Met points out the need for the learners to be able to 'make connections.' This need and usefulness of 'making connections' is further supported by Smith and Paterson (1998: 1) who argue for cognitively demanding work:

Research has shown that cognitively undemanding work, such as copying or repetition, especially when there is little or no context to support it, does not enhance language learning and can seriously disadvantage bilingual pupils by denying them full access to the curriculum. By actively involving pupils in intellectually demanding work, the teacher is creating a genuine need for pupils to acquire the appropriate language.
(Smith and Paterson, 1998: 1)

The 'genuine need for pupils to acquire the appropriate language' through CLIL is also reflected in the writings of other CLIL advocates (e.g. Bragger and Rice, 1999; Crandall and Tucker, 1990).

Summarising the previous arguments about *content* and *meaning*, it becomes clear that the learning of content in itself is not sufficient for increasing learner motivation. Content merely establishes a basis for meaningful learning activities. Meaningful learning activities based on content allow learners supported by the teacher to call upon and develop concepts, skills and strategies. In Smith's and Patterson's (1998: 1) words, 'by actively involving pupils in cognitively demanding work, the teacher is creating a genuine need for pupils to acquire the appropriate language.'

Motivation is established through content used for cognitively demanding work in the foreign language which in turn makes foreign language learning meaningful. Van Lier (1995: 47-48) argues for 'meaningful learning':

Meaningful learning, therefore, would hardly seem possible within a traditional grammar approach. Learning an abundance of grammatical facts, and amassing a vast vocabulary, do not prepare a language learner adequately for real communication, since in a specific context the most important clues may be missed because they are 'unreadable'. Learning to read contextual clues, and to design such clues effectively into one's own messages are skills that are learned through participating in meaningful events, and through becoming keenly aware of all the things that are given social and cultural meaning in the particular society in which we find ourselves.
(van Lier, 1995: 47-48)

Van Lier (1995) relates 'meaningful learning' to the learners 'participating in meaningful events.' He remains fairly vague about what constitutes 'meaningful events.' Within CLIL, meaningful events are constituted through the learning of content and the related cognitively demanding activities. At the same time, the learning of content as such does not necessarily resolve entirely what constitutes 'meaningful' or 'meaningless' activities in a foreign language classroom as Seedhouse (1997: 339) points out when writing:

The issue of whether particular classroom activities are meaningful or meaningless is an extremely complex one, and I feel it has, in general, been oversimplified by the communicative approach, which has tended to imply that learners will find meaning-focused activities meaningful, and form-focused activities meaningless.
(Seedhouse, 1997: 339)

Seedhouse points at the complexity of the notion of meaning in a foreign language classroom. He goes on to describe the relativity of the concept of 'meaning':

It is therefore vital to appreciate the relativity of the concept of 'meaning' when applied to classroom activities, and to avoid imposing one's own preconceptions onto the learners; one has to find ways of discovering what the learners find meaningful.
(Seedhouse, 1997: 340)

Remembering my previous arguments based on Smith and Paterson (1998), it becomes clear that meaningful interaction in CLIL is not simply constituted by the learning of content in a foreign language, but through cognitively demanding

activities that are developed based on content and use the foreign language in relation to this non-linguistic content. In order to re-examine the role of language in CLIL, it is useful to remember Mohan's comments (1986: iv) about the role of content in the language class. His argument contains implicitly the answer to the question of what constitutes meaning: By considering how content supports language learning and how language supports content learning, meaning is established not purely through the content itself, but through the interaction between content and language and the related learning activities.

In summary, *meaningful foreign language learning in CLIL* is established through a variety of factors:

- Learning content in a foreign language is motivating.
- Motivation stems from cognitively demanding work done in the foreign language.
- The use of the foreign language is supported through cognitively demanding content-based work.
- Cognitively demanding content-based work is supported through the use of the foreign language as it forces both the teacher and the learners to rethink teaching and learning approaches.

So far, I have established some general CLIL principles. These key features need to be considered within a wider context, as has become clear when reviewing the current CLIL situation in Europe and England: the implementation and practice of CLIL also depends on other factors such as school, local, regional and national contexts for foreign language learning in general and CLIL in particular.

It has also become clear that meaningful learning in CLIL is established through content-based activities conducted in a foreign language, designed by the teacher and facilitating classroom interaction about content between the teacher and the learners.

In order to examine key features of CLIL classrooms in relation to my BFC classroom, I discuss these in the next section by considering BFC benefits as described by the headteacher, myself as teacher-researcher and my learners.

2 Key Features of my BFC Classroom: Benefits for the Teacher and the Learners

I discuss the benefits for the learners in three sections. First, I consider their benefits in general terms and in relation to the benefits for the teachers and the school. Second, I consider some specific issues raised by the headteacher such as 'thinking', motivation and gender-specific issues. Third, I focus on the 'challenges' that the headteacher refers to.

2.1 General Benefits

The headteacher describes the general benefits for the learners:

My expectations are that the first cohort may not be typical, but I think other cohorts ... my expectation would be that we have higher take-up of French when they get to choose at Year 10, a higher take-up of two languages as well. And higher exam results. And possibly, it may be difficult to actually prove this through the data, but I suspect better exam results in other subjects as well because of the development of thinking skills at such an early stage. So, I think the youngsters will be performing at a much higher level. And not only in French. The bilingual students probably also benefit from the spin-off that you've got fewer youngsters who are switched off learning [...], so they're likely to do better. They're a real benefit to the school.

The headteacher describes the benefits for the learners in relation to the status of modern foreign languages:

- He expects a 'higher take-up of French' by relating learning in the BFC and raising the profile of learning French for the learners.

- He also expects a higher take-up of two foreign languages and 'higher exam results.' It is clear that the headteacher views the benefits for the learners also in terms of benefits for the MFL department and the school as a whole.
- This becomes even clearer when he refers to 'better exam results in other subjects as well because of the development of thinking skills at such an early stage.'
- He sums up the previous statements by expecting that 'the youngsters will be performing at a much higher level.'
- And finally, he raises a general issue related to motivation when he claims that 'you've got fewer youngsters who are switched off learning' which also relates to the headteacher describing the BFC as 'boy-friendly' in the following interview excerpt.

Well, there was some evidence from the evaluation we did that those who took the bilingual programme ... their scores improved at least as much as the rest in English, history and the second language. There was some evidence that the improvement for boys was stronger than that for girls. Boys were gaining more benefit from being in the Bilingual Foundation Course in comparison to the non-bilingual than you found with girls which is a bit paradoxical really as you might have expected the opposite. Errm, and yes, I think it is, I mean ... you also need to think in terms of explaining it, guessing at what we're looking at what's the explanation for this. I think in this way: What is it that appeals to boys? Problem solving appeals to boys, we know that. Repetitive course work, extended writing appeals to girls. There was an element of this [the BFC] which was boy-friendly which we hadn't realised. But looking back, I think there was an element that was boy-friendly and was a completely different way of learning languages.

Referring to the test scores achieved both in the BFC and the FC, the headteacher points out that for the learners in the BFC:

- 'Their scores improved at least as much as the rest in English, history and the second language.' In other words, the learners did not achieve below the level of the learners in the FC.
- 'There was some evidence that the improvement for boys was stronger than that for girls.' He goes on to qualify the BFC as 'boy-friendly' and explains this by relating it to the appeal of 'problem-solving' to boys. He continues to describe this boy-friendly element of the BFC in terms of 'relevance':

So, it's probably a lot more relevant to boys whereas girls work harder on things that aren't relevant to their experience. With boys, it's much more difficult to do that with.

So far, I have mentioned fairly general benefits of the BFC. These include for the learners:

- raising the appeal of learning modern foreign languages,
- developing the learners' 'thinking skills,' and as a result of this,
- better exam results both in modern foreign languages and in other subjects,
- an increase in motivation (especially for boys).

2.2 Specific Benefits

The headteacher further describes the benefits:

Well, the benefits are very broad. I probably won't remember them all. But the first and most obvious was that [for] those on the bilingual scheme [i.e. the BFC] their level of French was miles higher. About a year ahead of the non-bilingual by the end of that year. So, in their first foreign language there was a big improvement without real costs to English, history and geography according to the tests. Errrm, that's the first one. But the second one, the answer is, I believe that their intelligence improved, errm, because I think that really the bilingual programme was developing thinking skills. And we saw that at the end of the second cohort, when the second cohort was evaluated, we found that the bilingual groups' CAT scores had increased dramatically more than the non-bilingual during the course of that year.

He sums up the benefits for the learners in the BFC referring to two 'big improvements' with the first one for the learners having achieved a higher level of French 'without real costs to English, history and geography according to the tests' and the second one as 'improved' 'intelligence.' He refers here to evidence based on comparing the learners' CAT scores from the beginning and the end of the year. The headteacher speculates about the reasons for this increase as follows:

Cause I think, the youngsters have to concentrate, so there's less idle time in these classrooms. And they have to use their intelligence much more. What we know is that if you use your intelligence it increases. It's like physical exercise. So, I think the focus on thinking - although it wasn't notionally, it wasn't ostensibly a way to improve thinking - but I think you can't really understand what's going on without focusing on thinking. So, that was the second and for me one of the most important gains.

He points out three factors that he considers as relevant in the BFC:

- 'The youngsters have to concentrate.' According to the headteacher, as a result of this ...
- 'There's less idle time in these classrooms.'
- 'And they have to use their intelligence much more.'

He sums up his statements with referring to the 'focus on thinking.' In order to get a better understanding of the headteacher's arguments, I rearrange them: Due to the planning for the BFC, there is 'less idle time' in the BFC classroom. Due to the planning by the teacher and related to that due to the learning of content through French by the learners, the learners 'have to concentrate.' In order to follow the lessons, i.e. in order to get to understand the content and in order to be able to do the tasks that they are set during lesson time 'they have to use their intelligence more.' The headteacher compares intelligence to 'physical exercise.' He explains this increase in intelligence with the following example:

It was also interesting that the English scores, the reading scores of the bilingual group improved just as much as the non-bilingual. But within that, those who had the lowest reading scores on entry, seemed to increase faster in bilingual than non-bilingual which is paradoxical as you would expect the reverse. This was a group who found reading in English difficult. They spent much less time reading in English, yet, their reading of English improved. We don't know why that is. But my guess would be that it's because these youngsters had had people bashing more and more [...] traditional methods of English teaching, in fact. And this was a completely different approach because it focused on linguistics, and the nature of language, it may be that it focused youngsters much more closely on how you read words because you simply couldn't read these words by putting one letter after the next and making the word up that way, cause these words simply didn't have any similarity to English words.

The headteacher refers here again to the results of CAT scores at the end of the school year. He describes that 'the reading scores of the bilingual group improved just as much as the non-bilingual.' At the same time, he points out that 'within that, those who had the lowest reading scores on entry seemed to increase faster in bilingual than non-bilingual.' He goes on to describe this as 'paradoxical as you would expect the reverse' and speculates that this increase in reading performance by those learners 'with the lowest reading scores' is related to 'a completely

different approach because it focused on linguistics and the nature of language.' The headteacher's argument is somewhat vague here when describing the focus on 'linguistics and the nature of language.' The improvement in reading may be related to a way of teaching that has to take into account 'linguistics and the nature of language', but it is not sufficient to explain this. Also, the focus on 'linguistics and the nature of language' needs to be considered in relation to the benefits of the BFC pointed out by the headteacher before:

- There is less idle time.
- The learners have to concentrate more.
- The learners' intelligence is improved.

I focus on the two previous arguments put forward by the headteacher: less idle time and increase in learner concentration. The headteacher refers again to 'less wasted time' in the interview when he says:

And again, because there's less wasted time. So, that was a very interesting gain.

This can be related to a number of issues in the BFC. Time is being planned for in the classroom by the teacher. In order to plan for learning in the BFC, the teacher has to take into account two main factors: the teaching of content and how to make content accessible to the learners in the foreign language. Time in the BFC classroom depends on planning for content and foreign language learning. Of course, time in the classroom is also dependent on other general factors such as time of the day, events that have happened in previous lessons, during breaks, during lesson time, individual teacher and learner motivations for that lesson etc. The factors affecting time spent in the BFC are just as numerous as in any other classroom. However, in the BFC classroom, the teacher has to plan and structure lesson time for both content and foreign language learning. In general terms, the time planning is due to the dual (content and linguistic) demands on both the teacher and the learners.

Summing up the previous arguments, the headteacher not only describes the benefits of the BFC for the learners, but he also hints at the teacher actions within BFC lessons: It is the teacher's responsibility to plan time in the BFC lessons. The outcomes for the learners are ideally 'less wasted time,' and as a result of learning in the BFC, an increase in 'intelligence' which seems to show up especially in the reading scores of less able learners. The headteacher also refers to another group of learners that seem to be beneficiaries of learning in the BFC: boys.

Another one was the ... there appeared to be some evidence that boys, boys' language ability was improving faster than girls'. And if that's true and if that's sustained through later years, it's great. I mean I see no reason why boys shouldn't be interested in languages.

The headteacher has referred to the benefits for boys' learning in the BFC previously:

Boys were gaining more benefit from being in the Bilingual Foundation Course in comparison to the non-bilingual than you found with girls which is a bit paradoxical really as you might have expected the opposite. Errm, and yes, I think it is, I mean ... you also need to think in terms of explaining it, guessing at what we're looking at ... what's the explanation for this. I think in this way: What is it that appeals to boys? Problem solving appeals to boys, we know that. Repetitive coursework, extended writing appeals to girls. There was an element of this [the BFC] which was boy-friendly which we hadn't realised. But looking back, I think there was an element that was boy-friendly and was a completely different way of learning languages.

He raises an important element of learning in the BFC: problem-solving. He qualifies problem-solving as appealing to boys and further explains the benefits for boys by giving an example from a conversation that he had with a boy following the BFC curriculum in its first year:

Well, I'll give an example from a conversation I had with one of the students in that first year. I was covering a lesson, Year 7, Technology or something, and during the course of the lesson ... and chatted to the kids which is what I did as a head anyway, I took the opportunity to talk to the kids. I remember stopping off with one and saying: 'What class are you in?' And this boy, a very average boy, said in so and so's class. I said: 'Well, that's a bilingual class, isn't it?' He said; 'Yeah.' And I said; 'How are you finding that?' And he said; 'It's hard. It's very hard.' And I said; 'Would you rather be in a non-bilingual class?' He said: 'Oh, no.' I said: 'Well, why is that then?' He said: 'It makes you think.' So, I think there's that element of challenge which isn't always there for Year 7s whereas at Key Stage 2 it usually is. They go through a lot of pressure and a lot of fast moving, fast pace lessons in Year 5 and Year 6 because of the SATs. Then they get to Year 7 where teachers

don't feel that sense of urgency. And I think, he was a youngster ... no, the interesting thing is this was a boy, cause languages of course appeal to girls. And here we had a boy who was saying he didn't want to move out of a bilingual class because the work was hard, but that was interesting. And by that I took it to mean that it was challenging and making him think. And that was something he appreciated. So, I think that has got a lot to do with motivation. It's not motivation because it's easy, quite the contrary, it's motivation because it's challenging. You know you have to imagine what's it like to be a youngster who doesn't know any French going into a lesson in which the teacher is doing nothing but speaking in French to them. They have to concentrate. And they have to problem-solve, they have to work out what is that person saying, because they won't just gesmre, the teacher won't just gesmre, say, point to a pencil and say what the word is, they speak the sentence.

The headteacher raises in this example of a conversation with a learner a series of issues that I discuss in more detail through my data in the next sections. He mentions that ...

- ... the learner finds learning in the BFC 'hard.' At the same time, ...
- ... the learner wants to remain in one of the BFC classes, because 'it makes you think.'

The headteacher relates the learners' statements to his own theories about the BFC by paraphrasing the learner's statements in terms of 'challenges' in the BFC. He further theorises about the learners' interest in learning as a challenge by relating it to the issue of motivation:

It's not motivation because it's easy, quite the contrary, it's motivation because it's challenging.

At the same time, he again relates the issue of challenging learning to learner concentration and problem-solving. He does not explain in detail what the 'challenges' for the learners consist of apart from stressing that the learners are made to think and to problem-solve. However, he points out a key feature of the BFC: *learning as a challenge*.

2.3 Challenges

It has become clear that the headteacher has some theories about learning in the BFC: As a (former) headteacher, he does not focus in detail on the BFC classroom, but looks at the BFC as a means of school improvement both in terms of staff and learners. Based on his theories and observations, he raises one of the key issues that I discuss in the following sections: He describes learning in the BFC as a 'challenge.'

Of course, my perceptions of the BFC differ from the headteacher's. I view the BFC from my position as a practising teacher in the BFC. I also consider some learners' views about their learning in the BFC. Again, their views differ from both mine and the headteacher's, as they consider the BFC as learners from their perspective. All of these descriptions of the BFC are quite different. At the same time, they share some key features. One of these key features is to consider *learning as a challenge* (raised previously by the headteacher). In order to be achievable challenges need to be supported. I explore the relationship between challenges and support specifically in Part 4. In the following parts, I focus on my diary entries and teacher-learner interview data in order to examine the different challenges that the headteacher, myself as a BFC teacher and my learners seem to refer to.

So far, I have illustrated key features of CLIL classrooms by arguing based on the literature that learning content in a foreign language is motivating, because it promotes meaningful classroom interaction.

Referring specifically to the BFC, the headteacher supports this argument by describing the benefits both in terms of outcomes and processes:

- The status of foreign languages is raised.
- Exam results, especially those of less able learners, have increased.
- The BFC is 'boy-friendly' because it promotes problem-solving which in turn increases its 'relevance' for boys.

- Learner motivation increases because of the 'challenging' nature of the BFC.

The headteacher's arguments contribute to a more specific description of the BFC within CLIL. However, as he was responsible for the creation and implementation of the BFC his arguments have to be considered carefully. He describes the BFC from his position as a sympathetic outsider, therefore, he can only refer to test results in terms of learning outcomes and anecdotal evidence and his related theories in terms of learning processes in the BFC. In order to identify more specific features of the BFC in relation to the previous arguments, I discuss in the following section my own and my interviewees' descriptions of the BFC.

3 The BFC as '2 in 1'

On 8* March 2000, Mylène described learning in the BFC:

M: Learning in the French Foundation Course is like another lesson, but in French.

And Jean Marie added in relation to the monolingual Foundation Course classes:

J: So, really, it's like another lesson to those non-bilingual classes, but to us it's not another lesson. Really. Cause we're learning two in one.

Jean Marie gives a concise description of the BFC, when he describes it as '2 in 1.' Mylène complements his description when she describes the BFC as 'another lesson, but in French.' Both Mylène and Jean Marie describe the BFC in relation to other subjects. Whereas Mylène starts her description from the view of other subject lessons and adds the French component, Jean Marie starts his description from traditional foreign language lessons by comparing them to 'those non-bilingual classes' and relates these to his experience of learning German, when he points out that the BFC lessons are '2 in 1.' He differentiates between the BFC lessons where he learns French through other subjects and the traditional foreign language lessons where he learns German as a separate subject.

Jean Marie's '2 in 1'-description suggests that - traditionally - one subject is learned in one lesson and another subject in a separate lesson. In the BFC, two subjects are learned at the same time - '2 in 1.' His description also suggests that the foreign language is used in a manner that is different from the traditional foreign language classroom: The foreign language is used as a vehicle for learning other subjects.

In order to explore Jean Marie's '2 in 1'-description of his BFC lessons further, I examine some of my diary entries where I reflect about the BFC.

On 6* April 2000, I wrote the following diary entry about the BFC and how the learners might experience it:

6.4.00

[...]

Talking more specifically about French, most students seem to have a phase where they don't want to learn French or in French anymore. I believe related to this that the students are extremely aware of the fact that they have to work harder in bilingual FC. The cognitive demands on the students are higher - are the learning outcomes also higher?

The above excerpt from my diary suggests that learners do not necessarily enjoy learning through French all the time. They 'seem to have a phase where they don't want to learn French or in French anymore.' This may be due to a variety of reasons. One of the reasons mentioned in my diary entry is 'that the students are extremely aware of the fact that they have to work harder in the bilingual EC I go on to explain that they have to work harder, because 'the cognitive demands on the students are higher.' I then question if the learning outcomes are 'higher.'

Yes, I believe so. The learning outcomes are twofold. On the one hand, the students learn a non-linguistic subject - perhaps, they don't learn this other subject 'better', but differently as the information and skills are presented in a more structured way due to the additional difficulty of the foreign language.

I answer my previous question with a clear 'yes' by describing the learning outcomes as 'twofold.' I explain this by outlining that the learners do not learn 'the other subject,' meaning the non-linguistic subjects such as geography, history etc., better, but 'differently.' 'Different' learning means here that:

- Information is presented in a structured way for the '2 in 1'-BFC lessons. In order for the learners to be able to follow the lesson in French, the lesson content needs to be presented in a structured way. 'Structured' in the BFC means information is presented through simple language that is accessible to the learners through various forms of support. 'Structured' also refers to the overall structure of my BFC lessons. Not all of my lessons would be conducted entirely in French. Some parts of it might be in English. The English part of the lesson then provides the support 'structure' for the French part of the lesson.
- Making content in a foreign language accessible to the learners also implies the development of 'skills' as I point out vaguely when writing 'skills are presented in a more structured way due to the additional difficulty of the foreign language.' In order to make sense of this point, it needs to be rephrased. I have argued that content is presented in a more structured manner in order to make it accessible to the learners. Part of the structure of learning content in a foreign language is to aim at developing learner skills and strategies that contribute to them being able to make sense of content in the foreign language.

Summing up both arguments, the learner demands in the BFC are such that content needs to be presented in a structured manner. Part of the structured learning is to aim at developing learner skills and strategies that allow for the development of understanding content in the foreign language.

So far, I have discussed the demands on the learners and how the learners can be supported in their learning content in French. If I claim to offer 'different' learning through the BFC, simply making the learners work harder is not sufficient. In the same diary entry of 6* April 2000, I continue:

On the other hand, the students learn the foreign language as a vehicle for thought/content, i.e. both as a means for conversation and as a means to express/describe/analyse content. Looking at the results of the vocabulary tests seems to indicate that some (most?) students are starting to manipulate language, i.e. they are able to make the foreign language their own, to acquire the foreign language and use it productively.

I describe the benefits of learning the foreign language in the BFC as 'a vehicle for thought/content' explaining this further by adding that the foreign language is used 'both as a means for conversation and as a means to express/describe/analyse content.' Although I describe two distinct uses of the foreign language, this is in practice one and the same use. I describe it as two distinct uses in relation to traditional communicative foreign language lessons where the learners use the foreign language as a means for conversation (some might say 'pseudo-conversation'), but in general not as a means 'to express/describe/analyse content.' In the BFC, the foreign language use is based on the non-linguistic content. The content is determined by the topics that are part of the Foundation Course curriculum. These topics are aimed at developing knowledge and skills in non-linguistic subjects such as geography or history. The foreign language is used as a 'vehicle' for delivering the non-linguistic content. Of course, language, any language including the mother tongue, is always used in a classroom setting to talk about something. In the BFC, the foreign language content is based upon the foreign language needs as imposed by the non-linguistic curriculum. This implies that foreign language skills are taught in relation to the non-linguistic content needs. This use of the foreign language as a 'vehicle for thought' can then lead to the learners 'starting to manipulate language': the learners are enabled to use the foreign language according to what is appropriate for them as part of the non-linguistic content. In order to illustrate the use of the foreign language by the learners as a means of communication for content, I present another excerpt from my diary (see Appendix D):

24.5.00

[...]

What an enjoyable lesson! I asked the students to put information in a timeline in French into the right order. This worked extremely well. The students or most of the students seem to be very confident in coping with French they have never seen before in a certain context.

Again, this seems to indicate that the students' comprehension skills are very well developed - coping well with the unknown.

I describe in my diary entry a lesson which was part of the topic 'Medieval Realms'. The lesson described was one of the last lessons about 'Medieval Realms.' The aim of the lesson was for the learners to produce a timeline to scale, which would allow them to get a summary of the Medieval Realms topic. This activity was entirely conducted in French, i.e. all of the information given to the learners was in French. The learners had learned in previous lessons about the events mentioned in the timeline. However, not all of the language was familiar to the learners. All of the learners were by then fairly confident at producing a timeline to scale. Being confronted with information in French did not constitute a problem as the learners had learned all of the information in French anyway. As a means to check the individual timelines I started to fill in a timeline to scale on the whiteboard. Although I was conducting this whole class activity in French, I allowed the learners to use English for answering my questions. I did this because I did not expect the learners to know the higher French numbers that they had to use in order to give me the dates for completing the timeline. One learner chose to answer in French. Here is my description of what happened then:

[...]

Abilène - while going over the French timeline on the board - started saying the dates in French without me ever having taught these numbers formally. Some of the other students then picked up these dates immediately pushing their learning further - pushing the limits, improving and testing what they know and applying it to new and different contexts.

Abilène chose to answer in French. She was able to do this for a variety of reasons:

- Abilène was confident in her understanding of the content.
- Abilène used posters on the classroom walls with the numbers from 0 to 1000.
- Abilène understood how to 'build' higher numbers in French, so she was able to extend and test her skills in the foreign language.

Abilène's action had a considerable effect on this activity. Whereas some of the less confident learners would reply in English another group of learners chose to follow

Abilène's example, use the classroom walls and 'build' the higher numbers that they needed in order to give the correct dates required for the activity in French.

I reflect in my diary entry on Abilène's choice of action and the knock-on effects that it had for other learners by continuing to paraphrase what the learners chose to do as 'pushing their learning further - pushing the limits, improving and testing what they know and applying it to new and different contexts.' The whole class activity was conducted in French. The learners did not have to answer in French though. However, both the content, i.e. producing a timeline to scale in French, and the classroom context, i.e. the availability of the numbers on the walls, allowed the learners to 'push their learning further.' I describe this 'pushing' as 'improving and testing what they know and applying it to new and different contexts.' Abilène was able to do that for the reasons explained previously. Other learners were able to follow her example because they understood what she was doing. The content of the lesson and more generally the BFC requires from the learners to 'improve and test what they know.' This in turn allows them to apply their knowledge and skills 'to new and different contexts' as the BFC classroom setting is such that it constantly demands this re-evaluation of learning.

The lesson example that I have given was intended as a bilingual lesson, but turned out to be a monolingual lesson conducted mostly in French. In the same diary entry, I reflect on the use of two languages in the BFC:

Having a variety of languages, i.e. English and French, also seems to be a principle that seems to work quite well - the English part of the lesson gives students the opportunity to work and improve in their own language and do more demanding writing tasks they cannot do yet in French.

The French on the other hand helps to structure their English work and push the students on in French. I did again a timeline organising task which worked well. First, I went over the dates in English and then changed to French. Looking at how confident the students are in their comprehension skills by now I wouldn't have had to do the English timeline activity first as the students started linking up the French and the English without being prompted to do so.

Quite a pleasant lesson - even if the students became slightly unsettled at some point.

I give in the above entry a rationale for the use of two languages. One of the rationales is that English was one of the subjects taught as part of the BFC. Due to the demands of the English curriculum, I had to do some lesson activities in English. Apart from a purely curricular rationale, the use of two languages in a cross-curricular curriculum can be beneficial, as I point out by describing the distinct uses of English and French in the BFC.

English is used in order to:

- 'give the students the opportunity to work and improve in their own language,' and to
- 'do more demanding writing tasks they cannot do yet in French.'

In general terms, the use of English as part of the BFC curriculum allows for extending the learners in some tasks, especially writing tasks. At the same time, the use of English in relation to the content taught in French, allows for the learners to get the appropriate support in English in accordance with the demands of the curriculum.

I then go on to describe the use of French as a means to 'structure their English work and to push the students on in French.' I raise two issues in this entry:

- The work done in French has to be structured to be accessible to the learners. This structure also is beneficial to the classwork done in English as it allows the learners to apply their generic skills to their English work. Structure of French content provides the support that the learners need for being able to learn successfully in the BFC.
- I aim 'to push' the learners. This means learning in French is a challenge for the learners, but it is also achievable for the learners through the support provided through the structure of the French work and the work done in English.

I have identified two key issues necessary for successful interaction in the BFC: The learners need *support*. This support is provided in general terms through the occasional and planned use of English and the use of structure as a means to make

the foreign language accessible to the learners. At the same time, the learners need a *challenge*, in terms of my diary entry, the learners need to be 'pushed.' The challenges that I have identified in this section are also referred to by the headteacher when giving anecdotal evidence of a conversation with a student in the BFC. According to the headteacher, this student found learning in the BFC 'hard', but liked it at the same time as it made him think.

So far, I have illustrated through some diary entries my understanding of Jean Marie's '2 in 1'-principle in the BFC. I have identified two key issues in order to offer successful '2 in 1'-lessons in the BFC: support and challenges ('pushing'). Offering the learners both support and challenges is crucial for classroom interaction in the BFC. As I have illustrated '2 in 1'-learning is specific in the BFC. Learning content through a foreign language in the BFC entails that learning in the BFC is challenging, since it is ahead of the learners' development. In order for learning to take place, the learners need support. I illustrate this support and challenges framework further in Part 4 by relating it to Vygotskian theories in general and to scaffolding in particular. Arguing that my BFC classroom is a specific setting for learning, it is equally necessary to examine further what the key features of my BFC classroom are. In order to do this, I examine teacher and learner roles in my '2 in 1'-classroom in Part 3 by relating it to Vygotskian learning theories. I have not yet identified the learning outcome of '2 in 1'-lessons. In the interview conducted on 10th May 2000, Camille identifies the learning outcome as follows:

C; We've learned how to use it instead of just saying it.

'Using' the foreign language ('instead of just saying it') relates back to my diary entry of 6th April 2000 where I describe the use of the foreign language as 'a vehicle for thought/content.' Through '2 in 1'-learning in the BFC, the learners are enabled to use the foreign language by applying their foreign language skills to content taught in the foreign language.

In order to be able to apply their limited foreign language skills in the '2 in 1'-BFC, the learners need *support* and *challenges*. In order to contextualise the role of challenges and support further I focus in the following section on teacher and learner roles in my BFC classroom.

4 Summary and Conclusions

In Part 2, I have identified key features of CLIL classrooms. Starting from the literature, I have described CLIL as motivating because of its focus on meaning. I have then developed this further by examining the headteacher's, my own and my interviewees' descriptions of the BFC. The headteacher has identified as key features of the BFC an increase in motivation, especially for boys arguing that the learners perceive learning in the BFC as relevant and therefore motivating because of its challenging nature. Based on my interview data, I have further complemented this description with '2 in 1' and have described as an additional feature that the learners are 'pushed' by the teacher. This relates back to the headteacher's description of learning in the BFC as 'challenging'. Challenging learning is only possible if this is supported both by the teacher and the learning environment. Getting the appropriate balance between support and challenges can then lead to the learners using the foreign language. In general terms, foreign language use in CLIL becomes motivating not simply because of its focus on meaning, but through offering learning that is relevant for the learners within a classroom setting that is in turn both supportive and challenging: Establishing meaning is not simply a matter of teaching content through a foreign language, but through teaching non-linguistic content in a manner that offers both support and challenges to the learners. Establishing support and challenges implies that learning is ahead of development whilst supported by the teacher and the learning setting.

In order to develop these arguments further I examine in Part 3 in more detail how classroom interaction can be described by examining first interaction models for

learning and then relating these to descriptions of teacher and learner roles in my '2 in I'-BFC classroom.

Part 3: Interaction Models of Modern Foreign Language Classrooms

1 Vygotskian Classroom Interaction Models

Vygotsky offers with his zone of proximal development (ZPD) a general learning model that includes the key features of my CLIL classroom identified so far: the learning setting (in Vygotskian terms: environment), support (in Vygotskian terms problem solving under adult guidance or in collaboration with a more capable learner) and challenges (in Vygotskian terms: learning as ahead of development).

In the following sections, I discuss Vygotsky's ZPD in relation to the support and challenges framework identified so far and relate it to my own and my interviewees' descriptions of teacher and learner roles in my BFC classroom.

Vygotskian theories are currently being used, adapted and developed both in educational research, among the most prominent ones Socio-Cultural theory approaches (e.g. Aljaafreh and Lantolf, 1994; Appel and Lantolf, 1994; Donato and McCormick, 1994; Lantolf and Appel, 1994; Lantolf, 1994, 2000; McCafferty, 1994; Piatt and Brooks, 1994) and in practice with the most notable and valuable ones those approaches that aim at developing learners' thinking skills in a variety of areas. (For an overview of Vygotskian teaching and learning approaches, see Ashman and Conway, 1997. Some other useful readings are: Adey, 1988, 1995, 1999; Burden and Williams, 1998; Feuerstein, 1980; Leaf, 1998; McGilly, 1994; Smith, 1992. For an overview of the range of applications of Vygotskian theory, see Lloyd and Fernyhough, 1999) The range of applications of Vygotskian thinking is

tribute to both the originality and the applicability of his work. Daniels (1996: 3) describes these 'Vygotskies':

The 'Vygotskies' who are being created [...] in the West as well as in the post-Soviet Russia are diverse and must be seen in their own culmral context. This political, social and historical filtering, selection, transformation and assimilation of the original texts could be used as the justification for a revival of some form of Vygotskian fundamentalism searching for the true meaning and message of the author.
(Daniels, 1996; 3)

Daniel's search for the 'true meaning and message of the author' could be a search in vain. At the same time, the 'filtering, selection, transformation and assimilation of the original texts' (Daniels, 1996: 3) highlights how Vygotskian theories have been applied in a range of contexts. In order to contextualise the use of Vygotskian theories in education further, it is necessary to clarify what makes his theories so appealing to both teachers and researchers. Mercer (1995: 73) puts forward the following reasons:

So Vygotsky's theory, more than Piaget's, has room in it for teachers as well as learners. It draws our attention to the construction of knowledge as a joint achievement. Vygotsky provides us with a theory of the development of thought and language. His insights offer us a great deal that is relevant to understanding the relationship between a teacher and an individual learner, though he did not observe and explain how language is acmally used to teach and to learn.
(Mercer, 1995: 73)

It is this 'joint construction of knowledge' that makes Vygotskian theory so useful in classroom research. According to Vygotsky, this form of learning takes place in the zone of proximal development (ZPD). He offers various definitions of the ZPD:

It [the zone of proximal development] is the distance between the acmal developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.
(Vygotsky, 1978; 86)

We propose that an essential feamre of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement.

(Vygotsky, 1987: 90)

Thus, the notion of a zone of proximal development enables us to propound a new formula, namely that the only 'good learning' is that which is in advance of development.
(Vygotsky, 1987; 89)

Instruction is only good when it proceeds ahead of development, when it awakens and rouses to life those functions which are in the process of maturing or in the zone of proximal development. It is in this way that instruction plays an extremely important role in development.
(Vygotsky, 1956; 278)

All these definitions and descriptions of the ZPD share some key characteristics:

- Learning is considered as a social process.
- Learning precedes development.
- Learning happens between a learner and a teacher (with the 'teacher' being an adult or a 'more capable peer').

Some of the definitions also develop slightly differing models of the ZPD:

- Learning requires for the learner the presence of a 'teacher' - either an adult or a more capable peer.

And/or ...

- Learning takes place when the child is interacting with people in his environment and his peers. Vygotsky does not specify that the peers need to be 'more capable'.

In order to illustrate how Vygotsky's ZPD has contributed to the development of my understanding of CLIL classroom interaction, I relate one of the previously quoted ZPD definitions to my CLIL research context.

As pointed out before, according to Vygotsky, learning takes place within the zone of proximal development:

It [the zone of proximal development] is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance or in collaboration with more capable peers.
(Vygotsky, 1978; 86)

I relate this ZPD definition to CLIL in the following manner:

- Vygotsky views *learning as problem solving*. Although CLIL approaches do not necessarily contain an explicit problem-solving component, due to the combination of content and foreign language learning and the resulting cognitively demanding learning activities, the learners are implicitly required to be problem solvers at all times. The notion of problem solving also contains an element of challenge for the learners both on a content and a methodological level. On a content level, CLIL tends to offer approaches that allow learners to explore differences between their own (linguistic, cultural, social) perceptions and the foreign language. On a methodological level, CLIL adopts due to its meaning-focused nature an implicit problem solving approach by confronting learners with information that is above their current level of development. In general terms, CLIL offers learners a kind of learning that is challenging and requires learner engagement.
- Vygotsky's notion of '*potential development*' also applies in CLIL. CLIL can offer learning that contributes to the potential development of learners due to its challenging nature. In another ZPD definition, he describes 'good learning' as 'that which is in advance of development.' (Vygotsky, 1987: 89) This implies that 'good learning' includes an element of *risk-taking* by the learners supported by the teacher and other learners.
- '*Adult guidance*' points at the need for a careful reconsideration of the teacher's role in CLIL. The teacher is there to give guidance, not to provide the learners with ultimate answers. This reconsideration of the teacher's role also reflects the positioning of CLIL within post-communicative teaching and learning approaches.
- I take to understand '*more capable peers*' as a reference to the wide range of learners within any learning setting. More capable peers support less able learners. In relation to CLIL, the notion of 'more capable peers' does not

necessarily mean that only academically more able learners achieve better as the 'more capable peers' are spread over a larger ability range due to the combination of content and foreign language knowledge. It is therefore crucial to view Vygotsky's notion of 'more capable peer' as dynamic depending on the content of the CLIL lesson or activity and the individual learners involved.

So far, I have focused on the separate roles of the teacher and the learners engaged in a CLIL ZPD. Teacher and learner roles also have one common feature in the ZPD: The teacher and the learners interact. Vygotsky describes *interaction* within the ZPD:

We propose that an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement.
(Vygotsky, 1987: 90)

Vygotsky stresses the need for interaction between teacher and learners and between learners as being the necessary step before 'independent developmental achievement.' Just as importantly, the teacher and the learners interact within a specific environment. In the case of my research, the specific environment is my BFC classroom, a place with its specific rules that are established both by the teacher and the learners as well as by the school environment which the classroom is a part of

The importance of classroom interaction for the development of foreign language skills specifically has been recognised by a number of SLA researchers, in particular Pica (1982, 1987) and Long (1980, 1981, 1988, 1990). Pica (1987: 18) describes the importance of interaction in SLA:

Just as recent attention to the importance of social interaction in second-language acquisition has helped to bring about a reconsideration of what it means to learn a language, it is now time to re-think what it means to be a classroom learner and what this means for us as teachers.

(Pica, 1987: 18)

Long (1990: 661) supports the importance of developing interactionist SLA theories further:

[...] interactionist theories are more powerful than unidimensional or single factor solutions in their ability to account for the same set of data because they invoke two or more (often many more) variables, types of variables, and relationships among variables.
(Long, 1990; 661)

Both Long and Pica approach classroom interaction from an SLA research perspective. Due to the focus of my research on perceptions of CLIL classroom interaction the applicability of their work is limited. However, Pica's overall argument that 'it is now time to re-think what it means to be a classroom learner and what this means for us as teachers.' (Pica, 1987: 18) is crucial for my analysis of classroom interaction later on. Pica's and Long's arguments help to narrow down my application of Vygotsky's ZPD: I look at a very specific learning environment, my BFC classroom, where a teacher and a group of learners come together for the specific purpose of teaching and learning and where both the teacher and the learners have specific roles. I explore these roles by applying Vygotsky's components of interaction - *interaction with people*, *interaction in the environment*, and *interaction in cooperation with peers* - in the following manner:

- *Interaction with people* refers to the learners interacting with the teacher. The teacher creates 'problem-solving' (Vygotsky, 1978: 86) approaches and at the same time supports the finding of solutions to these problems.
- *Interaction in the environment* specifies that learning takes place in a CLIL classroom. The CLIL classroom environment contributes to learning through various forms of support. The environment, in my case my BFC classroom, is also located as a micro-context within the school's macro-context.
- *Interaction in cooperation with peers* specifies the third component in the CLIL ZPD. Individual learners interact not just with the teacher, but they also interact with their peers who may be more or less capable.

In the further analysis of my data, I focus on perceptions of interaction between the teacher and the learners within my classroom environment.

So far, I have limited my adaptation of Vygotsky's ZPD within my research to its three key components - the teacher, the learners and the environment. The learners need *support* from each other, from the teacher and through the environment since learning is ahead of development. *Support* in CLIL is a complex system: the CLIL focus on meaningful learning implies that the learners get support through the content. At the same time, the foreign language supports the learning of content. And of course, the crucial role of the teacher and other learners as a means of support may not be forgotten about. Therefore, in order to explore the notion of support based on the three key components proposed by Vygotsky, the teacher, the learner and the environment, I examine in the following section teacher and learner roles in my BFC classroom environment.

2 BFC Classroom Interaction: Teacher and Learner Roles in '2 in V

In order to consider the roles of the teacher and the learners in the BFC, I examine first some interview excerpts where the learners describe how they work during a BFC lesson. During the interview conducted on 12th January 2000, the learners said the following:

I: If you think about this activity we did this morning, writing these really simple sentences in the simple past in French. I think most of you found that quite simple, didn't you? Well, I know that you worked it out together with Sandrine.

J: And Dorothée.

I: And Dorothée. ... Did you find that difficult or easy to do these sentences?

J: A bit of both.

I: A bit of both. Why 'a bit of both'?

J: Well, I just found it 'a bit of both', because most of them were alright and some of them you had to think about.

The learners describe here how they worked together in order to complete a content-based gap-filling exercise in French. Jeanne describes how she worked with Sandrine and Dorothée in order to complete the exercise. Jeanne describes the activity as 'a bit of both', i.e. both difficult and easy. The reason for finding this activity 'a bit of both' is that writing these sentences was easy 'because most of them were alright' and difficult because 'some of them you had to think about.'

Jeanne describes here how the learners support each other through pair and group work in content-based activities. In another interview on 2nd February 2000, the learners also describe working with each other:

I: Yeah? And then how can you show that you are working with her? ... Right, OK. ... Anything else happening there? Is there anything else happening? Think about the lesson today. What happened in the first lesson? What did you do?

C: India.

I: Yes. How did you work there? Did you work with others? Did you work on your own? Did you work with Miss Delville? [Miss Delville was the trainee teacher who took my class for three lessons per week during her teaching practice.]

C: I worked with Carine. ... and ... just Carine.

I: Right. Did you work as a whole class?

C: In some bits, yeah.

I: Right, OK. ... Think about these things, so if you said something you would be talking to Carine. Who else might you be talking to? People behind you? Or just to Miss Delville? Or just to me? What were we doing in the second lesson? Were you working in pairs? Or were you working on your own?

M: We were kind of working in pairs and kind of working on our own.

I: So, yes, OK. Who was in the centre? Or if you are in the classroom where do you see yourself? Do you see yourself in the middle of it or on the edges?

C: Anywhere.

I: Yeah? No?

C: Could I put like a line for the teacher in that lot?

I: Yes, of course.

C: Teacher explaining things.

M: People like talk, just like to each other.

C: Some people send letters to each other, don't they?

I: Well, if you think this is important, put this in there as well. OK?

C: Not really.

I: Well, do you think this is important? If it disturbs the lesson, it could be important.

C: Yeah, that's what I'm thinking.

I: So, think about what you put in there.

[...]

As a means to start off the interview, I had given the learners a drawing of how I viewed teacher and learner roles at the time in my BFC classroom (see Appendix

C). I asked the learners to adapt this drawing to their understanding of interaction and roles in the BFC classroom. The drawing activity itself was not particularly successful as I asked the interviewees to draw a very complex process of interaction in the BFC classroom. The learners developed my understanding of roles in the BFC classroom further by discussing their drawings with me and the other interviewees. The learners describe classroom interaction as taking place between:

- The teacher and all the learners,
- The teacher and pairs of learners,
- The teacher and groups of learners,
- The teacher and an individual learner,
- More than two learners (group work),
- One learner and another learner (pair work),
- One learner only (individual work).

One of the interviewees mentions that 'people talk to each other' and 'send letters.' The interviewees describe these disruptions in more detail in the following excerpt from the same interview:

M: Some people shout out.

1; Some people shout out, some people ... Carole?

C: Some people might not understand it much.

1; Right, some people might not understand it.

C; So, you ask the next door neighbour or behind them. They help one another.

1; So, basically, it's not only the teacher who is asking questions, but also students who don't understand.

[...]

It is not entirely clear why 'some people shout out.' However, this might be related to the next statement where Carole adds that 'some people might not understand it much.' Relating both statements to each other suggests a lack of support for those learners who 'don't understand it much.' The effects of the learners not getting sufficient support for understanding lead potentially to learners becoming disruptive. At the same time, Carole mentions that the learners support each other by asking 'the next door neighbour or [the person] behind them.' Again, it is clear how crucial

support in the BFC is for the learners. Describing support in terms of roles taken by the teacher and the learners, the learners go on to describe this issue in the same interview:

I; Right, Carole, just talk me through your drawing.

C; Well, the teacher asks the questions. I haven't put in the questions yet. And, some students are helping each other, like this. And like the teacher is being asked from different students.

I: Right. OK. So, it's ...

C: It's sort of like a helping picmre.

I; Mmmh. So, ...

M; It's more or less like mine.

[...]

I: Not really, Carole. [...] What's missing in this picmre?

C: The questions.

Carole and Marie describe here teacher and learner roles. Both the teacher and the learners ask questions. Asking questions is crucial for learning in the BFC. These questions can be both related to foreign language understanding and to content understanding. In the BFC, this distinction is not really valid as content is to a large extent taught through the foreign language. Therefore, asking questions implies both a content and linguistic element. Asking questions also hints at the issue of power in the classroom. The person who asks questions is in power: in the BFC both the learners and the teacher seem to have different forms of power over teaching and learning. The 'helping picture' discussion also includes possible disruptions in the BFC. These disruptions may be due to the behaviour of individual learners. Marie has mentioned before that 'some people shout out.' She and Carole describe this further:

M; Right, what it's like when ... you can't really draw it like what it's like. Cause people are chatting and jumping about and being silly and laughing and throwing things.

C; Making funny noises.

I: Funny noises, passing things around, laughing, shouting out, ...

M: Yeah.

C; Saying rude words.

I: Saying rude words. So, errmm, can you say more about that? Do you like that or do you not like that?

C: It's not very nice.

I: It's not very nice.

M; No.

C: Sometimes, like, we are trying to get on with our work, and there's too much noise.

M: Sometimes you get confused and you can't understand.
[...]

Marie and Carole give numerous examples of disruptive behaviour, 'people are chatting and jumping about and being silly and laughing and throwing things.' They go on explaining that some learners are 'saying rude words'. They then sum up the effect of this behaviour on their work with 'It's not very nice' because 'sometimes [...] we are trying to get on with our work, and there's too much noise' and 'sometimes you get confused and you can't understand.' It is not entirely clear if the confusion stems from other learners' disruptive behaviour or from a general lack of support in the BFC. However, some learners' disruptive behaviour hints at a lack of support for these disruptive learners. This has a dramatic effect for the learners who are highly motivated in the BFC because 'there's too much noise.' The disruptions may be due to classroom management problems or learning content through a foreign language being difficult and challenging for the learners without the appropriate support. The learners describe the difficulties that they encounter with learning in French in the same interview:

I: Right, so, do you find this ... is this normal now or do you find this difficult?
M: A bit of both. Sometimes I find it quite hard when you have to use like long words and then long words sometimes mean short words [in English]. And it gets a bit **confusing**.
I: Right, OK. Do you find ... are you afraid of speaking French? For instance when I was questioning you at the end of the lesson in French.
C: Sometimes, because if you get something wrong, you get all really embarrassed if you said it wrong.
I: Well, do you think it is really that bad if you say **something** wrong?
C: No.
M: No, cause you ... at least you're having a try.
[...]

Looking at this interview excerpt in terms of the support and challenges discussed earlier, the importance for the learners to feel supported in their learning in the BFC becomes obvious: The learners need support in order to overcome the challenges of learning through French. In order to examine teacher and learner roles for interaction further, I examine a diary entry from the beginning of my second year of teaching. On 28th September 1999, I wrote:

28.9.99

In the last morning lesson, the students went into the IT room. Most students enjoy working on Keybites immensely. They all get on with their work quite independently and work well together. However, some students were nagging each other, picking on each other, winding each other up - this must be avoided at all times to keep a good classroom atmosphere which enables us to work together. I need to be careful to keep up a positive classroom atmosphere!

What about the students' learning? The students can only start to learn when the conditions for learning are right - both things belong together.

I wrote this entry after an ICT lesson that I was not particularly happy about. Although there was no major disruption, I mention that 'some students were nagging each other.' During the lesson, I did not intervene. However, in my diary entry, I remind myself about the importance of avoiding these situations occurring during a lesson in order 'to keep a good classroom atmosphere which enables us to work together.' In terms of roles, this entry - general as it may be - is important as it points out the most basic conditions for learning to take place in any classroom: the learners must feel safe in the classroom environment. If this most basic support does not exist, learning cannot happen. I reflect on this most basic form of support writing that 'the students can only start to learn when the conditions for learning are right - both things belong together.' I also understand this diary entry as a reminder to myself about my roles as a teacher, i.e. to create the right conditions for learning to take place. At the same time, it is important to remember that the teacher and the learners interact with each other. Therefore, teacher and learner roles need to be described together.

I have explored teacher and learner roles in the BFC further through metaphors. The use of metaphors opened up the descriptions and allowed for the learners to view the classroom in terms of something else. The following excerpt is from the interview (conducted on 1st March 2000, see [Appendix C](#)) where the learners were initially asked to finish the two following sentences:

- 'Learning French is like ...'
- 'Learning in the French Foundation Course is like ...'

The briefing for the learners was as follows:

- 'Finish the sentences.'
- 'Work with a partner.'
- 'Be creative and have fun.'

In the interview on 1st March 2000, the learners said the following:

A; Learning in French Foundation Course is like sometimes being in a jungle where [everyone] is learning and trying to talk French and it sounds like a bunch of animals, but it can be fun.

I: What do you think about this, you two? [to Carole and Marie]

Is it like being in a jungle?

M; Yeah, it is a bit cause like ... like, there's so many things hanging around and, you have to like when you put a sentence together or you translate things you have to, it's like 'do you have to put that in or do you have to take that out or ...?'

A: Yeah, when everybody's talking, like French all the time, hhhhhh, everybody talking French, ...

I: Is being, again, being in a jungle is it good fun or is it scary?

A; It's both.

J: It's like all over. One time you gonna be scared and another time you can be excited.

M; It's like walking across the door, ain't it? It isn't really safe.

Abilène mentions the jungle-metaphor for the first time. By saying 'it sounds like a bunch of animals' she evokes the use of the foreign language that is not yet mastered by the learners. At the same time, she stresses that 'it can be fun,' i.e. the experience of learning French in the Bilingual Foundation Course can be a pleasant one.

As interviewer I then question the jungle-metaphor by asking the other interview participants about their opinions. Marie is struggling with the metaphor which could indicate that she is having difficulty with adopting Abilène's metaphor. However, she is able to complement Abilène's description by adding that 'there's so many things hanging around.' It is not entirely clear what she means by this. She could either be referring to the actual BFC classroom whose walls were covered with French and English classroom phrases as well as topic-specific vocabulary and learners' work. Or she could be imagining by 'things hanging around' the amount of choice that the learners have in using the French language. This could also indicate a certain level of language awareness: Marie is vaguely aware of the complexities of

using a foreign language. This points to the initial confusion that the use of the foreign language can lead to. The argument is taken up by Abilène. It is important at this point to remember that Abilène came up with the jungle metaphor initially. She accepts Marie's description by conveying a sense of the complexity (and maybe even panic) when asked to use the French language in certain circumstances. As interviewer 1 then pick up on this sense of unease and relate this to the interviewees' perceptions of learning in the CLIL classroom by asking if they perceive their learning as 'good fun or scary.' Abilène and Jeanne convey in their answers an awareness of the complexity of learning in their CLIL classroom: 'It's both.' These interviewees seem to be very much aware of the challenges that learning a foreign language involves - especially in a CLIL context. These challenges can have both possibly negative ('scared') or positive ('excited') consequences. This description by the interviewees equally offers a hint at the proximity of potentially positive and negative perceptions of CLIL learning. Finally, related to the proximity of potentially positive or negative experiences of learning in the BFC, Jeanne refers back to one of the metaphors that she used in one of the first interviews (17th November 1999) where she described learning in the BFC as 'a room where you have never been before'.

Starting from a previous interview statement that learning about tropical storms in French is 'more fun because you don't know the language' (17th November 1999) Jeanne further explains this by using various metaphors. Learning about tropical storms in French is more fun because 'it's like going on an adventure inside your head.' Going on an adventure inside your head is 'like opening a door. It's a whole new thing. It's like a room where you have never been before.'

After some prompting by myself as interviewer, Jeanne describes her role further by saying that 'you're exploring someone else's room.' In this room, the interviewee finds 'French things, but you don't know what they are, so you want to know - because it's interesting.'

So far, the interviewees have done two things - they have started to describe themselves and their learning environment, their classroom, in metaphorical terms. They perceive their classroom as a 'jungle' and as a 'French person's room.' Their role is that of an explorer who wants to know because it is interesting.

In the interview conducted on 1st March 2000, the interviewees also come up with various metaphors that allow to make sense of teacher and learner roles. Carole describes herself in the BFC classroom 'like trying to walk when you're a baby.' Jeanne and Abilène complement Carole's baby metaphor by developing a cycling metaphor:

I: Now, think about that. Now, if you applied this 'learning to ride a bike' - if you applied tills to the French Foundation Course - is it similar?

J; Well, yeah, cause if you don't get it right, you remember and you just get back onto the bike again.

A: You get back onto your bike.

I; Who's the one who's holding the bike? And who lets go?

A: The teacher.

I: The teacher.

C; And it's just like letting go, like speaking.

I: Right, but is the teacher still there to pick you up again?

A: Yeah.

By developing the cycling metaphor, the interviewees do not only further develop their understanding of their own roles ('a baby', a learner cyclist), but also include the teacher as the person providing both support ('holding the bike') and challenges ('letting go'). The interviewees also describe the roles of the teacher 'like an alien coming from outer space.' Using the alien metaphor allows to develop the room metaphor applied before further:

J; Learning in the French Foundation [Course] is like an alien, coming from outer space, and speaking its language as well.

I; Oh, learning in the French Foundation Course is like meeting an alien coming from outer space and speaking its language as well. So, who's the alien then? [smile and giggling] Is it me? [more giggling] Don't call me ET, OK? Errm, do you want to say or add anything to what Jeanne has said? Abilène? No? Right, Abilène, go on then.

A: Learning French is like going into a strange and weird world where everyone is speaking gibberish, but once you get the hang of it, you feel that you've known it all the time.

I: How come that you feel that you've known it all the time?

A; Because you can't forget it.

I: You can't forget it.

A: Once you've ...

C: ... it sticks in your mind and you just remember it.

Abilène identifies the 'alien' as the teacher 'speaking its language as well.' She describes the learners' efforts to communicate with the teacher (the 'alien') with entering 'a strange and weird world.' At the same time, she stresses that 'speaking gibberish' feels after a while as if 'you've known it all the time.'

Through the use of various metaphors, the interviewees have developed a complex description of teacher and learner roles in the BFC classroom. Their development of metaphors indicates that they have progressed in their roles from outsiders to insiders. The distribution of roles also indicates that both the teacher and the learners are active within the BFC support and challenges framework.

In a follow-up interview on 22nd March 2000 (see Appendix C), the learners developed their metaphors further.

The interviewees' briefing was as follows:

In the previous interview you have been finishing sentences about learning French and learning in the French Foundation Course. Finish any of the following sentences (or any other similar sentences that you can think of).

In order to guide the interviewees I offered them a number of metaphorical statements about 'learning in the French Foundation Course.' These statements were based on the metaphors that the interviewees had developed together in the previous interview. The aim of this repeated use of metaphor was for the interviewees to explore their own and other interviewees' metaphors further and to see how far their understanding of the BFC classroom could contribute to my understanding of the BFC classroom as teacher-researcher.

The statements that the interviewees were asked to complete were as follows:

Learning in the French Foundation Course is like being in a jungle.

- In this jungle I see ...
- In the jungle I hear the following French words and sounds: ...
- I feel scared in this jungle because ...
- I feel good in this jungle because ...
- The animals/people in the jungle do the following things ...
- The following things help me in the jungle: ..., because ...
- The noises in the jungle are ...
- The following things in the jungle help me to learn; ..., because ...

The following interview excerpts have been edited in order to focus on three related strands of the interview relevant for understanding better teacher and learner roles in the jungle.

The three strands are: *roles and hierarchies*, *perceptions of learning experiences* and *support in the BFC classroom*.

The interviewees describe *roles and hierarchies* in the jungle:

A: [reading from sheet] Learning in the French Foundation Course is like being in a jungle and in the jungle I see a bunch of animals speaking.

I: Right, who are these animals? What are these animals like? All of you, I want all of you to answer this question. Who are these animals and what are these animals like? [...]

D: They're all like pupils and then the teacher is like the boss.

I: Right.

D: Like, they're all like chimps and all that. And then the boss is just like a massive blob thing talking in French.

I: Right, so, are you telling me that I am 'a massive blob thing talking in French', [...]

D: No, I'm just saying, you're like a gorilla and the rest are monkeys.

[...]

I: Who is in the classroom then? Who is the tiger? Who is the gorilla? Who is what?

C: The teacher. The gorilla is the teacher.

I: The gorilla is the teacher. ... Abilène.

A: It's more like ... everybody tries to say the right thing, but some people like say it with a different accent. So, it sounds different. But, errm, the teacher is trying to correct them all the time.

I: Mmmh.

A: He's like the leader of the pack.

I: Right. OK, the leader of the pack - that's very interesting. [...].

J: Like, there's ... the teacher is the big gorilla and everybody - it's just like being in our class - everybody is shouting and saying different words. And, errrm, errrm, errrm, everybody is shouting out loads of French words and chattering.

A: Yeah.

J: And they can't tell, so the gorilla just roars and it goes quiet.

[general giggling]

I: Mmmmmh [roaring quietly]. So, the gorilla just roars and then it goes quiet. Right, OK. [...]

M: It's like ... it's ... the ... the animals are like the people in the class and they're making the noises and the children are like talking to each other and like with partners saying French things and looking in the dictionary ... things like that and it's like that, but they're doing it in an animal way.

I: Mmmh.

A; Like, like you've heard stories about dogs where they have different barks, where they have like warning barks and call barks and smff ...

I; Yeah?

J; It's just like that. Looking something up in a dictionary and say, in a dog's barking dictionary, and saying 'Ooooh, how do you pronounce the call bark?'

[focus group interview participants discussing other learners misbehaving]

D; Unless you're very naughty like some people in our class is. I'm really disgusted by this.

J; Mmmh.

I; What kind of animals would these be?

D; Oh, I know. They're just like doing whatever they want.

C: Gorillas, tigers.

D; Anywhere.

I: If you remember ... you've probably all seen the *Lion King*, haven't you?

All; Yeah.

J: Hyenas.

I; That's what I was thinking of. Would they be the hyenas?

All: Yeah.

C; Yeah, always chatting.

I; What kind of animals would you be?

J: We'd be the lions.

A; I'd be the lion cub. Not the big lion. The teacher is the big lion.

J; I would be .. errr, what's his name ... Muffasa.

... No, acmally, Muffasa would be Mr Dupont [Mr Dupont was at the time of the interview the headteacher at the Collège du Parc.]. And then ... Simba.

C; What's Simba now? Simba's dead.

J: And then ... errrm ... that monkey, Babur, Raffiki ...

A: Raffiki would be Mr Wiesemes.

[smdents giggling]

As in the previous interview, the learners explore their BFC classroom by applying a jungle-metaphor to it. They gradually populate the jungle with animals and focus distinctiy on two roles: the teacher and the learners.

The teacher is described as 'the boss', 'like a massive blob thing talking in French', 'the gorilla', 'the leader of the pack', 'the big gorilla', 'the roaring gorilla' and the wise old monkey 'Raffiki', from Disney's *Lion King*.

The learners are described as 'monkeys', 'shouting', 'making noises', 'talking to each other ... in an animal way'. The 'good' learners are 'the lion cubs'. The 'bad' learners are the 'hyenas.'

It becomes clear how the roles are distributed in the BFC jungle. The teacher is described as ...

- ... the leader in the classroom,
- ... both authoritarian or disciplinarian and wise.

So far, this description could apply to most classrooms. However, one interviewee points out that the teacher, 'the boss' in his terms, 'is just like a massive blob thing talking in French.' Just like Jeanne and Abilène's alien metaphor used in the interview on 1st March 2000, this conveys a picture of the teacher as somebody out of the ordinary, something that cannot yet be defined clearly and somebody who is not necessarily understood by all learners.

The learners are situated at a lower level in the jungle hierarchy. However, this does not turn them into passive and entirely directed learners. It is the animals that are 'like the people in the class': 'They're making the noises and the children are like with partners saying French things and looking in the dictionary.'

The learners refer to interaction both in French and in English. Also, the learners use other instruments such as dictionaries. The learners are equally aware of (and annoyed by) the 'hyenas', disruptive learners, in the classroom. Finally, they view the classroom as part of the whole school setting by considering roles for the headteacher.

The learner perceptions of their roles in the jungle have changed: In the previous interview, they have described themselves as explorers: They were outsiders entering unexplored terrain. In this interview, they give themselves and the teacher animal names: They consider themselves as insiders. Referring to Disney's *Lion King*, the interviewees differentiate very clearly between the good, the 'lions' or the 'lion cubs,' the bad, the 'hyenas,' for the learners, and the wise old monkey as the teacher. The learners also describe their feelings in the jungle:

I; [...] Now, if you think about your feelings [reading from sheet] 'I feel scared in this jungle because ...' or 'I feel good in this jungle because ...' Can you ...
 [one of the girls] Oh, I know.
 D; Errrm.
 I; [...].
 D; I'd feel scared.
 I; You feel scared in this jungle; explain that.
 D; Yeah, cause you wouldn't know what you're talking about, would you?
 You'd like be [putting on voice as if scared] 'What did they say? What are they gonna do to me?'
 M; You'd be like ... like ... all the people just shout these different words and you're like 'What are you saying? What are you saying?' and so on.
 I; So, are all people shouting out different words in French? Are they really?
 M; It's just the teacher.
 C; It is if they're learning French.
 I; It is if they're learning French. [...]?
 A; I think it's not just the teacher because everyone in this class is learning. We probably are feeling the same. And like 'What's he saying? I can't do it in French.'
 C; You probably feel a bit of both.
 I; Scared and feeling good?
 C; Yeah. Good to learn the language, but scared if you don't understand.
 I; What do you feel more? ... [...], sorry, repeat that, I intermpted you.
 C; Well, feeling scared about learning the language, because you don't really know it and feeling good about ... well ...
 J; ... because you know you gonna learn a new language.
 C; ... and you'll be proud of yourself learning a new language.
 I; Are you proud of yourself if you are learning well?
 All: Yeah.
 I; Yeah?
 C; It's not easy not to be.
 [...]
 I; OK, good. Now ... what about feeling good in this jungle? When do you feel good? Why do you feel good in this jungle? When do you feel good and why do you feel good in this jungle?
 D; Cause it's ...
 I; Abilène. Just wait, David.
 A; I put: 'I feel good in this jungle, because you feel like 'Wow, I'm speaking a different language.' When I was little, not little, when I was in Year 6, just think, when we learn this French, we will be able to have a conversation in French. And noone can understand us.
 I; Personne ne vous comprendra et vous serez capable de parler dans une langue étrangère. Personne ne vous comprendra.
 J; That means nobody will be able to understand us.

The learners have been given the prompts

- 'I feel scared in this jungle, because ...'
- 'I feel good in this jungle, because ...'

Based on these prompts, the learners describe their feelings and their reasons for these feelings in the BFC classroom.

Learners feel 'scared' when ...

- ... they do not know what they are talking about,

- ... they are not sure if they have understood the French correctly.

The learners then raise the issue of learner participation in French. Abilène points out that in order to become insiders the learners have to speak 'gibberish' (interview, 1st March 2000): in order to learn French they have to speak French.

Some learners then describe in very clear terms the proximity between 'feeling scared' and 'feeling good': 'You probably feel a bit of both.' The learners feel 'good to learn the language', but 'scared if you don't understand.' Two other learners pick up on this statement and elaborate on their sense of achievement and their awareness of their limited foreign language skills.

These learner perceptions could initially apply to any classroom setting. They are scared when they do not know what they are talking about. This statement is then further qualified by pointing out a sense of insecurity regarding the understanding of French used in class. Speaking French is perceived as one of the most difficult learning experiences. The learners seem to be aware of the need for active participation in their BFC lessons. However, this participation is also fraught with potential disasters.

The proximity of 'feeling a bit of both' (scared and good) is obvious here. In order to explore what makes the learners learn, I reconsider what makes them 'feel good in this jungle.' Abilène explains her feeling good in the following manner: 'I feel good in this jungle, because you feel like "Wow, I'm speaking a different language."' She describes here a sense of achievement that she gets out of learning a foreign language. She then goes on to explain this further by adding: 'We will be able to have a conversation in French. And noone can understand us.' She addresses an issue of power here and explains at the same time a change of role in the jungle. Whereas initially the learners have considered themselves as near outsiders in the jungle, they have described themselves in this interview as the 'lion cubs' and the 'hyenas', as part of the jungle's eco-system. Although the metaphor is not used by the learners to describe why they feel good in the jungle, it is clear that 'knowing

the language' means for the learners to become part of the jungle's eco-system. 'Knowing the language' means that 'we will be able to have a conversation in French,' a conversation in the jungle language, and this in turn means 'noone [from outside the jungle] can understand us'. This indicates that the learners become more powerful by becoming insiders, i.e. by becoming part of the jungle's eco-system.

In the previous interview, the learners have not only described themselves, but also the teacher. They have described the teacher as 'the boss', 'like a massive blob thing talking in French', 'the leader of the pack', 'the big gorilla', 'the roaring gorilla', and the wise old monkey 'Raffiki' from Disney's *Lion King*.

Terms such as 'the boss', 'the leader of the pack', 'the big gorilla' and 'the roaring gorilla' all suggest a clear hierarchy with the teacher being at the top and the learners on a lower level in the jungle hierarchy. The description of the teacher as 'a massive blob thing talking in French' describes the teacher as almost alien speaking in a (jungle) language that the learners do not understand. The 'big gorilla' and the 'roaring gorilla' conveys a picture of the teacher as loud, disciplinarian and somewhat fearsome. Finally, the last metaphorical description of the teacher as 'Raffiki', the wise old monkey from Disney's *Lion King* is somewhat different: Raffiki does not need to shout or to roar as his authority is established because of his age and wisdom.

All of these terms reveal a range of teacher views ranging from (almost) alien and unintelligible via disciplinarian to wise and calm.

Within the jungle's eco-system, the teacher is only once described as the same kind of animal, 'the leader of the pack.' All other descriptions refer to the teacher as a different kind of animal that has some power over the lion cubs and the hyenas because of its status in the jungle hierarchy. In some ways, the alien metaphor (the 'massive blob thing talking in French') is not entirely abandoned. What has changed though is that the teacher has a range of roles from disciplinarian to wise and

supportive. The teacher, although part of the jungle's eco-system, remains an outsider among the insiders ('the lion cubs'). But he is a useful outsider as he knows the jungle well and differently from the learners.

In order to develop the understanding of learner and teacher roles further, I consider in more detail issues of support in the BFC.

When asked to describe what helps them in the jungle, the learners stop using the metaphor altogether. They describe *support* in the BFC classroom as follows:

I: Yeah? Right, errrm, what helps you in this jungle? [...]

D: I'd say the teacher helped me most. But then ... if you're working well with the person next to you they might help you a lot as well.

I: Mmmmh. Right, OK. [...].

A: The posters round the wall.

I: Posters. [...]?

M: Errm, people who you are sat next to, people who you are sat next to and the teacher.

The interviewees indicate three different levels of support:

- The teacher helps them.
- Other learners help them.
- Visual or textual support helps them.

Pointing out the importance of visual or textual support may seem banal. However, relating this particular form of support to the previous section where I have argued that the learners need both challenges and support clarifies this point: Abilène has used the classroom walls as a means to support her use of French. By doing this she has not only changed her individual role as a learner from potentially scared outsider to daring insider. She has also affected the ensuing actions by myself as a teacher and by the other learners which in turn illustrates how teacher and learner roles can change because of the support provided by the classroom setting. In general terms, teacher and learner roles are dynamic because they are affected by and affect the BFC classroom setting and interaction within this particular setting.

3 Summary and Conclusions

So far, I have examined teacher and learner roles in my BFC classroom in this section. Classroom interaction takes place between the teacher and all learners (class), the teacher and groups of learners, the teacher and pairs of learners, the teacher and an individual learner, between more than two learners (group work), two learners (pair work) and as an individual learner.

Within the BFC classroom, the roles of the teacher and the learners vary: both the teacher and the learners are part of an eco-system. Within this system, the learners' roles range from complete outsiders to knowledgeable insiders. In relation to these learner roles, the teacher's roles are described as 'alien' and incomprehensible but also as supportive and knowledgeable. The learners are supported by other learners, by the teacher and through the specific BFC classroom environment which indicates that the three key features of Vygotsky's ZPD - the learner, the teacher and the environment - remain valid.

However, in order to apply Vygotsky's ZPD to my BFC classroom it is important to take into account that the roles of the teacher and the learners in my BFC classroom vary: Classroom interaction implies a range of roles both for the teacher and the learners. Crucially, in order for learning to happen BFC classroom interaction needs to be ahead of development. At the same time, the learners need to be able to make sense of the 'alien' environment in order to explore it: The learners need support from the teacher, each other and through the environment. Vygotsky remains fairly vague about the kind of support needed to facilitate learning. Other authors have focused on the notion of support within Vygotskian frameworks, which I discuss in relation to CLIL in Part 4.

Part 4: Support and Challenges in CLIL Classrooms

1 Scaffolding and Support

In the previous sections, I have illustrated how learners need both support and challenges. By examining teacher and learner roles I have started to describe how complex support in my BFC classroom is. Support also needs to be considered in relation to what it is supporting. In my research, I have identified this in general as challenges. I have started to explore the interdependence between challenges and support in Part 2 when describing the '2 in 1'-learning in the BFC and have examined this further in Part 3 by looking at teacher and learner roles in my BFC classroom. In order to analyse the relationship between challenges and support more systematically, I focus in this section initially on one particular form of support: scaffolding. Bruner (1983: 60) describes scaffolding within the context of child-mother peekaboo games:

One sets the game, provides a scaffold to ensure that the child's ineptitudes can be rescued or rectified by appropriate intervention, and then removes the scaffold part by part as the reciprocal structure can stand on its own.
(Bruner, 1983; 60)

Bruner describes the scaffold as a means to overcome 'the child's ineptitudes [...] by appropriate intervention.' He also points out that 'the scaffold' is a temporary structure: a form of support that is constantly altered and ultimately removed until 'the reciprocal structure can stand on its own.' So far, two key features of his 'scaffold' are clearly identifiable:

- It is appropriate to the learner's needs.
- It is temporary.

Ashman and Conway (1997: 97) describe 'scaffolding' in a similar way:

Scaffolding is a term that came into use in the early 1980s and refers to the provision of a temporary, adjustable support (like a builder's structure) that is provided by a teacher to assist students develop and extend their skills in the early phases of instruction. (Ashman and Conway, 1997: 97)

Ashman and Conway (1997: 97) also describe key characteristics of scaffolding:

- Scaffolding is temporary.
- Scaffolding is adjustable.

These two key features echo those identified before from Bruner's writing (scaffolding as temporary and appropriate). Chamot-Uhl and O'Malley (1994: 65-66) locate the notion of scaffolding as part of strategy instruction within CLIL:

Scaffolding or providing strong support early when the strategy is introduced and withdrawing support over time is an essential component of a teacher's repertoire for strategy instruction. (Chamot-Uhl and O'Malley, 1994: 65-66)

Chamot-Uhl and O'Malley (1994: 65-66) seem to locate scaffolding or 'providing strong support' purely at a strategic level in CLIL. However, as pointed out before in relation to Mercer (1995) and as has become clear from the previous discussion of my data, the CLIL scaffolding is more than just strategic support: Through combining content and foreign language learning, the scaffolding is dual: it needs to support both foreign language learning and content learning. At the same time, the combining of subject and content learning contains already an implicit scaffolding: the foreign language supports the learning of content and the learning of content supports the learning of the foreign language. This implicit and explicit dual scaffolding relates also to van Lier's (1996: 48) notion of 'participatability': the combined learning of a foreign language and content allows for the learner to participate through and to engage with content in a foreign language.

Bruner's work on scaffolding can be considered as the development of one particular feature of Vygotsky's ZPD. Mercer (1995: 73-75) comments on this overlap between Vygotskian learning theory and Bruner's work in this area:

So Vygotsky's theory, more than Piaget's, has room in it for teachers as well as learners. It draws our attention to the construction of knowledge as a joint achievement. Vygotsky provides us with a theory of the development of thought and language. His insights offer us a great deal that is relevant to understanding the relationship between a teacher and an individual learner, though he did not observe and explain how language is actually used to teach and to learn. However, Jerome Bruner has followed Vygotsky's line of interest and has studied the language of teaching and learning, mainly through observing young children interacting with their mothers. He uses the concept of 'scaffolding' to highlight the way that one person can become very intimately, and productively, involved in someone else's learning.

(Mercer, 1995: 73)

Mercer (1995: 73-74) goes on to locate the notion of scaffolding within psychology and education:

'Scaffolding' is an attractive concept for both psychology and education because it offers a neat metaphor for the active and sensitive involvement of a teacher in a student's learning. As well as being used by developmental psychologists studying parents and infants, it has been used in anthropological research into how craft skills (like weaving) are passed on from an expert to a novice, in situations where the expert is often more concerned with getting the job done than with teaching.

(Mercer, 1995; 73-74)

He then goes on to point out the differences between classroom teaching and learning and other teaching and learning settings:

A theory of the guided construction of knowledge in schools cannot be built upon comparisons with teaching and learning in other settings. To be useful, the concept of 'scaffolding' must be reinterpreted to fit the classroom. One useful step would be to get away from the imagery of concrete, physical tasks like doing jigsaws or weaving cloth. Education is not about the physical manipulation of objects. A great deal of it is learning how to use language - to represent ideas, to interpret experiences, to formulate problems and to solve them.

(Mercer, 1995; 74-75)

Mercer relates the notion of scaffolding in a classroom setting directly to 'learning how to use language.' This statement reflects the conclusions of the Bullock Report (DES, 1975) pointing at the role of each teacher as a language teacher and is to a certain extent reflected in cognitive learning approaches such as CASE (Adey, 1988, 1995, 1999) or Higher Thinking Skills-approaches (Leaf, 1998). In relation to CLIL, Mercer's statement relates back to Mohan's (1986: 1) argument that 'it is

absurd to ignore the role of languages as a medium of learning in the content class' and that therefore it is the task of every (language) teacher 'to organize content material to support language learning.' (Mohan, 1986: iv) This is especially important as both content and language are the subjects of study in a CLIL classroom: in order for content to be accessible to the learners it is scaffolded through the foreign language and at the same time, the learning of content supports, or scaffolds, the learning of the foreign language. In this regard, CLIL can offer a *dual scaffolding* for the learners. This *dual scaffolding* is one of the key features of CLIL approaches as I will illustrate in the following section through my data.

At the beginning of this section, I have identified key features of scaffolding as temporary, appropriate and adjustable. The authors examined seem to locate scaffolding at the level of skills instruction. However, as Mercer (1995: 74) has pointed out 'the concept of "scaffolding" must be reinterpreted to fit the classroom.' As I have illustrated in my previous discussion in relation to teacher and learner roles in my BFC classroom, support is affected by and affects classroom interaction. This also means that scaffolding is only one particular form of support. Of course, scaffolding can support 'learning how to use language' (Mercer, 1995: 75). However, support goes beyond skills instruction. Applied to CLIL, both the learning of content and the learning of a foreign language needs to be supported. Within a Vygotskian model of instruction, this also ensues that learning is ahead of development. Phrased differently, CLIL is challenging as the former headteacher has pointed out. This challenging learning is also specific: it is learning content through a foreign language. Learning as ahead of development also needs to be achievable for the learners: it needs to be both challenging and supported. Learning can therefore only happen if there is a certain tension that the learners have described in the interviews with terms such as 'easy' and 'difficult'. This tension directs the support that the learners need in order to overcome the challenges that they are confronted with. Hence, before examining support for the learners, I focus in the following section first on the tension between 'easy' and 'difficult' as identified by the interviewees.

2 Support and Challenges: 'easy' and 'difficult'

In order to explore further the relation between support and challenges for the learners, I examine in the following section how the learners feel in the BFC. In general terms, interaction in the BFC is based on a tension that has been described by the interviewees with terms such as 'easy' and 'difficult'.

On 24th November 1999 (see Appendix C), some learners described their learning in the BFC as 'hard and easy':

C: Well, in English, we've known it since we were a little kid. And we know English, cause it's us first, ... it's the language we speak, but when you're in second[ary] school, and you're doing new languages, it's more hardest. But you've progressed in English, so you can progress in your second language.

I: Right, OK. Do you want to say more about this, Camille?

C; Errm. / *think it's hard and easy.* [italics added]

I; Aha! So, you say it's hard and easy. What would you say if you look at these statements? What would you say then, if you say it's hard and easy?

C: Errm.

I; What about the first sentence 'Learning about the tropical rainforest in French is ...'?

C;C

I; So, learning about the tropical rainforest in French is more difficult than in English.

C; Yeah. Yes, cause I haven't really done the tropical rainforest in English, so I'm finding it, err, more difficult in French, cause I've never really done it in English. So, it's harder for me as well in French.

I; Right, OK. So, it's maybe ... is it two things then - is it both learning about the tropical rainforest, first, and then learning in French, ...?

C: Yeah.

I: ... so, you ... so, it's twice as hard really. Did you say that?

C; Yeah.

I; Right, OK. What about the second sentence?

C: I put A.

I; So, 2A would be 'Learning about the tropical rainforest in French is ... A - more interesting than in English.'

C; Yeah.

As a starting activity for this interview I had given the learners a series of statements that they had to complete with other statements. My aim was to find out through this activity how learner perceptions of the BFC as 'hard' or 'easy' combined with 'interesting' and 'boring.' Camille comes up with the following two statements:

- 'Learning about the tropical rainforest in French is more difficult than in English.'
- 'Learning about the tropical rainforest in French is more interesting than in English.'

Camille mentions before that she thinks learning in the BFC is 'hard and easy.' On the surface, this statement does not make any sense as Camille describes her learning in the BFC in contrasting terms in one single statement. In order to make sense of this statement, I combine it with her completed statements: Learning in French is more difficult than in English. This is obvious as the learners have to learn about the tropical rainforest or any other topics that are part of the BFC curriculum through French. Camille also says that 'Learning in French [...] is more interesting than in English.' Relating this statement to the previous statement 'It's both hard and easy.' learning in the BFC is 'easy' because it is interesting. In order to be 'interesting', learning content through French is however not sufficient and could be demotivating for the learners. This does not seem to be the case. Camille explains why learning in French is 'interesting' in the following excerpt taken from the same interview:

C: In French, because, I mean, like I said, I don't really know much about the tropical rainforest, but I think it's more interesting in French, because you get to do more, like, in English, I already know most of the words in English, and when you're learning French it's harder, but, I find, I mean hard work, and you're getting to progress on it I think it is ... and you find, errm, it's more interesting than your first language.

According to Camille, learning in French about the tropical rainforest is 'more interesting in French, because you get to do more.' She goes on to explain this by adding that 'it's hard work, and you're getting to progress on it.' According to Camille, getting 'to do more' is hard work. At the same time, she progresses both in French and understanding the eco-system of the tropical rainforest. What Camille's statements fail to explain is how she progresses in her learning. She does not simply progress because she is learning through French, a foreign language that she has only started learning since September. She is able to progress both in French and in

her geographical understanding of the tropical rainforest, because 'she gets to do more.' I understand 'getting to do more' as Camille referring to the support that she gets in her learning through French. Relating both support and challenges to the earlier somewhat contradictory statement 'It's hard and easy.' allows to make sense of this statement: The *support* that Camille gets makes the learning '*easy*'. At the same time, learning through French is '*hard*,' because it is a *challenge* to the learners.

In order to explore the tension between support and challenges further, I examine other statements where the learners talk about their learning in the BFC in superficially contradictory terms.

When asked about understanding and using French in the BFC, the learners describe their feelings as follows in the interview conducted on 2nd February 2000 (see Appendix C):

I: Right, so, do you find this ... is this normal now or do you find this difficult?

M: A bit of both. Sometimes I find it quite hard when you have to use like long words and then long words sometimes mean short words [in English]. And it gets a bit confusing.

I: Right, OK. Do you find ... are you afraid of speaking French? For instance when I was questioning you at the end of the lesson in French.

C: Sometimes, because if you get something wrong, you get all really embarrassed if you said it wrong.

I: Well, do you think it is really that bad if you say something wrong?

C: No.

M: No, cause you ... at least you're having a try.

[...]

The learners answer again in a manner that reveals a certain tension. Learning in the BFC classroom is both 'normal' and 'difficult.' It is 'a bit of both' because using a foreign language can get 'a bit confusing.' This confusion may lead to the learners making mistakes which may in turn lead to the learners getting 'all really embarrassed if you said it wrong.' Again, the issue of support is crucial here. The learners are working mainly through a foreign language. In order to be able to work through a foreign language, the learners have to use the foreign language. Using the foreign language may lead to confusion. This confusion or challenge is not per se

bad, but it is part of the learning in the BFC classroom. At the same time, the confusion is to be minimised through the support that the teacher is able to provide the learners with. In order to explore the issue of support and challenges further, I return to the jungle-metaphor that some interviewees have used to describe the BFC classroom. In the interview of 1st March 2000 (see Appendix C), some learners described how they feel in the BFC classroom:

A: Learning in French Foundation Course is like sometimes being in a jungle where [everyone] is learning and trying to talk French and it sounds like a bunch of animals, but it can be fun.

I: What do you think about this, you two? [to Carole and Marie]

Is it like being in a jungle?

M: Yeah, it is a bit cause like ... like, there's so many things hanging around and, you have to like when you put a sentence together or you translate things you have to, it's like; 'Do you have to put that in or do you have to take that out or ...?'

A: Yeah, when everybody's talking, like French all the time, hhhhhhh, everybody talking French, ...

I: Is being, again, being in a jungle is it good fun or is it scary?

A: It's both.

J: It's like all over. One time you gonna be scared and another time you can be excited.

M: It's like walking across the door, ain't it? It isn't really safe.

One learner sums up her perceptions of learning in the BFC with 'one time you gonna be scared and another time you can be excited.' This argument is taken up by Marie who refers back to one of the first interviews (conducted on 17th November 1999) where Jeanne describes her learning by referring to a room-metaphor with 'it's like walking across the door. [...] It isn't really safe.' Again, it becomes clear that the learners are in a learning environment which is potentially unsafe. It is the teacher's role to create the safe environment for learning. 'Safe' does however not imply risk-free. In order to learn in the BFC classroom, the learners have to be able to feel 'excited' about their learning (in opposition to 'scared'). 'Excited' in this context means that the learners have to be given the opportunity 'to walk across the door' feeling that they can explore this other person's room. During the interview conducted on 22nd March 2000 (see Appendix C), I further explored with the learners through the jungle-metaphor their feelings in the jungle. They explain their feelings as follows:

I: [...] Now, if you think about your feelings [reading from sheet] 'I feel scared in this jungle because ...' or 'I feel good in this jungle because ...' Can you ...
 [one of the girls] Oh, I know.
 D: Errrm.
 I: David.
 D: I'd feel scared.
 I: You feel scared in this jungle; explain that.
 D: Yeah, cause you wouldn't know what you're talking about, would you?
 You'd like be [putting on voice as if scared] 'What did they say? What are they gonna do to me?'
 M: You'd be like ... like ... all the people just shout these different words and you're like 'What are you saying? What are you saying?' and so on.
 I: So, are all people shouting out different words in French? Are they really?
 M: It's just the teacher.
 C: It is if they're learning French.
 I: It is if they're learning French. [...]?
 A: I think it's not just the teacher because everyone in this class is learning. We probably are feeling the same. And like 'What's he saying? I can't do it in French.'
 C: You probably feel a bit of both.
 I: Scared and feeling good?
 C: Yeah. Good to learn the language, but scared if you don't understand.
 I: What do you feel more? ... Carole, sorry, repeat that, I interrupted you.
 C: Well, feeling scared about learning the language, because you don't really know it and feeling good about ... well ...
 J: ... because you know you gonna learn a new language.
 C: ... and you'll be proud of yourself learning a new language.
 I: Are you proud of yourself if you are learning well?
 All: Yeah.
 I: Yeah?
 C: It's not easy not to be.
 [...]
 I: OK, good. Now ... what about feeling good in this jungle? When do you feel good? Why do you feel good in this jungle? When do you feel good and why do you feel good in this jungle?
 D: Cause it's ...
 I: Abilène. Just wait, David.
 A: I put: 'I feel good in this jungle, because you feel like 'Wow, I'm speaking a different language.' When I was little, not little, when I was in Year 6, just think, when we learn this French, we will be able to have a conversation in French. And noone can understand us.
 I: Personne ne vous comprendra et vous serez capable de parler dans une langue étrangère. Personne ne vous comprendra.
 J: That means nobody will be able to understand us.

Again, it becomes clear that the learners feel 'a bit of both.' They feel 'good' and they feel 'scared.' They feel 'good to learn the language' and 'scared if you don't understand.' Relating feeling 'good' and 'scared' back to the roles of the learners and the teacher, it becomes clear that a sense of achievement 'Wow, I'm speaking a different language.' is the overall positive perception of the learners. The learners tend to feel 'scared' if they do 'not understand.' 'Not understanding' is not directly

related to the use of the foreign language for learning content, but it is related to the variety of roles that both the learners and the teacher take on. The learners start to feel 'scared' if there are too many 'hyenas' in the classroom and if 'Raffiki,' the teacher, is not able to control these 'hyenas,' i.e. potentially disruptive learners. If the 'hyenas' are under control or turned into more 'lion cubs', the learners can start to feel 'excited' about their learning in the BFC. The environment that the learners are in is of course still not entirely risk-free, it is challenging in the sense that it allows the learners to feel 'Wow, I'm speaking a different language.' and being 'proud of yourself learning a new language.'

So far, I have explored the tension between support and challenges in this section. It is becoming clear that the learners need a 'safe' learning environment where they can 'explore the room.' Within this learning environment, ideally, the teacher takes on the role of 'Raffiki.' Raffiki is responsible for creating an environment that is safe in the sense that it allows the 'lion cubs' to get to know the jungle and to start feeling 'proud' of themselves learning a different language.

As I have illustrated, support for the learners is crucial in the BFC classroom. However, support is not sufficient. The learners have mentioned feeling 'excited' about their learning. Feeling 'excited' in the BFC classroom implies that the learners get more than support from the teacher, the other learners and the learning environment. The learners also need challenges as part of interaction in the BFC. In the following section, I examine challenges in the BFC in more detail.

3 Challenges: 'Pushing'

Right from the beginning of the interviews, the learners mentioned 'challenges.' On 17* November 1999, they said the following:

A: It's, like, more interesting than in English. You're learning something new and like, it gets a bit boring after a while just learning, like, English and the ... saying things in English all the time. But, if you're like ... make it like a challenge, it's, like, more fun and interesting.

I: Right, so, do you think, the challenge is important for your learning?

A: Yes.

J: Cause if we didn't have any challenges, we wouldn't really, like, learn anything, because we would be learning the same all the time.

Jeanne then goes on to describe her 'challenges' as follows:

J: You need challenges. Cause, if you don't have a challenge, you don't have anything to push you to try and do it.

D: It's a lot harder.

A: You've got a challenge.

J: It's like somebody pushing you in the back.

D: As soon as you've started you can't go back.

J: The only way to go is up now.

A: Hmm.

During the interview of 17th May 2000, I played the above two excerpts back to Abilène and the other learners present during the interview. Here is what Abilène's reaction to her and Jeanne's previous statements was:

A: I think it's still true. You've got to have a challenge or you get nowhere.

Both learners, Abilène and Jeanne, insist on the importance of 'challenges' for learning (17th November 1999). 'Challenges' are important for them for a variety of reasons,

- because 'if we didn't have challenges, we wouldn't learn anything, because we would be learning the same all the time.'
- And because 'if you don't have a challenge, you don't have anything to push you to try and do it.'

Jeanne then goes on to describe her 'challenges' like 'somebody pushing you in the back.' She is supported by David adding that 'as soon as you've started you can't go back' and Jeanne supplementing his statement with 'the only way to go is up now.'

Abilène reconfirms the learners' needs for 'challenges' by saying in a later interview (on 17* May 2000) that 'you've got to have a challenge or you get nowhere.'

The previous interview excerpts clarify how important challenges for learning are. The interviewees have described these challenges by describing what would happen if they did not have any challenges. The descriptions of 'challenges' also refer to a forward or upward movement: 'pushing in the back', 'you can't go back', 'the only way to go is up', getting somewhere.

These descriptions of challenges as a forward or upward movement refer to the learners being active themselves. At the same time, the learners are 'pushed in the back.' To be pushed in the back requires the presence of somebody pushing. The learners do not refer to anybody in particular pushing them. Taking into account the descriptions of learner and teacher roles discussed previously, a variety of people could be 'pushing' the learners. However, as has become clear in the previous discussion of learner and teacher roles, the teacher is particularly active in giving support and equally in 'pushing' the learners. I refer to 'challenges' for the learners in a diary entry written on 30* November 1999, shortly after the interview on 17* November 1999:

30.11.99

[...] I need to make sure to get the pace of my lessons right at the very beginning - then I can keep up the pace, push the students from behind and ensure that they enjoy learning as a challenge I believe. ... teaching probably is really like a piece of jazz music. If it's well done, it swings, moves forward, changes pace, has variety and still is never unfocused or unclear. ... it's quite good fun, if it works.

I use somewhat stereotypical teacher jargon in the diary entry when I write about getting 'the pace of my lessons right at the very beginning.' Getting the pace right implies being able to 'keep up the pace' and being able to 'push the students from behind.' Relating this to Jeanne's comment about 'somebody pushing in the back', it becomes clear how the teacher and the learners agree from their different positions

in the BFC classroom on learner needs. If the teacher is the person 'pushing in the back,' the learner is the person being pushed by the teacher.

In the diary entry, I go on to describe the 'pushing from behind' as a means to ensure that the learners enjoy learning as a 'challenge.' In the same diary entry, I use my jazz metaphor in order to describe teaching and learning further as a 'challenge.' I describe it through the metaphor with 'if it's well done, it swings, it moves forward, changes pace, has variety.' Although the metaphor that I use - teaching as a piece of jazz music - is very different from the learners' descriptions, both myself as the teacher and the learners relate 'challenges' to a forward movement. Finally, I mention in my diary entry that 'it's quite good fun if it works.' The learners have discussed previously how they can feel 'excited' about their learning. My sense of 'fun' applies primarily to the teacher, but translated to the learners' perceptions it relates to them feeling 'excited' (and not 'scared') about their learning in the BFC classroom.

The learners have discussed in the interviews that their learning is 'like somebody pushing you in the back.' (Interview, 17* November 1999) I have complemented this description with a diary entry where I have described my role as 'pushing from behind' (Diary entry, 30* November 1999). In order to illustrate the 'pushing' further, I present a series of diary entries that exemplify my related classroom practice. On 9* March 2000, I wrote the following about one of my lessons:

9.3.00

[...]

On Wednesday, my lesson again wasn't good at all. I wasn't on top of the kids. I wasn't in a good mood. I wasn't dynamic or 'jiggy'. I just wanted to finish the lesson without too many problems and not too much noise. A bad lesson!

What went wrong? The pace was wrong, the activities were not varied enough and - probably most importantly - I was tired, not dynamic, not smiling, not jiggy and quick enough.

I was not at all happy about this lesson. Although I was in my second year of teaching, occasionally, I would still experience 'typical' NQT-problems. I do not

describe in detail 'what went wrong.' However, I identify in general terms where the problem with this particular lesson stemmed from: 'The pace was wrong.' I further describe this by adding that 'the activities were not varied enough' and relate this to my planning and performance as a teacher by adding that I was 'tired, not dynamic, not smiling, not jiggy and quick enough.' It is clear how important 'pace' is. Linking 'pace' to my related previous diary entries and interview quotes, I failed to 'push the students from behind' or looked at from the learner perspective, I failed to 'push them in the back.' The lesson going wrong is not due to the learners, but due to myself as teacher not being able to come across as 'pushing' and therefore in control. 'Pushing from behind' is an on-going process. It is part of establishing lesson routines. Therefore, it is particularly important at the beginning of the year. On 14th September 1999, after one week of teaching, I remind myself about what I need to do as a teacher for the learners in the following manner:

14.9.99

I feel the work I do at the moment is all about:

- Confidence building regarding the foreign language
- Building relationships
- Making learning strategies clear to students.

I mention three points in my diary entry: 'Building relationships' refers to establishing a professional partnership with the learners and is part of any teacher's practice. The other points, 'confidence building regarding the foreign language' and 'making learning strategies clear to students' refer specifically to learning in the BFC. 'Learning strategies' refer to the use of both the first and the foreign language in the BFC. 'Confidence building regarding the foreign language' refers to the use of the foreign language in the BFC. In this diary entry, I identify both general and specific features of teaching and learning in the BFC:

- For learning to be successful, as a teacher I need to establish a working partnership with my learners. This is an on-going process.
- For learners to be able to learn in a cross-curricular manner as practised in the FC, it is vital for the learners to be aware of learning strategies that they can use. It is part of the teacher's role to make the learners aware of these strategies.

- For learners to be able to learn in a cross-curricular manner through a foreign language in the BFC, the teacher has to start at a level that allows the learners to feel confident about using and experimenting with the foreign language.

Summarising these three points means that the learners need the teacher's support and challenges. In the example given previously, where I have identified a lack of 'pace' as the problem during my lesson, it becomes clear that 'pace' is closely related to 'challenge.' I may have given the learners the support that they needed; but if I have failed to give the learners the challenges related to the lesson content, the lesson 'pace' slows down and leads potentially to a 'bad lesson.' In order to explore further the relationship between 'pace' and 'challenges', I present a series of related diary excerpts.

21.9.99

In [lesson] 3-4 we read 'Pinballs' for c. 30 minutes. The students [...] seemed to enjoy this. They enjoyed a lot the questioning afterwards - both in English and in French. The French part was rather disappointing as the students were not able to say a lot - I need to give them more practice regarding French to get them linguistically on the same (cognitive) level as regarding content.

Although this lesson example is not as extreme as the example given at the beginning of this section, I identify the weaknesses of this lesson by writing that 'the French part was rather disappointing as the students were not able to say a lot.' This was due to me not having given the learners sufficient practice in French as I point out in the same entry. In terms of challenge and support in relation to 'pace', there is a lack of support in this lesson. Lack of support again can lead to the lesson slowing down, because the learners are not able to work at the level that the teacher wants the learners to work at. In order to examine the effect of inappropriate challenges and support on the pace of a lesson, I present another diary entry written two days later on the 23rd September (see Appendix D):

23.9.99

After having corrected the test with the class, I did some work on the conjugation of regular verbs. Not necessarily the most exciting thing, but necessary at this point to enable the students to manipulate the [foreign] language I believe. Some students understood very

quickly how they must change the endings of verbs, while others found this extremely difficult - I guess this is normal regarding the range of abilities in class.

After this more formal work, the students had to guess who I was describing in French - very nice to see how responsive all students are to this kind of activity. The students' level of comprehension is quite amazing at this point. I need to make sure to keep this kind of motivation up to enable the students to learn as much as possible.

Finally, the students were given a reading activity where they had to match up descriptions of famous people with their names. All students were able to do this and obviously enjoyed this. I put the wrong name of the Prime Minister, John Blair instead of Tony Blair, but I believe the students enjoyed me reasoning that it was John's [one of the learners in my class] fault (which gave me the opportunity to give him some attention!)

After the reading activity I discussed briefly with the students how they managed to understand the information given about the people on the reading sheet. I feel these short discussions about how the students understand new/unknown language are extremely useful to make them aware of their own learning strategies and to increase their confidence in the foreign language. While correcting the reading exercise with the whole class I made the students read individually the French sentences. Some of the students are very impressive, e.g. Abilène, Camille, taking into account that they only started learning French three weeks ago.

Instead of asking the learners to produce the foreign language - as I did in the previous entry - without any support, I describe in this entry a series of activities which are challenging for the learners and which offer the appropriate level of support at this early stage in the BFC. I offer both support and challenges through a series of lesson activities:

- I offer a grammar based activity that allows the learners to understand how the foreign language is manipulated. Although not all learners understand this activity, it allows the more able learners to understand the foreign language better.
- I then offer a guessing (listening) activity where I describe some learners in class. The learners in class have to find out who I am describing.
- I give the learners a reading activity where some famous people are described in French. The learners have to select the correct name of the person described from a list of names.
- I discuss with the learners in English how they have managed to do the previous reading activity without any formal support as a means to raise the learners' awareness of the strategies that they use for understanding information in the foreign language.

In general, these activities can be summarised as offering the learners challenging, but supported activities. The combination of 'challenge' and 'support' allows both me as the teacher and the learners to keep up the pace. In this lesson example, I am 'pushing from behind' whilst the learners are moving during the lesson at a high and motivating pace. As becomes clear, 'pace' is dependent both on learner support and challenges. I illustrate this further through an example from a lesson where I considered the 'pace' to be too slow.

27.9.99

The morning lessons weren't very good. The students were slightly unsettled (and I was slightly irritated with myself mainly). The reasons for the students being unsettled were due to my planning and being too optimistic about what the students can do. In retrospect, the students worked quite well taking into account how difficult the work they did actually was. I feel that the pace of the morning lessons was too slow, the lessons lacking variety and a bit of 'punch', 'swing', 'energy'.

I describe the pace of this lesson as 'too slow' further illustrating this by adding that the lessons were 'lacking variety and a bit of "punch," "swing," "energy"'. All three terms suggest a certain sense of movement for lessons to be successful. I have referred to this sense of movement in successful lessons earlier by relating both interview excerpts and diary entries to this sense of forward movement during lessons. In order to examine this forward movement further, I examine another related diary excerpt:

11.01.00

In [lesson] 3-4 I did very briefly character descriptions of 'Shots'. This worked quite well. Most students found adding reasons via 'parce que' quite difficult. I need to structure this more thoroughly and include more variety to get the students interested here. I need to think of some partner activities in order to beef speaking skills up a bit.

[Lesson] 5-6 went quite smoothly - as usual. Most students worked well - especially John and Jean Marie seem to be working well in a team.

What else to say?

I need to add more variety and more thoroughly structured activities to my lessons to make them swing hard.

I am describing here a morning's teaching which I was generally pleased about. At the same time, I reflect on what I need to do as a teacher in order to improve the lesson activities that I did with the learners. I sum up the morning's teaching by

writing that 'I need to add more variety and more thoroughly structured activities to my lessons to make them swing hard.' I have written on several occasions about lessons having to 'swing hard.' On 30* November 1999, I have related pace and 'swinging hard' to each other. I also mention 'variety' in a number of my diary entries. I argue in the above entry that I need to have 'structured activities' in my lessons in conjunction with the need for 'variety.' Summing up these arguments, lessons 'swing hard' when I as a teacher offer the learners variety and structure. Variety and structure push the pace of the lessons. Both variety and structure include elements of support and challenge for the learners as becomes clear in the following diary entry from 12* April 2000 (see Appendix D):

12.4.00

My last lesson before the Easter holidays! I was determined to have a good lesson - so I had a good lesson!

I revised where to locate a town with the students in French. Once the students realised that they could give reasons for this in French they worked extremely well.

I kept up the pace of the lesson which also enabled the students to keep going during the lesson and not to lose concentration. For the group work activity, I handed out bits of paper determining what 'role' they had to take in the feudal system (i.e. barons, knights, peasants). The students then had to decide if and why living in a town would be useful for them. Again, I gave the key arguments on the board.

To do this again I would probably give the students a number of reasons in French for living in a town and the students would have to choose the right reasons for their role.

A good last lesson with lots of good work and only some minor disruptions.

I describe in this diary entry a revision lesson that I did with the learners. As the lesson content consisted of a series of revision activities, I decided to conduct the entire lesson through French. After some whole class revision about where a town would be located in the Middle Ages, the learners were put into small groups. During the group work activity, the learners were given certain roles within the medieval society: they were either the king, barons, knights or peasants. Based on their role, the learners had to decide if it was good for them to live in a town. The learners had to give reasons for their choices in French. I describe this lesson as 'a good last lesson with lots of good work and only some minor disruptions.' I describe it as a good lesson because 'I kept up the pace of the lesson.' Relating keeping up the 'pace' to me 'giving the key reasons on board' it becomes clear that keeping up the pace requires both support (in this example the key arguments on the

board, i.e. some content support and of course the teacher's support) and challenges (the task where the learners had to decide according to their role if living in a medieval town would be good for them or not).

By now, it is becoming clear that for learning in the BFC to be successful, the learners need both challenges and support. 'Pushing' the learners in order to make them feel 'excited' about their learning has to be supported: the learners can only take risks in their learning if they get the support appropriate to the risks that they take.

Summarising the previous sections in relation to the 'challenges' discussed here, it becomes clear that support for the learners is not sufficient: the learners need both support and challenges in the BFC classroom. In the BFC, support is closely related to the challenges that the learners are faced with in the BFC classroom, as they have to learn '2 in 1.'

So far, I have identified support and challenges as key factors for organising learning and teaching in the BFC classroom. In the following section, I explore more closely how challenges are made achievable for the learners through appropriate support provided by the teacher.

4 Support through Planning for Learning: 'I must' - 'I need'

The teacher's 'needs' and 'musts' are related to the 'pushing' that I have described previously. In order to push the learners, the teacher must or needs to do certain things. In this regard, my teacher 'musts' and 'needs' are crucial for planning learning in the BFC as it is the teacher who decides how to conduct lessons, what activities to offer the learners, how to keep up the 'pace' and how to offer the learners sufficient 'variety' as discussed previously. These teacher 'musts' and 'needs' affect learning in the BFC. Therefore, I examine these 'musts' and 'needs'

as recorded in my diary throughout my second year of teaching in the BFC as it is these 'musts' and 'needs' that determine the levels of support that the learners get in the BFC.

I examine my diary entries related to my 'musts' and 'needs' in chronological order to see how far my 'musts' and 'needs' have developed throughout the school year.

On 11th November 1999, I wrote the following entry in my diary:

11.11.99

I'm not sure whether the 2nd lesson worked extremely well - some of the students were chatty and not listening very well to my instructions which again led to them not knowing exactly what to do/know. Once again, the whole thing boils down to having the full attention of the class at crucial moments such as instructions or introducing a new topic. I feel that at the moment I need to work on a variety of activities to make sure to keep up the momentum, so that the students find the bilingual FC still exciting.

The 'need' that I address here is related to 'variety.' I have hinted at the need for variety of learning activities earlier when discussing 'pushing.' I describe the need for offering the learners a variety of activities as a means to keep learning in the BFC 'exciting.' I mention 'need' again in a diary entry on 15th November 1999:

15.11.99

I must be careful to insist on silence when giving instructions - otherwise the students won't be able to learn as well as they could. I also need to make sure at the same time to keep relaxed and smiling (even if I don't always feel like doing this!)

My 'must' is to insist 'on silence when giving instructions.' This may be a fairly typical problem as a relatively inexperienced teacher in my second year of teaching. More importantly, this highlights that the support given to the learners demands from the learners to be willing to listen to my instructions. I address a different 'need' for myself as a teacher by pointing out that I 'need [...] to keep relaxed and smiling.' Again, this can be related to the learners. My 'needs' affect the learners in class. If I am not relaxed as a teacher, this will affect the learners. On 22nd November 1999, I mention further 'musts' for me as a teacher:

22.11.99

If I am not able to teach my lessons properly due to classroom management problems I won't be able to make valid claims for my PhD. I must improve my classroom management techniques and my classroom language. I also must make sure that the lessons are in general positive, dynamic and 'pushing' the students to the limit of what they can do - otherwise, they will get bored and start to play up.

I must turn this situation around as soon as I can as I am too tired to cope with lots of classroom management problems and disruptive and silly behaviour.

I raise various 'musts' in this diary excerpt. Some of them are related to classroom management in general terms and some are related more directly to learning in the BFC. Of course, both general and specific 'musts' are related to each other as sound classroom management establishes the foundations for successful teaching. Related more closely to the BFC, I mention the need for 'pushing the students to the limit of what they can do.' In more general terms, I raise here the issue of 'challenges' again. On 30* November 1999, I write again about my 'needs':

30.11.99

I need to make sure to get the pace of my lessons right at the very beginning - then I can keep up the pace, push the students from behind and ensure that they enjoy learning as a challenge I believe. ... teaching probably is really like a piece of jazz music. If it's well done, it swings, moves forward, changes pace, has variety and still is never unfocused or unclear. ... it's quite good fun, if it works.

A small thing: A good sense of humour helps me with my teaching. The students react very positively to this and see no reason to try to misbehave in general.

Again, I mention the importance of 'pace' of lessons. I relate 'pace' to 'pushing the students from behind' and add that this ensures that the learners 'enjoy learning as a challenge.' I further develop this by applying my jazz metaphor to teaching in general.

In this entry, I relate a series of issues to each other. I identify my 'needs' as making sure to 'keep up the pace.' Keeping up the pace implies that as a teacher I can 'push the students from behind'. This in turn ensures that the learners 'enjoy learning as a challenge.' This entry is crucial at this point in the year as it not only reflects my needs and musts as a teacher, but as the learners have raised both the 'pushing' and the 'challenge' in the interview conducted on 17* November. At the time, Jeanne argued that she needed 'challenges,' because otherwise 'you don't have

anything to push you to try and do it.' In the interview, both Abilène and Jeanne use terms that describe a forward, progressing movement when they say that 'it's like somebody pushing you in the back,' and 'as soon as you've started you can't go back.' It is the teacher's role to 'push' the learners 'in the back.' This illustrates the relationship between teacher and learner needs: Teacher actions affect the learners and learner actions also affect the teacher. On 9* December 1999, I write the following diary entry:

9.12.99

My teaching this week

Léonie [my head of department] observed me on Tuesday morning. Quite a good lesson apart from the fact that some of the students were playing up a bit. I need to settle the students more down at the beginning of a lesson. The students seem to react best to me when I speak to them extremely calmly - surely a key point for my classroom management, especially taking into account that this will be crucial next week to have a relatively calm and pleasant week in spite of the panto-preparation. Regarding my bilingual teaching it seems to be crucial to find the right balance between learning as a challenge and keeping up the students' motivation throughout.

I must be strict with students who keep interrupting and shouting out - especially at the beginning of the lesson/registration.

My Wednesday morning lesson wasn't brilliant. I lost far too much time because of too many (but not all and not a majority!) students chatting in class. Consequently, I got a bit frustrated and only got the students' full attention after having explained to them very calmly what I had planned for the lesson and what the students had achieved. My calm behaviour seems to calm the students down a lot.

Léonie gave me detailed feedback about my Tuesday lesson - the role of calm behaviour seems to be crucial there for good classroom management and good teaching and learning. Also, the relationship with the students, the role of praise are central to enable the students to feel safe ... safe to risk something, safe to be allowed to make mistakes, safe to experiment with both linguistic and subject knowledge.

I discussed with Léonie how to make students speak more French. I believe it is crucial to include more guided, structured pairwork in my lessons, so that the students can practise their French more. ... this issue also came up in the interviews - to enable the students to play around with language they need to have some guidance [...].

In this entry, I address a basic issue, 'settling the students down at the beginning of the lesson.' This 'settling down' is one of the basic conditions for successful teaching and learning. It becomes clear that this 'settling down' is based on my calm behaviour as a teacher. Although this may seem banal, it enables me to create the basic conditions for learning: it allows me to balance the support and the challenges for the learners. On 5* January 2000, I write the following entry after the first lessons following the Christmas holidays:

5.1.00

Regarding my teaching I need to do the following things;

- offer more variety of learning experiences in lessons,
- settle the students down at the beginning of the lesson,
- work on making the students stop shouting out and talking while somebody else - no matter whether it's me or a student talking - [is talking]
- check homework
- speak more French in class
- do some formal grammar teaching to take all the students one step further in their French
- SMILE!

I seem to have forgotten how hard this job can be.

I give myself a long list of 'needs' for being able to create the support and challenges for learning in the BFC here. My needs can be roughly split up into needs for creating the most basic conditions for learning such as settling down the learners, stop the learners from shouting out and smiling. In the same entry, I also address a number of needs related more closely to learning in the BFC such as to offer more variety, speak more French, do some formal grammar teaching. On 10* January 2000, my diary entry sounds very similar to the previous one:

10.01.00

What to say in general?

- I need to speak more French in class.
- The students need to speak more French in class.
- I need to smile and praise more!
- I need to plan for more variety and change of pace in my lessons!

Again, I address basic conditions for learning and general conditions for learning in the BFC. On 11th January 2000, my diary entry is slightly different:

11.01.00

In [lesson] 3-4 I did very briefly character descriptions of 'Shots'. This worked quite well. Most students found adding reasons via 'parce que' quite difficult. I need to structure this more thoroughly and include more variety to get the students interested here. I need to think of some partner activities in order to beef speaking skills up a bit.

[Lesson] 5-6 went quite smoothly - as usual. Most students worked well - especially John and Jean Marie seem to be working well in a team.

What else to say?

I need to add more variety and more thoroughly structured activities to my lessons to make them swing hard.

My 'needs' in this entry can be roughly split up into two categories. First, I address 'needs' that I have described previously as general conditions for learning in the BFC, e.g. the 'needs' to 'add more variety and more thoroughly structured lesson activities to make them swing hard.' Again, this general 'need' can be related back to the issue of 'pushing students from behind' and from the learner perspective 'pushing in the back.' At the same time, I also mention very specific 'needs' that are task-specific, e.g. the 'need' to structure the practice of French sentences with 'parce que' more. This need can be understood as the transfer of my general conditions for learning in the BFC (my teacher theories) into practice in the BFC through concrete activities. So far, my 'needs' are related to general 'needs' for teaching in any classroom, general 'needs' for teaching in the BFC classroom, and finally task-specific 'needs' for teaching parts of the BFC curriculum. On 18* January 2000, I write about 'musts' as follows:

18.01.00

General

I use more TL [target language] again and the students seem to be responding quite well to this. I must keep this up in order to establish French as a working language more strongly.

I must also use TL for classroom management more and consistently.

Reading lessons: I need to vary my reading techniques more - some students are getting bored with listening to me - perhaps I ought to talk to Pierre [the drama teacher] briefly about this!

My 'musts' are very similar to my 'needs.' These 'musts' and 'needs' require constant adjustment of practice by myself as a teacher. In some instances, I failed to live up to my 'needs' and 'musts' as becomes clear in the following diary entry:

9.3.00

A bit of a strange week. On Monday, there was 'extended tutorials'-day. I had to interview students from 3pm to 4pm more or less without getting a proper break. When I got home I felt extremely exhausted and still had to write my mentor reports for my form. I was exhausted then.

On Tuesday, my German lesson didn't go very well - not enough change of pace, not enough variety of activities - due to a lack of planning and being extremely tired.

After break, the reading and library lesson weren't particularly good as I felt extremely tired after the Monday. I also couldn't relax with the class and didn't manage to get enough energy to be enthusiastic about things.

I just didn't feel like smiling and enjoying my lessons. I spent the afternoon at school and the evening at home finishing off and putting together reports for 7RW - one example of how the system could be good and at the same time an example how lots of paper is produced for no other reason than to have proof of accountability. Am I getting cynical? Yes. Perhaps slightly. I spent my week finishing off reports and not concentrating on my planning in order to deliver good lessons ... is this a general symptom of how school life/education/teacher's jobs are taken over by administrative work instead of allowing teachers to focus on their most important job; teaching OR provide all students with pleasant and positive learning experiences.

On Wednesday, my lesson again wasn't good at all. I wasn't on top of the kids. I wasn't in a good mood. I wasn't dynamic or 'jiggy'. I just wanted to finish the lesson without too many problems and not too much noise. A bad lesson!

What went wrong? The pace was wrong, the activities were not varied enough and - probably most importantly - I was tired, not dynamic, not smiling, not jiggy and quick enough.

I felt rather disillusioned and fairly tired when I wrote the above diary entry. Although I am able to identify the weaknesses of my teaching, e.g. 'not enough pace,' not being dynamic, not enough variety of activities, not smiling etc., I fail to transfer these shortcomings into 'musts' and 'needs.' Towards the end of the spring term, I describe my problems in my BFC classroom as follows:

13.3.00

Is it me? Is it the students? Is it both the students and me? I only managed to do 2 instead of 4 lesson activities. How am I to get the class back on track?

Where are the problems?

- Some students are quite obviously playing up, i.e. John who desperately tries to annoy me with his smpid behaviour.
- Many students are disruptive by continually chatting throughout the lesson. They seem not to realise how disruptive their behaviour is.

[...]

I believe that if I look at the patterns of behaviour that the problem is at the **beginning** of the lesson, i.e. when the students walk in and continue talking as soon as they have put their bags down. I believe I should try and work on the beginnings of lessons in various ways:

1. Try to settle students down more before they come into class.
2. Make sure students walk into class in silence and make sure silence remains throughout the beginning/settling down phase of the lesson.
3. Avoid students being fidgety and check that ALL students are listening to instructions.
4. Put students' names on board in case of continuing bad behaviour.
5. Give out lunchtime detentions after 5 ticks behind students' names.

It is clear from my diary entry that at the time of writing I was experiencing some problems with disruptive behaviour by a minority of learners. However, this diary entry differs quite fundamentally from the previous diary entry. In the previous entry, I am aware of these problems, but I do not set myself targets in order to solve

tiem. In this diary entry, I address possible solutions for the problems that I am experiencing by establishing a list of strategies as a teacher in order to establish specifically calm beginnings of lessons and by thinking through further sanctions in case of continued disruptive behaviour. Of course, it may be argued that the disruptive learner behaviour that I and the other learners experienced is potentially part of any lesson. However, it is important to consider this behaviour specifically in relation to the BFC as it has effects on my teaching and the learners' learning in the BFC. I speculate about the BFC in general terms in the following diary entry:

6.4.00

Talking more specifically about French, most students seem to have a phase where they don't want to learn French or in French anymore. I believe related to this that the students are extremely aware of the fact that they have to work harder in bilingual FC. The cognitive demands on the students are higher - are the learning outcomes also higher? Yes, I believe so. The learning outcomes are twofold. On the one hand, the students learn a non-linguistic subject - perhaps, they don't learn this other subject 'better', but differently as the information and skills are presented in a more structured way due to the additional difficulty of the foreign language.

On the other hand, the students learn the foreign language as a vehicle for thought/content, i.e. both as a means for conversation and as a means to express/describe/analyse content. Looking at the results of the vocabulary test seem to indicate that some (most?) students are starting to manipulate language, i.e. they are able to make the foreign language their own, to acquire the foreign language and use it productively.

I describe in this diary entry in general the effects that learning in the BFC has on the learners. I speculate based on my experiences in the classroom that the learners go through a period of time where they are less motivated to learn in French anymore. The reason for this decreasing motivation seems to be that the learners realise that they are required 'to work harder' in the BFC. By arguing that the learners have 'to work harder' in the BFC, I compare the BFC both to the FC and to learning MFL in a more traditional manner. Learning their second foreign language, German, in separate foreign language lessons, the learners become aware of the demands on them for learning through French in the BFC as I point out when writing that 'the cognitive demands on the students are higher.'

At the same time, I also describe the benefits of the BFC as I see them at the time. I write: 'The learning outcomes are twofold. On the one hand, the students learn a non-linguistic subject - perhaps, they don't learn this other subject "better", but differently as the information and skills are presented in a more structured way due to the additional difficulty of the foreign language. On the other hand, the students learn the foreign language as a vehicle for thought/content, i.e. both as a means for conversation and as a means to express/describe/analyse content.' This relates to the learners' description of the BFC as '2 in 1' in the interview conducted on 8* March 2000. This also relates to a learner description of the BFC in the interview conducted on 10* May 2000, where Camille described learning in the BFC as 'We've learned how to use it [French], instead of just saying it.' Learning how to use the foreign language in the BFC requires more work both from the teacher and the learners.

As a teacher, I constantly need to adjust my practices to the learner needs and demands. Therefore, my 'musts' and 'needs' are in general terms related to relative inexperience, and specifically to teaching in the BFC as the requirements on the teacher are high. At the same time, I have described the learning outcomes in the BFC as 'different.' They are 'different' in the sense that 'students learn the foreign language as a vehicle for thought/content.' As I point out in this diary entry 'the results of the vocabulary test seem to indicate that some (most?) students are starting to manipulate language, i.e. they are able to make the foreign language their own, to acquire the foreign language and use it productively.' In other words, learning in the BFC allows the learners through learning '2 in 1' to 'use it, instead of just saying it.'

Finally, I present a last excerpt from my diary where I remind myself once again about my 'needs.'

5.6.00

Not a very good start for my last half-term at HHCS.

What do I need to do:

- Settle the students down, i.e. rearrange the seating, insist on silence when walking into room and when listening to instructions.
- Talk to them and check their targets at registration.
- Give positive feedback about good work and good behaviour.
- Be charming and smiling.

I remind myself here about some basic conditions that I need to establish in order to work successfully with the learners. These targets are not specific to the BFC: in this sense this entry is a return to the three inter-related levels of 'needs' that I have identified earlier through my related diary entries:

- In order for the learners to learn successfully in the BFC, I need to *establish general conditions for learning*.
- In order for the learners to learn successfully in the BFC, I need to *establish general conditions for learning through a foreign language*.
- In order for the learners to learn successfully in the BFC, I need to *establish specific conditions for learning through a foreign language by providing the appropriate task-specific level of support (and challenges)*.

Establishing these conditions for learning in the BFC as a teacher is an on-going process as I have demonstrated by looking at my related diary entries in chronological order.

It is part of the teacher's role to establish these conditions for learning in the BFC: if the learners feel 'good' or 'scared' in the BFC depends on the successful implementation of these conditions by the teacher. However, as a teacher I am just as much part of the learning environment as the learners are. Both the teacher and the learners can use this environment as part of teaching and learning in the BFC. 'Environment' in this sense entails both the physical (the classroom) and the general learning environment (the learning of content through a foreign language). I examine this environment in terms of support for teaching and learning in the following section.

5 Support through the Learning Environment

After having focused in the previous section on my 'needs' and 'musts' for teaching in the BFC, I examine support in the BFC further by considering how the teacher and the learners interact with the learning environment and relate them to learner descriptions developed in some interviews.

11.11.99

I'm not sure whether the 2nd lesson worked extremely well - some of the students were chatty and not listening very well to my instructions which again led to them not knowing exactly what to do/know. Once again, the whole thing boils down to having the full attention of the class at crucial moments such as instructions or introducing a new topic. I feel that at the moment I need to work on a variety of activities to make sure to keep up the momentum, so that the students find the bilingual FC still exciting.

I have considered this diary entry in the previous section in terms of my teacher 'needs.' I remind myself here that 'I need to work on a variety of activities to make sure to keep up the momentum, so that the students find the bilingual FC still exciting.' I have discussed the teacher 'need' for providing learners with variety in order to 'push the students from behind' previously. I also mention in this entry the need for variety in order 'to keep up the momentum.' I do not explain 'momentum' further. Relating 'momentum' to challenges and support clarifies this notion. The learners have pointed out in the interviews that they need challenges. Challenges require support. Both the learners and myself as a teacher have described the challenges with metaphors of forward movement. Viewed in the context of metaphors of forward movement, the 'momentum' is the effect forward movement has on the learners. Extending the movement metaphor, 'momentum' means gaining speed in learning in the BFC.

'Momentum' is part of establishing conditions for learning in the BFC. I have discussed these conditions in terms of my 'needs' as a teacher in the previous section. Considering 'momentum' in terms of teacher actions is however not sufficient in the BFC. Due to the BFC curriculum, 'momentum' is also a result of

the content taught in the foreign language. 1 Illustrate this with the following diary entry written six months later.

11.5.00

What did I teach yesterday?

In lesson 1-2 I revised the Magna Carta in French. This worked relatively well although it became clear that some of the students did not really know what they were saying in French. How do I prevent this happening? Perhaps, I ought to check more the understanding of the students without going back to a translation based approach.

After having revised the Magna Carta, I continued or established the link between the Magna Carta and its importance for the development of Parliament.

The students first had to identify the dates from the textbook (*Contrasts and Connections*). This led on to the students putting information and reasons in the right order in a grid in English. This was quite demanding for all students. However, they worked in pairs and I supported individuals, so that all of the students achieved this task. As an extension for more able students I gave the students the identical task in French. Those students who did this extension activity did so without any problems.

Building onto this activity the students had to draw a timeline about the development of Parliament to scale. Most students were able to do this without any problems - those students who didn't do this were lacking/losing concentration at that point of the lesson.

I finished off the lesson with a simple vocab exercise. The students who got the right answers could leave first.

In general, quite a pleasant lesson. Most students were able to work independently with some support from me or their peers. The planning for simple French speaking activities seems to be working well as long as the students have some form of linguistic support for slightly more demanding activities. It was interesting to see that more students are becoming involved actively in the lessons again. I need to target the more passive students more to get all students involved and make them feel more confident about their abilities to speak, use, understand French.

[...]

After the test, I introduced the murder of Becket or the situation before his murder by giving the students simple sentences describing the pictures summarising the development of Becket's and Henry's relationship in French. (The English sentences were used as a basis.)

The students had to copy the sentences in the right order using the English sentences and the pictures for support. All students were able to do this without having seen any of the French sentences before and without having formally introduced the vocabulary.

After this activity, the students had to find in *Contrasts and Connections* [the English history coursebook used for this topic] examples of the conflict/tensions between the church and the King. I finished this lesson off by asking the students to organise the sources about Becket and Henry in categories (by Becket/by Henry, about Becket/about Henry). After some initial difficulties, the students did this quite well - in spite of becoming quite loud and unsettled towards the end of the lesson.

It seems that the students do not necessarily find the activities in the foreign language the most difficult, but those activities which require them to organise, analyse materials along certain lines.

The blockade against French seems to be of a more motivational nature and less of a content nature.

It is now becoming very obvious that some students are racing ahead in using and understanding French whereas at the other end of the spectrum some students are struggling

to understand basic words in the foreign language. Do I give both extremes and the middle group of students enough opportunities to achieve?

I describe in this diary entry in some detail two fairly typical BFC lessons. In terms of support, it becomes clear that I managed to establish as a teacher conditions for learning in the BFC successfully. However, although I am as BFC teacher responsible for the planning of learning activities in the BFC, the diary entry is about a lot more than my role as a teacher in supporting learning. I mention various levels of support here:

- The teacher gives support to individual learners.
- The learners support each other through pair or group work.
- The learning activities are differentiated for more or less able learners.
- The content learned in English supports the content learned in French.
- The content itself supports the learning through French.
- The format of the task (e.g. organising information) supports the learning of content in both French and English.
- The task itself is supported with visual support.

I raise various levels and forms of support for learning in my diary entry. The learners have discussed support in the BFC in some interviews. On 22nd March 2000, they have described support in the BFC:

I: Yeah? Right, errrm, what helps you in this jungle or what are the noises in this jungle? Well, choose whatever you want to say. [...].

D: I'd say the teacher helped me most. But then ... if you're working well with the person next to you they might help you a lot as well.

I: Mmmmh. Right, OK. Abilène?

A: The posters round the wall.

I: Posters. Marie?

M: Errm, people who you are sat next to, people who you are sat next to and the teacher.

As discussed before when considering teacher and learner roles in '2 in 1' the learners identify various forms of support:

- The teacher helps the learners in the BFC.
- The learners help each other.

- 'The posters round the wall' help the learners in the BFC.

The learners identify these forms of support very clearly. These forms of support are situated at various levels: The teacher is one source of support. Other learners are another form of support. Although both are situated at different levels in the jungle-hierarchy as discussed previously, both are forms of support through a person. The third form of support mentioned by the learners, 'the posters round the wall' are part of the physical environment.

In order to support their learning, the learners use the physical environment as part of the learning environment. Of course, it might be argued that the learners cannot interact with a lifeless physical environment. In the following interview excerpts, I illustrate how the lifeless physical environment comes to life due to the impact that the learners have on their physical learning environment: the learners describe how they perceive their BFC classroom and how they use the BFC classroom according to their needs during lesson time.

On 9th February 2000, Robert described how the physical classroom environment supports him in his learning:

R: Hmmm. It's like, it ... it's written down on paper, sometimes they get smck, like say with this, 'Comment était Akbar?' If someone 'Comment était ...' didn't know what that were and you'd explained them how to do it, they probably wouldn't know what to do. They'd probably be looking round the classroom and if everyone is knuckling down you get, the way they get into it, they're like really pressurised and then they're thinking 'Oh God, if I don't do it, I'm gonna be in real trouble.' And I were thinking to meself 'Comment ça va?' is up on the wall [referring to posters in classroom] and 'comment' they could have used, like *if they were really stuck they could have had a look on the walls*. And find ...
[...]

I: So, the walls help you as well in your learning then, don't they?

R: Yeah. Because they've got sheets of paper on with all the like say ...

D: If you get a number, if you like say 'cinquante trois' and you forgot what that means you can just look on the wall and see that it means fifty-three.

Robert and Dorothée describe two distinct uses of the information on the classroom walls. Robert points out how he uses the information on the classroom walls in order to understand a question. The process that he describes can be viewed as him

getting to understand the French question by making use of the classroom environment. Using the classroom environment means here that Robert takes a series of mental steps in order to make sense of a task that he has been given without having to resort to support from other learners or the teacher. Dorothée refers in her description of the use of the classroom walls to a simpler process. She has forgotten a number in French. She knows the numbers are in digits and in French on the walls. She checks the digits and finds the number that she is looking for.

Comparing Robert's and Dorothée's statements, the use of the classroom walls by Robert may be considered as an extension of Dorothée's description. Dorothée describes a seemingly straightforward process. She mentions the problem of not understanding a number in French: 'If you like say "cinquante trois" and you forgot what that means you can just look on the wall and see that it means fifty-three.' The process here is more direct than the process of understanding described by Robert. The information on the classroom walls provides the information that the learners need in order to know that fifty-three is 'cinquante trois.' However, what Dorothée does not mention - and seems to be taking for granted - is that the numbers are not given in English on the classroom walls. The numbers are solely given as digits with the French writing next to the digits. Identifying the numbers in digits may be a very basic thing to do. However, relating the digit and the French way of writing the digit is not necessarily a straightforward process for some learners.

Robert's use of the classroom walls starts from a similar point, but goes further than Dorothée's. Robert - just as the other learners in the BFC classroom - has been given the task to answer the question 'Comment était Akbar?' However, he does not remember the meaning of 'comment.' He has a series of strategies that he could use to find the meaning of 'comment.' He could ask the teacher. He could ask another learner. He could use a bilingual dictionary. He chooses to do none of the above. Robert looks around the classroom instead. He looks at the classroom walls that are covered in posters intended to support the learners in their BFC classroom and picks

out the sentence 'Comment vas-tu?' that has been on the classroom wall since the beginning of the BFC lessons. He knows the meaning of this question. He also knows that 'comment' means 'how.' Transferring the meaning of 'comment' to the question that he is supposed to answer, Robert now understands the question. He can solve the task.

The use of the BFC classroom for support is further described by Abilène in the interview conducted on 3rd May 2000:

A: But when you've got writing on the board *you can look around the room to help you as well and you know some words and you just guess it. It makes sense.*

I: Right ... and if you just hear the French without any kind of writing ...

A; Yeah, that's hard.

I; ... it gets difficult for you.

A: Yeah.

I: **Mmmh.** Does it matter if it's [...] about different topics like the plague or Middle Ages or the feudal system? Does that make it more difficult do you think? Or ... Does it matter?

A; No, it doesn't really matter. When you say things like 'Je m'appelle ...' or numbers, you can understand that because it's like ... that's smck to you now.

I; Yeah.

A: And you can't get rid of it.

Abilène describes how she consciously uses the information on the classroom walls to make sense of those linguistic items that she does not understand immediately. She describes this with 'You can look around the room [...] and you know some words and you just guess it. It makes sense.' Abilène describes three steps that lead her to understanding:

- 1 She looks around the room.
- 2 By looking around the room, she can identify some of the unknown words.
- 3 Based on the context that the content is being presented in she guesses the rest of the meaning.

These three conscious steps - looking around the room, identifying unknown words, guessing - allow Abilène to 'make sense' of new content in the foreign language. She uses the information provided in the physical environment to make sense of some of the unknown information in new and formerly unknown contexts and then

supplements the other missing parts by guessing based on the content: she uses what she knows, reapplies it in a different context, and makes sense of it within this context.

As becomes clear from the previous quotes, the learners consciously use the information provided on the classroom walls to help them with their learning. The information on the classroom walls consists mainly of classroom language that is intended to support the learners especially in the very early stages of CLIL. The use of the classroom walls is gradually extended to display learners' work done in the various topics that are being covered by the curriculum. Some of the most basic classroom language posters remain on the walls throughout the year. The learners are aware of information that is constantly at their disposal. However, they apply these bits of information to areas that are not directly related to these posters. The process that the learners use to 'make sense' consists of more than using the same, old phrases over and over again. The learners understand new meanings by applying old information to new content thereby reinforcing old meanings and introducing new meanings to themselves.

The use of the physical environment for support requires the learners to be active. This active use of the classroom walls needs to be considered in relation to the BFC lesson content as has become clear when analysing how the learners use the classroom walls for support.

So far, I have explored support in my BFC classroom by describing the tension between 'hard' and 'easy' and by relating this to the learners' needs for challenges and support. I have further developed this argument by considering 'pushing' and have related this to general issues such as variety, pace and structure of lessons. These are crucial for establishing support for challenging learning. At the same time, they are fairly general and part of any good lesson. I have also illustrated how the learners use the physical environment in different ways as means of support. In the following sections, I consider forms of support that are specific to the BFC

because they apply the non-linguistic content and the use of English and French as part of the support provided by the teacher to the learners.

The headteacher, myself as teacher-researcher and the learners all stress the importance of challenges. Looking at my diary entries, it also becomes clear that challenges for the learners are not sufficient for 'pushing' them. In order to allow the learners to accept and take risks as part of their learning in the BFC, they also need support that accompanies the challenging learning activities.

In this section, I have explored the tension between support and challenges as reflected in my data when the interviewees identify learning in the BFC as 'easy and difficult.' I have related this tension to the notion of 'pushing' that both the interviewees and myself refer to. Through the examination of my data, it has become clear that the learners need both support and challenges. Looking more closely at support, I have identified various forms of support provided to the learners by the teacher: in order to exploit the tension between support and challenges the teacher needs to offer the learners lessons which are delivered at the appropriate pace and provide both variety of activities and structure. The overall aim of these activities is to build up the learners' confidence for using a foreign language as a means to establish teacher-learner working partnerships. Of course, these various forms of support also aim to promote the use of strategies. However, strategy instruction is only one part of the support needed by the learners.

Mercer (1995) hints at the need for a re-interpretation of the term 'scaffolding' for the (foreign language) classroom whilst the other authors examined previously locate 'scaffolding' purely at a strategic level. My data illustrate that 'scaffolding' in this sense is only one particular feature of support in my BFC classroom. In the following section, I explore support further by examining specific BFC lesson activities.

6 Support for CLIL

In order to explore issues of support and challenges further, I develop my arguments by relating support to content. Learning content (both in English and in a foreign language) requires support. Some support is provided through content both in English and in a foreign language. In order to illustrate the interdependence between challenges, support and content in more detail, I present my diary entry from 3rd April 2000 (see Appendix D):

3.4.00

This morning I taught the feudal system. I first used the Collège du Parc-pyramid to convert it into roi-barons-chevaliers-paysans [illustrating the hierarchies within the school].

After having gone through the pyramid in both English and French, the students had to read a text 'le système féodal' - I used the usual technique - underline the words you know, look for general comprehension, not everything in detail, write a short summary in English.

Very interesting to see how various students react to the unknown - some (more often boys than girls?) seem to work quite confidently through these texts while others tend to give up before they have even tried.

After the reading activity, the students had to complete a simple description of the feudal system in group work and they had to build the medieval pyramid. [...]

The sheet I used (Le système féodal) for this group work activity is to me the proof that complex content such as the feudal system does not have to be presented in highly complicated language, but can be presented in simple basic French.

The lesson described in my diary entry was the starting lesson for introducing a new topic to the learners, 'Medieval Realms.' In order to understand the most basic conditions of medieval society, the learners have to understand the hierarchies within medieval society. In this regard, this lesson is crucial as a basis for the further understanding of the various sub-topics within the 'Medieval Realms'-topic. As the English curriculum is part of the FC curriculum, the learners have to be able to describe the hierarchies in medieval society both in English and in French. For this reason, I introduce the new topic first in English. I then change to French. However, I use the information learned in English in order to develop the learning further in French. Learning the content in French requires - from a linguistic point of view - the understanding of four new terms: le roi, les barons, les chevaliers, les paysans. The linguistic requirements in the foreign language are minimal. However, the hierarchies within medieval society are complex. They are also crucial for

understanding any additional content learned about the new topic 'Medieval Realms.' The content-based activities in French that I describe in my diary entry require the use of these four new French terms. Through the activities done in French, a listening activity, a reading activity, and finally group work concluded with a short presentation in French, the learners repeatedly use these four terms. These four terms are key to understanding the hierarchies within medieval society.

In general, the content is complex and difficult. The language used is simple. Using simple language enables the learners to think about the content during the group work activity and to present the complex content in simple French. This illustrates again the complex relationship between content and language/s.

In order to develop my arguments further I present diary entries where I focus on the use of language/s in my BFC classroom.

On 5* October 1999, I described an activity in my BFC classroom as follows:

5.10.99

After the memory box talks the students did some oral work on the countries and languages of Europe. I split the class into 3 teams. I then asked questions in French with the students being allowed to answer in English. This worked quite well (and the students got extremely enthusiastic, even overenthusiastic about this).

How do the students manage to understand my questions?

1. They guess based on the similarities of English and French.
2. They guess based on the context - the students knew what the questions were going to be about as I had explained the content of the game in detail before.
3. They want to understand because of the name of the activity (game).
4. They want to understand because of the context of the activity - most students know something about other European countries - as a teacher all I need to do is tap into their world knowledge and make them use it (sounds a lot simpler than it actually is).
5. Related to 4, students know most or at least some of the things we were talking about.
6. Cross-curricular work works - part of philosophy of FC - students learn based on the context and content of their lessons, interests and general knowledge.

As part of the BFC curriculum, the learners were introduced to the countries of Europe. As a revision activity towards the end of the lesson, I decided to do some oral work with the learners. I did this because the learners had been listening to each others' presentations ('memory box talks') for most of the lesson. I chose to

offer the learners an activity which would involve all of the learners and which would allow me to do some work in French. I asked the learners a series of questions in French about the countries of Europe. The learners had learned about these countries previously, but they did not know the questions that I chose to ask them. The learners were allowed to answer the questions either in French or in English. All the learners got very enthusiastic about this activity. I speculate in my diary entry about reasons for the learners enjoying this simple activity so much by asking myself 'how do the students manage to understand my questions.' In the answers that I give to myself I raise a number of reasons for the learners understanding quite complex content-based questions in French. By giving myself these answers I identify factors related to the support that challenging learning in the BFC offers the learners:

- Cross-curricular learning enables the learners to establish links between the first and the foreign language.
- Learning activities that include an element of challenge (in the form of a simple 'game') are motivating.
- Because of motivating learning activities and motivating cross-curricular content, the learners want to understand and take part in the lesson activity.
- Learning content through a foreign language is motivating as it allows the learners to use their existing knowledge, extend their knowledge and reconsider their knowledge in terms of new knowledge through the foreign language.

Cross-curricular learning, challenging learning activities, and learning content through a foreign language establish both challenges and support for the learners. In order to explore issues of support further, I present another example of a fairly typical BFC lesson later in the school year:

2.3.00

In lesson 3-4, I worked on the Exodus and the 10 Plagues. I started off the lesson with a simple reading task based on the English RE booklet. This was followed by a reading - gap filling exercise in French and some simple vocab revision exercises. [...]

The students seemed to work quite confidently with the French text knowing that they had the support from me as a teacher. (We did the whole thing as a whole class exercise.) ... and

using the information learned beforehand - i.e. the immediate scaffolding provided for dealing successfully with the French worksheet seemed to be appropriate - challenging, but motivating at the same time. I felt quite pleased about this lesson.

Due to the BFC curriculum including the English curriculum, some of my lessons were bilingual lessons. The previous diary excerpt illustrates how the English curriculum and the French curriculum support each other through the content being taught in two languages. I would use the English work flexibly as a means to introduce a new topic or in order to give more detailed information or to extend the learners' reading abilities. In the example above, I have started the lesson in English. I have done this for two fairly pragmatic reasons:

- English is part of the BFC curriculum. Therefore, in order to fulfil the requirements of the National Curriculum, some lessons had to be taught through English.
- The work done in English is used as part of the 'scaffolding' provided for the reading task done in French later during the lesson.

The lesson of 2nd March 2000 is in terms of activities fairly different from the lesson described previously. This lesson consists of two reading activities, one in English done individually by the learners, and another reading activity in French done as a whole class. In my diary entry, I mention support and challenges. I argue that 'the students seemed to work quite confidently with the French text knowing that they had the support from me as a teacher. (We did the whole thing as a whole class exercise.) ... and using the information learned beforehand.' I then go on to describe the support in more detail by writing that 'the immediate scaffolding provided for dealing successfully with the French worksheet seemed to be appropriate - challenging, but motivating at the same time.'

In terms of support for the reading activity done in French, I focus on two factors in particular: the support given by the teacher, and the support provided through the English reading task done previously. I generalise about the issue of support for the French work by using the term 'scaffolding.' I describe the 'scaffolding' as

'appropriate.' By 'appropriate' I mean 'challenging, but motivating at the same time.' Again, I relate support and challenges to each other. Support, in practical terms 'scaffolding', needs to be 'challenging, but motivating.'

Taking this argument further, I argue that lack of support is demotivating and too challenging for the learners. At the same time, I also argue that too much support is demotivating and not challenging enough for the learners. Support and challenges seem to form an interdependent relationship within the BFC. In order to explore this further, I present another excerpt from my diary:

28.3.00

After a half-lesson in the computer room I took 7RW back into Room 2 to offer them a bit more variety throughout the morning. It's quite nice to see how much the students were able to make out of the few words related to church that I put up onto the board.

Also, very interesting to see how different students dealt with these key words - some were initially very frustrated and gave up; others were very systematic and used every word in one sentence and some used the words in one or more sentences and didn't use all of the words. I believe the students got quite a bit out of it - even if it was work mainly done in English.

As a follow-up exercise I handed out the French sheet on religion. Most students started straight away and were able to understand the French description of the role of the church without too many problems.

If I look at my own planning I seem to have become a lot more systematic and realistic about what I can achieve and also about how to make content accessible in French. I believe at this early level the clue is to keep the language extremely controlled and organised, but also with room for extending the more able students.

In this diary entry, I initially describe a writing activity that I did with the learners. As a means to revise the work that the learners had done on religion I offered them some 'key words' in English. I comment on how the learners used these key words in a variety of ways during the writing activity:

- 'Some were initially very frustrated and gave up,'
- 'Others were very systematic and used every word in one sentence,'
- 'Some used the words in one or more sentences and didn't use all the words.'

As I felt quite confident about the learners' abilities to use these key words, I did not offer the learners much support during this writing activity. Only those learners who were about to 'give up' got support from me while I was walking around the

classroom. Those learners who used the key words in mainly two different ways as described in my diary entry had sufficient support through the key words and produced a variety of sentences.

Relating this writing activity to the issue of support, it is clear how the learners' needs for support differ and how challenges for learning affect learners in different ways. Some learners find these challenges motivating as they allow the learners to explore their own abilities through a content-based activity. Others are in need of more support in order not to be demotivated. The activity also illustrates that it is not necessarily the work done through a foreign language that the learners find too challenging, but work that requires them to think about how to use information learned beforehand.

The activity described above is not only interesting in terms of the learning processes described above, but also in terms of outcome. Due to the way that the learners chose to use the key words for forming sentences in English, the outcomes were fairly different from one learner to another. These sentences were to a certain degree unpredictable and offered the basis for the next part of the lesson where the learners had to do a reading activity in French. I describe the reading activity as follows (diary entry, 28* March 2000):

As a follow-up exercise I handed out the French sheet on religion. Most students started straight away and were able to understand the French description of the role of the church without too many problems.

The writing and discussion activity in English was followed by a reading activity in French. At this point of the lesson, the learners were able to relate the previous writing activity in English to the reading activity in French. In comparison to the English writing activity, the learners found the reading activity in French less challenging - not just because reading is 'easier' than writing, but because the appropriate support had been established beforehand through the English writing activity.

At the end of my diary entry, I comment on my planning for the BFC lessons. I describe my approach as 'a lot more systematic and realistic about what I can achieve and also about how to make content accessible in French.' In the above example, I have made the French content accessible through the work done previously in English. In terms of language use, I argue that 'at this early level the clue is to keep the language extremely controlled and organised, but also with room for extending the more able students.' As illustrated through the English writing activity, this applies to both the use of English and French for learning content.

Again, the interdependence of support and challenges for learning content becomes clear here. Support and challenges presupposes both predictability and unpredictability in learning. Support can be given to the learners in a variety of maimers. Also, it is extremely difficult to isolate support completely from learner challenges as support always refers to supporting something else.

So far, I have explored various forms of support in my BFC classroom and have isolated some of these by considering in particular my teacher 'musts' and 'needs' in relation to learner needs, support through the learning environment and support for CLIL through CLIL. Since the various forms of support are inevitably related to challenges that the learners are confronted with I explore the interdependent relationship between support and challenges in my BFC classroom further in the following section.

7 Support and Challenges for CLIL

7.1 Introduction

I have previously identified forms of support as support by the teacher, support by other learners, support by the classroom environment and support for CLIL learning through CLIL and have described conditions for learning in the BFC ranging from general to BFC-specific conditions. In the following section, I examine in more detail what makes the BFC learning environment special: the learning environment in the BFC classroom is special as it combines the learning of a foreign language, the mother tongue and content through both the first and the foreign language.

Discussing the learning environment in the BFC classroom implies looking at the ways in which content is being taught. I have identified so far two key elements in the BFC: challenges and support.

I have illustrated before the importance of balancing support and challenges when describing my teacher 'needs' and have related my 'needs' to the learners' needs. In the following interview excerpt from 2nd February 2000, the learners describe what happens when the balance between challenges and support is wrong:

M: Some people shout out.

I: Some people shout out, some people ... Carole?

C: Some people might not understand it much.

I: Right, some people might not understand it.

C: So, you ask the next door neighbour or behind them. They help one another.

I: So, basically, it's not only the teacher who is asking questions, but also students who don't understand.

[...]

The learners point out the effects of misjudging the balance between challenges and support and illustrate this further in an excerpt from the same interview:

M: Right, what it's like when ... you can't really draw it like what it's like. Cause people are chatting and jumping about and being silly and laughing and throwing things.

C; Making funny noises.
 I; Funny noises, passing things around, laughing, shouting out, ...
 M: Yeah.
 C: Saying rude words.
 I; Saying rude words. So, errmm, can you say more about that? Do you like that or do you not like that?
 C: It's not very nice.
 I; It's not very nice.
 M: No.
 C: Sometimes, like, we are trying to get on with our work, and there's too much noise.
 M: Sometimes you get conmsed and you can't understand.
 [...]

The BFC classroom that the learners describe is not conducive to learning. As discussed before when considering the need for a creating a safe learning environment, learning in the BFC needs to be supported, because it is challenging. This also implies that the learners feel safe to make mistakes in the BFC classroom. The learners describe what it feels like 'to get something wrong' in the same interview:

I: Right, so, do you find this ... is this normal now or do you find this difficult?
 M: A bit of both. Sometimes I find it quite hard when you have to use like long words and then long words sometimes mean short words [in English]. And it gets a bit conmsing.
 I; Right, OK. Do you find ... are you afraid of speaking French? For instance when I was questioning you at the end of the lesson in French.
 C; Sometimes, because if you get something wrong, you get all really embarrassed if you said it wrong.
 I: Well, do you think it is really that bad if you say something wrong?
 C; No.
 M: No, cause you ... at least you're having a try.
 [...]

The learners point out at the begiiming of this excerpt how they feel 'a bit of both' and exemplify this by describing using 'long words' in French. At the same time, they describe how they feel 'all really embarrassed if you said it wrong.' This embarrassment hints at two issues discussed previously. The learners want to get it right: the learners are generally highly motivated and want to be pushed 'from behind', because they want to have a challenge as they have mentioned on several occasions in some interviews. At the same time, the learners need to be enabled to feel safe to 'get something wrong.' Again, this implies the need for the learners to be confronted with challenges in the BFC in a supported manner. The interviewees

address the need for challenges and the related, appropriate support in the following interview excerpt from 17* May 2000 (see Appendix D) where they use the terms 'hard' and 'easy' to describe their learning in the day's lesson:

I; OK, now if you think about today's lesson, what did you find hard, what did you find easy? And why?

A: I liked the French today because, erm, most words weren't new, so - it's like a bit easier today.

I; Which French words? The questions? [referring to lesson 3-4 on 17.05.00]

A; The questions and the answers, the responding in French as well.

C: I liked the animal thing. Cause when you looked at the words in French and to the ones in English it were easy cause they just looked like the ones that were in English.

I: The animals? Oh, you're talking about the history of the language.

All; Yeah.

I only mention this particular lesson that the interviewees are referring to fairly briefly in my diary:

I taught one lesson on the history of language. The students were not very cooperative, i.e. quite unsettled, but on the whole the lesson was OK. Planning for French, i.e. having very structured speaking activity sections, seems to work quite well.

Relating my comments to the learners' references to the lesson, it becomes clear that I view the lesson in a more negative way than the learners do. The learners go on to describe this particular lesson as follows:

I; Now, if you think about today's lesson then. The lesson you had with me after break. What do you think would be the thing you found either the most interesting or the most difficult or which is going to be the thing that you are going to remember?

M: The most easy I thought was the, the meat, to do, err, ...

I; This table, this grid you had to fill in. [The students had to fill in a grid with French, German and English words to find out which English words came either from German or French.]

M: Did we do that with you?

I; Yeah.

M; Now, I thought that quite easy. I got on with that quite well.

[...]

A: I thought the questions in French were quite easy as well because like we had known these or dates like 1066 ... it brings things into your mind.

I; Mmm. What do you two [to Carole and Marie] think about these things then? Do you think these questions were *easy* or *difficult*?

C: *I think a bit of both* because there were some words in there that you ... well, like, some words that you didn't know probably. And you didn't know what they meant so you like had to find out what they meant.

Although I did not consider the lesson that the interviewees are describing as a particularly good lesson, the learners seem to disagree. They disagree because they were given both support and challenges in this lesson as becomes clear from the learner descriptions. One learner describes the questions asked during the lesson as 'a bit of both', i.e. both easy and difficult. As pointed out in the initial sections of this chapter, it is this mixture of 'a bit of both' that allows for challenging learning as long as these challenges are accompanied by appropriate support. The learners describe various parts of the lesson as 'easy': Whereas one learner describes the 'meat to do' as 'easy', another learner adds that she found 'the questions' quite 'easy.' She adds that these questions 'bring things into your mind.' Although the learners describe different parts of the lesson, one being an activity about the history of language (which is what the learner is referring to when mentioning the 'meat to do'), and another one being a short question-answer speaking activity where I revised some historical events with the learners in French, they point at the same phenomenon: both learners describe activities where they were given challenges. At the same time, these challenges were supported either by being information taught before or by being easily accessible through the use of 'cognates' in the example of the activity about the history of the English language.

In general terms, in order to feel safe to take risks in the BFC, the learners need both support and challenges that make their learning in the BFC both easy and difficult. In this section, I examine systematically how these challenges and support in the BFC are interrelated through content. Key part of this interrelatedness is that the learners' foreign language learning is supported through learning content in the foreign language and vice versa. In order to illustrate this interrelatedness further, I examine in the following sections general support for learning content, linguistic support for learning content, content support for foreign language learning and conclude by discussing how content learning supports (foreign) language learning and how (foreign) language learning supports content learning.

7.2 General Support for Learning Content

In order to start the analysis of data looking at support for foreign language learning through content, I start with a diary entry written after one week of teaching my new form:

14.9.99

I feel the work I do at the moment is all about

- Confidence building regarding the foreign language
- Building relationships
- Making learning strategies clear to students.

I mention three separate, but related issues here: establish a good working relationship with my learners, clarify learning strategies for the learners (i.e. allow the learners to build up support structures for learning in the BFC) and make the learners feel confident about being confronted with a foreign language (i.e. build up general support for the learners). I identify three distinct, but related forms of support:

- General support (which I have discussed before in relation to my 'needs' and 'musts'),
- Content support (which 'learning strategies' refers to),
- Linguistic support (which 'learning strategies' and 'confidence building regarding the foreign language' refer to).

I focus on linguistic support for learning content in the following section.

7.3 Linguistic Support for Learning Content

21.9.99

[...]

In [lesson] 3-4 we read 'Pinballs' for c. 30 minutes. The students obviously seemed to enjoy this. They enjoyed a lot the questioning afterwards - both in English and in French. The French part was rather disappointing as the students were not able to say a lot - I need to give them more practice regarding French to get them linguistically on the same (cognitive) level as regarding content.

[...]

I believe I need to look more thoroughly at my planning again to make sure the students do not get bored and are stretched all the time in order to avoid them to misbehave. I need to watch this very **carefully**!

I am slightly annoyed about this with myself, I'll write more about this later tonight or tomorrow as I have to go to the Year team meeting now.

21.00h

I looked through my lesson plans for tomorrow - I believe I have made sure that there is more variety and more enjoyment and learning for all the students, [...]

I point out that 'I am slightly annoyed with myself due to a lack of variety in my lesson. In terms of support, this diary entry reveals the interdependence between challenges and support: If the learners are not given sufficient support, i.e. if the learners are not given enough practice as in the above example, learning in the BFC cannot be made challenging for them. I point out that I have failed to provide the learners with sufficient variety that offer the learners both appropriate support and challenges. In the following diary entry, I describe a lesson where the level of support in relation to the content was appropriate (see Appendix D):

23.9.99

After having corrected the test with the class, I did some work on the conjugation of regular verbs. Not necessarily the most exciting thing, but necessary at this point to enable the students to manipulate the [foreign] language I believe. Some students understood very quickly how they must change the endings of verbs, while others found this extremely difficult - I guess this is normal regarding the range of abilities in class.

After this more formal work, the students had to guess who I was describing in French - very nice to see how responsive all students are to this kind of activity. The students' level of comprehension is quite amazing at this point. I need to make sure to keep this kind of motivation up to enable the students to learn as much as possible.

Finally, the students were given a reading activity where they had to match up descriptions of famous people with their names. All students were able to do this and obviously enjoyed this. I put the wrong name of the Prime Minister, John [...] instead of Tony Blair, but I believe the students enjoyed me reasoning that it was John's fault (which gave me the opportunity to give him some attention!)

After the reading activity I discussed briefly with the students how they managed to understand the information given about the people on the reading sheet. I feel these short discussions about how the students understand new/unknown language are extremely useful to make them aware of their own learning strategies and to increase their confidence in the foreign language. While correcting the reading exercise with the whole class I made the students read individually the French sentences. Some of the students are very impressive, e.g. Abilène, Camille, taking into account that they only started learning French three weeks ago.

The lesson described here was successful for various reasons:

- The learners get the support that they need in order to follow the lesson, i.e. at the beginning of the lesson, I revise how verb endings in French change.
- I then give the learners the opportunity to listen to me describing individual learners in the classroom. This is challenging, because the learners do not know all of the vocabulary and the phrases that I use. At the same time, the class itself establishes support by being able to observe who I am looking at, what gestures I make.
- The reading activity is challenging as the learners have not seen this information in French before. At the same time, it contains elements of support such as the fact that I used famous people in the reading activity, gave some addresses (e.g. when describing Tony Blair mentioning that he lives in 10, Downing Street) and structured the information clearly.
- The final activity, discussing reading strategies in English with the learners, allows to extend the understanding of strategies that individual learners may have used to all the learners in class. In other words, the discussion of strategies adds another layer of support.

I illustrate lack of linguistic support with the following entry:

11.01.00

In [lesson] 3-4 I did very briefly character descriptions of 'Shots'. This worked quite well. Most students found adding reasons via 'parce que' quite difficult. I need to structure this more thoroughly and include more variety to get the students interested here. I need to think of some partner activities in order to beef speaking skills up a bit.

[Lesson] 5-6 went quite smoothly - as usual. Most students worked well - especially John and Jean Marie seem to be working well in a team.

What else to say?

I need to add more variety and more thoroughly structured activities to my lessons to make them swing hard.

In the diary entry, I describe an activity which 'worked quite well.' At the same time, I point out that in order to improve the practice of 'parce que' I 'need to structure this more thoroughly and include more variety to get the students interested.' Linguistic support seems to be established on several levels:

- Traditional revision activities support the use of the foreign language (such as the practice of French verb endings or the practice of 'parce que').
- Class discussions that enable the learners to make strategies explicit and allow them to share their use of strategies as a class.
- Activities which use the classroom setting as a means to contextualise challenging information in the foreign language.
- Activities which contain information that is part of the learners' general knowledge and allow them to understand the information in the foreign language.

So far, this linguistic support is potentially available in most communicative foreign language classrooms. At the same time, the use of the classroom setting and general knowledge for foreign language learning hints at the potential of using non-linguistic subject content as a means to support foreign language learning. I examine the use of content for foreign language learning in more detail in the next section.

7.4 Content Support for Foreign Language Learning

On 7* February 2000, 1 comment as follows on one of my lessons:

7.2.00

Today, I focused on writing a timeline to scale. This again enabled me to use a simple content-based scaffolding, i.e. the scaffolding is dependent and to a certain extent determined by the content of the lesson (and not the other way round). I am not sure how far I was successful regarding using French in this lesson as I felt that the students were reluctant to use any French at all - perhaps/possibly/probably? ... this was due to not having introduced the key terms in French at all. I need to think more about this.

[...]

Although I point out that 'I am not sure how far I was successful regarding using French in this lesson' I describe a lesson activity where the content forms the support for the use of the foreign language. I describe the support in my diary entry as 'scaffolding' specifying that 'the scaffolding is dependent and to a certain extent determined by the content of the lesson.' By 'content' I mean the non-linguistic

content, in the above example writing a timeline to scale. The linguistic content is based upon the historical content of the lesson. The 'scaffolding' is primarily aimed at supporting the learning of history, i.e. writing a timeline to scale, in a foreign language. At the same time, the content itself provides a 'scaffolding' for the use of the foreign language. I comment further on the complex relationship between content and language in the following diary entry:

17.2.00

In lesson 3-4, I worked on the Rebellion of 1857-58. The lesson went quite well with various activities and sufficient change of pace. However, I feel I could have planned the French used in class even more.

The structuring of both language and content seems to be the key to successful BFC lessons. I finished off the lesson with a revision of the content in French via a game (3 rows in teams A, B, C) - asking questions in French, students to reply in French. Nothing overly exciting but with lots of learning going on for those students who took part in the lesson.

Now, I have to think about how to include more the students who do the least work in class, e.g. John, in order to avoid them becoming disaffected with learning in general and the BFC in particular.

I do not describe in detail the lesson activities in this entry as 'the lesson went quite well with various activities and sufficient change of pace.' I have discussed the importance of 'pace' and 'variety' previously and have described them as part of the support and the challenges provided by learning in the BFC. I point out in my diary entry that 'the structuring of both language and content seems to be the key to successful BFC lessons.' Structuring is again closely related to support and challenges. The content supports foreign language learning. At the same time, foreign language learning makes learning content more challenging. Through structure (and variety and pace) I am able to provide the learners with a learning environment where the learners get the support appropriate for the challenges that they are faced with. This brings me back to the notion of 'scaffolding' raised before in my diary entry from 7th February 2000. The term 'scaffolding' implies temporary support. This support is designed in a manner to keep the content accessible for the learners and providing challenges for the learners at the same time. This combination of challenges and support ultimately motivates the learners as becomes clear when relating my diary entries to the related interviewee descriptions of learning in the BFC (Interview, 17th November 1999):

A: It's, like, more interesting than in English. You're learning something new and like, it gets a bit boring after a while just learning, like, English and the ... saying things in English all the time. But, if you're like ... make it like a challenge, it's, like, more fun and interesting.

I: Right, so, do you think, the challenge is important for your learning?

A: Yes.

J: Cause if we didn't have any challenges, we wouldn't really, like, learn anything, because we would be learning the same all the time.

Jeanne then goes on to describe her 'challenges':

J: You need challenges. Cause, if you don't have a challenge, you don't have anything to push you to try and do it.

D: It's a lot harder.

A: You've got a challenge.

J: It's like somebody pushing you in the back.

D: As soon as you've started you can't go back.

J: The only way to go is up now.

A: Hmm.

During the interview of 17* May 2000, I played the above two excerpts back to Abilène and the other learners present during the interview. Here is what Abilène's reaction to her and Jeanne's previous statements was:

A: I think it's still true. You've got to have a challenge or you get nowhere.

I have discussed before how the learners describe their learning as 'somebody pushing you in the back' and have related this to my diary entry from 30* November 1999 where I describe my task as a teacher in the BFC as 'pushing the learners from behind.' I relate these complementary descriptions back to the issue of support: as has become clear providing the learners with challenges is not sufficient. The challenges that the learners are confronted with in the BFC also need to be made accessible to the learners: challenges need to be supported. In practical terms, as a teacher I provide the learners with a 'scaffolding' for the combined learning of content and a foreign language.

In a previous diary entry, written on 5* October 1999, I describe a lesson where I conducted an activity that was challenging for the learners, but that also offered support through its geographical content:

5.10.99

It's shortly past 9pm. I have had quite a good day with minor problems, i.e. some smdents winding each other up and misbehaving in the maths lesson. I'll have to **deal** with this during registration and morning break tomorrow. The students did their memory box talks in lesson 1-2. Some of them were quite good; others rather boring. After the memory box talks the smdents did some oral work on the countries and languages of Europe. I split the class into 3 teams. I then asked questions in French with the smdents being allowed to answer in English. This worked quite well (and the smdents got extremely enthusiastic, even overenthusiastic about this).

How do the smdents manage to understand my questions?

- They guess based on the similarities of English and French.
- They guess based on the context - the smdents knew what the questions were going to be about as I had explained the content of the game in detail before.
- They want to understand because of the namre of the activity (game).
- They want to understand because of the context of the activity - most smdents know something about other European countries - as a teacher all I need to do is tap into their world knowledge and make them use it (sounds a lot simpler than it acmally is).
- Related to [the previous point], smdents know most or at least some of the things we were talking about.
- Cross-curricular work works - part of philosophy of FC - smdents learn based on the context and content of their lessons, interests and general knowledge.

I have described this excerpt previously when discussing 'challenges.' As I have pointed out before challenges need to be accompanied by appropriate support in order to be motivating for the learners. In my diary entry, I describe the support related to this particular challenge in some detail. I argue that the learners 'understand my questions' through guessing based on comparing both French and English, guessing based on the particular lesson context and guessing based on the particular lesson content (which is part of the lesson context). This may be challenging for the learners, but it is also motivating - 'they want to understand' - 'because of the nature of the activity' and 'because of the context of the activity.' I summarise my lesson description somewhat awkwardly by arguing that 'cross-curricular work works.' Cross-curricular learning allows for the learners to establish links between lesson content through the language/s and the activities used during the lesson. The following two diary entries from the 7* February 2000 and from the 2nd March 2000 illustrate this further:

7.2.00

On Wednesday, I focused in the 3-4 lesson on the India-summary texts in both English and French. After having gone over the gap text in English, the students had to do the same text in French (with slightly different gaps to be filled in). Fascinating to see how students used the English text as a support in various ways. Some students went systematically through both texts and filled in the gaps accordingly; some students used their dictionary and only used the English text if needed and some students only used the French text and contextual clues to fill in the gaps. All the students seemed to be successful using their own techniques to approach the French text.

After this activity, I summarised the lesson by going over the key sections of the text in French and asking simple questions in French. The students could answer either in French or in English. Again, it was interesting to see how various students responded to the summarising activity by choosing to answer in English or French.

The key question behind this kind of activities seems to be:

- How far is it useful and/or legitimate to use non-target language texts in the bilingual FC?
- How can I as a teacher systematically construct and build in a scaffolding to support both the subject and the foreign language learning?
- How far do I allow for flexibility/differentiation within these activities to allow all the students to achieve at their own level?

Also, fundamentally, I seem to be looking at how to allow students to construct their own knowledge through varied activities. I believe the use of English in a bilingual FC class could be one of the clues to build up an appropriate scaffolding at an early level in the bilingual FC classroom.

I describe the lesson from 2nd March as follows:

2.3.00

In lesson 3-4, I worked on the Exodus and the 10 Plagues. I started off the lesson with a simple reading task based on the English RE booklet. This was followed by a reading - gapfilling exercise in French and some simple vocab revision exercises. The students worked well [...].

The students seemed to work quite confidently with the French text knowing that they had the support from me as a teacher. (We did the whole thing as a whole class exercise.) and using the information learned beforehand - i.e. the immediate scaffolding provided for dealing successfully with the French worksheet seemed to be appropriate - challenging, but motivating at the same time. I felt quite pleased about this lesson.

These two lessons share some similar features:

- I start the lessons with a reading activity in English.
- I then continue the lessons with a reading activity in French based on the work done previously in English.

- The learners use the English work in order to support their content-based work in French.
- The learners have my support either individually or as a whole class in particular for those parts of the lessons that are conducted through French.

In my diary entry from 7* February, I ask myself three fundamental questions about the BFC:

- How far is it useful and/or legitimate to use non-target language texts in the bilingual BFC?
- How can I as a teacher systematically construct and build in a scaffolding to support both the subject and the foreign language learning?
- How far do I allow for flexibility/differentiation within these activities to allow all the students to achieve at their own level?

In the first question, I mention 'non-target language'. By this term, I refer to the use of English in the BFC. I write my diary entry as a foreign language teacher who teaches content primarily in a foreign language. However, the BFC curriculum is designed as a cross-curricular course. Part of this cross-curricular course is the Year 7 English curriculum that needs to be covered. Apart from needs directed by the curriculum, it has also become clear in the previous sections that the use of English does not exclude the learning of French through content, as long as the use of English is considered in terms of how it supports the learning of both content and French. In this regard, the English curriculum forms part of the challenges and support framework within the BFC that I have described so far in my data. My second question addresses the use of a 'scaffolding' for supporting both subject and foreign language learning. Within the BFC, this also relates back to the use of English. As illustrated through my data, 'scaffolding' or 'scaffolded learning' is part of the support and challenges framework described so far. In the third question, I address the need for 'differentiation.' This is an issue that I have not addressed directly through my data. However, the support and challenges framework that I have presented offers room for differentiation. I have argued for example for the use

of English or French for different purposes and for developing different learner skills.

The data presented previously, both the diary entries and the interview excerpts, point out again the need for challenges in the BFC. They also highlight that challenges for the learners are only achievable by giving the appropriate support. So far, I have focused on content supporting foreign language learning. At the same time, I have already hinted at the interdependence of both content supporting foreign language learning and the use of a foreign language supporting content learning when arguing in my diary (5* October 1999) that 'cross-curricular work works.' In the following section, I explore this interdependence between content and (foreign) language learning in more detail.

7.5 Content Supporting (Foreign) Language Learning and (Foreign) Language Learning Supporting Content Learning

10.4.00

On Monday morning, I introduced town and trade to the students. After initially reading the relevant excerpts from the English history coursebook I continued with the French worksheet concentrating on the section 'Pourquoi est-ce qu'il y a une ville ici?'

After having worked through this French section I handed [out] the OHTs where the students had to describe where to put a town taking into account all the relevant factors.

At the same time, I made the students copy in French simple reasons for siting a town in a particular place. This was supposed to help them both linguistically and for doing the group work as they 'only' needed to apply the French criteria to site their town.

The presentations and the group work beforehand worked quite well - I seem to have pitched the level of content and the level of French correctly. It seems - again? - that the content supports the learning of French and the French supports the content by giving a scaffolding not only linguistically, but also regarding the content.

This excerpt illustrates how the use of content and language/s support each other. First, I introduce the topic of the lesson in English. In abstract terms, I provide the first part of the scaffolding for the lesson. Second, I hand out French worksheets concentrating on one particular topic, reasons for siting a medieval town in a particular area. Third, I organise the class in groups. Each of these groups is given an OHT with identical features. At the same time, I provide the learners with reasons in French for siting a town in a particular area. As I point out in my diary

entry, these reasons in French do not only help the learners linguistically, but also offer a summary of the work done in English and French previously. In this regard, the reasons in French provide a *dual scaffolding*, both linguistically and content-wise. Finally, each group comes to the front and presents their completed map with possible locations for a medieval town to the other learners. The learners have to give the reasons for siting their town in French.

The scaffolding provided in this lesson is extremely intricate. It offers the learners linguistic support for practising their French through the content and the initial use of English. At the same time, the content, siting a medieval town, provides a scaffolding for the use of French. The French part of the lesson in turn supports the content and summarises the work done previously in English. Considered as a whole, combining French and English as media of instruction for the learning of content, in this case siting a medieval town, provides both the support and the challenges for learning in the BFC to be successful.

I have addressed the use of English before. I have mainly considered it in terms of support for the learning of content in French. However, the mixed use of French and English as media of instruction has an effect on the use of English. In the following section, I describe the relation between the use of English and French in the BFC:

4.1.00

What about bilingual teaching and learning today then? The students had - after an initial brainstorming regarding India - to match English geography and history terms and definitions and French terms. The matching up of definitions and English terms was a lot more difficult for the students than I thought it would be - in comparison the matching up of the French and English terms was really simple for them. It was extremely interesting to observe how the students used various strategies to find the right answers - they all seemed to be able to work on their own making choices about how to find answers by going systematically through the sheet or looking for clues and looking for similarities between English and French terms. I believe this part of the lesson was where most of the learning was happening as most students were on task and all of those on task were being stretched at their individual levels.

I point out in my diary entry that the matching up of English terms and English definitions constitutes for the learners a more demanding task than matching up the English with the French terms. This surprised me at the time and indicates that the use of a foreign language for learning is not necessarily more demanding for the learners than using the first language. The level of difficulty experienced by the learners is task-dependent, not language-dependent. On 28* March 2000, I observe something similar:

28.3.00

After a half-lesson in the computer room I took 7RW back into Room 2 to offer them a bit more variety throughout the morning. It's quite nice to see how much the students were able to make out of the few words related to church that I put up onto the board.

Also, very interesting to see how different students dealt with these key words - some were initially very frustrated and gave up; others were very systematic and used every word in one sentence and some used the words in one or more sentences and didn't use all of the words. I believe the students got quite a bit out of it - even if it was work mainly done in English.

As a follow-up exercise I handed out the French sheet on religion. Most students started straight away and were able to understand the French description of the role of the church without too many problems.

If I look at my own planning I seem to have become a lot more systematic and realistic about what I can achieve and also about how to make content accessible in French. I believe at this early level the clue is to keep the language extremely controlled and organised, but also with room for extending the more able students.

As in the previous example from my diary, I observe that the learners find the initial task conducted entirely in English more demanding than the subsequent task conducted in French. Again, the level of difficulty is not language-dependent, but task-dependent. In this regard, both diary entries reveal how the learning through a foreign language supports the learning of content in the mother tongue as the foreign language has to be fairly 'controlled' at this early stage in order to remain accessible to the learners. At the same time, both diary entries illustrate the usefulness of English in the BFC, as the use of English allows for tasks that are more demanding on the learners and allow me to conduct more open-ended activities.

So far, I have considered mainly the role of English and French for supporting learning content. In the following section, I re-examine the *role of content for learning French*. I have illustrated the challenge and support framework of learning

content through the medium of English and French earlier. I focus now on the support that the BFC offers for learning through French. In order to do this, I present a number of diary entries (some of which I have discussed in previous sections).

5.10.99

After the memory box talks the students did some oral work on the countries and languages of Europe. I split the class into 3 teams. I then asked questions in French with the students being allowed to answer in English. This worked quite well (and the students got extremely enthusiastic, even overenthusiastic about this).

How do the students manage to understand my questions?

- They guess based on the similarities of English and French.
- They guess based on the context - the students knew what the questions were going to be about as I had explained the content of the game in detail before.
- They want to understand because of the nature of the activity (game).
- They want to understand because of the context of the activity - most students know something about other European countries - as a teacher all I need to do is tap into their world knowledge and make them use it (sounds a lot simpler than it actually is).
- Related to [the previous point], students know most or at least some of the things we were talking about.
- Cross-curricular work works - part of philosophy of FC - students learn based on the context and content of their lessons, interests and general knowledge.

I conducted the activity described in this diary entry after four weeks of teaching in the BFC. The learners are confronted with a range of information about European countries in French. As I mention in my diary entry, 'this worked quite well (and the students got extremely enthusiastic, even overenthusiastic about this).' The content of the task described is fairly advanced for a Year 7 class. All my questions are asked in French with the learners being allowed to answer either in English or French. The learners do not seem to have had any problems in understanding the questions that I ask them. They understand my questions for a variety of reasons:

- They understand because of the context that they are familiar with.
- They understand because of the content that they have been learning in the previous week.
- They understand by establishing links between their general knowledge and the questions asked.
- They understand because they want to take part in the activity.

Summing up all these reasons for understanding, it becomes clear that it is not the foreign language that potentially prevents learners from understanding questions in a foreign language: the level of difficulty is task-dependent, not language dependent. Again, the intricate challenges and support framework manifests its benefits for learning through a foreign language. I have illustrated the BFC support and challenges framework through the diary entry of 10* April 2000 before. Here, I focus in particular on support for the learning of French through content:

10.4.00

On Monday morning, I introduced town and trade to the students. After initially reading the relevant excerpts from the English history coursebook I continued with the French worksheet concentrating on the section 'Pourquoi est-ce qu'il y a une ville ici?'

After having worked through this French section I handed [out] the OHTs where the students had to describe where to put a town taking into account all the relevant factors.

At the same time, I made the students copy in French simple reasons for siting a town in a particular place. This was supposed to help them both linguistically and for doing the group work as they 'only' needed to apply the French criteria to site their town.

The presentations and the group work beforehand worked quite well - I seem to have pitched the level of content and the level of French correctly. It seems - again? - that the content supports the learning of French and the French supports the content by giving a scaffolding not only linguistically, but also regarding the content.

I sum up my diary entry by writing that 'the learning of content supports the learning of French.' At the same time, it is important to remember that content per se does not make the foreign language accessible. I describe in my diary how I use the mother tongue first to introduce the topic of the lesson. I then use the foreign language as a means to support the content presented previously. At the same time, it must not be forgotten that the content presented in English contributes to making the content in French accessible to the learners. The nature of the follow-up activity, completing a map for siting a medieval town, and the support given for this activity in French on the whiteboard, contribute to keeping the foreign language accessible. Again, the intricate support and challenges framework for this lesson makes learning content through the medium of French possible. In order to examine the support and challenges framework further that allows for learning through French, I present a diary entry written on 9* May 2000:

9.5.00

[...]

In lesson 5-6, I introduced and finished the Magna Carta. The students first had to take notes while I was reading. After having listed the problems and successes on the board in English the students had to decide whether they were problems or successes in French. 'C'est un problème.' / 'C'est un succès.'

This simple speaking activity worked quite well and all the students got involved (even rather passive students like Joseph put his hand up.)

After this, the students had to find the aims and main points of the Magna Carta on the following page - then they had to match up beginnings and endings of sentences describing the Magna Carta.

The lesson finished by having some of the students reading out the French sentences. I now wonder if I could have stretched some of them more as they found the work quite simple - whereas other students just took ages to find information they had to look for in English!

Again, I use English in order to introduce the topic of the lesson, the Magna Carta. I then switch from English into French for the rest of the lesson. The initial part of the lesson is followed by a basic speaking activity where the learners identify various sections of the Magna Carta either as a success or as a problem in French. This linguistically very simple, but cognitively demanding activity is followed by a reading activity in French where the learners have 'to match up beginnings and endings of sentences describing the Magna Carta.' Finally, I point out that 'I could have stretched some of them [the learners] more as they found the work quite simple - whereas other students just took ages to find information they had to look for in English.' Of course, I could have included more differentiated activities in order to cater more efficiently for various learner abilities in my classroom. At the same time, it remains clear that the learner activities conducted in French are not necessarily more demanding than activities in English. This points once again at the role of getting the support and challenges framework right.

After having considered support and challenges in terms of 'easy' and 'difficult' and as 'pushing' through teacher actions within a specific CLIL learning environment I have focused in this section on how support and challenges are interdependent for the learning of content through a foreign language. I have discussed this interdependence by examining general and linguistic support for learning content as well as content support for (foreign) language learning and finally by discussing how

(foreign) language learning and content learning complement and support each other.

8 Summary: Support and Scaffolding

I have started Part 4 by suggesting - based on my arguments for learning '2 in 1' in the BFC in Parts 2 and 3 - that challenges and support are interdependent and inextricably linked. In order to develop this argument further, I have examined first the notion of scaffolding, which I have described as one particular form of temporary and appropriate support. This description remains valid. However, support for learning in my BFC classroom goes beyond scaffolding. Scaffolding is only one part of a framework that supports challenging learning.

In this section, I have examined particularly two forms of support: support by the teacher and support through the classroom environment.

I have considered support by the teacher as resulting from teacher-learner interaction/s. The teacher is responsible for ...

- Establishing general conditions for learning,
- Establishing general conditions for learning through a foreign language,
- Establishing specific conditions for learning through a foreign language by providing appropriate task-specific support and challenges.

The learners are also supported by the classroom environment: They use the classroom as a means of individual support.

Finally, I have illustrated through my data how support for CLIL is created by exploring non-linguistic content both in the mother tongue and in the foreign language.

Most authors examined previously seem to locate scaffolding purely at the level of strategy instruction, which might be the appropriate use of the term. However, scaffolding is only one among various forms of support. This section strengthens this argument further by highlighting that support cannot be considered without discussing what is supported: the challenges that the learners are confronted with.

By jointly examining support and challenges it has become clear that challenges do not suffice for learning in the BFC: Challenges and support are interdependent in the BFC and ultimately allow the learners to take risks in their learning. In general terms, I argue that the challenges and support framework presented in this section promotes BFC classroom interaction. In order to develop this argument further I conclude Part 4 by examining data that illustrate how the support and challenges framework developed so far promotes classroom interaction in a foreign language.

9 Conclusions: Interaction in the BFC as Noticing and Performance

In order to examine interaction in a foreign language in my BFC classroom, I look at two related issues that have emerged from my data: noticing and performance. 'Noticing' is a term used by one of the interviewees to describe her raised level of language awareness. I argue that this 'noticing' ultimately leads to the learners choosing to perform in the foreign language. In general terms, this argument suggests that learners who 'notice' or who are aware can start to perform in the foreign language, which could be interpreted as awareness leading towards learner autonomy. I illustrate these arguments further through my data in this section.

I have described previously how the learning of content supports the learning of French. Finally, I discuss how the learning of content through French can lead to spontaneous learner performance. On 1st November 1999, I wrote a diary entry where I compare 'pure' French lessons that I might occasionally offer the learners to content-based lessons:

1.11.99

Looking at how some students react to 'pure' French lessons - with a possible lack of content - and looking at how they react enthusiastically to geography work, e.g. Daniel, seems to be once again offering quite a strong argument for the combination of learning a foreign language with/in another subject. The problem I have is still; how do I define the learning that is happening in my classroom? Is it FL learning via geography/history? Is it history/geography through French? Is it something else? Do both FL learning and humanities learning accelerate learning in general because it is more demanding? But - another question: How far is it more demanding? Or is the learning easier because it is more demanding? A lot of questions and no definite answers.

I point out in my diary entry the motivational benefits that learning French through content seems to have on some learners. I mention one particular learner, Daniel, who reacts enthusiastically to geography work done in French. Learning French through content is motivating. This is not only obvious in this diary entry, but also relates to the diary entries discussed before where the learners managed to work in the foreign language for most of the lessons by providing them with the appropriate support and challenges framework. I also raise in my diary entry the question of finding it difficult to define 'the learning that is happening in my classroom.' By adding a series of questions where I consider the relationship between the use of English, French and content, I partly answer the question. As I have illustrated throughout this chapter (and especially so in Part 4) all of these learning formats apply in different ways. The important factor is that all of these learning formats support each other and enable the teacher to provide the learners with challenging learning. I also speculate in my diary entry if 'learning is easier because it is more demanding.' As I have illustrated throughout this chapter, I can answer this question with a clear Yes as long as the support and challenges framework allows the teacher to 'push the students in the back.'

I have explored in the previous sections how the combined learning of content, English and French complement each other by providing a framework based on offering the learners both support and challenges for their learning in the BFC. In the following section, I consider through my data how the '2 in 1'-BFC offers in particular support for foreign language learning. In order to illustrate this further, I focus particularly on examples of learner performance in the BFC classroom. The

evidence that I present for learner performance is fairly limited as I did not record systematically learner performance in the foreign language in my classroom. However, the data give some indication about the learners' performance in the foreign language.

3.11.99

[...]

Today, I revised *the Cay* [the set English reading for the topic 'Survival'] via speaking and writing activities. I enjoyed this. The students did a hot seating in English and French after having collected some information on *the Cay* together.

I prepared the French hot seating by first collecting questions in French with the class based on the previous English work. This involved a number of activities/steps/cognitive processes:

- Using known sentences to form a question;
- Practice of être/avoir,
- Practice of adjectives such as 'heureux', 'grand' etc. (to describe a character) that the students have learned before in *the Pinballs* [the set English reading for the topic 'Me and the European World'],
- Pronunciation practice,
- Finding, practising and using new words such as 'américain', 'hollandais' etc.

All this worked well because it was carefully prepared and the kids were interested in the content and they love the hot seating activity - it's a great activity that can be used for all kinds of simple speaking practice at all kinds of levels.

I believe what I am looking [at] here is the right combination of content and linguistic level to keep the students' interest - it is also a balanced combination of old and new phrases, vocabulary and information. At the end of the lesson, I handed out a vocab revision sheet for geographical vocabulary - again, some known vocab, some cognates, some new vocab. The students found 23 words in 5 minutes.

I describe in the diary entry a simplified hot-seating activity adapted from drama lessons for the purpose of conducting it in a foreign language. The activity itself is supported by a series of preparation activities that I have examined before. The activity is also done in the context of character descriptions from the set English class reading. Again, content and foreign language learning support each other. The combination of these leads to learner performance. In the example given above, the learner performance consists of the learners asking one particular volunteer questions in French in order to find out the volunteer's adopted identity. In the following diary excerpt, I present a slightly different example of performance. In the following example, the learners perform in their mother tongue, but they apply skills used beforehand in the foreign language:

8.11.99

In the first lesson, the students had to write definitions of trade vocabulary in English. Most students worked extremely well and were interested. Through this work, the students could apply their bilingual dictionary skills to using a monolingual dictionary. Some of the students grasped the concepts behind the trade vocab very well and very quickly.

Learner performance is open-ended and it starts at a very basic level. On 29* September 1999, two weeks after the beginning of the school year, I wrote the following diary entry:

29.09.99

In spite of Mathieu's behaviour, most students worked well and seemed to be very interested in the exchange with the Strasbourg School [...]. All the students worked well during the group work. The more able students seem to be starting to manipulate language for their own needs. Sandrine asked me spontaneously in French 'Quelle est la date de ton anniversaire?'

This entry may seem banal. Whilst the learners were practising very basic questions and answers such as 'Comment t'appelles-tu?', 'Quelle est la date de ton anniversaire?' in French through pair work, I was routinely walking around the classroom listening in to the learners and helping those learners that had difficulties with this activity. When listening to Sandrine and her partner, I did not have to intervene at all as both of them experienced no difficulty with this task. However, whereas most other learners were happy about getting the usual verbal praise from me, Sandrine took the initiative and asked me the question 'Quelle est la date de ton anniversaire?' Sandrine did not have to ask me this question as she had done the exercise well. She also did not ask me for my name as she knew this information. Instead, she chose to use the question that she had learned and practised before in order to find out information about me. Although Sandrine did not have to change anything within the question that she had learned and practised before, it is important to point out that she was nevertheless starting to perform in the foreign language by applying the question not solely to her partner as required, but also by surprising me with her question. Related to performance, this instance of questioning me as a teacher points at the spontaneous use of the foreign language at

a very basic level in the initial learning in the BFC. Spontaneity in this sense means applying something learned in a different manner from the way it is usually applied.

Performance as containing an element of spontaneity becomes also clear when examining the following diary excerpt:

5.1.00

In the second lesson, the students had to do descriptions of characters from the *Shots-book* in French. After some initial difficulties this worked fairly well. However, it became quite obvious that the students need lots of revision regarding constructing sentences in French. All the students enjoyed the hot seating in English - the preparation for the French hot seating also worked fairly well - interesting to see how the more able students like Sandrine (She asked how to say 'tomboy' in French - I had to look it up as I didn't know the English term - 'un garçon manqué') try to make the language their own by extending it from what they know and trying to produce their own language.

I describe in my diary entry a hot seating activity similar to the one described in the diary entry from 1st November 1999. I point out that the learners 'need lots of revision regarding constructing sentences in French' and add that 'all the students enjoyed the hot seating in English.' Again, I build up a support and challenges framework for the learning of French through using the mother tongue and a variety of preparatory activities. One of the learners, Sandrine, decides to extend the activity for herself by asking for the French term for 'tomboy.' Although this is a minor incident, it is significant, because it points at a particular feature of the support and challenges-framework that I have described so far. The framework in the BFC is open: it allows the learners to extend their learning as far as they want to if they wish to do so. I further illustrate this by another, slightly different diary entry:

24.5.00

On Monday, in lesson 1-2 I taught the second half of the lesson after Anne [the Head of the Humanities department] had taken the first half on the persecution of the Jews.

What an enjoyable lesson! I asked the students to put information in a timeline in French into the right order. This worked extremely well. The students or most of the students seem to be very confident in coping with French they have never seen before in a certain context. Again, this seems to indicate that the students' comprehension skills are very well developed - coping well with the unknown.

[...]

Abilène - while going over the French timeline on the board - started saying the dates in French without me ever having taught these numbers formally. Some of the other students then picked up these dates immediately pushing their learning further - pushing the limits, improving and testing what they know and applying it to new and different contexts.

I have examined this diary entry before. In this section, I focus on one particular incident in this lesson: 'Abilène - while going over the French timeline on the board - started saying the dates in French without me [...] having taught these numbers formally.' Abilène's choice of action points again at the openness of the support and challenges-framework. Whereas the previous example where Sandrine asked me for 'tomboy' in French is an example of an individual learner wishing to extend her learning in French, the consequences of Abilène's choice of action are quite dramatic as I describe in my diary entry: 'Some of the other students then picked up these dates immediately pushing their learning further.'

Abilène used the numbers posters on the classroom walls to work out how she could say the higher numbers that she needed in French. She built up these numbers correctly and used them. Some other learners realised what Abilène had done, and chose to try and do the same. Abilène's choice of action changed the activity completely for herself, for the other learners and for me as their teacher.

In general terms, these examples of performance by individual learners illustrate how cross-curricular learning that includes foreign language learning contributes to 'pushing the limits, improving and testing what they know and applying it to new and different contexts.' I use again the term 'pushing' in my diary entry. At the beginning of this chapter, the learners have described their learning as 'somebody pushing me in the back' and I have described my aspiration of being able to 'push the learners from behind.' Abilène's choice of action and its consequences for the rest of the class (including me as their teacher) illustrate what this 'pushing' can lead to: learner performance that is largely unsupported.

The support and challenges framework in the BFC allows for the learners to perform in the foreign language. This implies that the learners have some choice to

take decisions regarding their own learning within the support and challenges framework that they have been provided with. Ultimately, this decision making is part of the learners 'noticing' what they are doing both in their first and the foreign language. Abilène sums this up in the interview conducted on 14* June 2000:

A; I never thought, I never really noticed it like you can't say 'you am', but you say 'you are'. Just like in 'être' you say 'je suis' and 'tu es'. It's different. I never realised or noticed that.

I; And now?

A: I notice it. [laughing]

Learning in the BFC allows the learners to 'notice.' 'Noticing' is - as Abilène points out - not limited to the learning of French, but also applies through the learning of French to a better understanding of the learners' mother tongue.

'Noticing' is both part and outcome of the support and challenges framework offered in the BFC. This support and challenges-framework is based upon the 'pushing' of the learners in a way that allows the learners to progress. As illustrated before, the role of the teacher in this process is crucial as he/she is the one who provides the learners with a framework that takes into account the 'needs' of the cross-curricular curriculum and the 'needs' of the learners. '2 in 1'-learning offers the support and ultimately allows the learners 'to use it [the foreign language] instead of just saying it.' (Interview excerpt, 10* May 2000)

I have discussed in this section how the learners have come to 'notice' and how this process of noticing can lead to learner performance. I have outlined throughout this chapter how the learners need both support and challenges in order to learn successfully in my BFC classroom. In the interview conducted on 10* May 2000 one learner has summarised learning in the BFC classroom by saying that 'we've learned how to use it, instead of just saying it.' In order to re-examine learning in the BFC in terms of support and challenges, I analyse this statement in more detail. The learner mentions 'we.' 'We' refers to the learners in my BFC classroom. 'have learned' means that the learners have memorised and applied content in their BFC

classroom. 'Learning' is both an intermental (or cognitive) and an intramental (or social) process. I have focused in my data collection and in my data analysis on learning as a social process, i.e. as happening between the learners and the teacher. The 'how' refers to the use of something for a specific purpose. The 'how' also refers to the 'it'. 'it' stands for the foreign language used for learning content, i.e. French. The learner describes the application of the foreign language with 'to use': the foreign language is used for understanding and transmitting content. The foreign language is a tool. However, it is a tool that the learners are not entirely familiar with. In other words, the use of the foreign language is not just supporting the learning of content, but it also requires support through the lesson content, the classroom environment, other learners, the teacher and the use of the first language. In this regard, the use of the foreign language as a tool for learning is challenging for the learners.

The learner contrasts the use of French in the BFC to foreign language learning in general when adding 'instead of just saying it.' 'Instead' hints at something in opposition to something else. 'just' refers to something which remains simple, banal or superficial. 'Saying' refers to talking without a particular purpose: the learners say something in the foreign language, because it is part of the language game that they play in the foreign language classroom. Of course, this argument applies to a certain degree to the BFC classroom as well. At the same time, however, the foreign language is used for a particular purpose: to access content in the BFC classroom. 'it' again refers to the foreign language.

The learner contrasts 'saying a foreign language' with 'using a foreign language.' Languages are there to be used. Saying a foreign language does not make any sense, if there is no genuine reason for saying in the foreign language.

At the beginning of this chapter, I have examined some learner metaphors for describing the BFC classroom. I have discussed the BFC classroom in terms of a jungle eco-system. An eco-system is both susceptible to influences from inside and

from outside the system. The same applies to the BFC classroom. However, in order to create, maintain and develop a strong eco-system, it is useful to be aware of both its strengths and its weaknesses. Through considering both support and challenges in the BFC classroom, I have come to a better understanding of the strengths (and weaknesses) of my BFC classroom eco-system. By discussing teacher and learner roles through the jungle metaphor in Part 3 I have started to develop my BFC classroom eco-system. Within this eco-system, I have considered in particular support and challenges in Part 4. I have then illustrated how establishing both support and challenges can lead to learners' noticing and potentially performance in the foreign language in my BFC classroom. Based on the arguments developed in Part 4 the eco-system that I have limited so far to a consideration of teacher and learner roles can be expanded:

- The interdependence between support and challenges outlined specifically in Part 4 suggests the need for a balanced eco-system.
- This balanced eco-system then in turn allows the learners to 'notice' and to 'perform' (in the foreign language). This suggests that through establishing balance within the eco-system the learners are able to 'survive.'

In general, I propose that balance (through establishing the appropriate support and challenges framework for classroom interaction) leads to survival, because it allows the learners to take risks. In order to examine these arguments further, I rediscuss risk in Part 6.

In order to move on the discussion of my data I present in the following section a summary of this chapter.

Part 5: Summary

In the previous sections, I have described my BFC classroom in relation to some of the literature. After having considered the creation and implementation of the BFC from the headteacher's point of view, I have focused on the headteacher's theories about learning in the BFC. He has raised the issue of 'challenge.' After having considered the headteacher's views about 'challenges' for the learners, I have focused on my diary and interview data. I have examined the learner descriptions of the BFC as '2 in 1.' Within the '2 in 1'- framework described by the learners, I have examined the roles that both the learners and the teacher take on. I have examined the metaphors that the learners have produced in relation to these roles and have developed an overarching metaphor based on their metaphor by considering the BFC as an eco-system. Related to the further examination of this eco-system, I have described both learner and teacher roles in the BFC. The learner roles are determined by how the learners feel in the BFC. The recurring feelings of the learners are to feel 'good' and to feel 'scared.' I have examined reasons for the learners feeling good and feeling scared in the BFC classroom and have related their feelings to the issue of support and challenges that has initially been raised by the headteacher. I have argued that *in order to be achievable challenges need to be supported by the teacher for the learners*. Within my emerging classroom interaction framework, I have described various forms and levels of support as a means for the learners to overcome the challenges that they are faced with. I have examined support further as follows:

- Starting from scaffolding I have argued that support goes beyond skills instruction as the use of the term scaffolding seems to suggest.
- I have illustrated this by examining challenges and support as 'easy' and 'difficult'.
- Relating 'easy' and 'difficult' to each other has led me to consider the 'pushing' that both the learners and myself as a teacher refer to.

- Since part of the 'pushing' is done by the teacher I have looked at my teacher 'musts' and 'needs' as means to support the learners through my planning for learning in the BFC.
- Based on my 'musts' and 'needs' I have argued that as a teacher I am required to establish general conditions for learning, general conditions for learning through a foreign language and specific conditions..for learning through a foreign language by providing the appropriate task-specific level of support and challenges.
- I have contextualised these general and specific conditions for learning in the BFC further by discussing how the learning environment supports learning in the BFC and how CLIL supports learning through the use of language/s.
- Since support and challenges are interdependent I have reconsidered support and challenges for content jointly by examining how content supports language learning and how the use of language/s supports the learning of content.
- After having established my support and challenges framework for teaching and learning in the BFC, I have proposed that this framework potentially promotes classroom interaction in a foreign language, because it allows the learners to notice and ultimately to perform in a foreign language.

Throughout my data analysis, I have examined the relationship between support and challenges. *Support and challenges in the BFC classroom lead to the learners' noticing and thereby being able to 'perform' in the foreign language.* Performance is constituted by the learners' noticing. Noticing in turn can lead to spontaneous learner performance in a variety of manners applying both to the use of the first and the foreign language. Examining these processes leads back to support and challenges. Support and challenges are provided in general terms by learning '2 in 1' which leads learners to using the foreign language as part of their BFC lessons.

In general terms, I argue that my support and challenges framework promotes risk-taking by the learners, which I have illustrated in particular through considering noticing and performance in my BFC classroom. In order to develop this argument

further, I conclude Chapter 3 with a discussion of risk in relation to the support and challenges framework presented before.

Part 6: CLIL Classroom Interaction as Risk-taking

In Chapter 1, I have discussed risk in relation to my roles of (novice) teacher-researcher. In Chapter 2, I have discussed risk in relation to choices made as a teacher-researcher in order to collect data that enable me to develop my theory of practice of CLIL classroom interaction as a teacher-researcher. These forms of risk-taking are largely personal risks that I chose to take as a teacher-researcher. Discussing CLIL classroom interaction as risk-taking involves a wider discussion of the notion of risk, since classroom interaction means at the most basic level interaction between the teacher and the learners. At the same time, my BFC classroom is located within a larger school setting as I have illustrated in Part 1 of this chapter. Therefore, in order to discuss risk I recapitulate various risks that have been taken by the headteacher, by Heads of Department, by myself as teacher-researcher and by the learners.

The headteacher introduced the BFC as a means to change existing practice at the Collège du Parc. However, he was not supported in this process by the Modern Foreign Languages Department due to their resistance to change which might have been created by a previous critical Ofsted report, but which might also reflect an unwillingness to change or to question existing practices in the MFL department at the time. At the same time, the headteacher was supported by the Humanities and the FC departments who were willing to risk the implementation and creation of the BFC in spite of the BFC cutting heavily into their curriculum areas.

The headteacher also took the risk to recruit newly qualified teachers for delivering the BFC curriculum that had never been taught before through French. These

teachers described by the headteacher as having 'no preconceptions' took the risk to start working in a setting that they had to create more or less from scratch. This work has involved developing, examining and re-adapting their practices throughout the first and - to a certain extent less so - second year of the BFC. (This thesis may be the most extreme example of this process.) In other words, the teachers delivering the BFC curriculum had to be willing to take risks in order to put their strong preconceptions about teaching and learning in the BFC into practice, as I have illustrated as a teacher-researcher from my perspective in this chapter.

Developing the BFC curriculum (see [Appendix G](#)) also has meant for the teachers to question (directly or indirectly) the existing ways of foreign language teaching and learning in an overall climate where the focus of schools is on improving GCSE-results by teaching strictly according to the textbooks provided for the GCSE. Teaching in the BFC meant taking the risk to challenge these existing practices in the Collège du Parc's MFL department.

More closely related to the BFC classrooms, developing the BFC curriculum as a novice teacher whilst teaching also meant that things did go wrong. This involved for the teacher/s a process of re-examining their practices in relation to the curriculum and in relation to the learners in order to develop interaction in the foreign language through content teaching and learning in the BFC.

Teaching in the BFC means for the teacher to take risks. At the same time, it is even more risky for the learners as has become clear when discussing their perceptions of classroom interaction in terms of challenges and support, 'easy' and 'difficult' and 'pushing'. I have summed up learning in the BFC before as both supportive and challenging, which can lead to learners 'noticing' and in turn potentially resulting in learner 'performance' or spontaneous foreign language use. The learners have described their wish to be pushed in order to learn. This statement might be the clue to understanding why the learners are willing to take risks in the BFC. If the learners are allowed to take risks in a learning setting that

provides support for taking risks in the shape of the teacher, the lesson content and the learning environment, the learners will take risks because they need risks in order to progress in their learning. This risk-taking can then lead to noticing and performance as I have illustrated in Part 4.

In terms of classroom interaction the learners' risk-taking can be related back to Vygotsky's ZPD: Learning is ahead of development. Being ahead of development means for the teacher to develop the kind of learning that allows the learners to take risks in order to overcome the challenges that they are confronted with in the BFC classroom. At the same time, as I have illustrated throughout my data analysis, these challenges are not unachievable - otherwise they would not be worth taking the risk to do things right or wrong as a learner.

In more general terms, the risk-taking by the headteacher, the heads of humanities and the FC and the teachers involved in the creation, implementation and practice of the BFC is at odds with the current climate in exam-driven foreign language teaching and learning which seems to discourage taking risks that seem not to be directly related to improving GCSE-results. At the same time, teachers, headteachers and Heads of Departments need to take risks at all times in order to improve foreign language teaching and learning. This implies that education is at all times in a process of transformation as van Lier (1994, 1996) suggests. I have rephrased transformation in Chapter 2 as reconsideration of practice.

I propose that reconsideration of practices - ranging from the headteacher via teachers to the learners - can potentially lead to change at departmental level or school level. In order to examine this argument further, it is useful to remember that my theory of practice has grown out of scientific practice as a teacher-researcher, as I have pointed out at the beginning of this chapter. Inspiring as it may be, van Lier's (1994, 1996) theory of practice seems to be the outcome of theorising about theory of practice, which might be the reason for his concept of transformation remaining vague.

In order to develop my arguments related to risk and reconsideration of practice/s potentially leading to 'transformation' further, I discuss in the following chapter my research findings.

Chapter 4: Discussion

1 Introduction

I have finished the previous chapter with the discussion of risks taken by the various people involved in or affected by the creation, implementation and practice of the BFC and have concluded that reconsideration of practices might lead to transformation. In this chapter, I revisit the different parts of the previous chapter in order to examine this argument further. After giving in [section 2](#) a summary of the support and challenges framework developed in Chapter 3, I relate my research findings to classroom interaction theories and finally to van Lier's theory of practice model for classroom interaction.

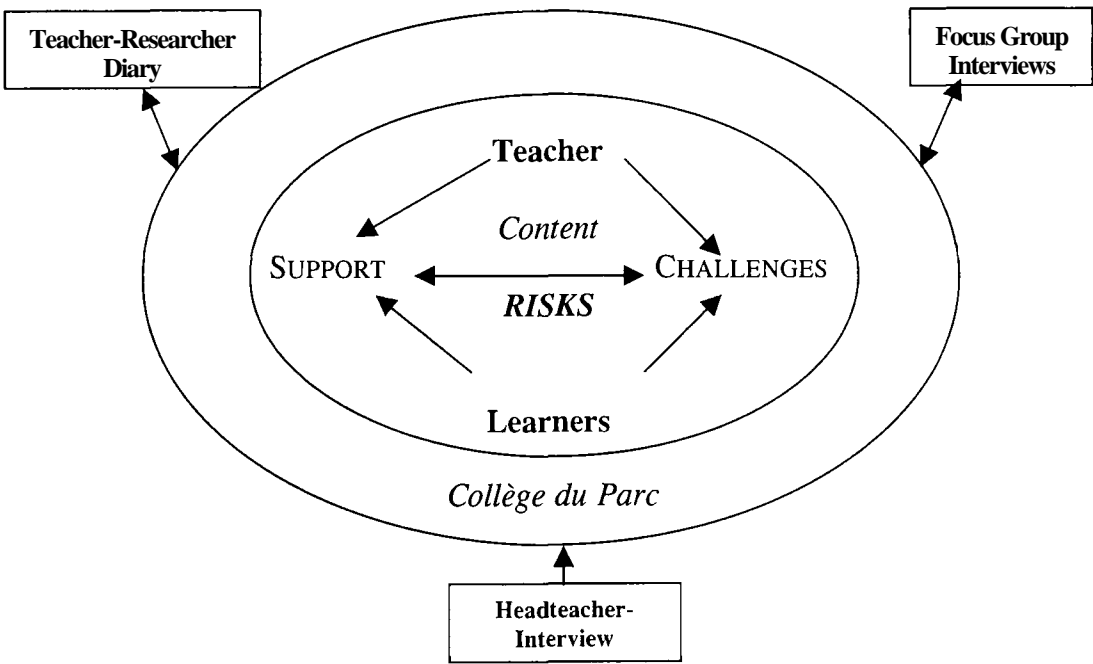


Figure 3: CLIL classroom interaction as risk-taking

As becomes clear in [Figure 3](#), the support and challenges framework developed in Chapter 3 remains valid. However, I have added one overarching feature that I have come to consider as crucial for CLIL classroom interaction: risk-taking. Thus, I

conclude this chapter by discussing CLIL classroom interaction as risk-taking in general.

2 My Theory of Practice of CLIL Classroom Interaction

2.1 CLIL and the Teaching and Learning of Modern Foreign Languages in English Secondary Schools

I have described the current situation for the teaching and learning of modern foreign languages in English secondary schools which seems to reveal a tension between measures taken by government bodies and related criticism by academics in the field of second and foreign language research. Within this context, I have situated CLIL approaches in English secondary schools and have related these to the potential benefits of learned bilingualism drawing from the relevant literature. Whereas natural bilingualism seems to have become acceptable, learned bilingualism still seems to be considered as suspicious, as the lack of commitment to the teaching and learning of foreign languages in English secondary schools at government level seems to illustrate.

I have also located CLIL within the context of Language Across the Curriculum drawing from the Bullock report (DES, 1975) and from the current National Literacy guidelines (DfEE, 2000). Just as Hawkins (1981) has pointed out the failure of the Bullock report to consider foreign language classrooms at the time, I have criticised the similar lack of interest in foreign language classrooms for the implementation of the National Literacy strategy now. I have illustrated this by arguing - based on Mohan (1986) - that not just every subject teacher is a language teacher, but that every (foreign) language teacher is also a subject teacher.

I have illustrated this argument further by considering the creation and implementation process of the BFC at the Collège du Parc. From the discussion of my data, it has become clear that the current crisis in modern foreign language teaching and learning is highly complex and can be addressed in a variety of ways when examining my former headteacher's strong personal beliefs, the support that he got from the Humanities, the English and the existing FC department and the lack of support from the MFL department. These strong beliefs are also reflected in the choice of teachers for the implementation and practice of the BFC. I have also discussed the benefits of the BFC for the whole school by describing the benefits in relation to staff development and the increase of target language use in traditional MFL classrooms at the Collège du Parc according to the headteacher.

I have then related the implementation and creation of the BFC to the notion of change and reconsideration of practice. I consider change in relation to the measures taken by the headteacher for the implementation and practice of the BFC - change as imposed and supported by the headteacher, SMT and heads of departments. Applied to individual teachers, I have argued that change needs to be narrowed down to reconsideration of existing practice in order to bring about changes in the teaching and learning of modern foreign languages in English secondary schools.

In general terms, I argue that reconsideration of practice as the outcome of developing one's theory of practice as an individual teacher needs to be supported by the decision-making bodies within schools in order to lead towards a change of practice in foreign language classrooms.

Having discussed reconsideration of practice in general terms, I have then started to narrow down my research focus by examining key features of CLIL classrooms.

2.2 *CLIL Classrooms*

I have examined through the literature key features of CLIL classrooms by arguing that content in CLIL needs to be both motivating and meaningful. This entails that:

- Learning content in a foreign language is motivating.
- Motivation stems from cognitively demanding work done in the foreign language.
- The use of the foreign language is supported through cognitively demanding content-based work.
- Cognitively demanding content-based work is supported through the use of the foreign language, as it forces both the teacher and the learners to rethink teaching and learning approaches.

I have further developed my literature-based arguments by examining the BFC in relation to the BFC benefits for the learners. I have identified these as:

- The BFC raises the appeal of foreign language learning.
- The BFC contributes to developing the learners' thinking skills.
- The BFC potentially leads to better exam results in modern foreign languages and in other subjects.
- The BFC is motivating, especially for boys, because it allows for learning to be considered as a challenge.

These BFC benefits also point at the limitations of my research data and could be addressed in more detail by examining issues such as learner motivation, the development of thinking skills, learner achievement and learner motivation through further research. However, since the focus of my research is on teacher-learner classroom interaction, I have examined learning in the BFC as a challenge further by focusing on learner descriptions of the BFC as '2 in 1' and have related this to the notion of 'pushing' described by the learners and by myself. This has led me to reconsider my CLIL arguments: in CLIL, content is learned through a foreign

language. In order to enable the learners to face up to the challenges that they are faced with in the foreign language, they need support which allows in turn to 'push' them and finally leads to the learners using the foreign language instead of just saying the foreign language.

Identifying key features of my BFC classroom, and in particular the challenges and the related support for learning content through a foreign language, has led me to consider learning in the BFC as ahead of development. In order to examine this argument further, I have related my support and challenges framework established so far to Vygotskian learning theories.

2.3 Vygotskian Classroom Interaction Models

I have identified as key features of a classroom ZPD the teacher, the learners and the environment which potentially allows for learning to be ahead of development. Based on this ZPD model, I have examined interaction in my BFC classroom as taking place between the teacher and the learners within the BFC classroom environment. This has allowed me to identify teacher and learner roles in '2 in 1' as interaction between:

- The teacher and all the learners,
- The teacher and pairs of learners,
- The teacher and groups of learners,
- The teacher and one individual learner,
- More than two learners (group work),
- Two learners (pair work),
- One individual learner (individual work).

Related to these classroom interactions between the teacher and the learners I have also identified potential disruptions to BFC classroom learning and have related these to the roles described by the learners through metaphors ranging from hyenas

to lion cubs for the learners to the headteacher as the lion king and the teacher as the wise old monkey and an alien within a BFC jungle. These roles are not fixed, but vary according to the interactions between the teacher and the learners. In general terms, this means that Vygotsky's ZPD needs to be applied carefully, since classroom interaction in the BFC is complex due to the classroom being both a specific setting in itself and being located in a school, a place and the larger social environment. At the same time, this BFC classroom is a specific setting, which can potentially offer more systematic support for learning (or for overcoming the challenges that the learners are confronted with) than other environments. In order to explore this specific interaction for learning in my BFC classroom further, I have then examined the issue of support and challenges.

2.4 Support and Challenges in CLIL Classrooms

I have started discussing support by looking at the notion of scaffolding. Based on the literature I have argued that scaffolding needs to be appropriate, temporary and adjustable to the learners' needs. In relation to CLIL, I have then argued that the scaffolding is dual: foreign language learning supports the learning of content and content learning supports foreign language learning. I have opened up the descriptions of scaffolding by considering it in more general terms as support and have located scaffolding as one particular means of support. Based on my discussion of the tensions between 'easy' and 'difficult' I have then raised the issue of support and challenges and have concluded by arguing that support for learning cannot be considered in isolation from what it is supposed to support. I have illustrated this by considering the issue of 'pushing' both from the teacher and the learner perspective. This has allowed me to discuss support in further detail as:

- The teacher needs to establish first general conditions for learning.
- The teacher needs to establish general conditions for learning content through a foreign language.

- The teacher needs to establish specific conditions for learning through a foreign language by providing the appropriate and task-specific level of support in relation to the challenges that the learners are confronted with.

These three key features of support have allowed me to discuss in further detail how the classroom as a very specific learning environment can support learning and how CLIL is supported through CLIL, i.e. how the learners are given supported challenges through the learning of content in a foreign language. This has led me to discuss support and challenges jointly which allows me to argue that:

- The learners need general support for learning content in a foreign language.
- The learners need specific linguistic support for learning content in a foreign language.
- The learners need specific content support for learning content in a foreign language.

I have concluded my examination of support and challenges by looking at examples of noticing and performance in my classroom arguing in general that this support and challenges framework promotes interaction in the foreign language. In order to develop my arguments presented in Chapter 3 further, I examine CLIL classroom interaction in general in the following section.

3 CLIL Classroom Interaction

Tsui (1995: 1-2) points at the difficulty of researching classroom interaction:

However, all teachers know there is often a gap between what they want to achieve and what actually happens, because there are many factors that affect classroom interaction.
(Tsui, 1995: 1-2)

Classroom interaction is complex and teachers' ideals of teaching may not be achievable at all times. Considering the classroom as a very specific place for

learning, it is obvious that interaction as happening between learners and their teacher needs to take into account the learning and teaching environment, as I have illustrated through my data analysis in Chapter 3. It is also important to point out that both teachers and learners come into the classroom with their own preconceptions about learning and teaching. Referring to Allwright and Bailey (1991: 18), Tsui (1995: 5) describes these:

And as Allwright and Bailey point out, apart from teacher expectations, students also 'bring with them their whole experience of learning and of life in classrooms, along with their own reasons for being there, and their own particular needs that they hope to see satisfied' (1991: 18). These elements constantly interact with each other, and it is the chemistry among these elements that determines the progress of the lesson, the kind of learning opportunities that are made available and finally the learning that takes place.
(Tsui, 1995: 5)

Tsui describes the factors affecting classroom interaction as 'chemistry': a mixture of elements that need to be taken into account when attempting to describe classroom interaction. Referring specifically to (foreign) language classrooms, Tsui (1995: 11-12) comments:

In the language classroom, be it first, second or foreign language, classroom language and interaction are even more important because language is at once the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language, but also putting the language that they are learning to use. In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is therefore mainly in the classroom, the kind of input and interaction that is made available is particularly important.
(Tsui, 1995; 11-12)

According to Tsui, interaction in (foreign) language classrooms has a dual focus:

- Learning about the language,
- ... and using the language.

She goes on to stress the importance of interaction in a foreign language classroom, specifically if the learners do not have access to the foreign language outside their foreign language classroom. Implicitly, Tsui argues for establishing a learning environment that allows and facilitates interaction between the teacher and the

learners in a classroom setting. As I have illustrated through building up the support and challenges framework for the BFC, due to its dual focus on language and non-linguistic content, CLIL offers a strong and complex framework that potentially allows for achieving high 'quality of exposure' (van Lier, 1996: 47). Tsui goes on to summarise interaction in a (foreign) language classroom:

- The classroom is not a place where the teacher just carries out predetermined routines, but rather a place where various elements interact. These elements are the students and the teacher, including their educational and social backgrounds, experience, knowledge and expectations.
- How a lesson progresses and whether it is successful largely depends on the interaction between the students and the teacher. An understanding of the interaction between these elements is, therefore, very important.
- In language classrooms, where the target language is used as a medium of communication, classroom interaction becomes even more important since the target language is at once the subject of learning and the medium of learning.
(Tsui, 1995: 22)

As I have illustrated, all of the factors described by Tsui equally apply in a CLIL classroom setting. Additionally, classroom interaction in CLIL classrooms is driven by non-linguistic content. At the same time, the foreign language needs to remain accessible to the learners in order to ensure 'participatability' (van Lier, 1996: 48). 'Participatability' in CLIL is to be ensured by the systematic combination of content and foreign language learning. This combination allows for the establishment of a *dual scaffolding* (i.e. content and foreign language learning supporting each other) which enables the learners to work within a safe zone where they can take risks in a foreign language.

Arguing that all learning implies learning how to use language, it is useful to remember the truism that 'children not only learn to talk but they also talk to learn.' (Tsui, 1995: 81) CLIL approaches make this process of 'talking to learn' partly visible by using a foreign language for interaction about content: the changed learning environment serves implicitly as a learning motivator. Tsui (1995: 100) comments on a 'changed environment':

A changed environment is a learning motivator: it presents opportunities for those students whose learning styles do not fit the traditional classroom model; it changes the position and the status of the teacher, enabling changes in class empowerment; it promotes a different kind of talk and opportunities for peer learning and teaching. Students more readily engage in question and answer exchanges with each other than their teachers and students' responses to fellow students are longer and more complex than responses to the teacher. (Tsui, 1995: 100)

In relation to CLIL, I interpret Tsui's comments as follows:

- CLIL offers potentially a 'different' learning environment by combining the learning of content and a foreign language.
- CLIL promotes learning and teaching approaches that are meaning- and learner-centered. In Tsui's words 'it changes the position and status of the teacher, enabling changes in class empowerment; it promotes a different kind of talk and opportunities for peer learning and teaching.' (Tsui, 1995: 100)

So far, I have limited my discussion of interaction in CLIL to the discussion of teacher and learner roles and expectations and to the use of language in the classroom. Edwards and Mercer (1987: 160-161) consider interaction in terms of processes of understanding in the classroom. They sum up their framework as follows:

- 1 We have adopted a perspective on human thought and understanding which emphasizes their basis in social relations and communication. Knowledge and thought are not just to do with how individuals think, but are intrinsically social and cultural. [...]
- 2 Through discourse and joint action, two or more people build a body of common knowledge which becomes the contextual basis for further communication. [...]
- 3 'Context' is essentially a mental phenomenon. Things 'out there' become contextual only when they are invoked - that is, referred to, assumed or implied in what is communicated. [...] Context is the common knowledge of the speakers invoked by the discourse. (Edwards and Mercer, 1987: 160-161)

Edwards and Mercer (1987: 160-161) stress the social nature of the construction of knowledge. I focus on some of these social aspects in the study of my BFC classroom as a means to explore perceptions of interaction in CLIL. Considering learning as social also means to describe and analyse what is special about a classroom: the fact that a group of people, generally one teacher and a group of

learners, come together for the purpose of teaching and learning, and how it affects both the learners and the teacher. Mercer (1995: 71-72) comments on this issue:

A theory of the guided construction of knowledge in classrooms has to do more than explain how people use talk to create knowledge as a joint, social possession. It also has to deal with the fact that one of the interests or goals that someone may be pursuing in a conversation is, quite self-consciously, to help someone else to learn. That is, the theory does not just have to deal with the ways that knowledge is shared as a matter of everyday events, but to take account of the fact that some people - teachers and learners - come together for the express purpose of one helping the other to develop their knowledge and understanding. [...] Vygotsky's perspective on development differed from Piaget's in two main ways. First, he argues that language has a strong influence on the structure of thought. It is from him that I draw the idea of language as both an individual and a social mode of thinking. And secondly, he emphasised that cognitive development is a social, communicative process. He drew attention to some features of human learning and development which are quite normal and commonplace, [...]. One is that *learning with assistance or instruction is a normal, common and important feature of human mental development*. Another is that *the limits of a person's learning or problem-solving ability can be expanded if another person provides the right kind of cognitive support*.
(Mercer, 1995; 71-72)

Mercer stresses - based on Vygotsky - not just learning as social and as ahead of development, but he also points at another key characteristic of a Vygotskian model for learning, namely that learning includes a linguistic process as 'both an individual and a social mode of thinking.' Taking into account Mercer's (1995) key points for establishing a theory of a guided construction of knowledge, these complement the descriptions of classroom learning and teaching in CLIL as follows:

- The classroom is a special environment where the teacher and the learners come together for the express purpose of teaching or learning.
- Classroom learning is - just as any other learning - a social process.
- Classroom learning is directed through the use of language.
- Making the use of language for learning content partly visible by using a foreign language contributes to the expansion of the learners' problem-solving abilities and allows both the teacher and the learners to reflect implicitly on their use of language/s.

Bellack *et al* (1966: 237) consider classroom interaction through a game-metaphor:

The classroom game involves one person called a teacher and one or more persons called pupils. The object of the game [...] is to carry on a discourse about subject matter, [...]. In playing the game, the players follow a set of complementary rules. The person playing the role of the teacher follows one set of rules; a person playing the role of pupils follows a somewhat different set of rules. Some deviations from these rules are permitted, and the subsequent pattern characterizes the player's individual style of play. These deviations, however, are relatively minor in comparison with the general system of expectations. In fact, the basic rule is that if one is to play the game at all, he will consistently follow the rules specified for his role.
(Bellack *et al.*, 1966; 237)

Bellack *et al.*'s description of the classroom 'game' within a set of rules according to roles adopted by the teacher and the learners further supports my argument for considering the classroom as a special environment where language is used for the express purpose of teaching or learning and where both the teacher and the learners play certain roles according to classroom rules. (I have examined these roles in my classroom in Chapter 3 in Part 3.) Applied to CLIL classrooms, the roles of the teacher and the learners are to be viewed in conjunction with the use of a foreign language for subject matter teaching and learning which I have considered in Chapter 3 in Part 4.

Reconsidering Mercer's (1995: 71) argument that according to Vygotsky 'language has a strong influence on the structure of thought' within CLIL, it becomes clear that CLIL approaches use (the foreign) language systematically, i.e. as a means of support, for learning content by making the language through being a foreign language partly visible. Since CLIL classrooms are not only content classrooms, but also foreign language classrooms, it is necessary to examine the use of language in foreign language classrooms as well. Van Lier (1995: 116) comments on the role of language in classrooms:

- Language fulfils a variety of roles in education across the entire curriculum. It is central to the functioning of education, not only in the classroom, but in all other school-related contexts as well.
- Classroom language use is quite different to language use in other settings, such as general conversation. Teacher talk, if it is limited to traditional formats such as the IRE exchange, may control and limit the options for speaking and creativity of students, and it is useful for teachers to examine a variety of ways of interacting with students.

- There is a perennial struggle in education between a focus on language in terms of 'correct' form (pronunciation, grammar, punctuation etc.) and a focus on meaningful communication and personal enrichment.
 - Textbooks tend to limit the range of languages and topics that can be discussed in the classroom, and often put a damper on the students' intrinsic motivation. They 'cover' rather than 'uncover'.
- (van Lier, 1995: 116)

Van Lier (1995: 116) points out the specific nature of language use in classrooms and specifically within foreign language classrooms. He also indicates how the roles of the teacher and the learners vary and may conflict with each other. He reflects on this issue further:

Similarly, in a classroom the dialogue between teacher and student carries more than one voice, which becomes particularly noticeable when 'conversation' occurs. The teacher has to be simultaneously participant and expert, equal partner and authority, language user and language evaluator. The student has to be participant and displayer of competence. This can lead to conflicts in the language use, so that the voices enacted in the dialogue become conflicting instead of harmonious.

(van Lier, 1995: 134)

The roles of the teacher and the learners may be 'conflicting.' Coyle (2000: 26) - referring to both van Lier's (1988) previous work and related research in socio-cultural theory - also comments on the issue of roles. She considers the relationship between classroom interaction and linguistic competence:

Current practice vis-à-vis social interaction and classroom discourse tends to be restricted and determined by one of the most popular-held notions in the language teaching field - that effective language learning is dependent on an input-output processing model of communication (Krashen, 1983). Such a model does not take into account the socio-cultural or affective elements of human communication. Van Lier (1988: 76) suggests an alternative model, which puts social context at the very core. Frawley and Lantolf (1984) take a more extreme stance:

Communication has nothing to do with the conduit metaphor. Rather it has everything to do with how individuals maintain their individuality, i.e. self-regulation in the presence of other self-regulated individuals. (1984: 145)

This suggests that underlying the surface level of communication exists a complex interplay, both within and between speakers, where individuals use speech to process **their** experience, not simply to report it. Making classroom interaction the object of research may therefore provide a useful window on linguistic progression, not only through an analysis of communication but also through exploring ways of examining cognitive processes which trigger learning, and the metacognitive processes which support it.

(Coyle, 2000a: 26)

Coyle gives a strong argument for conducting further research on classroom interaction. This is also supported by van Lier (1994: 8) who writes referring to Glachan and Light (1982: 258):

However, as Glachan and Light (1982) report 'interaction between inferior strategies can lead to superior strategies or, in other words, two wrongs can make a right' (p. 258). Interaction itself acts as a destabilizing influence helping better strategies come to light.
(van Lier, 1994; 8)

Van Lier's description of interaction takes into account implicitly Vygotskian learning theories by describing interaction as a 'destabilizing influence' resulting in 'better strategies.' Both van Lier (1994: 8) and Glachan and Light (1982: 258) fail to mention that interaction between inferior and superior strategies implies interaction between the teacher and the learners or between learners, i.e. teacher and learner roles in the (foreign language) classroom take indirectly into account that learning is ahead of development. At the same time, due to the mutual support of 'interactants' learning still takes place. Van Lier (1994: 8) seems to apply the notion of interaction as 'destabilizing influence' to the successful application of strategies by the learners. Applying van Lier's argument to CLIL in general allows to reconsider the 'destabilizing influence' in a broader manner. As outlined previously, CLIL focuses on learning content through a foreign language. Learning content through a foreign language is 'destabilizing' as the use of language for teaching and learning becomes visible: CLIL means implicitly to learn 'ahead of development.' This implies that learning in CLIL is a challenge. At the same time, this CLIL challenge is supported by CLIL classroom interaction through the use of content and a foreign language in conjunction with the help of the teacher and the learners in a classroom setting. Considering *challenges and support* as key features of CLIL classroom interaction leads me to argue that *interaction in CLIL promotes risk-taking in a classroom environment that is safe, supportive and challenging.*

Viewed in relation to CLIL classrooms, the roles of the teacher and the learners vary as interaction is meaning-focused, but uses a foreign language to establish

meaning. In summary, the following key features of my CLIL interaction framework can be identified:

In general, ...

- Interaction in CLIL classrooms takes place between the teacher and the learners.
- Interaction in CLIL classrooms is complex. It is affected by both teacher and learner expectations and perceptions.

Specifically, ...

- Interaction in CLIL classrooms is driven by non-linguistic content that is made accessible through the use of a foreign language.
- Interaction in CLIL classrooms focuses on the use of a foreign language as a social mode of thinking: CLIL makes the use of language visible for the learners and the teacher.
- Interaction in CLIL promotes risk-taking in a safe, supportive and challenging learning environment.

I have focused in this section on descriptions of interaction. I have started my discussion of interaction by considering teacher and learner roles and the special use of language in classroom interaction. I have then developed my argument further by discussing the role of language in CLIL classroom interaction in relation to my previous data analysis of BFC classroom interaction.

Applying Vygotskian learning theories to my interaction framework and combining these with the notions of support and challenges has led me to establish a CLIL classroom interaction framework that enables the learners to take *risks* in a safe, supportive and challenging environment. In other words, I reconsider CLIL classroom interaction as *promoting risk-taking within a supportive teaching and learning environment*. In this section, I have opened up my BFC support and challenges framework by considering classroom interaction as a particular kind of discourse in a specific setting. I have examined my specific BFC classroom before in relation to teacher and learner roles and have considered also the various forms of support made available within my BFC classroom. I have also outlined the tension

that exists in my BFC classroom between 'easy' and 'difficult' as described by my interviewees and have related the use of these terms to a Vygotskian learning model by describing this tension with the terms 'challenges' and 'support'. As discussed in Chapter 3 (Part 4) support and challenges can lead to the learners noticing and to learner performance. Noticing and performance could be rephrased as awareness and autonomy. Van Lier (1996) has based his theory of practice of classroom interaction on a Triptik of awareness, authenticity and autonomy. In the following section, I relate my theory of practice developed in Chapter 3 and Chapter 4 so far back to van Lier's in order to examine how far it is applicable to my research findings.

4 Theory of Practice and CLIL Classroom Interaction

Mercer (1995: 78-79) describes the special nature of classroom education in relation to theory as follows:

[...] the theory must take into account the nature of schools and other educational institutions, as places where a special kind of learning is meant to happen. Of course, as social institutions, schools have many purposes - to control children, to instil moral values, to train them in specific skills. They achieve a variety of effects, some of which may be intended (e.g. the empowerment of students) and others which may not be (e.g. the alienation and demoralisation of students - and teachers). A theory cannot deal with all these things, because if it did it would not be a 'theory' any more, in the sense of a simplified explanatory model of one strand of real life, it would *be* real life in all its complexity.
(Mercer, 1995; 78-79)

Mercer (1995) points out the complex nature of classrooms and the limitations of any theory related to and based on a classroom setting. At the same time, he refers to the factors that constitute a 'valid model' of a classroom:

Yet, the theory must still be a valid model, which can be seen to retain 'the important bits' of the life it models; and this is here I feel that contemporary psychology, even the socio-cultural kind, is weak. Although Vygotsky offers us valuable insights into the relationship between thought, language and culture, his theory was not based on research in classroom. [...] But one of the most crucial differences between classroom education and other, more informal kinds of teaching and learning is that there is a curriculum to be taught.

(Mercer, 1995: 79)

Mercer points out the potential problems with relating Vygotskian learning models to classroom education by stressing a crucial difference to more informal kinds of teaching and learning: Classroom teaching and learning is based on a curriculum. The curriculum frames CLIL teaching and learning (just like the teaching and learning of any other subject). Vygotskian theory does not take this into account apart from hinting at the role of the 'environment' for establishing a ZPD. Therefore, in order to develop a CLIL classroom interaction model, it is necessary to consider the role of the curriculum for classroom teaching and learning, as I have done in Chapter 3 by examining support and challenges in my BFC classroom. At the same time, it is also important to remember that the curriculum is part of the wider (school) setting. Mercer (1995: 96) refers to the embeddedness of learning in a certain setting:

[...] education never takes place in a social or cultural vacuum. Although schools are places with their own special kinds of knowledge and their own ways of using language, and their own power relationships, they do not stand outside the wider society. And learners have social identities which affect how they act, and how other people act, in the classroom. At one level, this point may be glaringly obvious to teachers, who are every day made aware of the diversity of their own students. It is more easily forgotten by researchers whose tunnel vision locks them into the study of certain aspects of intellectual development and learning (I speak here from my experience as both a teacher and a researcher). However, many researchers are now realising that social and cultural factors must be given more attention [...].

(Mercer, 1995: 96)

I consider my research to be an attempt as both teacher and researcher to avoid the 'tunnel vision' evoked by Mercer. At the same time, it is important to stress that both teachers (and researchers) and learners do not stand outside the wider society, but are part of it. This positioning within my research has led me to adapt van Lier's (1994, 1996) model of a theory of practice. He also describes the classroom as part of society:

The classroom does not exist in a vacuum. It is located in an institution, a society, and a culture. What happens in the classroom is in part determined by forces from the outside. That means that teacher research cannot be confined to classroom research, but must be educational research in the widest sense. Successful educational transformation is not

possible if teacher research does not (eventually) move beyond the classroom to examine the constraints and resources society provides.
(van Lier, 1994: 9)

Van Lier's description of the classroom echoes that put forward previously by Mercer (1995). Van Lier (1994: 9) also suggests that teachers need to research interaction. His interpretation of interaction is fairly open: he considers interaction in its widest sense and not necessarily limited to the classroom environment. However, he fails to address a series of issues. He does not address how the teacher can put his model of a theory of practice into practice: he ignores within his theory of practice the constraints of teachers' working lives, which in turn makes his theory of practice theory without practice. At the same time, he does not address in detail his interpretation of interaction. He considers interaction in terms of teachers doing collaborative research and in terms of general research topics such as teacher-student interaction, student-student interaction, parent-teacher interaction, teacher-headteacher interaction and so on. Within student-teacher interaction, he gives no indication at all of the kind of interaction teacher-researchers might make an object of study.

So far, van Lier's (1994) theory of practice fails to stand up to closer scrutiny in research practice. Van Lier has developed his theory of practice model further in relation to foreign and second language learning by describing his theory of practice under the heading 'Interaction in the language curriculum: Awareness, Autonomy and Authenticity' (1996). He considers the curriculum as a theory of practice and describes the curriculum as 'break[ing] down the barriers between theory, research and practice, in order to construct new, dynamic relationships between these interrelated aspects of scientific activity' (1996: 24) and goes on to outline his triptic curriculum based on the notions of Authenticity, Awareness and Autonomy. Within his triptic curriculum, van Lier writes about interaction in terms of 'social interaction' (1996: 41, 42) in the foreign language classroom by focusing on interaction between teacher and students and between students. At this point van Lier's triptic curriculum can be related to CLIL teaching and learning. I have

described CLIL approaches previously as focusing on meaning. Related to meaning, van Lier (1996: 47-48) addresses the notion of 'quality of exposure' by writing as follows:

To sum up, exposure to language is clearly not sufficient for language development [...]. When all other factors remain constant, increasing the amount of exposure will have little or no effect on language development. Far more important are various characteristics which we may collectively call the *quality of exposure*. Roughly speaking, this quality is determined by characteristics of the *language* (contextuality, accessibility), of the *interaction* (particularly various forms of assistance that may be available), and of the *sociocultural setting*. All in all, if we were to put the quality in one word, it would have to be something like 'participatability.' This is characterized by *engagement*, rather than Krashen's comprehensibility, which is only one, perhaps not always crucial, aspect of it; instead of *comprehensible input* it is therefore better to speak of *language engagement*.
(van Lier, 1996: 47-48)

Van Lier (1996: 47-48) sums up his argument with suggesting to replace Krashen's (1985) term 'comprehensible input' with 'language engagement.' In relation to CLIL, the notion of 'quality of exposure' is crucial taking into account that CLIL focuses on meaning, not in the sense of individual word meaning, but as contextual meaning which in turn leads to van Lier's (1996: 48) 'participatability.' In order to explore quality of exposure further within my research framework, I relate van Lier's Triptik - awareness, authenticity and autonomy - to CLIL as a means to discuss how his curricular model may apply in a CLIL context.

Awareness

Van Lier describes awareness as 'focusing attention' and 'role of perception.' He explains these notions in more detail:

To learn something new one must first notice it. This noticing is an awareness of its existence, obtained and enhanced by paying attention to it. Paying attention is focusing one's consciousness, or pointing one's perceptual powers in the right direction, and making mental 'energy' available for processing. Processing involves linking something that is perceived in the outside world to structures (patterns of connections) that exist in the mind.
(van Lier, 1996: 11)

Two aspects in van Lier's description are crucial within the CLIL context:

- paying attention and

- processing information.

I understand 'paying attention' as being or becoming aware of something new or different. In a CLIL context, this implies for the learner to pay attention to new content or content viewed differently in a language other than the learner's mother tongue. 'Paying attention' also includes the re-evaluation of old knowledge in the light of new knowledge. And, finally, 'paying attention' relates to the use of the foreign language by the teacher and the learners.

'Processing information' involves for the learner to find structure in initially seemingly unstructured new information. In more practical terms, it means for the learner to use various forms of support available that I have illustrated before.

Considering the notion of awareness in this sense leads beyond the more traditional understanding of awareness as language awareness or cultural awareness. These 'awarenesses' still apply, of course. At the same time, awareness means within CLIL awareness of the content itself and of the processes leading to the understanding through content-based learning in the foreign language. In general terms, developing awareness implies 'noticing.' (van Lier, 1996: 11) *Noticing* as both process and outcome is a crucial part of CLIL teaching and learning as I have illustrated through my data in Chapter 3 (Part 4).

Authenticity

Van Lier describes 'authenticity' with the terms 'language use in life,' 'relevance,' and 'communication.' He explains this further:

[...] An action is authentic when it realizes a free choice and is an expression of what a person genuinely feels and believes. An authentic action is *intrinsically motivated*. Inauthentic actions, on the other hand, are undertaken because everyone else is doing them, they 'ought' to be done, or in general they are motivated by external forces.
(van Lier, 1996: 13)

Authenticity in foreign language learning is a problematic concept as a classroom cannot replicate 'real' life. At the same time, any foreign language classroom, and especially so a CLIL classroom, can offer a variety of actions that are authentic within the classroom context. Van Lier describes 'inauthentic actions' as 'undertaken because everyone else is doing them.' Following his argument, this would entail that actions outside the classroom may be just as inauthentic as those inside the classroom. Instead, I consider classroom interaction between the teacher and the learners as a particular form of discourse with specific rules prescribed by the school setting, by the teacher and the learners and the curriculum (Mercer, 1995). As I have illustrated in particular in Chapter 3 in Part 4, this kind of classroom interaction promotes learning content through a foreign language by offering various forms of support that are specific to the classroom setting. Related to this argument, authenticity is part and outcome of the classroom interaction for learning that is promoted in CLIL. Viewed like this, CLIL potentially raises intrinsic motivation through the learning of content as part of classroom interaction. Considering authenticity as a motivating factor in CLIL leads on to learner autonomy, because learners who are motivated also aim to become more autonomous.

Autonomy

Van Lier describes autonomy as 'self-regulation, motivation and depth of processing.' He further explains this:

It is a truism that learning has to be done by the learner. This means that teaching cannot cause or force learning, at best it can *encourage* and *guide* learning. [...] Moreover, most learning, especially complex learning, requires high and sustained cognitive effort [...].
(van Lier, 1996: 12)

Applied within the CLIL context, the learner has on the surface more learning to do than in a more traditional communicative foreign language classroom, since the learners do '2 in 1'. However, the focus on meaning in CLIL-approaches through the non-linguistic content and the related cognitively demanding tasks is also potentially a motivating factor that encourages and guides learning of the foreign

language through supplying a content-based support and challenges framework that allows learners to sustain their cognitive efforts as I have illustrated in Chapter 3 (in particular in Part 4).

As becomes clear, in order to allow learners to become autonomous, they need to be encouraged and guided in their learning. Van Lier (1996: 12) mentions in relation to autonomy the terms 'self-regulation, motivation and depth of processing.' The use of these terms hints at the complex nature of autonomy: in order to become autonomous ...

- ... the learners direct their own learning (self-regulation),
- ... the learners have to be motivated,
- ... the learners have to process language in depth.

In more general terms, developing autonomy is both a social and an individual process that is affected by a range of variables in the classroom. Sinclair (2000: 6-13) points at the complexity of learner autonomy by identifying 13 aspects of learner autonomy some of which I present here:

- Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.
 - The capacity and willingness of learners to take such responsibility is not necessarily innate.
 - Complete autonomy is an idealistic goal.
 - There are degrees of autonomy.
 - The degrees of autonomy are unstable and variable.
 - Autonomy is not simply a matter of placing learners in situations where they have to be independent.
 - Developing autonomy requires conscious awareness of the learning process, i.e. conscious reflection and decision making.
 - Promoting autonomy is not simply a matter of teaching strategies.
- (adapted from Sinclair, 2000: 6-13)

Sinclair's (2000: 6-13) synthesis of autonomy illustrates the range of 'autonomies.' It also becomes clear that learner autonomy is guided by the teacher and promoted by the curriculum: autonomy needs to be supported in order for the learners to take (partly) charge of their own learning. Holec (1981: 3) comments on this as follows:

This ability (to take charge of one's own learning) is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way.
(Holec, 1981: 3)

In order to lead learners towards autonomy the roles of the teacher and the curriculum for creating the conditions for learners to become autonomous are crucial. Little (1996: 204) comments on this issue as follows:

Learner Autonomy [...] presupposes a positive attitude to the purpose, content and process of learning.
(Little, 1996: 204)

Taking up Little's argument it is necessary to consider how 'a positive attitude to the purpose, content and process of learning' can be developed. Of course, there is no ultimate solution to creating and supporting positive learner attitudes, since classroom teaching and learning is a highly complex endeavour. However, reconsidering van Lier's (1996) Triptik of Awareness, Authenticity and Autonomy as part of a CLIL interaction framework may be one way to address this issue:

- *Awareness* in CLIL means awareness of the content in the foreign language and of the processes and the various forms of support leading to the understanding of content in the foreign language: awareness implies *noticing*.
- *Authenticity* in CLIL means that the classroom does not claim to replicate 'real' life outside the classroom, but that CLIL promotes classroom interaction in a foreign language through content-based activities that are both challenging and supported.
- *Autonomy* in CLIL means that learners are encouraged and guided to become autonomous through the content presented in the foreign language and the related challenging and supported tasks which potentially lead the learners to 'use the foreign language, instead of just saying it.' (Interview, 10th May 2000)

I have illustrated in this section how van Lier's Triptik can be applied to my research findings. However, I have limited the application of his Triptik to the

learners. Applying his Triptik to myself as teacher-researcher proves to be difficult. This may be due to the openness of his theory of practice:

It has been my aim to present at one and the same time a highly theoretical (and philosophical) and an eminently practical view of the AAA curriculum, with the special purpose of showing how theory and practice, and ideals and reality, do not have to be mutually exclusive. [...] Nor have I wished to suggest a new theory, model, or movement that the reader can join or reject. Rather, it was my aim to suggest that as teachers we become aware and think for ourselves, as well as interact with our peers, for the purposes of developing our own curriculum, and becoming aware, autonomous, and authentic professionals. If we are committed to doing that, then it is likely that we will also foster the same qualities in our students.

(van Lier, 1996: 225)

It is not clear what van Lier's understanding of 'becoming aware, autonomous, and authentic professionals' is. Also, as I have illustrated throughout Chapter 3, my BFC classroom - just as any other classroom - is both a very specific learning environment whilst at the same time part of a larger school context. Also, the teacher and the learners bring their own theories and beliefs into the classroom, which in turn influence CLIL classroom interaction. Therefore, 'developing our own curriculum' (van Lier, 1996: 225) is a highly complex process that is only in part determined by the teacher, as I have illustrated when discussing the creation and implementation of the BFC in Chapter 3.

Although I have found van Lier's (1994, 1996) theory of practice inspiring, it has also become clear that it is not enough, because it fails to be sufficiently meaningful, pragmatic and focused in order to contribute to developing my theory of practice. Therefore, I consider van Lier's (1994, 1996) theory of practice as only one part of a CLIL classroom interaction framework that promotes risk-taking by offering the learners a curriculum that builds upon challenges for learning that are supported in a variety of manners. Before revisiting the notion of risk I present a short summary of the arguments put forward in sections 3 and 4.

5 Summary: CLIL Classroom Interaction and Theory of Practice

I have argued in the previous sections that CLIL classroom interaction is complex and presupposes dual support for the challenges set to the learners through learning content in a foreign language. Examining dual support entails a careful reconsideration of the role of language for learning. In relation to CLIL, I argue that the use of a foreign language for learning content requires both the teacher and the learners to become aware of how they use language for teaching and learning. In general, it seems that the use of a foreign language for learning content makes language use visible, because CLIL - in order to facilitate learning - demands dual support.

In order to examine further this description of the CLIL classroom in terms of support and challenges described before, I consider learning in a classroom setting as learning in a special environment. Classroom learning is - just like learning in any other setting - a social process that is directed through the use of language. This use of language becomes partly visible by using a foreign language for learning content. At the same time, the CLIL classroom is an environment that can be considered as directed by certain rules set by the school, the teacher and the learners, as I have illustrated before when discussing the range of teacher and learner roles and ways to support classroom learning. This implies that interaction in a CLIL classroom - just as in any other classroom - is established by following certain rules established by the teacher, the learners and the school environment. At the same time, classroom interaction in CLIL provides the learners with challenges due to learning content through a foreign language. In order to overcome these challenges, the learners need to be given appropriate support in order to maintain classroom interaction in a foreign language. This does not fundamentally change the overall classroom rules, as has become clear when considering teacher and learner roles in my BFC classroom. However, by identifying challenges and support as key features of CLIL classroom interaction, the roles of the teacher and the learners within the CLIL classroom setting are made explicit. This then allows to exploit the

CLIL classroom for developing content learning through a foreign language. In general terms, I argue that interaction in CLIL promotes risk-taking in a classroom environment that is ideally safe, supportive and challenging once the appropriate general and specific support are implemented.

Based on this argument, I come to both general and specific conclusions regarding CLIL classroom interaction:

- In general, classroom interaction between the teacher and the learners is complex and depends on a range of factors (e.g. teacher and learner roles, classroom rules, teacher planning, learner motivation) that also apply in CLIL classrooms.
- Specifically, CLIL classroom interaction is driven by non-linguistic content which makes the use of the foreign language visible and promotes risk-taking by the learners in a safe, supportive and challenging learning environment.

If both these general and specific features of CLIL classroom interaction apply, this can lead to the learners' noticing and performance which means that the learners are enabled and willing to use the foreign language for content learning 'instead of just saying it.' (Interview, 10* May 2000)

The use of (the foreign) language as becoming visible through CLIL learning and enabling the learners to notice and perform in the foreign language, or in more general terms, to use it instead of just saying it, leads me back to a careful reconsideration of van Lier's theory of practice in relation to CLIL classroom interaction.

I have referred to van Lier's (1994, 1996) theory of practice in previous chapters and have illustrated my understanding of awareness, authenticity and autonomy in relation to CLIL in section 4. However, I have not systematically focused on his Triptik for the analysis of my data since this would have meant imposing his Triptik onto my data. This does not mean that I consider awareness, authenticity and

autonomy as irrelevant. On the contrary, my research findings suggest that awareness, authenticity and autonomy are key terms that demand further research, as I have illustrated when arguing for a careful reconsideration of these terms in relation to practices in foreign language classrooms. This reconsideration of awareness, authenticity and autonomy also involves a discussion of how risk-taking in foreign language classrooms can be systematically supported by foreign language teachers which leads me to reconsider risk-taking in relation to my BFC classroom in the following section.

6 Conclusions: CLIL Classroom Interaction as Risk-taking

I have described before the various levels of risk-taking that have become apparent in the BFC. In order to take this discussion one step further, I consider risk from two perspectives: First, I re-discuss risk in relation to the individuals/persons that take risks in relation to the BFC. Second, I describe risk-taking as a way of acting for learning a foreign language.

I have previously (in Chapter 3, Part 6) described the risks taken by the former headteacher, heads of departments and individual teachers involved in the creation, implementation and practice of the BFC. These risks have allowed the various persons involved to reconsider or - in the case of the NQTs practising in the BFC - to establish, review and adjust their practices. These risks also involved elements of potential failure that have become especially apparent when discussing my teacher needs and musts for facilitating learning in the BFC in general and in specific terms. However, potential failure also allows teachers to reconsider their practices critically and to improve their teaching. Critical reconsideration of practice by individual teachers might be desirable in most (foreign language) classrooms. In my BFC classroom, it was also necessary as a means to establish, review and adjust my practices - not just as a teacher-researcher, but as importantly as a newly qualified teacher who was one of three new members of staff involved in the establishment of

the BFC at the Collège du Parc. In general terms, this implies that reconsideration of practice was supported and promoted by those involved in the BFC. Related to risk, this also means that as a BFC teacher, I was encouraged to take risks - even if these might mean temporary failure. Taking risks as a BFC teacher also has meant that the learners in my BFC classroom had to take risks.

I have described before how my learners need challenges to learn. In other words, in order to learn a foreign language, learners need to be allowed to make mistakes and to push themselves and their peers. Using Vygotskian terminology, learners want their learning to be ahead of their development, since otherwise they would always learn the same. Learning ahead of development involves for the learners to take risks in their learning which might lead to failure if the learners are not supported in their learning. As I have demonstrated through my data, within a learning setting that offers the learners challenges that are supported in a variety of ways foreign language learning can promote risk-taking and ultimately may lead to the learners using (the foreign) language instead of just saying it. I have argued before that the classroom is a very specific learning setting that is unique, but also reflects what happens outside the classroom. At the same time, the establishment of a support and challenges framework such as the one that has emerged from my data points at the strengths of classroom learning: Risk-taking can be encouraged since failure is very unlikely and since various forms of support are available to all the learners.

Applying this argument to other foreign language classrooms in English secondary schools, it seems that risk-taking for the learning (and teaching) of modern foreign languages is not encouraged, as schools tend to play safe for a range of complex reasons that are due to current legislation, decisions taken by schools, foreign language departments and individual foreign language teachers. At the same time, as I have demonstrated throughout this thesis, change of practice is possible and achievable. I re-discuss this change of practice in relation to CLIL classroom interaction in the following chapter in general terms.

Chapter 5: Conclusions

1 Introduction

I have finished the previous chapter with the discussion of risks taken by various people involved in or affected by the creation, implementation and practice of the BFC. In this chapter, I relate these risks to the two strands of this thesis:

- In section 2, I re-discuss the CLIL classroom interaction framework that I have developed in Chapters 3-4 based on the notions of support and challenges in order to examine how far this support and challenges framework might apply in other MFL classrooms and what its overarching features are.
- In section 3, I re-examine my theory of practice model by focusing on the notion of transformation that I have so far rephrased as reconsideration of practice or change and by relating my theory of practice to my research framework outlined in Chapters 1-2.

2 CLIL Classroom Interaction

In the previous chapter, I have summed up my CLIL classroom interaction work as challenging and supportive:

- I have presented the challenges that the learners are presented with both in the foreign language and in their first language.
- I have then examined how the challenges that the learners are faced with are supported. I have identified various levels of support as support by the teacher, support by other learners, support through the learning environment, support through scaffolded learning activities, support through languages.

In general terms, Vygotsky's ZPD model viewing learning as ahead of development and as supported by a teacher, other learners and the environment seems to apply to

my BFC classroom. At the same time, Vygotsky's ZPD was originally applied to mother-child interaction (just as Bruner's notion of 'scaffolding'). A classroom however is also very different from other learning environments: it is generally made up by a teacher and approximately 25-30 learners. The intention of classroom teaching is to educate learners. At the same time, the unintended outcome of classroom education can be to alienate learners. Within the classroom, the teacher and the learners take on a range of varied roles, as I have illustrated in Chapter 3. In a CLIL classroom, interaction between the teacher and the learners is about non-linguistic content through a foreign language, which requires the teacher to establish means of support in order to facilitate challenging learning.

In order to illustrate this further, I return to the anecdote mentioned by the headteacher. He recalled a conversation with a student in the interview:

Well, I'll give an example from a conversation I had with one of the students in that first year. I was covering a lesson, Year 7, Technology or something, and during the course of the lesson ... and chatted to the kids which is what I did as a head anyway, I took the opportunity to talk to the kids. I remember stopping off with one and saying; 'What class are you in?' And this boy, a very average boy, said in so and so's class. I said: 'Well, that's a bilingual class, isn't it?' He said; 'Yeah.' And I said: 'How are you finding that?' And he said; 'It's hard. It's very hard.' And I said; 'Would you rather be in a non-bilingual class?' He said; 'Oh, no.' I said; 'Well, why is that then?' He said; 'It makes you think.'

Learning in the BFC is hard, and it makes you think. I have illustrated the tension between 'easy' and 'difficult' or 'hard' and 'easy' before and have used this as a means to develop my support and challenges framework for classroom interaction in the BFC. It is crucial to identify the reasons for the learner saying that 'it makes you think.' On the surface, I could argue that the learners are made to think in the BFC because they are learning content through a foreign language: the use of content demands from the learners to think. However, as I have illustrated in Chapter 3 content per se is not sufficient.

Content needs to be made meaningful to the learners. In order for content to become meaningful they need to be presented with challenges that are achievable through

support given to the learners in a variety of forms. Learning of content in a foreign language requires teaching and learning activities that are meaningful. If these activities are meaningful for the learners, they will be able to deal with and maybe even desire to be pushed in their learning in order to achieve the challenges with the support that they are given.

In Chapter 3, Part 4, I have reconsidered my classroom as an eco-system: I have proposed that a balanced eco-system established in my BFC classroom through offering both support and challenges allows the learners to 'survive', which in turn enables them to 'notice' and 'perform' in the foreign language. In general terms, the learners are enabled to take risks. Developing this argument further, I suggest that taking risks in the BFC classroom is motivating for the learners. I do not claim to have facilitated risk-taking at all times, as I have also illustrated in Chapter 3 when discussing my teacher 'musts' and 'needs'. Classroom interaction - no matter in what classroom - is highly complex. A classroom constitutes a very special learning setting where teachers and learners come together for the specific purpose of teaching and learning. Teaching and learning in a classroom setting also implies the playing out of certain games between the teacher and the learners in this setting as Bellack *et al* (1966) have argued. This argument also applies to my classroom. However, the games played in the BFC classroom are somewhat different from other classrooms since the learners are being taught content mostly in a foreign language and teacher-learner interaction becomes special, as I have illustrated when examining the various teacher and learner roles. At the same time, the learners are in the BFC classroom not because they have chosen to do so, but because they have to be there. Therefore, the BFC classroom is not just a special place which can offer challenges and support in a unique and organised manner, but it is equally a place where conflicts of interest can arise, as I have shown when discussing my 'needs' and 'musts' as a teacher in relation to learner needs.

In order to be able to offer the learners the challenges and support that they need in order to become content and foreign language learners I need to make the best

possible use of the specific classroom environment that I share with my learners. If I manage to do this, learning will happen that allows the learners to notice and perform in the foreign language, which then leads to the learners using the foreign language instead of saying it. In other words, if the support and challenges framework discussed before is appropriate, interaction in my BFC classroom becomes meaningful, focused and pragmatic:

- Interaction in the BFC is meaningful when the learners are given challenges and support appropriate in relation to the challenges that they have been set.
- Interaction in the BFC is focused if the content learned in the foreign language is specific and allows the learners to relate to the content in terms of activities or tasks appropriate to the content and to the learner needs.
- Interaction in the BFC is pragmatic if the content learned in the foreign language is practical in the sense that it allows the learners to apply knowledge and skills learned beforehand and if it pushes the learners to extend their foreign language and non-linguistic subject abilities.

In general terms, establishing as a teacher ways to promote meaningful, pragmatic and focused classroom interaction allows the learners to develop their foreign language skills and knowledge jointly with their content skills and knowledge. My BFC classroom offers potentially a learning setting where these three criteria for classroom interaction can be fulfilled. In more general terms, I argue that meaningful, pragmatic and focused interaction is possible through CLIL, because it allows and necessitates (foreign) language use in the classroom to become visible for the teachers and the learners, which supports the view that every content teacher is a language teacher and that every language teacher is a content teacher.

The finding that language (including foreign language) processing is central for learning is not new. At the same time, this is not reflected in the teaching and learning of modern foreign languages at most English secondary schools, as the sparsity of CLIL sections illustrates. I have hinted at the problems faced by foreign language teachers in English secondary schools in Chapter 3. A recent survey

conducted by the Association for Language Learning (ALL, 2002) reveals that 'nearly 30 per cent of schools plan to abandon compulsory languages from September' (Henry and Shaw, 2002) as a result of the government's proposals put forward in the Green Paper (DfES, 2002). Such a move could be disastrous for the teaching and learning of modern foreign languages in English secondary schools and is at odds with current policies in other EU-countries and with the government's aim - given in the introduction to the same Green Paper (DfES, 2002: 1) - that 'we need [...] to recognise the contribution of languages - not just European languages, but all our community languages as well - to the cultural and linguistic richness of our society [...] and mutual understanding.'

At the same time, current and future guidelines for the teaching and learning of modern foreign languages in English secondary schools are not sufficient to explain reasons for the sparsity of CLIL sections. I have used the notion of risk before and have related it to risks taken by myself as a teacher-researcher, by my former headteacher, by the Humanities department and other individual teachers involved in the creation, implementation and practice of the BFC. The National Curriculum for Modern Foreign Languages does not prescribe how and what is to be taught in the foreign languages curriculum. However, it is interpreted by most schools and foreign language teachers in a rather restrictive manner, which leads to the situation described before by my former headteacher:

... you'd have found that in Year 10 and 11 they would still be going over the same smff at the beginning of the lesson 'What's your name?', 'How old are you?' and they'd been doing this for year and year and year and that the kids weren't really much better at it by Year 10 or 11 than they had been before.

Phrased in more general terms, schools, headteachers, (foreign language) departments and individual (foreign language) teachers are overwhelmingly not able or not willing to take risks similar to the ones described in Chapters 1, 2 and 3. Practice - as it overwhelmingly seems to be the case now - is restricted both by national frameworks and by choices made by schools and teachers themselves.

Questioning or reconsideration of practice remains limited and prevents change of practice in foreign language classrooms.

So far, I have reconsidered my support and challenges framework established through my research in relation to the learning and teaching of modern foreign languages in English secondary schools. I have identified classroom interaction as both a special teaching and learning setting and a setting that is part of the wider environment. I have also described the overall aims of interaction in a foreign language classroom to be or to lead towards meaningful, focused and pragmatic interaction in a foreign language and have related this to the current situation for the teaching and learning of modern foreign languages in English secondary schools. I have started to describe the current environment as one prone to limit risk-taking by schools, headteachers and teachers.

I have come to my understanding of classroom interaction through the analysis of my data in relation to theories - one of them being van Lier's (1994, 1996) theory of practice. In order to conclude this thesis I revisit my theory of practice by re-examining the three key features of pragmatic, meaningful and focused in the next section.

3 Theory of Practice

I have adapted my theory of practice from van Lier's (1994, 1996) theory of practice and have critiqued van Lier's theory of practice as theory without practice. Although his writings remain valid up to a certain point, his theory of practice contains one major flaw: it is theory that is built upon his theories, but does not seem to be supported by his research practice/s. Due to my positioning as teacher-researcher, I have developed my theory of practice out of practice and (personal, philosophical, SLA, methodological) theories. As a result of this process I have

come to describe my theory of practice with the terms pragmatic, meaningful and focused:

- Pragmatic theory of practice means that it is achievable as a teacher-researcher in relation to classroom practice and in relation to the research methodology applied for researching one's classroom as a teacher-researcher.
- Meaningful theory of practice means that it aims to develop teacher's personal (and possibly changing) theories in relation to their classroom practice/s and that the research instruments used allow the teacher-researcher to describe, examine, criticise and improve his or her own practice/s first.
- Focused theory of practice means that it is specific in relation to classroom practice and in relation to the topic of research. This does not imply that research questions cannot change over time or that the research design is fixed. It is focused in relation to the teacher's needs and interests in order to gain depth of understanding, possibly in favour of generalisability.

In general terms, I argue that my theory of practice, as I have developed it throughout this thesis, attempts to break down the barriers between my practice, my research and my theory. Theory of practice as pragmatic, meaningful and focused may be smaller in the claims that it can make. However, it means also that the dualism (practice is practical and theory is theoretical) that van Lier does not manage to dissolve completely is partly broken down in order to be replaced by an entity that I consider to be: theory is practical and practice is theoretical.

Theory is practical in the sense that it applies to my classroom. In general terms, this means:

- As I have shown in Chapters 3-4, classroom interaction is highly complex. Therefore, classroom interaction theories need to be applied carefully. This may lead to theory that is complex. At the same time, this allows for theory to remain and to become practical.
- I have focused in my application of theory on applying Vygotsky's ZPD and its further developments to my classroom setting. Considering Vygotsky's theory in

this sense may involve a move away from educational psychology and towards educational social research or ethnography. However, this move is legitimate because it allows me to come to a clearer understanding of my practices as a teacher-researcher.

Practice is theoretical in the sense that it allows for theories to be applied, rectified according to practice and re-examined critically:

- At the outset of my research, I had some strong, personal theories (some might call these 'beliefs') that might not have been reflected in my practice/s as a teacher-researcher.
- During the data collection process, I have developed these personal theories further in relation to my practice/s as a teacher-researcher. I have converted personal theories into professional theories through gaining experience and understanding as a teacher-researcher.
- Putting my personal and academic theories into practice has led me to reconsider especially van Lier's theory of practice in practice. The result of this questioning is the critique that I have formulated in this and previous chapters.

Finally, I have to reconsider one particular feature of van Lier's theory of practice: Van Lier (1994) claims that his theory of practice leads to 'transformation.' I have replaced transformation with 'reconsideration of practice' or 'change'. Reconsideration of practice might lead to change of practice, but not necessarily to transformation on a grand scale. In order to clarify my argument I apply Dewey's (1961: 332) arguments for transformation to my research:

Since education is the process through which the needed transformation may be accomplished and not remain a mere hypothesis as to what is desirable, we reach a justification of the statement that philosophy is the theory of education as a deliberately conducted practice.
(Dewey, 1961; 332)

Dewey applies this argument in favour of an education for democracy. Reconsidering the current educational climate for the teaching and learning of

modern foreign languages in England, it is necessary to mention a last time the notion of risk in relation to my research context.

Transformation such as the one described by van Lier (1994, 1996) and the one proclaimed by Dewey (1961) in education is of course desirable. However, it is not necessarily achievable as it requires teachers to be willing and able to take risks. Taking risks involves the danger of potential failure. Failure is not desirable. Therefore, taking risks is not promoted. However, as I have illustrated through the development of my challenges and support framework, taking risks leads to a better understanding of classroom interaction and may therefore promote transformation in the sense of reconsideration or change of practice. In order to develop this argument further, I reconsider the current BFC context.

So far, I have limited my description of context to my BFC classroom. However, as I have also illustrated through my data in Chapter 3, my BFC classroom is also prone to be influenced by larger contexts outside the classroom. Although I have not been teaching at the Collège du Parc for the last two years, I have followed the further development of the BFC. The context of the BFC has changed:

- The headteacher responsible for the creation and implementation of the BFC has left.
- At this time, out of originally three new teachers recruited for the BFC, only one teacher is still working at the Collège du Parc.
- The BFC coordinator, originally the headteacher (1998-1999), followed by the head of the FC (1999-2001) and then followed by one of the original new BFC teachers (2001-2002) has been replaced by a foreign language teacher from the MFL department that was initially opposed to the creation and implementation of the BFC.
- Due to the prescriptive nature of the National Literacy Strategy the English department has chosen in accordance with the BFC department to remove English from the BFC curriculum and instead teach it as a separate subject.

All of these changes have affected the BFC context. Looking at the changes of context and taking into account my lack of further research data, it becomes clear that theory of practice is dynamic. This dynamic character of theory of practice highlights that there is not one theory of practice, but that teachers need to develop theories of practices. At the same time, this does not question the validity of my support and challenges framework, but illustrates theory of practice as dynamic and allows to develop and criticise my classroom interaction model through further research in different contexts.

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Appendix A: Interview Administration

1 Letter to parents and students for recruiting interviewees



Collège du Parc

Dear Parents

As you will know, your son/daughter is in one of the Bilingual Foundation Course classes. We are extremely pleased with the progress which students made last year when we first taught the course and we are confident that we will build on last year's success.

Last year, the Teachers of the Bilingual Course worked closely with a group of teacher trainers and researchers from the University of Nottingham. They are particularly interested in the way in which we are developing the course and in the response of students and teachers who are working on it. They wish to continue their evaluative work this year and part of this will **involve** me interviewing a group of students, as I did last year.

The students are chosen randomly and they are interviewed once a fortnight on Wednesday lunchtimes for between twenty and forty minutes. They all receive a pass which enables them to go in for lunch early on these days. Everything the students say is treated confidentially and should any of the research be published, student names will be changed. The **involvement** of the students is most **valuable**, not only to the University Team, but to the staff in school in their planning and preparation for the teaching of this exciting part of the curriculum.

I would be **grateful** if you could give permission for your son/daughter to take part in the interviews. Please return the attached slip via your son/daughter. I would like to take this opportunity of thanking you in anticipation of your continued **support**. Should you wish to discuss any of the above, please do not hesitate to contact me.

Yours sincerely

R Wiesemes

~~Bilingual Foundation Course Team~~

Please tick as appropriate:

☐

I give my permission for my son/daughter to take part in the interviews.

☐

I do not give my permission for my son/daughter to take part in the interviews.

Signature: _____

Return to Mr R Wiesemes

Derbyshire County Council

2 Lunchtime passes for interviewees



Appendix B: Alphabetical List of Anonymised Names of Interviewees, Members of Staff and Other People

- *Abilène* (interviewee/student) - shortened to: A
- *André* (smdent, 1998-99)
- *Anne* (Head of Humanities department)
- *Camille* (interviewee/smdent) - shortened to: C
- *Carine* (interviewee/smdent) - shortened to: C
- *Carole* (interviewee/smdent) - shortened to: C
- *Caroline* (smdent, 1999-2000)
- *Collège du Parc* (fictitious name of school where the research was conducted)
- *Daniel* (smdent, 1999-2000)
- *David* (interviewee/smdent) - shortened to: D
- *Delville, Miss* (trainee teacher with 7RW, 1999-2000)
- *Dorothée* (interviewee/smdent) - shortened to: D
- *Dupont, Monsieur* (former headteacher of the Collège du Parc)
- *Elisabeth* (smdent, 1998-1999)
- *Interviewer* (used to refer to myself as teacher-researcher in Interviews) - shortened to: I
- *Jean Marie* (interviewee/smdent) - shortened to: J
- *Jeanne* (interviewee/smdent) - shortened to: J
- *John* (smdent, 1999-2000)
- *Joseph* (smdent, 1999-2000)
- *Juliette* (BFC teacher)
- *Léonie* (FC/BFC coordinator)
- *Marie* (interviewee/smdent) - shortened to: M
- *Mathieu* (smdent, 1999-2000)
- *Mylène* (interviewee/smdent) - shortened to: M
- *Myriam* (deputy headteacher)
- *Pierre* (drama teacher)
- *Richard* (student, 1998-1999)
- *Robert* (interviewee/smdent) - shortened to: R
- *Sandrine* (smdent, 1999-2000)
- *Thierry* (former PGCE-mentor)

Appendix C: Interview Planning

1 Chronological Overview of Interviews

- 1 10.11.99: Introductory Interview with all interviewees
- 2 17.11.99: Interview - Group 1
- 3 24.11.99: Interview - Group 2
- 4 8.12.99: Interview - Group 1
- 5 15.12.99: Interview - Group 2
- 6 12.01.00: Interview - Group 1
- 7 19.01.00: Interview - Group 2
- 8 2.02.00: Interview - Group 1
- 9 9.02.00: Interview - Group 2
- 10 1.03.00: Interview - Group 1
- 11 8.03.00: Interview - Group 2
- 12 22.03.00: Interview - Group 1
- 13 29.03.00: Interview - Group 2
- 14 3.05.00: Interview - Group 1
- 15 10.05.00: Interview - Group 2
- 16 17.05.00: Interview - Group 1
- 17 7.06.00: Interview - Group 1
- 18 14.06.00: Interview - Group 1
- 19 21.06.00: Interview - Group 1 & 2

25.05.01: Interview with former headteacher

2 Interview Preparation Sheets

Interview – 10.11.99

Aims: To get an understanding of what makes students learn

Objectives:

- Check students' learning of the week
- Check what processes may be behind the students' learning and understanding
- Get a basic understanding of how students' foreign language and subject-specific learning merge

Welcome

- Thank you
- Confidentiality
- Discussions will be recorded on audio-tape

Organisation

- Split up group in two smaller groups - focus group interviews every two-three weeks

Ground Rules

- Listen to each other
- Be polite
- I will intervene from time to time, but this is the students' forum where they can say what they think.

Various activities

- Bits of writing
- Priority lists and tables

- Drawing diagrams/models
- All work is topic-based, i.e. discussions based on topics done in class during the week; but if we get away from it, this is not a problem!

Audiotape-microphone check

- Every student to present him-/herself
- Play tape to students so that they can hear their own voices on tape

Discussion today

Key questions

- What have you learned this week?
- What have you enjoyed?
- What did you find difficult? Why?
- What did you find easy? Why?

Focus on difficult/easy

- Why difficult (Does 'difficult' mean that you don't enjoy something?)
- Why easy?

Conclusion

- Does the combination of French and English help you to learn or does it prevent you from learning?

Interview - 17.11.99 - Group 1

Complete the following statement with A, B or C.

Learning about tropical storms in French is ...

A ... less difficult than in English.

B ... the same as in English.

C ... more difficult than in English.

Learning about tropical storms in French is ...

A ... more interesting than in English.

B ... as interesting as in English.

C ... less interesting than in English.

Comment on your answers.

Interview - 24.11.99 - Group 2

Complete the following statement with A, B or C.

Learning about tropical storms in French is ...

A ... less difficult than in English.

B ... the same as in English.

C ... more difficult than in English.

Learning about tropical storms in French is ...

A ... more interesting than in English.

B ... as interesting as in English.

C ... less interesting than in English.

Comment on your answers.

Answer the following questions.

- What can you remember in French since September?
- Do you or can you use any of the French learned since September now?

Interview - Group 2 / 15.12.99

Answer the following questions.

- What can you remember in French since September?
- Do you or can you use any of the French learned since September now?

Interview - 12.01.00 - Group 1

Put the following sentences in ranking order.

Explain your choices.

- The Bilingual Foundation Course improves my listening.
- I find it boring to listen to French most of the time and having to understand French all the time.
- I like listening to French most of the time, but I worry about not being able to understand it.
- I like listening to French most of the time and I do not worry about not understanding every single word as long as I understand most of it.
- I don't like French, because it's boring.
- I believe the Foundation Course in English must be a lot better, because I can understand every single word.

Interview -19.01.00- Group 2

Put the following sentences in ranking order.

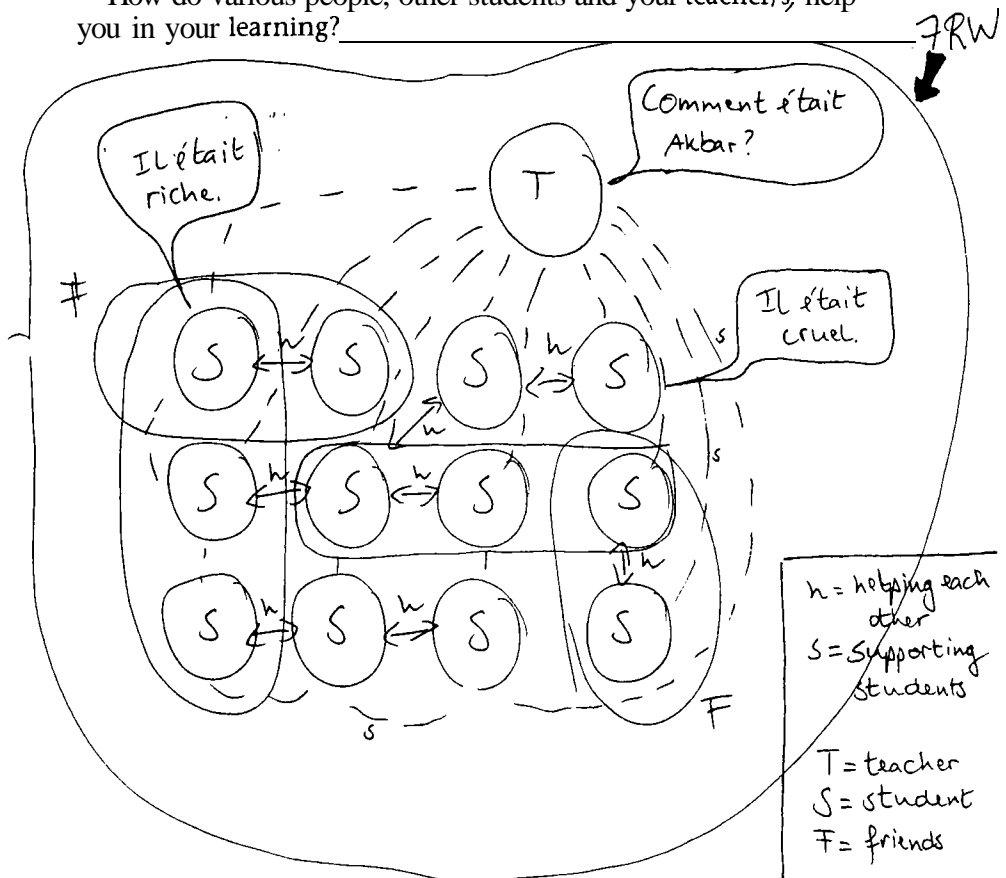
Explain your choices.

- The Bilingual Foundation Course improves my listening.
- I find it boring to listen to French most of the time and having to understand French all the time.
- I like listening to French most of the time, but I worry about not being able to understand it.
- I like listening to French most of the time and I do not worry about not understanding every single word as long as I understand most of it.
- I don't like French, because it's boring.
- I believe the Foundation Course in English must be a lot better, because I can understand every single word.

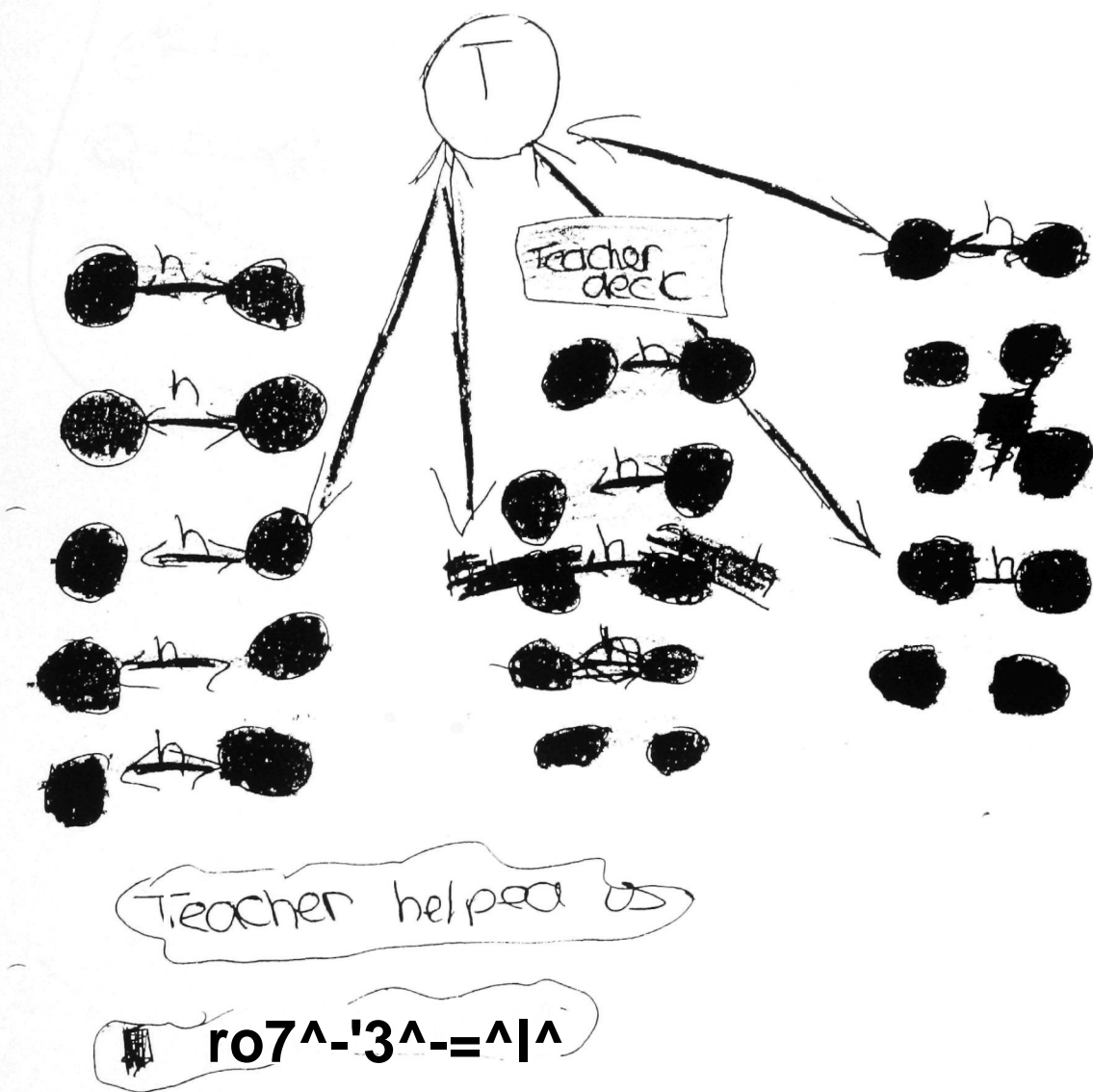
Interviews - 2.02.00 - Group 1 / 1. 2. 00 - Group 2

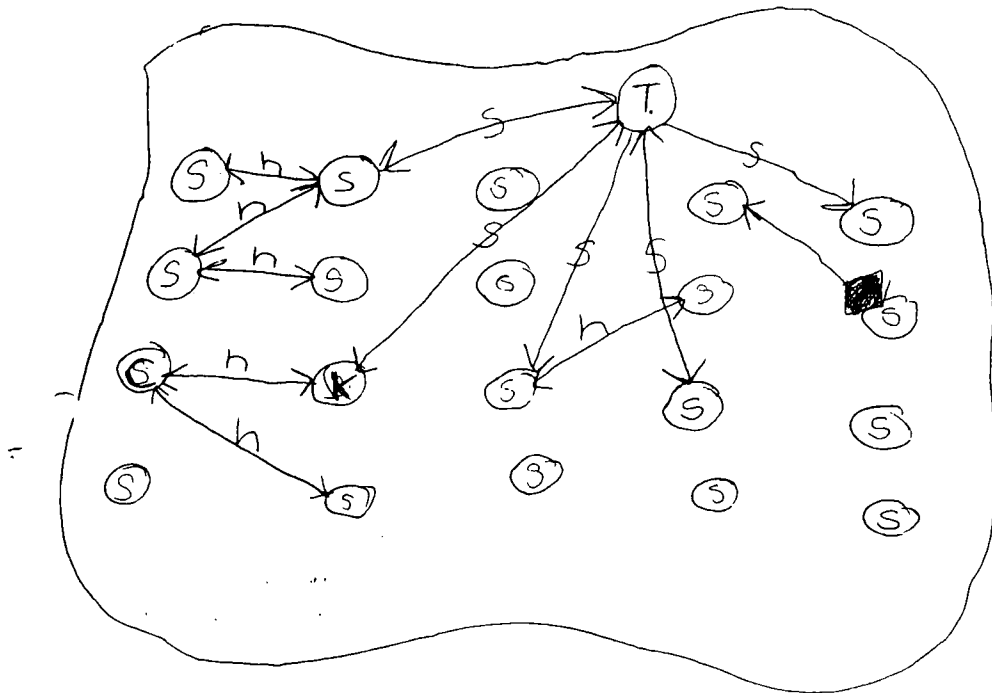
This is a very simple drawing of how I see the bilingual Foundation Course classroom.

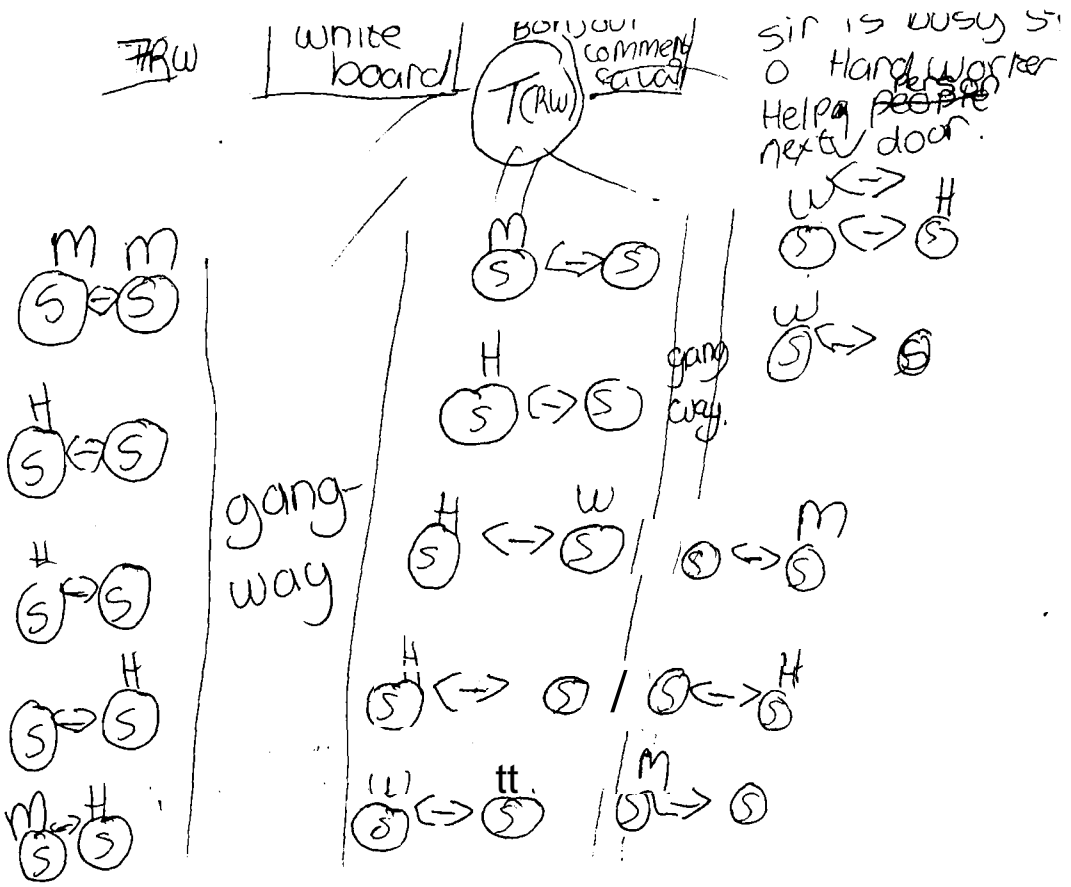
- 1 Look at the drawing.
- 2 Make a similar drawing or change the drawing so that it fits your picture of the bilingual Foundation Course classroom.
- 3 Explain your drawing - think about the following points:
 - Who is talking?
 - What language is being spoken?
 - What are you talking about?
 - What helps you to learn?
 - Who helps whom?
 - How do various people, other students and your teacher/s, help you in your learning?



Examples of students' drawings of classroom interaction







- (H) key put up hands
- (S) student
- (F) friends
- (M) - people missing
- (W) hard workers
- (M) - people missing
- (S) pairs working together
- (W) hard workers

Interview - Group 1-1.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 Learning French is like ...

2 Learning in the French Foundation Course is like ...

Interviews - Group 1- 1.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 **Learning French is like** ... going into a strange and weird world where everyone is speaking jibberish but once you get the hang of it you feel you've known it

2 **Learning in the French Foundation Course is all the time like** ... sometimes being in a jungle where everyone is learning trying to talk French. It sounds like a bunch of animals but it can be fun.

Interviews – Group 1- 1.3.00

- Finish the sentences.
- Work with a partner,
- Be creative and have fun!

1 Learning French is like ... going in to a new place that you have not been before if you're daring you will be able to go far

2 Learning in the French Foundation Course is like ...

Interviews - Group 1- 1.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 Learning French is like ... going into a strange and unknown room no kid has ever been in before

2 Learning in the French Foundation Course is like ... Your mum and dad talking and getting the letters and words wrong so you can't understand them. like an alien's language from outer space.

Interviews - Group 1- 1.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 Learning French is like *being in a different country*.

2 Learning in the French Foundation Course is

*like sometimes it is boring / sometimes fun /
sometimes really mad and crazy*

Interviews - Group 1- 1.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 Learning French is like *being a baby learning to walk saying I'm going to do this I'm not going to*

2 Learning in the French Foundation Course is *fail*.
like ...

Interview - Group 2 - 8.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

3 Learning French is like ...

4 Learning in the French Foundation Course is like ...

Interviews - Group 2- 8.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

- ,1 Learning French is like ...Walking into another room, where you've never been before.
- 2 Learning in the French Foundation Course is like ...another lesson, but in French.

Interviews - Group 2- 8.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

beginning

1 Learning French is like going to France and a French person is trying to talk to you and trying to make you understand.

2 Learning in the French Foundation Course is like walking into a room where everybody else speaks a different language to you. Then you don't know what they are saying. When you get used to it, it's not ~~that~~ hard.

as

Interviews - Group 2- 8.3.00

- Finish the sentences.
- Work with a partner.
- Be creative and have fun!

1 Learning French is like ^{is!} like speaking English but using a different pronunciation of words and using a different accent.

2 Learning in the French Foundation Course is like something you have never studied before like Religions.

Interviews - 22.03.00 - Group 1

In the previous interview you have been finishing sentences about learning French and learning in the French Foundation Course.

Finish any of the following sentences (or any other similar sentences that you can think of):

- Learning in the French Foundation Course is like walking into a room where I have never been before.

- In this room I see ...

- In the room are the following pieces of furniture: ...

- In the wardrobe there are the following French words and phrases: ...

- Learning in the French Foundation Course is like being in a jungle

- In this jungle I see ...

- In the jungle I hear the following French words and sounds: ...

- I feel scared in this jungle because ...

- I feel good in this jungle because ...

- The animals/people in the jungle do the following things ...

- The following things help me in this jungle: ..., because ...

- The noises in the jungle are ...

- The following things in this jungle help me to learn: ..., because ...

- Learning in the French Foundation Course is like a baby learning to walk.

- While learning to walk in the French Foundation Course the following things happen to me: ...

Interview - Group 1 - 3.5.00

Interview - Group 1 - 3.5.00

- Choose one of the drawings.
- Fill each part of the drawing with French words and phrases.
- Organise the phrases into classroom phrases such as 'Est-ce je peux avoir ...?', phrases related to the topics you have been learning about, eg le système féodal, le paysan, le baron, general words and phrases such as verbs, adjectives, grammar that you can use (such as the simple past, the future with 'aller' etc.

Here are some words you could start with:

- Je m'appelle ...
- Je suis ...
- Nous sommes ...
- Est-ce que je peux ...
- J'ai oublié ...
- Il était...
- le système féodal: le roi, les barons, les chevaliers, le paysan
- une tempête tropicale: le vent, ...
- le sud, l'ouest, l'est, le nord
- timide, important, riche, ...



Interview - Group 2 - 10.05.00

You have made lots of extremely interesting contributions about your learning in the bilingual Foundation Course over the year.

Today you are going to listen to some of the things some of you said in one of the first interviews (24.11.99).

— While you are listening to the old interview excerpts think about the following two questions:

- Do you still think in the same way about your learning? If yes, say why and give examples from your lessons.
 - Do you think differently about your learning? If yes, say why and give examples from your lessons.
-

Interview - Group 1 - 17.05.00

You have made lots of extremely interesting contributions about your learning in the Bilingual Foundation Course over the year.

Today you are going to listen to some of the things some of you said in the one of the first interviews (24.11.99).

While you are listening to the old interview excerpts think about the following two questions:

- **Do you still think in the same way about your learning? If yes, say why and give examples from your lessons.**
- **Do you think differently about your learning. If yes, say why and give examples from your lessons.**

Interview preparation for 17.05.00

Excerpts used on tape from interview of 17.11.99

1

D: It's more exciting. You don't know what you talk about. You don't know what what you 're going to do with it. You don't know all the words. It's more interesting.

2

A: I, errm, for I, I put 'the same as in English'.

I: So, the first one is 'Learning about tropical storms in French is the same as in English', yes?

A: Yes.

I: Right, OK.

A: Errm, because when you learn about them in English, you learn new words. And so, you just learn them a little bit more in French. And it doesn't really make much difference.

3

I: So, you are not really bothered about the new words being in French or in English.

A: No, you just seem to remember.

I: Good. How do you remember then? If you say you just seem to remember.

A: Well, sometimes they look the same. And sometimes you just see the word in your head and you remember a picture of it. ... something like that. Like the picture of the storms. You remember the picture in your head with all the words in.

J: Oh, yeaah.

4

J: Yes, it's like going on an adventure inside your head.

A: Yeah, it's like, once you know something, wow, I'm speaking French.

I: If you are talking about adventure, is it about ... ?

J: It's like opening a door, it's a whole new thing. It's like a room where you have never been before.

5

J: Because, even though you find it difficult, once you don't find it difficult, you find it a bit easier, and then you find it's more interesting and more fun.

D: I don't think like that. I'm not very good at it, I think it's more fun. Even if I can't do it very well, I think it's more fun.

6

A: It's, like, more interesting than in English. You're learning something new and like, it gets a bit boring after a while just learning, like, English and the saying things in English all the time. But, if you're like make it like a challenge, it's, like, more fun and interesting.

I: Right, so, do you think, the challenge is important for your learning?

A: Yes.

7

J: You need challenges. Cause, if you don't have a challenge, you don't have anything to push you to try and do it.

D: It's a lot harder.

A: You've got a challenge.

J: It's like somebody pushing you in the back.

D: As soon as you've started you can't go back.

J: The only way to go is up now.

8

A: Cause it's, like, your first language. You're brought up to know how to say things. But, like, when you're taking notice of it, when you're learning in a different language, you, like, start to think 'This is hard.' And, but we do it all the time.

Interview - Group 1 – 7.06.00

You have made lots of extremely interesting contributions about your learning in the Bilingual Foundation Course over the year.

Today you are going to listen to some of the things some of you said in the one of the first interviews (8.12.99).

While you are listening to the old interview excerpts think about the following two questions:

- **Do you still think in the same way about your learning? If yes, say why and give examples from your lessons.**
- **Do you think differently about your learning. If yes, say why and give examples from your lessons.**

Interview preparation - 7.6.00 - Group 1

Interview excerpts from 8.12.99

1

J: It would be easier, but you want it to make it at least a little bit difficult so you 've got something to aim for.

A: Yeah, a challenge.

I: So you want to aim for something. And Abi you said you want a challenge.

A: Yeah, a goal.

2

I: Do you use any of the French learned since September now? Melanie, do you want to start off this time, please?

M: Errm, sometimes you use the numbers ... things like that.

I: Yes. Do you remember the numbers without any problems?

*M: To about fifty and then it goes different and I get mixed up. And err, you can remember, when we have the tests, you can remember things like *etre* and *avoir*.*

I: Yeah. All the others? Charlotte, yes.

*C: Things like 'Je ne comprends pas.' If you don't understand it, you can just put your hand up and say that you don't understand it. And things like *Merci*.*

J: 'Can I go to the toilet?' [giggling]

3

I: Anniversary, exactly. The meaning is different, but the word is the same. So, that's one more way to remember words ... by doing what? What is a good way to remember words in French ?

A: They, like, look the same.

J: Matching the English.

I: Matching the English, Jeanne. A bit?

A: They might look the same, sometimes.

I: They might look the same sometimes. David?

D: I tried that with my mum. With the ... errr

J: oranges.

I: Yes, yeah, you told us about that, your oranges. 'orages'

A + J [repeating]: orages.

4

J: If you've forgotten, and you're really, really trying to remember you simply think of the first letter and you can remember it. You just think of the first letter if you can remember it. Something like ... you just keep making these words up until you have found the right one.

I: Can you explain that a bit more? I'm not sure I understand what you mean.

J: Well, if you forgot something like 'sometimes', errm, it begins with p, doesn't it?

I: Yes.

J: ... you just think, well, it's not something and it's not this and like you're trying to think what it is.

I: So you ...

J: You make up words. And then which one is right? And then you just remember it after a bit.

I: So, ...

J: If someone mentioned something like, err, what ... 'pa', pa, pa ... [giggling] I can't remember it.

I: 'Par...', oui.

J: parce que

I: No, parce que is because.

J: parfois

5

I: Are all these things things you do on your own or can you help each other in class with those things as well?

D: ... help each other.

M: You can help each other.

A: Both really.

J: Yeah.

6

J: If you sometimes ... if your teacher asks you to say this, to try and guess what it is in English and it's a totally new word and you don't even know how to say it, look it up, look at the brackets, and then if you say it it sounds like an English word, you can have a guess.

I: Mmmmh. Talking about pronunciation ... I'm not sure if I'm right, but ... Oh no, I want to ask you something directly: Do you start to pronounce words which you

have never come across before now in French correctly ? Do you think you start doing that now ... just guessing how to say words in French ?

J: A bit.

D: Yeah.

7

I: What do you remember [to Abilène]?

A: I remember, like, when we was reading some text in French, like you try not to say too much of the endings and you're, like, turn down the end.

Interview - Group 2 - 14.06.00

You have made lots of extremely interesting contributions about your learning in the Bilingual Foundation Course over the year.

Today you are going to listen to some of the things some of you said in the one of the first interviews (15.12.99).

While you are listening to the old interview excerpts think about the following two questions:

- **Do you still think in the same way about your learning? If yes, say why and give examples from your lessons.**
- **Do you think differently about your learning. If yes, say why and give examples from your lessons.**

Interview preparation - Group 2 - 14.06.00

Excerpts based on interview transcript from 15.12.99

1

I: What can you remember? Who wants to start? Robert?

R: Errm, I remember how to like say what is your name or who are you. How are you? All the alphabet and all the numbers. ... it's been ... good.

2

C: I learned how to ... what the European countries were, what the capitals were, cause I didn't know that before.

I: Hmmm. Good. Did you learn that both in English and in French? Or did you only learn that in French ?

C: I didn't know then before. So I think I learned them in both.

3

I: Right. What did you find more difficult to remember? The English or the French or was it the same?

C: I think it were French, cause some of them, I mean, some of the countries and that looked like English, but some of them didn't, so that it were hard at some points.

4

R: I think some of the European Unions and the countries that we had to say about in French were a lot easier to pronounce than in English.

I: Aha, give me an example.

R: Like, Belgi... , like, Allemagne ... sometimes it's a bit, you're thinking 'Ohh, what's that country?' And you might think, ohh, what did we do in French, and you probably couldn't remember what it were in English, cause you had done it all about in French.

5

I: Well, do you think this is a long time to learn a foreign language? Three or four months?

C: No, but, it's like ... it's just hard, ain't it. And it doesn't help me with my work.

6

I: Yes, good. Now, if we look at the second question, 'Do you or can you use any of the information learned in French Foundation Course since September now?' What do you think? Robert, yes?

R: Yeah, cause, say there is a French trip coming up in July next year. And, if we need to say something and, we could say it in French to, like, one of the French people, who are teaching us. And, then, like, they'll think 'Oh, well, he's learning well.' And, like, it could help us, cause if we only could say it in English and they didn't understand us, like, we'd be thinking 'Oh no.'

7

R: It's cause, like, you've been learning it and you've been thinking about it over like ... Like, if you get really stuck on a word ... in school, and you're thinking about it and thinking about it and then you think 'Ooooh, I know it now.' And then you're saying it more often and ooooh.

C: You're just used to saying the word in French than you are in English. Cause I think that when you're at school and you're doing two different languages, I think that you do speak a foreign language more than you speak your normal language within lessons. Cause, you like have, well, you have a load of a load of bilingual lessons and you have German lessons and the rest is just science, stuff like that.

8

R: Yeah.

C: I find it interesting though to do.

9

/•/ don't know if you think about how you can write, how you can read, how you can speak - any things that you can remember and you use all of the time apart from what you have mentioned already before? ... Camille?

C: Well, what I ...at home once I tried to write a story in French,

I: Hmmmm.

C: and I'm still doing it, I've got ...it took me ages, cause I didn't have like ... been using the dictionary quite a lot and what I'd know, it's been difficuU, cause, like if I can do a story in French by myself I think I can get better at French in school, because it all will help me.

I: Hmm.

C: So, I get better at it.

I: How do you write the story then ?

C: Well, I've got ...I do the things I know first, and then I look up in the dictionary what it is, but I'm not sure if I've got it right because of the masculine and feminine. So, I just like try to see if it is right.

10

C: If you take your time when reading it, you just do one page at the time. Then you 'll be able to read it.

I: Why do you think ...

C:... if you go slow with it. ..., cause Jeanne and Abileène and all that lot, could read it really quickly if they 're really good at it. But, we, like, we can do the same as them, but we just take more time.

II

I: Mmmh, what about ...you know Robert mentioned earlier the rainforest booklet and all that, he said that he found it quite simple to understand all this, do you agree with that? Dorothee?

D: Not really.

I: Not really. Did you think it was difficult?

D: Well, I found it a bit easy and a bit hard.

I: Can you explain that a bit more perhaps ?

D: Cause some words that you got look like English words that you can pick out and you can read; others you just like, you don't know them, you 've never seen thetn before.

12

I: Right. What ...if you look at these French words or French sentences and phrases what do you remember, do you remember words or phrases or sentences or ...

C:... I just remember what I know, I mean all the stuff we 've been learning since we got here I have remembered most of it, because sometimes at home I practise like I have said before and when I see words that I recognise I can do it and then when I don't understand most of the time I just try and guess what they mean cause if I can guess it right first time then it will help me. And then I know I can understand those words.

13

C: I think they are more capable than us at reading, because they get this extra help from like you giving them books and stuff.

I: But that means basically they are more capable at reading because they get extra help, not because they are necessary more intelligent.

C: That's what I'm trying to say.

I: Ahhh. OK. So, you think if I had more of these books which I could give out to you lot and you could go on reading and listening to things gradually you could build up these kind of skills as well.

C: I mean just because we don't get these tapes and that it don't mean that we aren't as good as them.

Interview - Groups 1 and 2 - 21.06.00

This will probably be your last interview.

Discuss the following points:

Related to your Bilingual Foundation Course lessons:

- What was good?
- What was not so good?
- What did you enjoy?
- What did you not enjoy?
- How could you have made your lessons better?
- How could you have contributed more?

Related to the interviews:

- What was good?
- What was not so good?
- What did you enjoy?
- What did you not enjoy?
- How could you have made the interviews better?
- How could you have contributed more?

Thank you!

Interview - Monsieur Dupont 25.5.01, 1pm

Key issues:

- Where did you get the idea for the BFC from?
- Why did you want to establish the BFC?
- What was the thinking behind it?
- What were your initial expectations?
- How have these expectations changed over the first and the second year of the BFC?
- What did you envisage as the potential benefits of the BFC (for the students, for the teachers, for the school)?
- What did you envisage as the potential difficulties or problems with the BFC (for the students, for the teachers, for the school or for anybody else)?
- Do you believe there is a difference between the envisaged benefits and difficulties or problems and the benefits and problems that became clear during the two years of the BFC that you experienced?

SOME FEEDBACK ON MY PRELIMINARY RESEARCH FINDINGS:

CLIL learning experiences as based on research findings so far - 4 main emerging topics

- Skills development (four traditional MFL skills: - reading, listening, writing, - speaking)
- Language Awareness (i.e. learners start to analyse both 1st and 2nd language)
- Thinking skills (difficult to describe, give egs.)
- Reflective learners (as side-effect of interviews? - ways to integrate into normal classroom lessons?)

Appendix D: Selected Materials referred to in Chapter 3

1 24th May 2000: timeline activity 'Medieval Realms'

Pourquoi le Parlement a-t-il développé?

- 1 Lis les pages 138 à 139 en Contrasts and Connections.
- 2 Utilise les dates en table A pour compléter la ligne chronologique.
- 3 Lis la table A 'Événements importants dans le développement du parlement, 1066 à 1500'.
 - Copie la table dans l'ordre correct dans ton cahier d'exercice. Tu dois re-arranger les 'événements' et les 'raisons' parce qu'ils ne sont pas dans l'ordre correct.

Date	Événements	Raisons
• 1066	• John signe la Magna Carta. Il doit demander les barons à propos des taxes	• la rébellion des barons contre John
• 1215	• Les 'Lords' et les 'Commons' se séparent.	• la rébellion de Simon de Montfort
• 1264	• Guillaume devient roi. Il pourrait appeler the Great Council des barons pour lui donner leur avis.	• le besoin de payer pour la guerre des Cent Ans contre la France
• 1265	• Les barons rebellent de nouveau et font Henry III leur prisonnier. Les 'Commons' rejoignent le Parlement.	• le besoin du roi d'avoir les barons de son côté
• 1337 à 1453	• Simon de Montfort est tué et vaincu à la Bataille de Evesham, mais le Parlement continue d'avoir des membres des Commons.	• le besoin de Simon de Montfort d'avoir le support de gens ordinaires

4 Extension: Réponds à la question 5 sur la page 179.

23rd September 1999: Reading Activity 'famous people'

Match the description with one of the names in the box.

Posh Spice • David Beckham • Tony Blair • William Hague • Bill Clinton Will Smith • James Bond • TinkyWinky • Mr Griffith • Queen Elizabeth
--

- 1 Elle est jeune. Elle est belle. Elle chante. Elle est mariée avec David Beckham.

Elle s'appelle _____

- 2 Il est le premier ministre anglais. Son prénom est 'Tony'. Il est membre du parti 'Labour'.

Il s'appelle _____

- 3 Il n'a plus de cheveux. Il est le chef du parti Conservatif. Son nom de famille est Hague.

Il s'appelle _____

- 4 Il est américain, Il est très grand. Il est le président des États-Unis.

Il s'appelle _____

- 5 Il est américain. Il est noir. Il joue dans le film 'Wild Wild West'. Il est bavard.

Il s'appelle _____

- 6 Il est un personnage de film, Il est grand. Son prénom est James.

Il s'appelle _____

- 7 Il n'existe pas en réalité. Il est heureux. Il est bavard. Son nom de famille est Winky. Il est vert.

Il s'appelle _____

- 8 Il est un professeur à Calow Primary School. Il est gentil. Son nom de famille est Griffith.

Il s'appelle _____

- 9 Il est marié avec Posh Spice. Il aime le football. Il joue pour Manchester United. Il est blond.

Il s'appelle _____

- 10 Elle est anglaise. Elle habite à Londres. Elle est vieille, Elle habite à Buckingham Palace. Un de ses fils s'appelle Prince Charles.

Elle s'appelle _____

12th April 2000: Locating a town in the Middle Ages

Situer une ville

Les villes se développaient souvent près d'un château pour protéger les commerçants, ou près d'un monastère pour encourager les voyageurs de passer dans leur ville.

La plupart du temps les villes étaient situées près de grandes routes, et surtout près de carrefour de routes.

- La carte montre quatre places possibles pour situer une ville - A, B, C et D.
- Dans la table il y a les critères principales pour situer une ville.
- Copie la table dans ton cahier d'exercice.
- Donne un point de 1 à 5 à chaque place.
- La meilleure place pour situer une ville est celle avec le plus de points en total.

Critères	A	B	C	D
Près de l'eau				
Près d'une route				
En sécurité d'une attaque de lamer				
Proche de villages				
Près d'un carrefour de routes				
Total				

3rd April 2000: The feudal system

Le féodalisme

- 1 Lis le texte.
- 2 Souligne les mots les plus importants.
- 3 Écris les parties les plus importantes du text en anglais dans ton cahier d'exercice.
- 4 **Basés** sur le texte essaie de dessiner une pyramide du système **féodal** en **français** et en anglais,

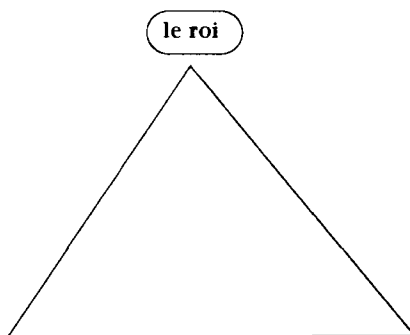
Le jour de Noël en 1066 Guillaume, le conquérant est couronné *roi* d'Angleterre,
Les barons normans qui l'ont supporté attendent leur récompense,
Ils veulent des terres,
Parce que beaucoup de nobles anglais sont partis ou morts, Guillaume a beaucoup de terres, Guillaume donne une partie de ses terres à ses *barons*.
De retour, les barons doivent promettre qu'ils vont être loyal à Guillaume et qu'ils vont trouver des soldats pour Guillaume au cas d'une guerre.
Les barons ont donné une partie de leurs terres aux *chevaliers*, leurs soldats.
Les chevaliers ont donné une partie de leurs terres aux *paysans* qui doivent travailler sur les terres.
Chaque homme doit promettre d'être loyal à leur seigneur.
Chacun doit assumer ses fonctions.
Ce système de loyauté s'appelle *le féodalisme* ou *le système feudale*.

Vocabulaire:

couronner=(to) crown, vouloir=(to) want, la terre=land, partir=(to) leave, mourir=(to) die, promettre=(to) promise, au cas de=in the case of, donner=(to) give, le chevalier=the knight, travailler=(to) work, le seigneur=the lord, assumer=(to) take/accept, le féodalisme=feudalism, le système feudal=the feudal system

Le système féodal - the feudal system

le roi
les barons
les chevaliers
les paysans



17th May 2000: History of Language worksheet

L'histoire de la langue anglaise

Before the Norman Conquest

- The history of the English language can be traced back to the arrival of three Germanic tribes to the British Isles during the 5th Century. Angles, Saxons and Jutes crossed the North Sea from what is the present day Denmark and northern Germany.
- The inhabitants of Britain previously spoke a Celtic language which was quickly displaced. Most of the Celtic speakers were pushed into Wales and Scotland. One group migrated to the Brittany Coast of France where their descendants still speak a Celtic language (le Breton) today.
- The Angles were named from **Engle**, their land of origin. Their language was called Englisc which gave us the word English.

During and after the Norman Conquest:

- In 1066, the Normans conquered Britain. French became the language of the Norman aristocracy and added more vocabulary to English. More pairs of similar words arose.
- Because the English underclass cooked for the Norman upper class, the words for most domestic animals are English while the words for the meats derived from them are French.
- Lis la liste des mots anglais et français.
- Décide quels mots anglais sont d'origine français.
- Écris les mots anglais et leurs mots français dans ton cahier d'exercice.
- Écris les mots anglais et leurs mots allemands dans ton cahier d'exercice.

Les mots anglais:

ox, cow, beef, mutton, pork, odour, smell, annual, yearly, demand, ask, chamber, room, desire, wish, power, might

Les mots français:

le boeuf, le mouton, le porc, l'odeur, annuel, une demande, la chambre, le désir, le pouvoir

Les mots allemands:

der Ochse, die Kuh, jährlich, der Raum, der Wunsch, die Macht

Appendix E: Examples of materials used in the Bilingual Foundation Course

1 Selected 'Survival' Worksheets

Trouvez le nom basé sur la latitude et la longitude.

1	51.30N	0.10O	_____
2	48.52N	4.50E	_____
3	55.45N	37.42E	_____
4	40.40N	73.58O	_____
5	10.30N	66.58O	_____
6	3.01S	60.00O	_____
7	33.56S	18.28E	_____
8	0.23N	9.25E	_____
9	28.48N	77.18E	_____
10	33.53S	151.10E	_____

- Caracas
- Le Cap
- Libreville
- Londres
- Manaus
- Moscou
- New Delhi
- New York
- Paris
- Sydney

Écrivez la latitude et la longitude pour les villes suivantes.

1	Hongkong	_____
2	Istanbul	_____
3	Los Angeles	_____
4	Montréal	_____
5	Bruxelles	_____
6	Berlin	_____
7	Dubrovnik	_____
8	Nairobi	_____
9	Bombay	_____
10	Wellington	_____

- 52.32N 13.25E
- 50.50N 4.21
- 45.30N 73.35O
- 41.02N 29.00E
- 34.00N 118.15O
- 42.40N 18.07E
- 21.45N 115E
- 18.58N 72.50E
- 1.17S 36.50E
- 41.17S 174.47E

Choisissez des villes et écrivez la latitude et la longitude.

Les forêts tropicales- 5

Le cycle de l'eau dans les forêts tropicales

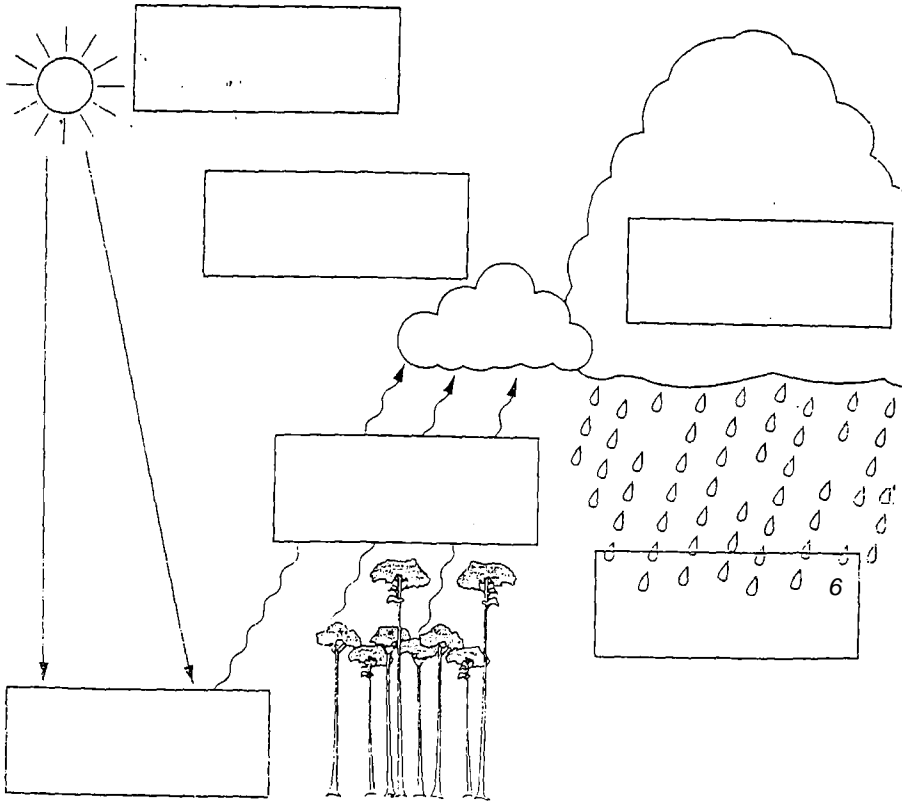
Les **arbres** ont un rôle important dans le cycle de l'eau. Ils aident à **garder** un **climat humide**.

1- **Associe** les labels en anglais et en **français**.

2- Us les labels et **associe-les** avec le dessin.

- L'eau **s'évapore** du sol et des arbres
- **pluie** forte
- le soleil est **haut**
- l'**air chaud monte** et se refroidit
- le soleil **chauffe** le sol
- la vapeur d'eau se condense et forme des nuages

- Water evaporates from the ground and trees
- sun heats the ground
- **water** vapour condenses to form clouds
- heavy rain
- warm air rises and cools
- sun rises high in the sky



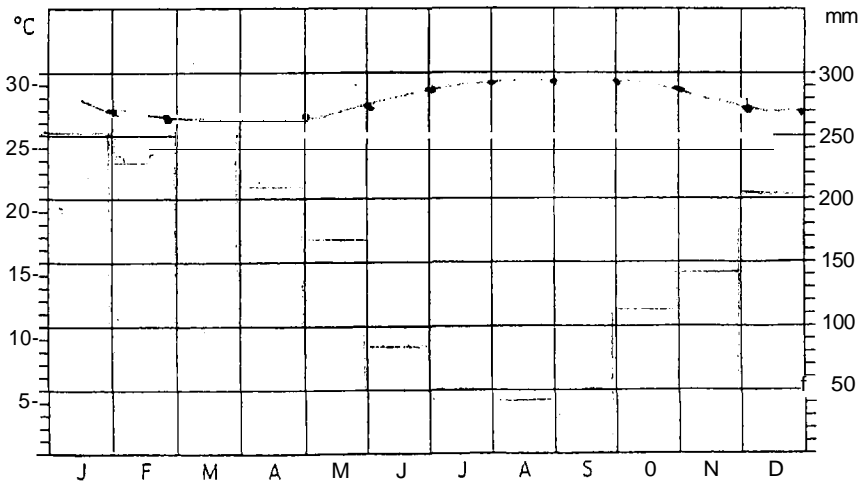
Les forêts tropicales- 6

Le climat au Brésil

Your task

- 1- Regarde les températures et les pluies pour Manaus, au Brésil.
- 2- Dessine une ligne pour montrer les températures. L'échelle est sur l'axe verticale, à gauche. Colore la ligne en rouge.
- 3- Dessine un graphique en barres pour montrer les pluies. L'échelle est sur l'axe verticale, à droite. Colore les barres en bleu.

Climate In Manaus, Brazil		
	Temperature (°C)	Rainfall (mm)
J	27	250
F	26	230
M	26	250
A	26	210
M	27	170
J	28	80
J	29	50
A	29	40
S	29	50
O	28	110
N	27	140
D	27	200



Les forêts tropicales - 7

Dessine un diagramme pour illustrer le cycle des nutriments

La boîte à mots:

nutriment - **nutrient**: food needed by trees. Nutrients come from the soil.

sol - **soil**: mixture of bits of rock and dead plants which have rotten.

humus- **humus**: When leaves fall from trees, they rot on the ground to make humus.

Briser le cycle des nutriments

Chaque arbre dans la forêt tropicale fait partie du cycle pour garder la forêt vivante. Quand les arbres sont coupés, le cycle est brisé et la forêt est en danger.

Les arbres ont besoin de nourriture: **les nutriments**. Les arbres utilisent les nutriments, le soleil et la pluie pour pousser. Les arbres stockent les nutriments. Les plantes absorbent les nutriments du sol à travers leurs racines.

Le **sol** est un mélange de roches et de plantes mortes qui ont pourri. Les roches s'érodent avec le temps et se cassent pour former les nutriments. Le sol stocke les nutriments.

Dans les forêts tropicales, les feuilles tombent toute l'année. Les feuilles pourrissent et **forment le humus**. Le humus stocke les nutriments. Avec la pluie, les nutriments vont dans le sol. Si la pluie est très forte, les nutriments vont plus profond.

Les mots utiles pour comprendre:

pousser - to grow

roche (f) - rock

feuille (f) - leave

stocker - to store

pourrir - to rot

profond - deep

absorber - to absorb

s'éroder - to weather

à travers - through

se cassent - to break

racine (f) - root

Ton travail

1- Lis le texte sur le cycle des nutriments.

2- Souligne en rouge les mots qui indiquent où les nutriments sont stockés.

3- Souligne en vert les mots qui indiquent comment les nutriments bougent dans le cycle.

Les forêts tropicales - 8

Les phases du cycle des nutriments

Ton travail

- 1- Associe les phrases en français et les phrases en anglais.
 - 2- Découpe les cercles et les fleches et colle les sur l'autre feuille de papier.
- Les cercles representent les lieux où les nutriments sont stockés.
Les fleches representent comment les nutriments bougent dans le cycle.

Réponses:

1- d	4- a	7- i
2- c	5- f	8- e
3- h	6- 3	9- a

- a- Les nutriments contenus dans le sol.
- b- Les nutriments contenus dans les arbres.
- c- Les nutriments contenus dans le humus.
- d- La pluie libère les nutriments du sol.
- e- Les feuilles tombent et pourrissent.
- f- La pluie fait pénétrer, les nutriments contenus dans le humus dans le sol.
- g- Le soleil et la pluie aident les arbres à pousser
- h- Les racines absorbent les nutriments du sol.
- i- Les roches se cassent pour former le sol.

- 1- Nutrients contained in the trees.
- 2- Nutrients contained in the humus.
- 3- Roots take up nutrients in the soil.
- 4- Nutrients contained in the soil.
- 5- Rain washes nutrients from the humus into the soil.
- 6- Sunshine and rain help trees to grow.
- 7- Rocks break down to form soil.
- 8- Leaves fall to the ground and rot.
- 9- Rain washes nutrients out of the soil.

LA METEO, LE CLIMAT

V ∞ AB

L V AIRE U LE :

Français

Anglais

il pleut

il y a des nuages

il fait beau

il y a du vent

il fait humide

Français

Anglais

il y a du brouillard

il fait chaud

il neige

il y a un orage

il fait froid

Utilise ces mots pour compléter les bulles: glace - gouttes - lourdes - légères - grosses

Les nuages sont formés de minuscules d'eau très qui flottent dans l'air.

nuage

Quand il fait très froid, les gouttes d'eau forment de la . Les gouttes sont lourdes et tombent du ciel - C'est amusant et dangereux !

neige

les gouttes d'eau s'assemblent et forment des gouttes plus et : elles tombent du ciel .

pluie

Le climat en Angleterre et au Brésil

En Angleterre, en été, il fait chaud et il fait beau.

En automne, .

En hiver, .

Au printemps, .

Au Brésil, en été, il fait chaud et il y a des orages.

En automne, .

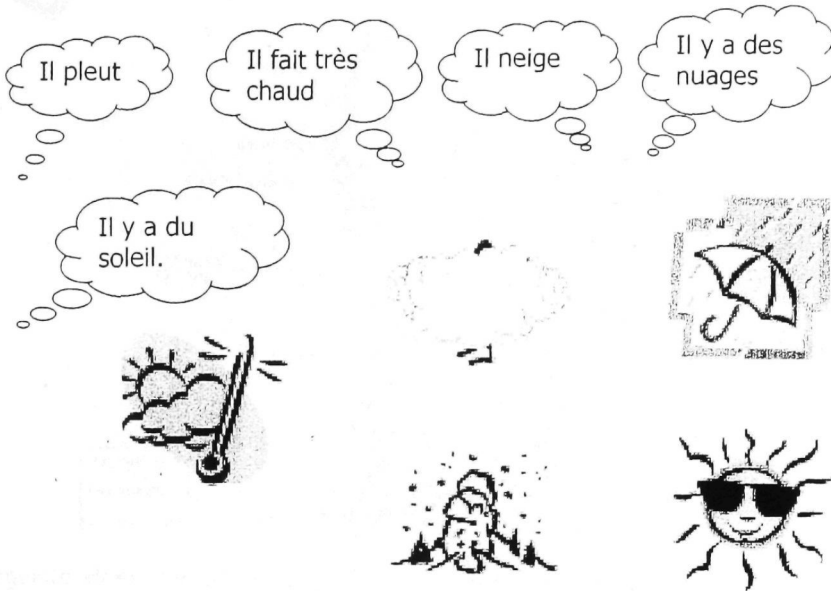
En hiver, .

Au printemps, .

La météo

Dans les régions tropicales, il fait très chaud et très humide,
Dans la forêt Amazonienne, il pleut beaucoup.

1 - Associe les images et les phrases en Français.



2- Lis le texte en Français. Dessine le temps qu'il fait dans la journée.

Le matin, il fait très chaud. Il y a des nuages tous les jours.
L'après-midi, il pleut souvent. Il y a des orages violents. Après la pluie,
il y a du soleil.
Le soir, il fait encore très chaud. Il pleut.

3 - Décris le temps qu'il fait pendant une semaine en Angleterre.

Example:

Lundi matin, il pleut. Il ne fait pas chaud. ...

Angleterre



Regarde dans ton atlas (page 10): Les îles britanniques

1. Quelle est approximativement la latitude de Chesterfield?
2. Quelles est approximativement la longitude de Chesterfield?
3. Quelles sont la latitude et la longitude de Londres?
4. Londres est la capitale de quel pays?
5. Quelles sont la latitude et la longitude d'Edimbourg?
6. A ton avis, quelle est la longitude de Greenwich, le village près de Londres?

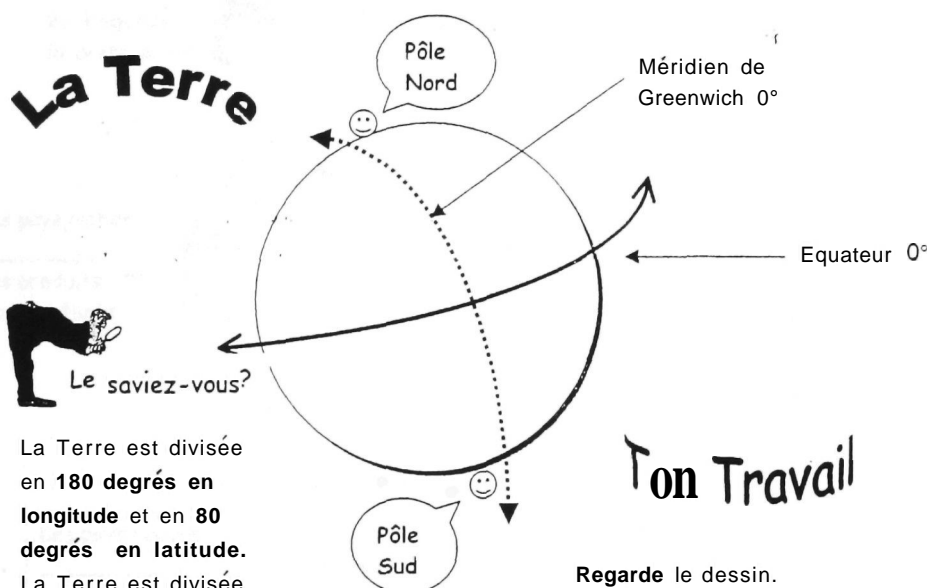
Latitude et longitude

1. The **latitude** is the distance north and south between a point on Earth and the Equator. The latitude is measured in degrees. The Equator's latitude is 0° (zero degree).

La latitude est la entre un point de la Terre et l'..... La se mesure en degrés. L'équateur a une latitude de 0° (zéro degré).

2. The longitude is the distance between a point on Earth and the Greenwich meridian. The longitude is measured in degrees. The Greenwich meridian's longitude is 0° .

La est la distance un point de la et le méridien de Greenwich. La longitude en degrés. Le de Greenwich a une longitude de 0° .



La Terre est divisée en **180 degrés en longitude** et en **80 degrés en latitude**.

La Terre est divisée en fuseaux horaires (time zones).

Every time you move away from the Greenwich meridian, also called the prime meridian, the time changes. This is the reason why when it is 12:00 p.m. in England, it is already 1:00 p.m. in France. However, time zones do not relate exactly to lines of longitude because of political boundaries of countries.

Regarde le dessin.

Ecris les mots en anglais.

Cherche sur ton atlas...

1. Le Tropique du Cancer a une latitude de $—^\circ$ nord.

Où est le tropique du Cancer?

2. Le Tropique du Capricorne a une latitude de $----^\circ$ sud.

Où est le Tropique du Capricorne?

Dessine en vert les deux tropiques.

Le commerce international et le développement mondial

1- Lis le texte.

Les pays achètent des biens et vendent des biens. Cet échange s'appelle le commerce.

Les exportations sont les biens vendus à un autre pays.

Les importations sont les biens achetés à un autre pays.

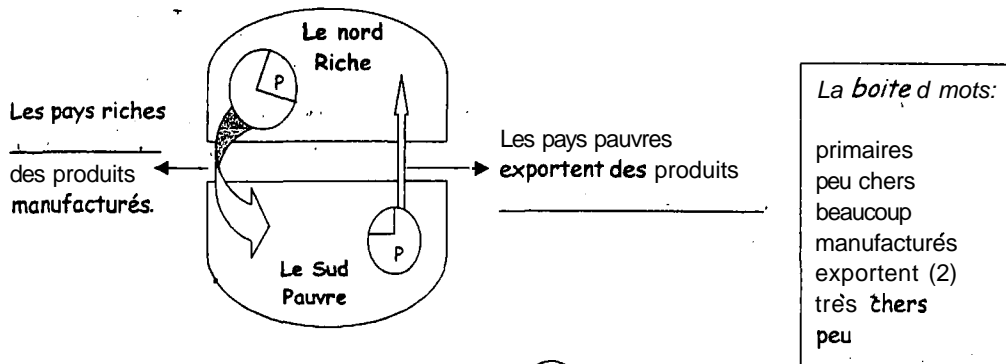
Les produits primaires sont les biens naturels comme le bois, le pétrol et les minéraux.

Les produits manufacturés sont les biens fabriqués par les hommes dans les usines

comme les voitures et les ordinateurs.

Les produits primaires sont peu chers mais les produits manufacturés sont très chers.

2- Regarde les diagrammes et complète les en utilisant les mots dans la boîte à mots!



Le cycle du développement



Les pays pauvres _____ des produits primaires qui sont _____ et reçoivent _____ d'argent. Les pays pauvres restent pauvres.

Les pays riches exportent des produits _____ qui sont _____ et reçoivent _____ d'argent. Les pays riches restent riches.

3- Explique pourquoi le commerce international est parfois injuste.

4- Quelles sont les conséquences pour le développement mondial?

Les différents styles de légendes

CanSa, Amérique du Nord, Mississippi, motag nes roceurs, ÉtatUni s, New York,océa nA ltiopp, Tiq ue d lu Cancer, équateur, tropique du capico e, canal du Pan, a, Brésil, Amériqued u Sud, océan paciqu e , Paris, Europ, Ru ssie, S sie, a, ahaA friqu ue, Nile, Le Caire, Chine, Hurajaya, Inde, Bombay,océan Indien, Indonésie, Australi e, Sydy,océan Pacifiq u, Arctique, lA glardie

[illegible]

les **pays pauvres**- the poor countries

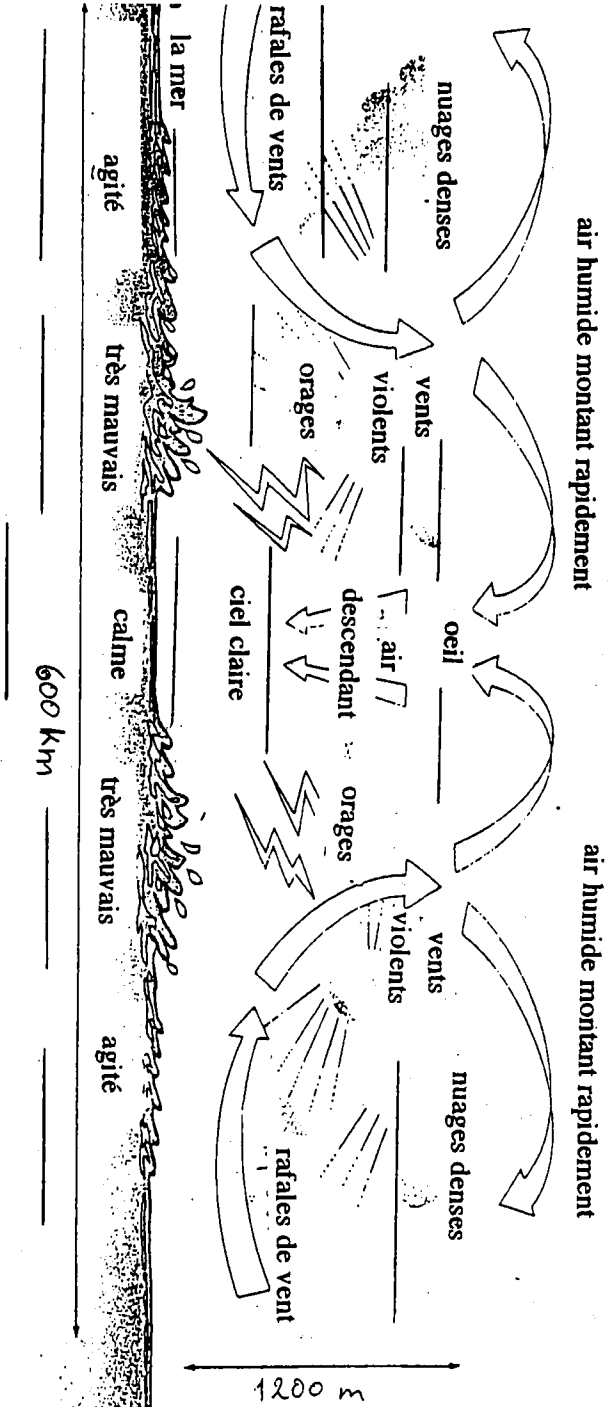
Pourquoi les pays du Sud (les pays pauvres) font du commerce avec les pays du Nord (les pays riches)? Comment cela se passe? (How do they trade?)

[illegible]

Coupe transverse d'une tempête tropicale

Écrivez le mot anglais pour le mot français.

- rapidly rising moist air
- thick cloud
- gusty winds
- violent winds
- thunderstorms
- sea
- choppy
- very rough
- calm
- air
- descending
- air
- calm



Les tempêtes tropicales

Un _____ commence avec des _____
violents et des _____ torrentielles. Les
vents violents soufflent à 250 km / heure.
Ils soufflent lentement en _____.

Un ouragan a une forme de _____,
entouré de vents _____ et tournants.

Au centre, les vents se _____ ;
c'est _____ de l'ouragan.

Les ouragans se forment dans l' _____,
dans des régions tropicales chaudes.

Here are the English words you will need to use...
but first, you will have to find their French equivalents
in the dictionary.

hurricane

rains

tunnel

mountains

winds

eyes

to calm down

spiral

ocean

Un peu de géographie

1. Sur une carte, il y a quels types d' informations ? **Complete.**

- le nom des pays
- le nom
- le nom
- le nom

2. Que représentent les numéros sur les bords d'une carte?
Complète.

-
-

C'est utile? Explique pourquoi en anglais.

3. Regarde la carte sur ton atlas page 8 et 9. Cest une carte de **l'Europe**. Utilise l'**index à la fin de ton atlas** et **réponds aux questions.**

- Un carré rouge **indique** quoi? →
- Un cercle rouge indique quoi? →
- Quelles sont les **capitales** de la France, l'Allemagne, le Royaume-Uni, l'Italie, l'Espagne, la Russie. **Complete selon l'exemple.**

→ La capitale de la France est Paris.

→ ...

- Où sont Naples, Lyon, Sheffield, Dublin, Barcelonc. **Complete selon l'exemple.**

→ Naples est **en** Italic. **Sheffield** est en Angleterre....

2 Selected 'India' worksheets

Akbar: un grand empereur en Inde.

Choisis la bonne réponse:

- 1- Akbar **était** un a) empereur
b) magicien
c) prêtre
- 2- Akbar était a) **hindou**
b) **musulman**
c) Chrétien
- 3- Akbar ne savait pas a) nager
b) lire et écouter
c) lire et écrire
- 4- Akbar était empereur en Inde en a) **mille** neuf cent quatre-vingt-dix-neuf
b) **mille** cinq cent cinquante six
c) deux mille
- 5- Quelle bataille a lieu en 1556 a) La bataille de Waterloo?
b) La deuxième guerre mondiale?
c) La bataille de **Panipat**?

Akbar: un grand empereur en Inde.

Choisis la bonne réponse parmi les mots suivants: musulmane, ennemis, tolérant, lire, 1556, bataille, écrire, violent, soldat, empereurs.

Akbar était le plus **célèbre** des.....**Mughals** en Inde. Il était de religionmais il appréciait toutes les autres religions. Il était **très**

Il était aussi **très**.....A 10 **ans**, il combattait avec son père. Akbar était **un très** bon.....Il faisait peur à tous ses.....

En....., il a fait construire la Tour de la Victoire avec les têtes de ses victimes. Il a **tué Hému** pendant la.....de Panipat.

Akbar ne savait pas.....et.....parce qu'il n'est jamais **allé** à l'école.

La boîte d mots utiles:

Il **était** - he **was**

Il combattait - he **fought**

Il faisait peur - he **scared**

Il a fait construire - he has made/ built

Le caractère et le règne d'Akbar

- Relie les phrases suivantes.
- Lis et contrôle tes phrases avec un partenaire.



Vocabulaire

- tuer = to kill
- commander = to command
- un palais = a palace
- choisir = to choose
- une mémoire = a memory
- prudent = careful
- puissant = powerful
- une armée = an army

- 1 Akbar était cruel ... • ... parce que à l'âge de 12 ans il a commandé une armée.
- 2 Akbar était courageux ... • ... parce qu'il a tué Hemu.
- 3 Akbar était intelligent ... • ... parce qu'il a tué son frère Adham Khan.
- 4 Akbar était cruel ... • ... parce qu'il a accepté plusieurs religions.
- 5 Akbar était tolérant ... • ... parce qu'il avait une mémoire superbe.
- 6 Akbar était très fort ... • ... parce qu'il a créé un empire gigantesque.
- 7 Akbar était prudent ... • ... parce qu'il avait un grand palais royal.
- 8 Akbar était riche ... • ... parce qu'il choisissait ses nobles d'une manière consciencieuse.
- 9 Akbar était intelligent ... • ... parce qu'il avait beaucoup de soldats et de nobles et une grande armée.
- 10 Akbar était puissant ... • ... parce qu'il choisissait ses mansabdars de manière prudente.



AURANGZEB était-il un bon dirigeant?

Je pense qu'Aurangzeb était un bon dirigeant parce que

Je pense qu'Aurangzeb était un mauvais dirigeant parce que

En conclusion, je pense qu'Aurangzeb était surtout (afterall) un bon/mauvais dirigeant parce que

Histoire de l'Inde

Au dix-septième et dix-huitième siècles, les Mughals ont conquis l'Inde. Les Mughals étaient une famille de musulmans qui venaient d'Afghanistan et de l'Ouzbékistan. Les empereurs Mughals ont régné pendant 200 (deux cents) ans,

L'empereur Mughal le plus célèbre était AKBAR. En 1556, il arrivait au pouvoir. Il a 13 ans. Akbar était un empereur très violent et très bon. Il n'aimait pas les révoltes et tuait tous ses opposants. Mais il était très tolérant: il était musulman mais il laissait les personnes avoir la religion de leur choix. Il a épousé une princesse hindoue. Il était un bon soldat et un bon organisateur. Il est mort en 1605,

En 1658, le dernier empereur Mughal arrivait au pouvoir. Il s'appelait Aurangzeb. Il a conquis le sud de l'Inde, mais beaucoup de personnes n'aimaient pas Aurangzeb. Il était hostile aux Hindous. Quand Aurangzeb était au pouvoir, il y a eu beaucoup de guerres. Il est mort en 1707,

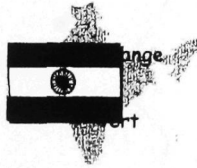
Après Aurangzeb, les Mughals ont perdu le pouvoir et les Européens ont conquis l'Inde. Les Anglais ont installé en 1600 la East India Company pour faire du commerce. Les Anglais ont gagné du pouvoir et finalement, en 1877, la Reine Victoria est proclamée "Impératrice d'Inde" (Empress of India)

Les Anglais ont dirigé l'Inde de 1858 à 1947. En 1947 l'Inde est devenue indépendante. Au Nord-Ouest de l'Inde, il y avait la Pakistan très musulman et au Nord-Est, le Pakistan très hindou. Au milieu, il y avait l'Inde, largement hindoue. Les deux Pakistans ont fait la guerre: en 1971, le Pakistan de l'Est est devenu le Bangladesh,

Il y a maintenant trois états indépendants: l'Inde, le Pakistan et le Bangladesh.



Le Pakistan : état musulman



L'Inde: état largement hindou



Le Bangladesh: état largement hindou

Vocabulaire:

Conquérir - to conquer

Régner - to reign (to have the power)

Diriger - to control

Epouser - to marry

Perdre - to lose

le pouvoir - power

la guerre - war

le commerce - trade

être proclamé - to be proclaimed

gagner - to gain, to win

devenir - to become

milieu - middle

L'histoire d'Inde

1707

Aurangzeb meurt.

Nadir Shah sacked the city of Delhi, stealing treasures worth €30 million, including the *Koh-i-Noor*, the world's biggest diamond.

1739

Nadir Shah, un dirigeant Perse, prend le pouvoir à Delhi.

The Marathas try to stop the Afghan invaders at **Panipat**, but the Moslem invaders kill 75,000 of the Hindu Marathas.

1748

Les Afghans envahissent le nord d'Inde, sous Shah Durrani.

At **Meerut**, the Indian soldiers (sepoys) rebel against the british rule.

1761

La Bataille de Panipat.
Les Afghans **battent** les **Marathas** à Panipat. Les Afghans sont musulmans, les Marathas sont hindous.

The **Afghans** invade the north of India.

1757

L'East India Company gagne la Bataille de Plassey.

Aurangzeb dies.

1829

Le **Gouverneur Général** Bentinck interdit *sati*.

The East India Company wins the Battle of **Plassey**.

1857

Rebellion à Meerut.
Les soldats indiens (sepoys) se rebellent contre les lois britanniques.

Governor **General** Bentinck outlaws *sati* (or *sutee*), where women traditionally died by burning once their husbands died.

1877

La Reine Victoria est proclamée Impératrice d'Inde.

Queen Victoria becomes Empress of India, ending centuries of Mughal rule. India becomes part of the British Empire.

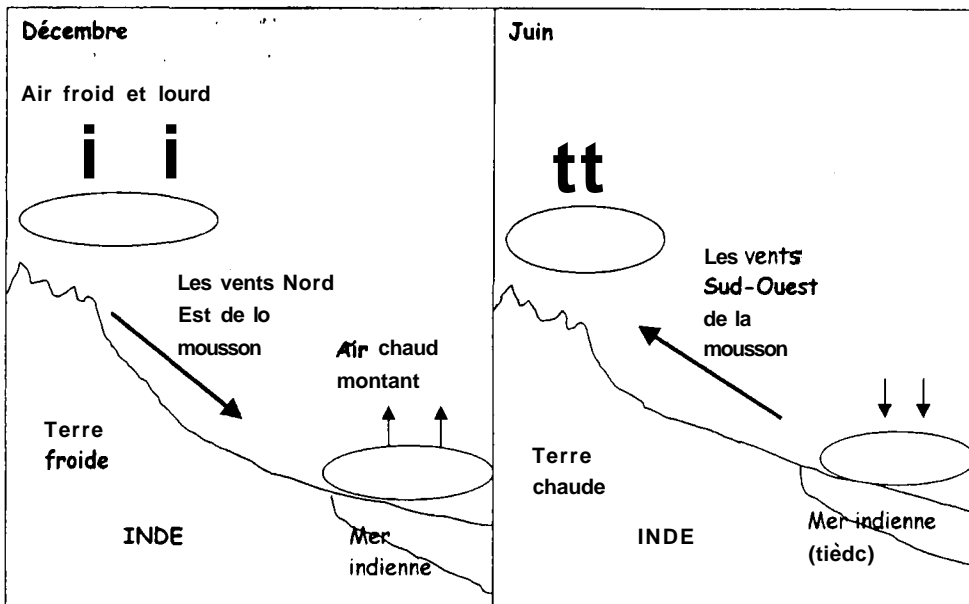
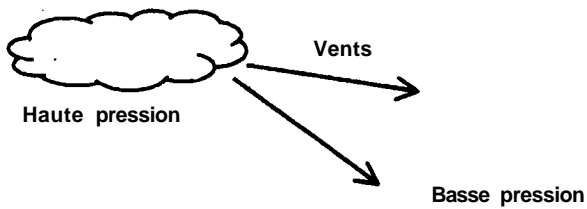
La mousson

Le climat de mousson existe surtout (mostly) en Asie du Sud Est (en Inde par exemple). Pour comprendre la mousson, il faut se rappeler : (to remember)

① L'air froid et **lourd** tombe et cause des hautes pressions.

L'air chaud et **léger** monte et cause des basses pressions.

② Les vents soufflent des zones de haute pression vers les zones de basses pressions.





Les riches

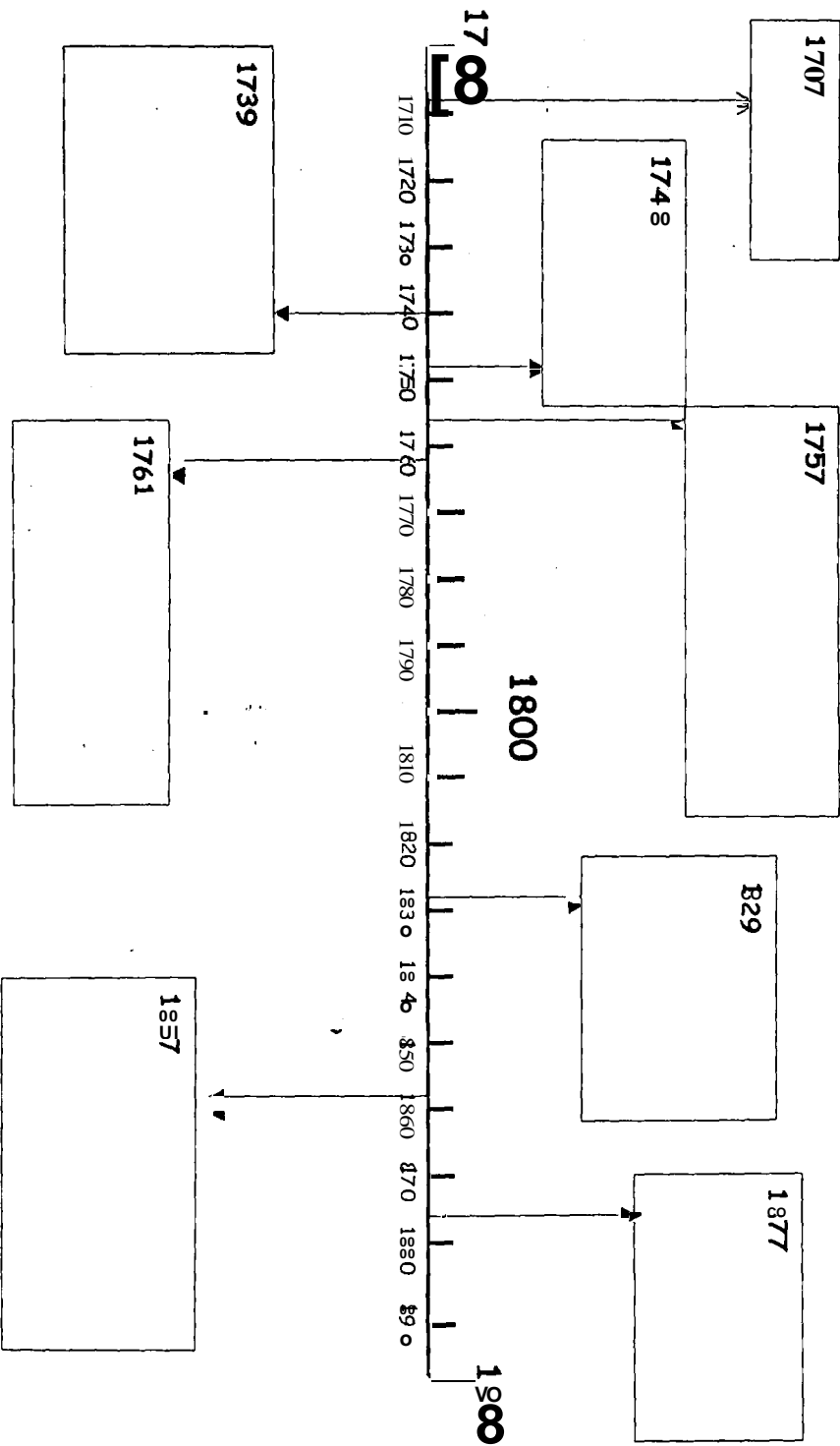


Les pauvres

Associe les phrases avec les images.

- 1- Ils ont des très beaux habits.
- 2- Ils mangent beaucoup de fruits.
- 3- Ils n'ont pas de terres.
- 4- Ils ont plusieurs femmes.
- 5- Ils n'ont pas de chaussures.
- 6- Ils ont des vieux habits (abîmés - damaged).
- 7- Ils payent beaucoup de taxes.
- 8- Ils dépensent beaucoup d'argent.
- 9- Ils ont beaucoup de bijoux (jewels).
- 10- Ils sont maltraités.
- 11- Ils dépensent beaucoup d'argent pour leurs habits.
- 12- Ils mangent une fois par jour.
- 13- Ils sont vendus comme des esclaves (slaves).
- 14- Ils dépensent beaucoup d'argent pour leurs animaux.
- 15- Ils souffrent des inondations et de la sécheresse.
- 16- Ils mangent beaucoup.
- 17- Ils ont de très grandes et confortables maisons.

Time line: the rise of the British power in India



L'Inde - mots importants et définitions en français et en anglais

- Relie les définitions et les mots anglais.
- Écris les mots français.

une colonie • le commerce • une coopérative
la déforestation • un empire • un gouvernement
l'irrigation (f.) • l'industrie (f.) • une monarchie
la mousson d'été • les tempêtes tropicales

1	empire	a country controlled by a more powerful country	_____
2	colony	the large area of territory controlled by a powerful country	_____
3	monarchy	making things in factories	_____
4	government	the ability to read and write	_____
5	trading	a group of people who pool their skills to make and sell things and then share the profit	_____
6	industry	the rainy season	_____
7	literacy	watering the land when it doesn't rain using sprinklers, ditches etc.	_____
8	co-operative	buying, selling or exchanging	_____
9	-monsoon	cutting down trees and leaving soil bare	_____
10	-irrigation	a country which has a king or queen as its ruler	_____
11	deforestation	form over warm tropical seas as a result of warm air rising and spinning	_____
12	tropical storms	the people who rule the country	_____

La rébellion de 1857 et 1858

Pendant la rébellion, les _____ ont **pratiquement** perdu (lost) le pouvoir **en** Inde. Les princes et les _____ indiens se sont **rebellés** contre (against) l'English East India Company.

La _____ a commencé à Meerut, le 10 _____ 1857.

Les soldats indiens ont **mutiné** les _____ anglais et ont **marché** sur Delhi.

La **rébellion s'est étendue** (stretched) au _____ de l'Inde.

Finalement, en 1858, les Britanniques ont **repris** le _____ de l'Inde.

Utilisez les mots suivants : rébellion - nord - Britanniques • mai - nobles - officiers

Pourquoi **une rébellion**? Les causes

Can you find which French sentence goes with which sentence in English...they have been mixed up during the mutiny!

* Les soldats indiens (sepoys) n'avaient pas beaucoup d'argent et les taxes étaient très hautes.

• La religion hindoue n'autorise pas les Hindous à traverser la mer noire (Black Sea). Les Soldats ne pouvaient pas aller dans d'autres pays.

♥ Les **nouvelles** cartouches des fusils étaient graissées **avec** de la **graisse** de cochon. Donc les religions hindoue et musulmane, les personnes ne doivent pas manger de cochon.

▲ Les Britanniques ne respectaient pas toujours les religions et les méthodes des indiens.

• Les princes et les nobles indiens ont perdu beaucoup de pouvoir et des terres.

• British did not **always** respect the religions or methods of Indians.

♥ Indian soldiers did not have a lot of money and taxes were very high.

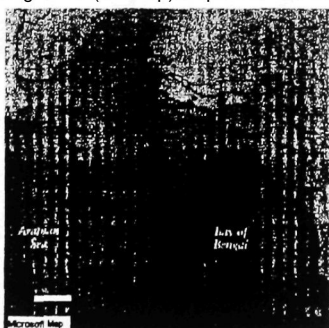
* Indian nobles and princes have lost a lot of their powers and lands.

▲ The new rifle cartridges were **greased** with pig **grease**. In both the Muslim and Hindu religions people are not **allowed** to eat pig.

• Hindu religion does not allow its disciples to cross the black **seas** to go **abroad**.

Les conséquences?

Après la rébellion de 1857-1858, la Reine Victoria va être "Impératrice" de l'Inde. Les Britanniques vont garder (to keep) le pouvoir en Inde **jusqu'en** 1947.



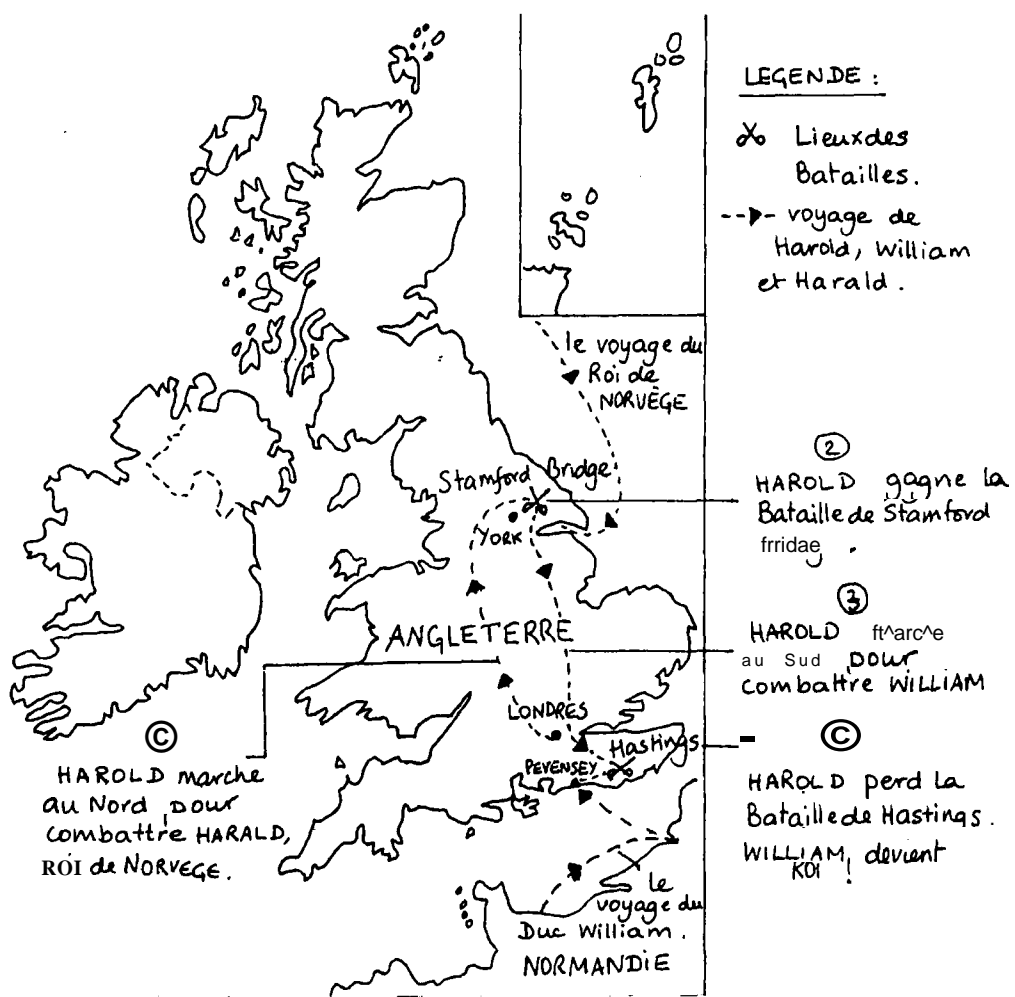
En 1947, l'Acte d'**Indépendance** Indien est signé; l'Inde et le Pakistan sont des pays **indépendants**. Ils ont un **gouvernement** propre (their own). Nehru est **élu** Premier Ministre.

British India, 1858

India's boundaries were gradually expanded after the British government took over the administration of India from the English East India Company in 1858.

3 Selected 'Medieval Realms' worksheets

La campagne de 1066: les Batailles pour le trône anglais.



Les chroniques normandes

February 1066

Harold avait promis le trône à William!

En 1064, Harold est venu en **Normandie** pour **annoncer** au Duc de Normandie une grande nouvelle. Le roi Edward d'Angleterre, **très** vieux et malade, avait décidé de faire de William son **héritier**.

Pourquoi?

En 1051, lorsque le roi Edward était plus jeune, il est venu en Normandie et William l'a aidé à **combattre** Harold. Harold était puissant et il voulait prendre le pouvoir en Angleterre. En échange de son aide, Edward a promis le **trône** à William.

En 1064, Harold est **donc** venu dire à William **qu'à** la mort de Edward, William serait couronné roi d'Angleterre.

Harold a traversé la **Manche** pour venir parler à William. Il a **prêté** serment en Normandie, jurant qu'il aiderait William à devenir le nouveau roi...

Problème?

Le 5 Janvier de notre **année**, le roi Edward est mort. Les nobles anglais ont aussitôt **couronné** Harold, nouveau roi d'Angleterre!

En acceptant le trône, Harold a renié sa promesse.

William est maintenant très en colère.

Aujourd'hui, il a annoncé;

" Je vais réunir mes hommes et construire une flotte et nous allons attaquer l'**Angleterre**. Je veux mon trône!"

INSIDE THIS ARTICLE: USEFUL VOCABULARY

héritier	Heir
renié	Broken (often a promise)
serment	Oath (a sacred promise)
couronné	crowned
flotte	fleet
aide	help
colère	anger

Les chroniques saxonnes

February 1066

William veut chasser notre Roi!

En 1064, Harold est venu en Normandie pour annoncer au Duc de Normandie une grande nouvelle. Le roi Edward d'Angleterre, **très** vieux et malade, avait décidé de faire de William son héritier.

Pourquoi?

En 1051, lorsque le roi Edward était plus jeune, il est venu en Normdridie et William l'a aidé à **combattre** Harold. Harold était puissant et il voulait prendre le pouvoir en Angleterre.

Harold a traversé la **Manche** pour venir parler à William. En route, il a été **arrêté** et William l'a obligé à faire une promesse pour rester en vie.

William lui a dit: 'Harold si tu me laisses le trône, **alors** tu es **libre** et vivant'. Harold n'avait pas le choix et il a dit **oui...mais** il avait les doigts croisés* dans son dos, **donc** sa promesse n'a pas de valeur!

Problème?

Le 5 Janvier de notre année, le roi Edward d'Angleterre est mort. La population anglaise a aussitôt couronné Harold, nouveau roi d'Angleterre! Harold est le **seul** roi possible pour notre pays: il **est** très puissant et il est anglais!

William est maintenant **très** en colère et il menace notre pays. Il veut nous attaquer et voler le trône d'Harold.

Harold est **très** puissant et il a une grande armée **fidèle**, personne ne pourra le vaincre!

* finger crossed

INSIDE THIS ARTICLE: USEFUL VOCABULARY

Arrêter	To stop
Obligé	Obliged (to do something)
Valeur	value
Puissant	powerful
Menace	threat
Voler	To steal
Vaincre	To win

L'histoire des Juifs

- 1) Le livre sacré des Juifs s'appelle l'_____.
- 2) Le père des Juifs s'appelle_____.
- 3) Dieu a dicté les lois des Juifs à Moïse. Les lois s'appellent les
_____.
- 4) Les Dix Commandements disent aux _____ comment vivre.
- 5) Les Hébreux sont le peuple élu: ils obéissent d_____.
- 6) Les Hébreux sont des_____.
- 7) Les Juifs_____en Israël, Ils se sont installés dans beaucoup de
pays,
- 8) En 1917, l'Angleterre est devenue dirigeante de l'Israël.
- 9) Entre 1939 et_____les Nazis ont tué 6 millions de Juifs en Europe.
- 10) Depuis 1948, les Arabes et les Juifs font la_____en
Israël.



Vocabulaire:

1945- Dieu - habitaient - Abraham - Ancien testament - Juifs - nomades •
Dix Commandements - guerre

L'histoire de Juifs

Le livre sacré des Juifs s'appelle _____. Les Juifs appellent leur _____ Abraham. Abraham était le chef des Hébreux. Les _____ étaient un peuple nomade (people who wander about the desert). Ils habitaient en Israël. Ils appelaient leur pays Canaan.

Pour trouver de la nourriture, les Hébreux sont allés en _____. Ils sont devenus des esclaves. _____ a aidé les Hébreux à s'échapper d'Égypte et à retourner à Canaan.

Dieu a dicté à Moïse les lois juives: elles s'appellent les _____. Les Dix Commandements sont très importants pour les Juifs. Les Hébreux (ou Juifs) sont un peuple élu: ils doivent obéir aux lois de Dieu.



Pendant 2000 ans, il y a eu beaucoup de _____ entre Juifs et les autres peuples. Les Juifs se sont installés _____ les dans beaucoup de pays.



En 1917, l'Angleterre est devenue dirigeante de Israël.

Entre 1939 et 1945, les Nazis ont tué 6 _____ de Juifs en Europe. Beaucoup de Juifs ont essayé de retourner en Israël, mais l'Angleterre ne voulait pas. En Israël, il y avait aussi des Arabes (musulmans). Les _____ et les Juifs ont commencé des guerres.

Vocabulaire:

Dix Commandements - Arabes - Ancien testament - Égypte - Moïse - Hébreux - guerres - 1945 - père - millions

La conquête normande 1

L'année des trois rois: 1066

1. Edward le Confesseur

Ce roi **saxon** est mort le 5 Janvier 1066. Il n'avait pas d'enfants.
Personne ne savait qui allait être le nouveau roi en Angleterre.

2. Harold de Wessex

Ce seigneur **était** de la famille de Edward. **Il a dit à** tout le monde que Edward voulait qu'il devienne roi. En 1066, il **est couronné** roi à Westminster Abbey.

3. Guillaume de Normandie

Le **Duc Guillaume** a dit **que** Harold lui avait promis le trône d'Angleterre.
Harold **a** brisé sa promesse.

1066: trois faits importants

Au début de 1066, Edward **était** roi - mais il meurt. Harold est proclamé roi.

Avant la fin de 1066, **Guillaume** sera le nouveau roi.

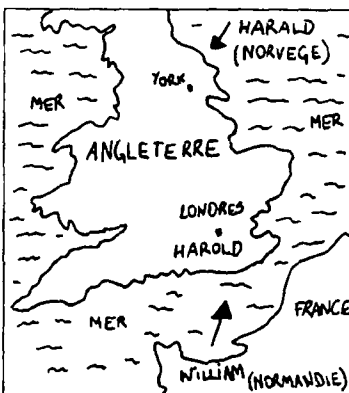
Mais en **Norvège**, Harold Hardrada pense qu'il doit être le nouveau roi d'Angleterre et de **Norvège**.

En 1066, Harold de Wessex est le roi d'Angleterre. Mais **Guillaume** de Normandie et Harold de **Norvège** ne sont pas satisfaits. **Ils** veulent envahir (attaquer) l'Angleterre. **Guillaume** par le Sud et **Harald** par le Nord.

Qui sera le premier?

Harold pensait que **Guillaume** serait le premier au Sud.

Harold **plça** son armée vers Londres pour attendre **Guillaume**!



La boîte d mots:

Roi (king)/ proclamé (proclaimed)/ premier (first)/ promis (promised)/ attendre (to wait)/ avant (**before**)

La conquête normande 2

✍

Harold attend **Guillaume** au Sud. Il attend et il attend encore. Mais Guillaume ne peut pas venir car les vents sont trop forts.

Harold n'a pas assez d'argent pour nourrir les soldats et les **chevaux**. En Août, il envoie la moitié des soldats de la maison pour les récoltes.

Harold va à Londres pour attendre.

Mais au Nord, malheur! Harold de **Norvège** attaque!

Harold rassemble une élite de soldats (the best ones) et marche vers York en 5 jours. La bataille se passe à **Stamford Bridge**. Harold de **Norvège** est tué, son armée est battue (beaten).

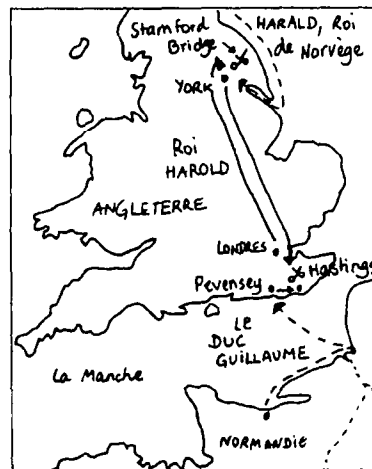
Pendant que Harold était au Nord, **Guillaume** arrive au Sud de l'Angleterre à **Pevensey**. Il a emméné des soldats et des chevaux (fighting men and horses).

L'armée marche vers Hastings. A Hastings, il construit un château.

Harold revient de York et le 14 **Octobre** 1066, **Guillaume** et Harold se battent à Hastings pour le trône d'Angleterre.

Le vainqueur (winner) sera le nouveau roi d'Angleterre.

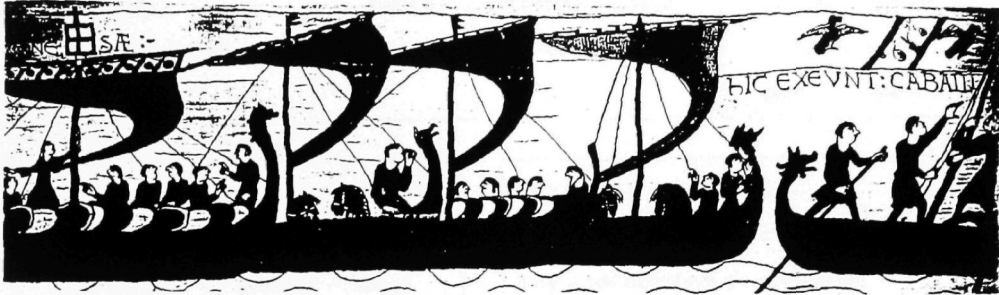
✍ Les campagnes de 1066



La boîte d mots:

Assez (enough)/ argent (money)/ nourrir (to feed)/ moitié (half)/ récolte (harvest)/ malheur (misfortune)/ rassembler (to gather)/ emmener (to bring)/ château (castle)

Les normands envahissent...



Harold a attendu tout l'été Guillaume de Normandie, mais finalement il a battu Harald au Nord de la bataille de Stamford Bridge.

Au Sud, les vents changent. Les bateaux de Guillaume arrivent sur les côtes anglaises le 28 septembre 1066. Ils arrivent de Pevensey. L'armée marche vers Hastings. Personne n'arrête les soldats et les chevaux.

Guillaume a emmené des archers, des soldats d pied, des cavaliers et des chevaux.

A Hastings, il construit deux châteaux en bois.

Harold reçoit la nouvelle. Il marche vers le Sud avec son armée. Des personnes joignent l'armée en marche.

La boîte de mots:

Bateau (ship)/ côte (coast)/ personne [*here*- nobody]/ arrêter (to stop)/ **emmener** (to bring)/ *archer* (archer)/ soldat d pied (foot soldier)/ cavalier (knight)/ construire (to build)/ bois (wood)/ recevoir (to receive)/ nouvelle (news)/ joindre (to join in)

✂ Cut out the picture on this page from the Bayeux Tapestry. Cut out the picture and map on the sheet called "Normandy and England".

Stick the pictures and maps in your book and colour them.

Write sentences saying WHEN William came, How he came, (describe the ships), WHERE he landed and WHO he brought.

4 Selected ‘Local Study’ worksheets

Décrire une ville

À	Chesterfield	il y a	beaucoup de lots of	maisons houses
in	Hady	there is	quelqucs some	jardins gardens
	Baden Powell Road	there are	plusieurs a few	voitures cars
				gens people

il n'y a pas de	jardins gardens
there isn't any	parking parking space
there aren't any	ordures rubbish

il n'y a pas beaucoup d'arbres
there aren't many trees
il n'y a pas beaucoup de circulation
there isn't a lot of traffic

C'est	très very	sale dirty	peuplé busy
It's	un peu a bit	propre clean	amical friendly
	assez fairly	bruyant noisy	moderne modern
Ce n'est pas	it isn't	silent quiet	vieux old
		agréable pleasant	bien construit well-built
		bien situé pour les magasins convenient for the shops	
		populaire popular	beau beautiful

Les maisons sont	grandes big	Les jardins sont	grands big
The houses are	pctites small	the gardens are	pctits small
	confortables		
	confortable		
	des pavilions		
	detached		
	jumelées		
	semi-detached		
	belles		
	beautiful		
	vieilles		
	old		
	modernes		
	modern		

Introduction à l'histoire des usines de coton

- Lis le texte **français**.
- Note les dates et **événements** importants.
- **Reécris** le texte en anglais dans tes propres mots.

Le coton était **importé** en Angleterre à partir du **16ième** siècle. Au début, on le mélangait avec du **lin**. A partir de 1750 les premiers produits de coton pure ont été produits en Angleterre. Les importations des colonies **américaines** et de la **Jamaïque** ont augmenté graduellement.

L'**industrie** de coton s'est développée surtout en trois régions: le nord-ouest de l'Angleterre, les Midlands (avec le centre à Nottingham) et la vallée de Clyde en **Écosse** (entre Lanark et Paisley). A partir de 1780 l'industrie s'est surtout **con-**
centrée dans la région du Lancashire dans les environs de Oldham, Bolton et Manchester. A la fin du **18ième** siècle une large partie de la population du Lancashire dépendait de l'industrie du coton.

En 1802 l'industrie du coton présentait environ **4 à 5 %** du produit **national** brut. En 1812 350.000 personnes travaillaient dans l'industrie du coton.

Importation du coton entre 1701 et 1800

1701	1.985.686
1710	715.008
1720	1.972.805
1730	1.545.472
1741	1.645.031
1751	2.976.610
1764	3.870.392
1775	4.764.589
1780	6.766.613
1800	56.010.732

Exportation de produits de coton de la Grande Bretagne entre 1701 et 1800

1701	£23.253
1710	£5.698
1720	£16.200
1730	£13.524
1741	£20.709
1751	£45.986
1764	£200.354
1780	£355.060
1787	£1.101.457
1790	£1.662.369
1800	£5.406.501

Les magasins et services - *Shops and services*

• Trouve les mots en anglais dans ton dictionnaire.

- 1 l'épicerie (f.) _____
- 2 l'agence immobilière (f.) _____
- 3 la laverie automatique _____
- 4 la boulangerie _____
- 5 la boucherie _____
- 6 la friterie _____
- 7 l'auto-école (f.) _____
- 8 le marchand de joumaux _____
- 9 le magasin de disques _____
- 10 le magasin de vêtements de femmes _____
- 11 la compagnie de taxi _____
- 12 le magasin d'exposition de voitures _____
- 13 le marchand de fruits et légumes _____
- 14 la pharmacie _____
- 15 le magasin de bricolage _____
- 16 la banque _____
- 17 le bureau de la société de crédit immobilier _____
- 18 le restaurant _____
- 19 la poste _____
- 20 le magasin de chaussures _____

Les *mo-yens* de transport

1 à pied

2 la bicyclette

3 la voiture

4 le bus

5 le camion

6 le train

7 le tram

8 l'avion

9 le cheval

10 ia moto



A on foot

B bicycle

C the car

D the bus

E the lorry

F the train

G the tram

H the plane

I the horse

J the motorbike

Deux parcs nationaux anglais décrit par un suisse francophone

- Here are two texts written by a Swiss student who travelled through Britain by train and who was a student in Manchester.
- Read the two texts and write down in English the key information from both texts.
- Include the following information:

TEXT 1

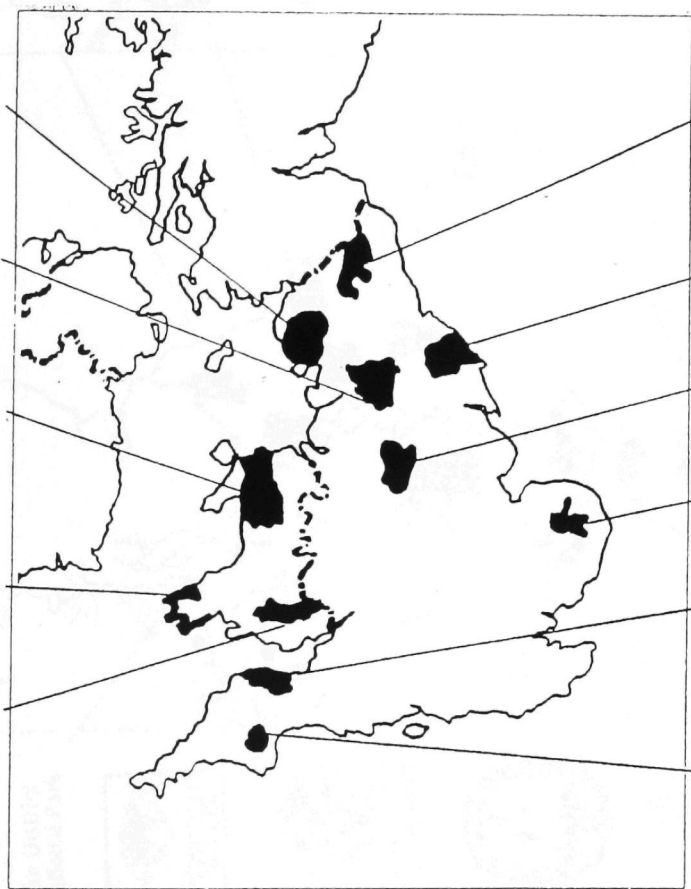
- Where is the Lake District?
- Why is the Lake District called Lake District?
- What is the weather like in the Lake District?
- What do people do in the Lake District?
- What are the mountains in the Lake District like compared to the Swiss mountains?
- What does he think in general about the Lake District?

Le Lake District est une sorte de Parc National situé au Nord-Ouest de l'Angleterre. C'est une région "**montagnarde**" que j'ai visitée avec deux amis. Il n'y fait que **pleuvoir**, malheureusement! Le district est appelé "Lake District" à cause de ses lacs, bien oui, tout simplement. Les gens y viennent louer de petits bateaux et faire des promenades en montagne. Celles-ci sont bien petites par rapport à nos monts **helvétiques**. Toutefois, on y trouve des **moutons** quasiment partout, même à la cime des plus hauts sommets. C'est un beau coin.

TEXT 2

- What is the region like?
- What is there in the region?
- What does it resemble?
- What means of transport can you use to explore the Peak District?
- What sort of animals do you see a lot in the Peak District?

C'est une autre réserve naturelle. La région est variée. Il y a **quelques** monts, des **forêts**, mais aussi des étendues "sèches" ressemblant aux paysages **écossais**. On peut y **tourner en vélo**. Comme dans **la quasi-totalité de la** Grande Bretagne, il y a des moutons, toujours des moutons, encore des moutons ...

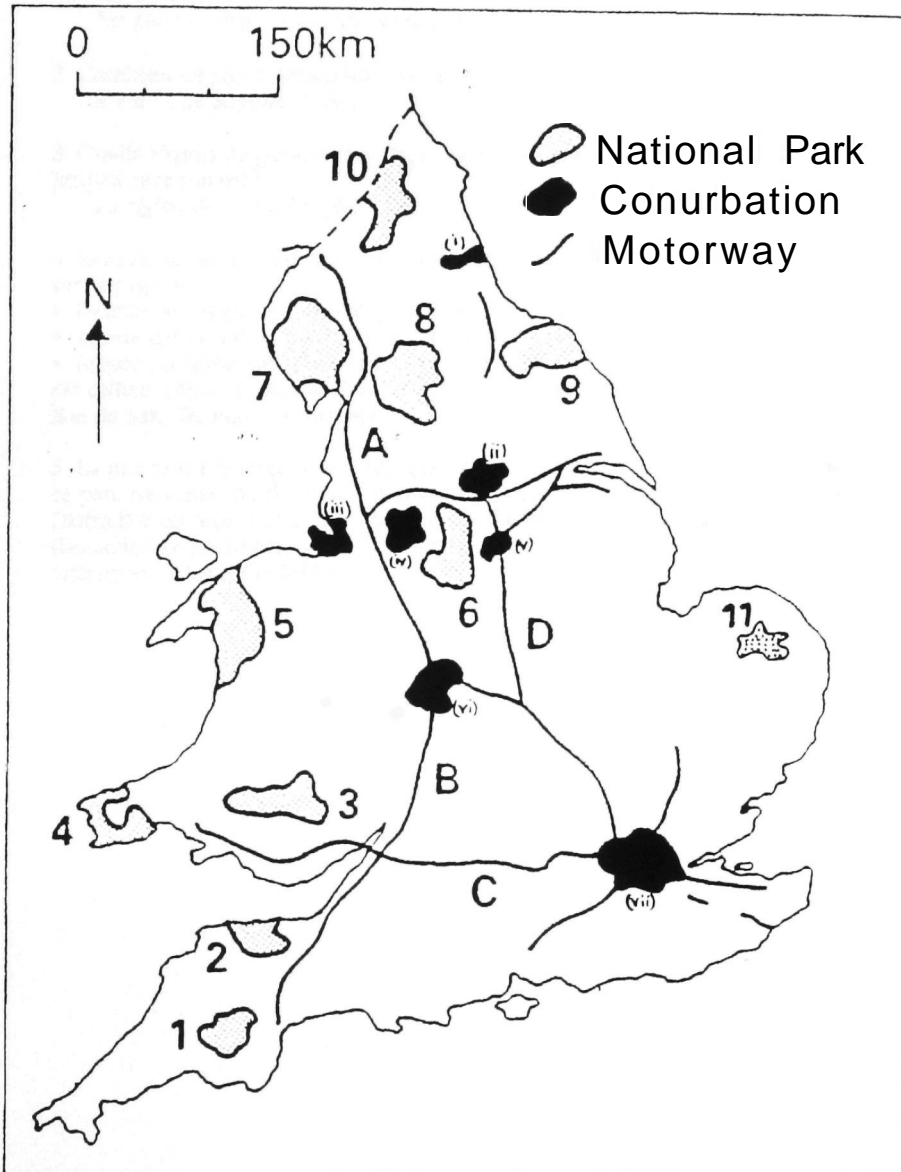


NAME: _____

ACTIVITY SHEET 1

Form: _____

NATIONAL PARKS



Les **parcs** nationaux en **Angleterre** et au pays de Galles

Regarde la carte sur la page 43.

1 Nomme les **parcs nationaux** en Angleterre et au pays de Galles.

Copie les phrases dans ton cahier et **complète** les phrases:

Les **parcs** nationaux en **Angleterre** sont *The Broads*, ...

Les **parcs** nationaux au pays de Galles sont ...

2 Combien de **parcs** nationaux **y-a-t-il** au pays de Galles?

Il ya ... au pays de Galles.

3 Quelle région de population dense a été le plus loin des parcs nationaux jusqu'à récemment?

La région de ... a été le plus loin ...

4 Regarde le dessin ci-dessous. Ce dessin est une copie **simplifiée** de la photo sur la page 42.

- Dessine le même dessin plus grand dans ton cahier d'exercice.
- Ajoute des couleurs pour faire le dessin plus **clair** et plus beau.
- Ajoute **les** noms des places suivantes sur le dessin: *des montagnes (mountains), des collines (hills), le lac (lake), la forêt, la région d'agriculture (farmland), l'information du parc, les maisons (houses)*

5 La photo sur la page 42 est typique pour un parc national. Écris une carte de ce parc national (ou d'un **parc** national que tu **connaît**, par exemple du Peak District) à un ami. Inclus les mots suivants dans ta carte: *vallonné (hilly), beau (beautiful), calme (quiet), paisible (peaceful), naturel (natural), joli (lovely), attractif (attractive), relaxant (relaxing)*

5 Examples of worksheets prepared for Anne Frank day

Anne Frank

née le 12 juin 1929, morte à Bergen-Belsen en 1945



1929

- Anne est née le 12 juin 1929 à Francfort (en Allemagne)

1933

- Anne et sa famille partent de Francfort, parce que la vie pour les juifs devient de plus en plus difficile avec le gouvernement de Hitler et son parti nazi.
- Otto Frank, le père d'Anne, ouvre une nouvelle firme à Amsterdam (au Pays-Bas)

1934

- Anne va à l'école Montessori à Amsterdam. Elle apprend le néerlandais.

1942

12 juin Anne a treize ans. Elle reçoit comme cadeau d'anniversaire un journal.

6 juillet La famille Frank et la famille van Daan se cachent.

Pendant deux ans des néerlandais leurs donnent à manger.

1944

1 août Anne écrit pour la dernière fois dans son journal.

4 août Les familles Frank et van Daan sont arrêtées,

2 septembre Anne et sa famille sont transportées à Auschwitz (avec le dernier transport).

Fin octobre Anne et sa sœur Margot sont transportées à Bergen-Belsen (camp de concentration pour femmes)

1945

Anne meurt à Bergen-Belsen à l'âge de 16 ans.

Relle les phrases en anglais avec les phrases en français.

- 1 Anne is born on 12 June 1929 in Frankfurt.

2 ~~Anne and her~~ family leave Frankfurt in 1933, because the life for Jews becomes difficult after ~~Hitler~~ has become German ~~chan-~~
~~celler~~.

4 In 1934 Anne starts as a pupil at Montessori School in Amsterdam. She learns Dutch.

5 For her 13th birthday in 1942, ~~Anne~~ is given a diary.

6 In July 1942, the Frank and van Daan families go into hiding.

7 ~~On~~ the first ~~August~~ 1944, Anne writes in her diary for the last time;

8 On 4 August 1944, the Frank and ~~van~~ Daan families are arrested.

9 ~~On~~ 2 September 1944, Anne and her ~~family~~ are-transported to Auschwitz concentration camp.

10 ~~In~~ 1945, ~~Anne dies at the age~~ of nearly 16 at Bergen-Belsen con-
centration camp.
- A Anne ~~et sa famille~~ partent de Francfort, parce *que* la vie pour les ~~Juifs~~ devient difficile avec ~~Hitler~~ comme ~~chancelier~~.

B Anne est ~~nie~~ le 12 juin 1929 i. Francfort.

C Pour ~~sen~~ ~~treizième~~ anniversaire ~~Anne~~ reçoit un journal.

D En juillet 1942, les familles Frank et van Daan se cachent.

E Le premier aodt 1944, Anne écrit dans *son* journal pour la ~~dernière~~ fois.

F Le deux ~~septembre~~ 1944, Anne et sa fmille sont tranportés au camp de ~~concentration~~ à ~~Auschwitz~~.

G En 1945, ~~Anne meurt~~ à l'âge de presque 16 ans au camp de concentration à Bergen-Belsen.

H Le quatre août 1944 les familles Frank et van ~~Daan~~ sont arrêtés.

I En 1934, Anne ~~commence~~ à l'école ~~Montessori~~ à Amsterdam. ~~Elle apprend~~ le néer-
landais.

Les solutions sont:

- | | |
|-------|-----|
| 1 - B | 6 - |
| 2 - | 7 |
| 3 - | 8 |
| 4 - | 9 |
| 5 - | 10 |

Appendix F: Examples of students' work in the Bilingual Foundation Course

Relle les phrases en anglais avec les phrases en français.

- 1 Anne is bom on 12 June 1929 in Frankfurt.

2 ~~Anne and her~~ family leave Frankfurt in 1933, because the life for-Jews becomes difficult after Hitler has become German chan-celler.

3 In 1934 Anne starts as a pupil at Montessori School in Amsterdam. She learns Dutch.

4 For her 13th birthday in 1942, Anne is given a diary.

5 In July 1942, the Frank and van Daan families go into hiding.

6 On the first August 1944, Anne writes in her diary for the last time.

7 On 4 August 1944, the Frank and van Daan families are arrested.

8 On 2 September 1944, Anne and her family are transported to Auschwitz concentration camp.

9 In 1945, Anne dies at the age of nearly 16 at Bergen-Belsen con-centration camp.

A Anne et sa famille partent de Francfort, parce que la vie pour les Juifs devient difficile avec Hitter comme chancelier.

B Anne est née le 12 juin 1929 à Francfort.

C Pour son treizième anniversaire Anne reçoit un journal.

D En juillet 1942, les familles Frank et van Daan se cachent.

E Le premier août 1944, Anne écrit dans son journal pour la dernière fois.

F Le deux septembre 1944, Anne et sa famille sont tranportés au camp de concentradon à Auschwitz.

G En 1945, Anne meurt à l'age de presque 16 ans au camp de concentration à Bergen-Belsen.

H Le quatre aodt 1944 les familles Frank et van Daan sont arrêtés.

I En 1934, Anne commence à l'école Montessori à Amsterdam. Elle apprend le néer-landais.

Les solutions sont:

- 1 - B

2 - A

3 - I

4 - C

5 - p

6 - E

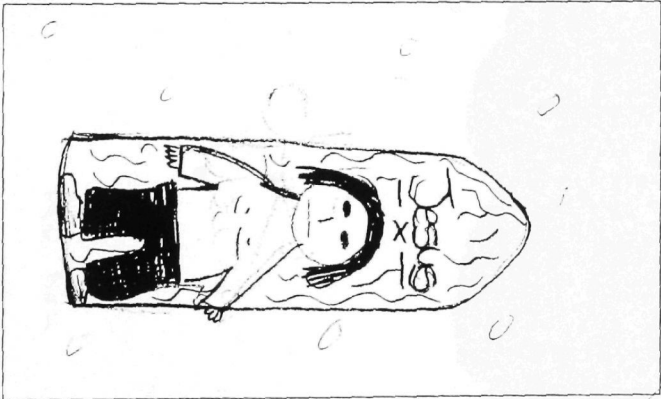
7 - H

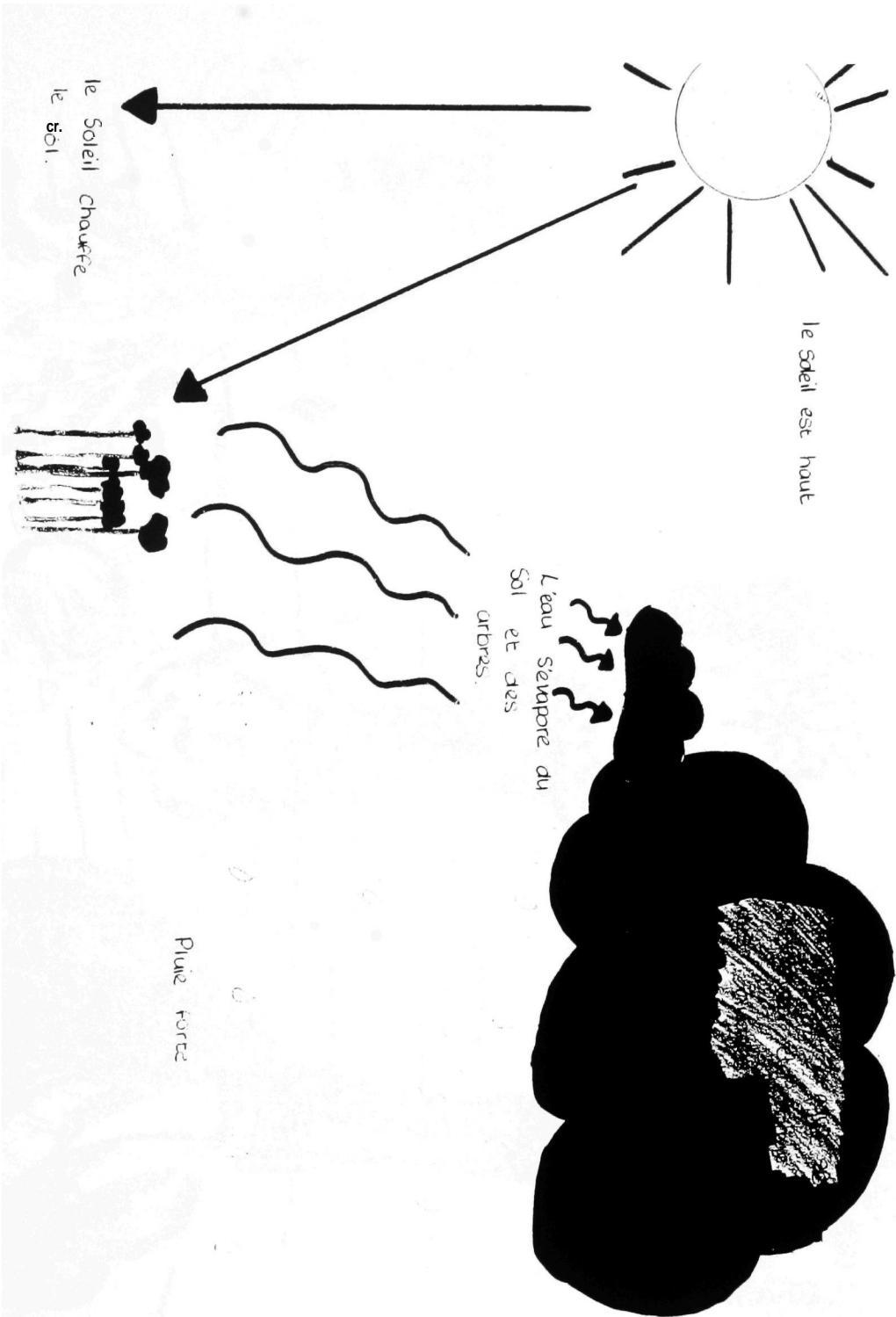
8 - F

9 - G

Le samedi et
le dimanche
d'Épiphane.

<i>En français</i>	<i>En anglais</i>
C'est le _____ jour de la Semaine Sainte	
Samedi: Le corps de Jésus était mis dans une tombe. Dimanche: les amis de Jésus sont allés à la tombe. Jésus n'était pas dans la tombe. Il était vivant. C'était la résurrection.	Jesus was put in the tomb Jesus was not in the tomb when his friends came. He was alive again









Si le soleil
est tout

1

l'air chaud
monte et se
refroidit



la vapeur d'eau
se condense
et forme des
nuages

L'eau s'évapore
du sol et
des arbres

7 0 0 0 0 0
0 0 0 0
0 0 0 0
D 0 0 0 0
0 0 0 0
6 0 0 0

Pluie forte



soleil chauffe
sol

Bonjour !

6, Netherleigh Cottages
Dark Lane,



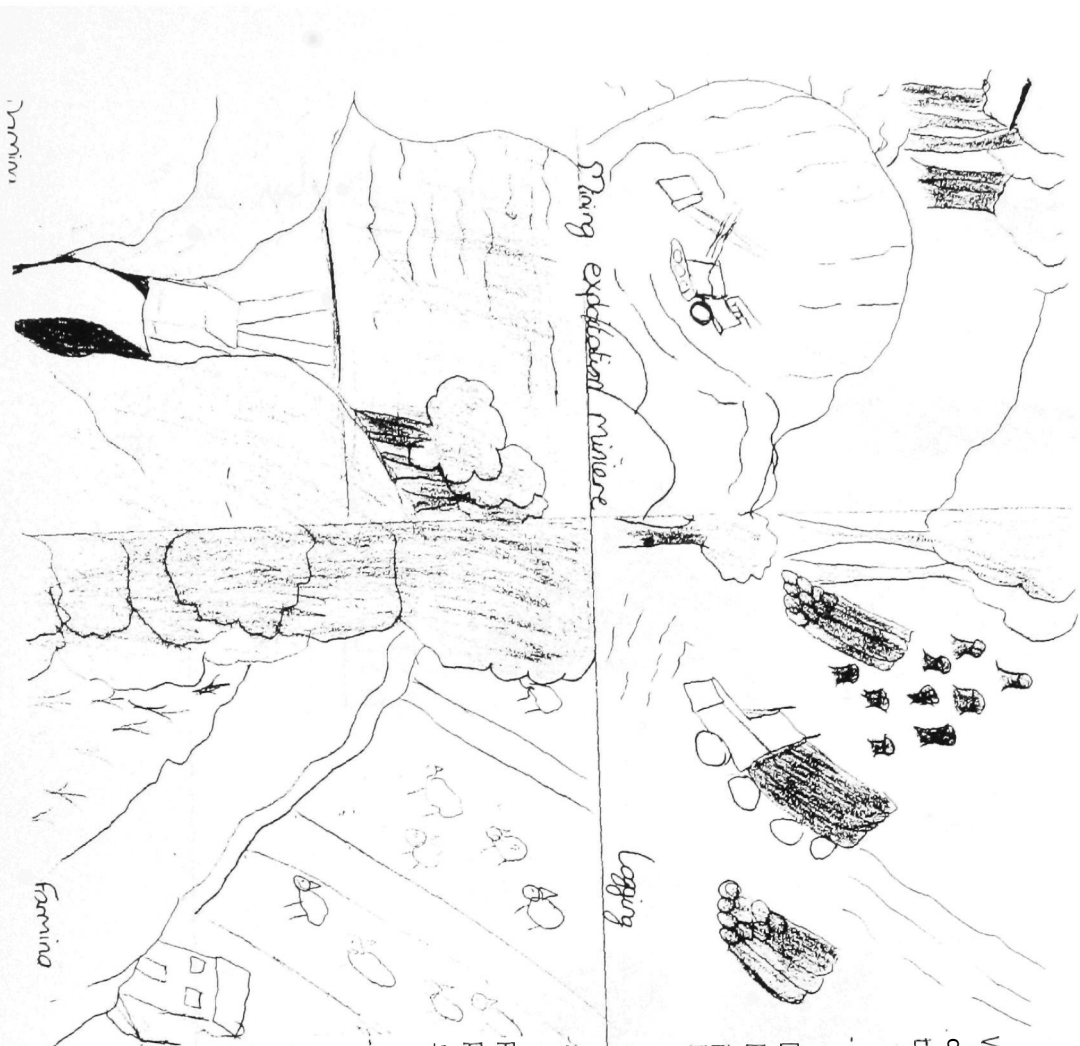
Mardi, Vingt-deux, mai, deux mille.

Chere Isabelle,
Comment ca va? Moi je vais bien! Depuis avril j'ai
appris des informations sur le Moyen-Age, Les
chateaux, le roi Guillaume, les paysans, les barons, les
chevaliers. Je suis alle a Conisbrough Castle est
genial tres bien ! As-tu fait de choses pareilles ?

Ecris moi-vite !!!

Salut !





Problems

When trees are cut down, rain washes away the soil.

Destroys trees and soil. Poisonous waste gets into the rivers.

Takes nutrients from the soil. Crops can only be produced for a few years.

Water floods large areas of forests. Trees and animals are destroyed.

Benefits

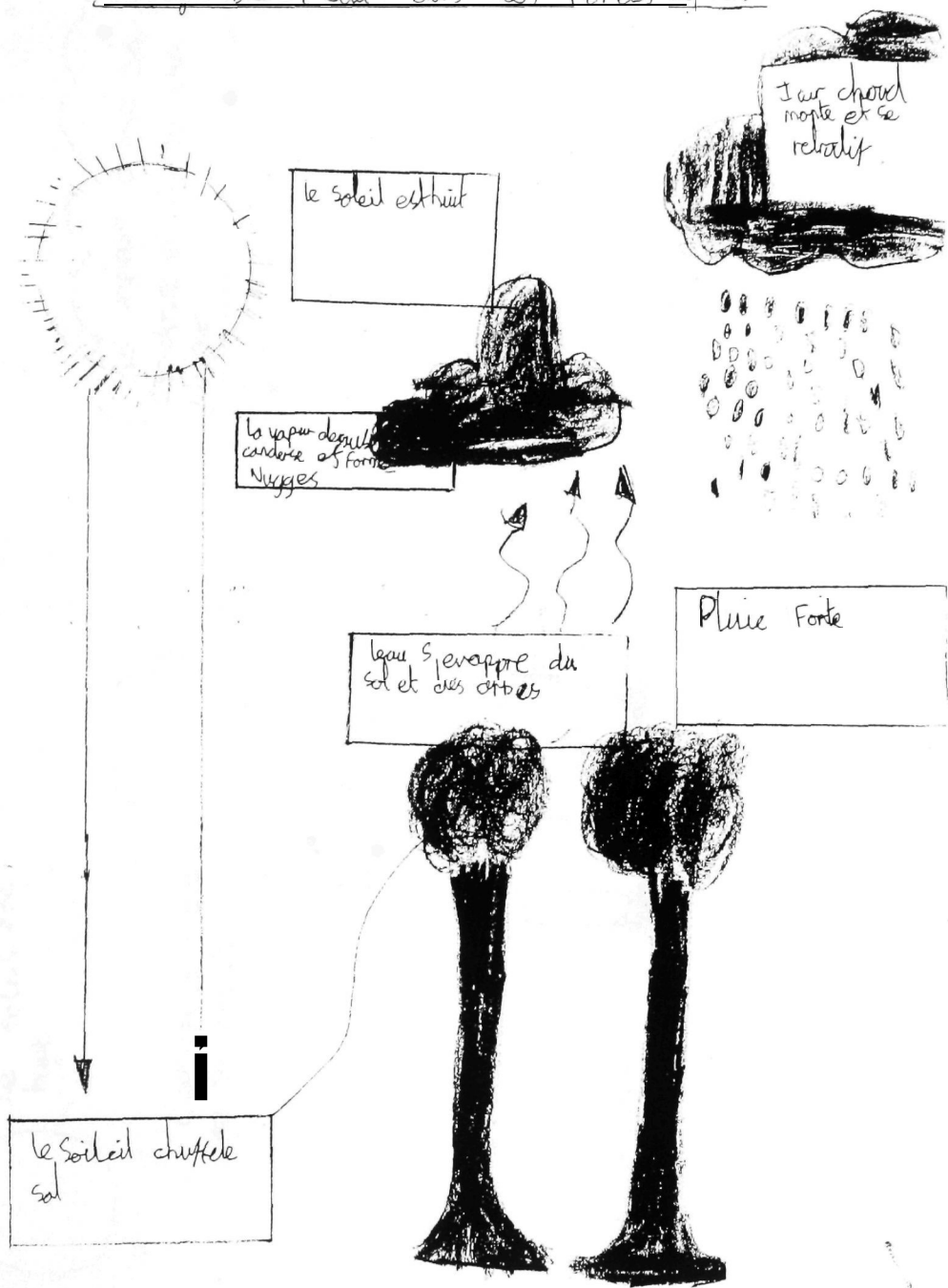
Produces oil for people in Brazil, or sold to other countries.

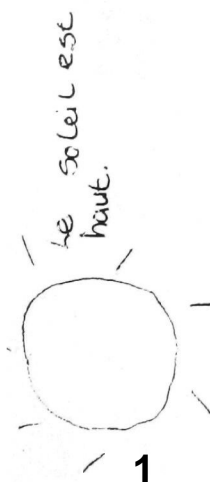
Produces minerals such as iron, copper and silver. These can be sold to other countries.

Produces electricity, which can be used in towns and factories.

Produces goods which can be sold to other countries.

Le cycle de l'eau dans les Forêts tropicales





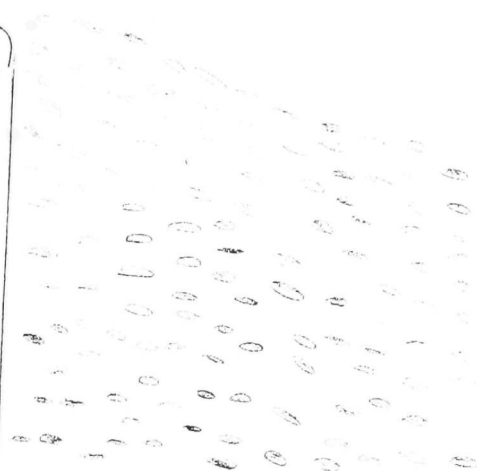
Le soleil est haut.



L'eau s'évapore du sol et des arbres.



Le soleil chauffe le sol.



Pluie forte

le soleil est
haut

l'air chaud
monte et se
refroidit

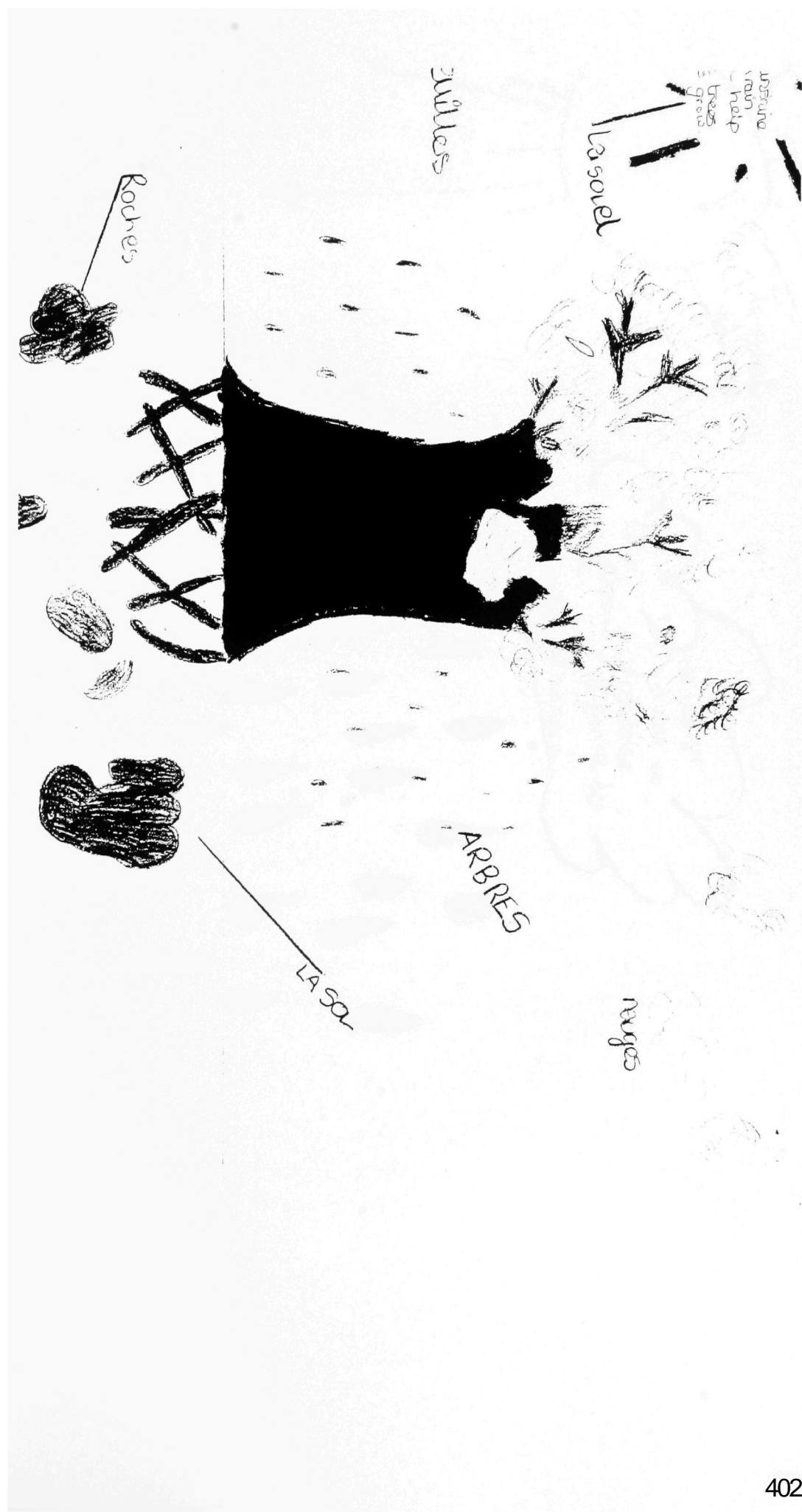
la vapeur d'eau
se condense et
forme des nuages

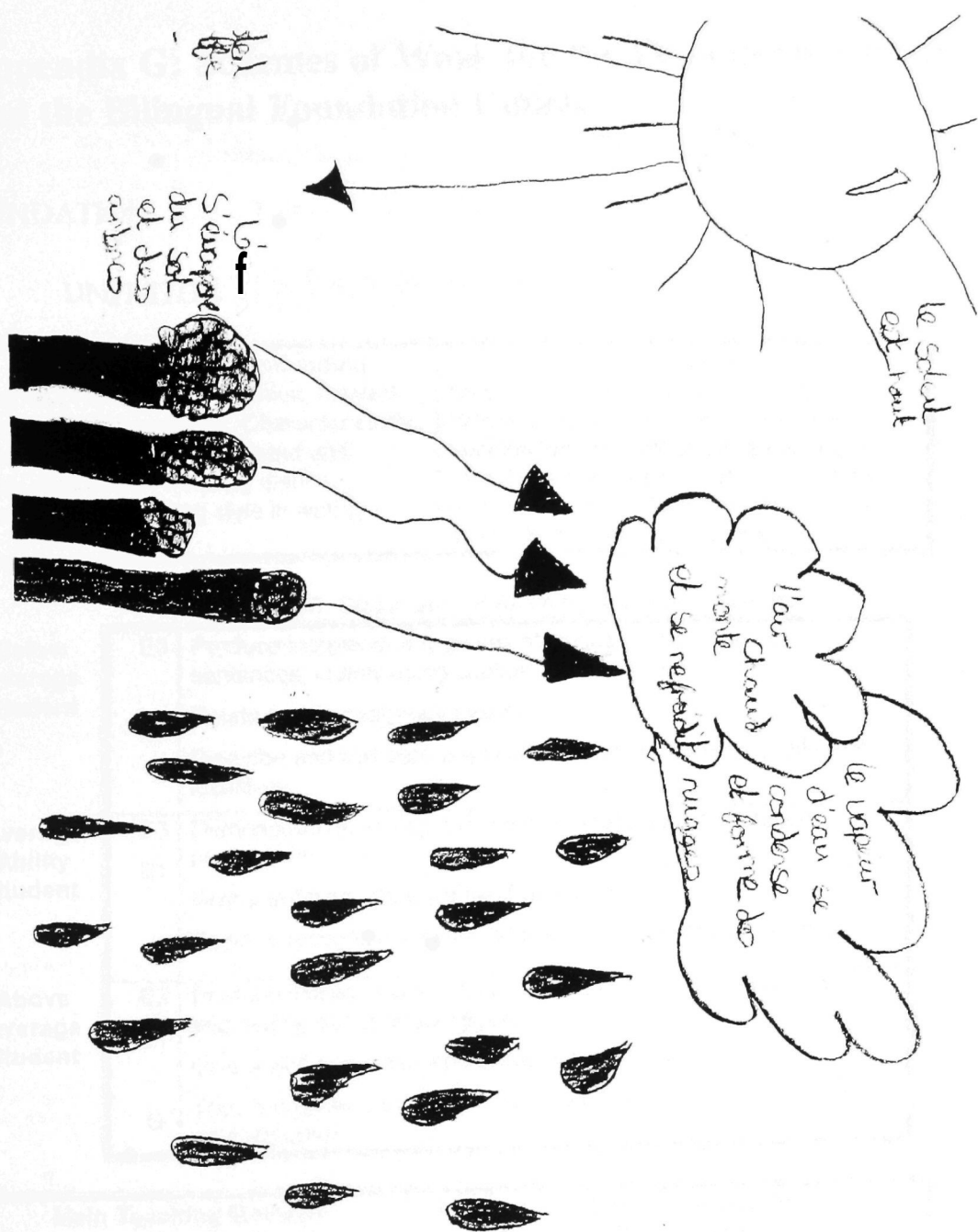
l'eau s'évapore
du sol et des
arbres



le soleil chauffe le sol

Pluie





Appendix G: Schemes of Work for the Foundation Course and the Bilingual Foundation Course

Scheme of Work

FOUNDATION

Year

Unit No.

Duration

UNIT TITLE

Key Knowledge/Understanding

Countries of the European Union, capitals, languages and currencies. Character study 'Pinballs'. Poetry imagery, sound and rhythm. Memories - reading diaries, autobiography mirroring style in writing.

Key Skills

Empathy, listening, presenting a talk. Writing autobiographical account. Using punctuation accurately, paragraphing. Identifying features in poetry-using in own poems. Use of drafting in writing. Use of atlas, plotting places on a map.

A.T.

N.C. Statements of Attainment/ Level Descriptors

**Below
Average
Student**

- | | |
|----|--|
| E3 | Produce independently pieces of writing using complete sentences, mainly using capitals and full stops |
| E1 | Relate real or imaginary events |
| G | Describe and compare physical and human features of different localities. |

**Average
Ability
Student**

- | | |
|----|---|
| E3 | Demonstrate in writing generally accurate use of sentence punctuation |
| E1 | Give a detailed oral account of an event |
| G | Begin to recognise and describe wider geographical locations. |

**Above
Average
Student**

- | | |
|----|---|
| E3 | Produce writing in which meaning is clear.....including commas and setting out of direct speech |
| E1 | Give a well organised and sustained account orally |
| G | They recognise some of the links which make places dependent on each other. |

Main Teaching Methods

Independent learning using keybytes computer programme. Class/paired/group reading. Response partners for drafting of writing. Use of video of Y10 Work Experience talks. Use of European Union game, reference books and atlases

Materials Available

Worksheets/Pinballs, punctuation. PCs and keybytes manual. Poetry - range. Adrian Mole and Boy extracts. Pinballs novels, atlases, Europe OHTs and maps. Europe game. Thesaurus, dictionaries.

Assessment Method/s

'I Remember' - assessment of drafting /editing / final piece - punctuation,

Other Relevant Information

Bilingual classes may spend less time on each item due to introduction of new French

paragraphing, vocabulary. Memory box talks - speaking and listening assessment - organisation/awareness of audience. Keybytes - end of unit tests.

vocabulary and grammar. Key Bytes A-D. Intro to VDU, CD Rom and Equipment. Keyboard skills, and hardware basics.

Preplanned Homework Tasks

1. writing poetry - My Family.
2. finding pictures of Pinballs characters.
3. Planning memory box talks.
4. Drafting memory box talks.
5. Finding and writing favourite poetry.
6. Homework promotion poster.
7. Reading promotion poster.
8. Short story 100 words - Famous for fifteen minutes.
9. Lists from Pinballs - My favourite things.
10. Family tree devised.

Extended Homework Task - SOMA

NO STUDENTS DESIGNATED SOMA/SOLA IN YEAR 7 BUT THE FOLLOWING ARE EXAMPLES OF DIFFERENTIATED HOMEWORKS.

1. Change writing in I REMEMBER according to advice
2. Family tree has detailed description of family members..

Extended Homework Task - SOLA

1 Simple draft of I Remember, teacher to help edit.

2 Family trees drawn or photos are used.

Scheme of Work

FOUNDATION

Year 7

Unit No.

Duration WEEKS

UNIT TITLE

SURVIVAL

Key Knowledge/Understanding	Key Skills
Longitude/latitude World Trade-inequality Tropical storms WHERE, WHY, WHEN. Rainforests of the world. Racism-prejudice.* Chronological writing,. Changes to bodies and emotions in teenage years	Use of encyclopaedia/reference books atlas. Key word note faking from ref. books. Use of PC-Keybytes-word processing. Reading aloud Writing story focus plot Use of commas, direct /indirect speech Devise a leaflet on teenage problems

A.T. N.C. Statements of Attainment/ Level Descriptors

Below Average Student	E2	Use pictures/context cues recognised on sight in reading
	G	Recognise world weather patterns(hurricanes) and recognise how Eco systems are affected by man's development.
Average Ability Student	E2	Read aloud expressively, fluently and with increased confidence from a range of familiar literature
	E3	Shape chronological writing...with detail beyond simple events
	G	Describe world weather patterns and describe how ecosystems are affected by man's development.
Above Average Student	E3	Devise stories with an opening, setting, characters and series of events which engage the interest of the reader.
	G	Describe and explain world weather patterns. Explain how ecosystems are affected by man's development.

Main Teaching Methods	Materials Available
Teacher led group work Individual work Group work Paired reading and response partner for writing	PCs for Keybytes "The Cay" Rainforest video and work sheets Trade game pack Red book punctuation

Assessment Method/s	Other Relevant Information
Rainforests written assessment Keybytes tests Story - assess plot, characterisation and speech	Key Bytes E-G. Screen technology, peripherals (printers) and windows icons and menus.

Suggested Homework Tasks
Not all students will complete all tasks.
1. Coffee price survey- compare fair trade with shops
2. Draft letter to supermarkets to ask for explanation for above
3. Find children's stories, read aloud to child, ask them what they like
4. Draft survival story- ask parents to check
5. Do 'photofit' of Timothy
6. Collect leaflets
7. Devise hurricane warning poster
8. Prepare for debate - 'Should rainforests be saved'.
9. Organise topic work into folder
10. New ending/missing chapter for 'The Cay.'
Prepare for pantomime

Extended Homework Task - SOMA
No year 7 students designated SOMA, however differentiated homework includes:
1. Write questionnaires to ask views of children on favourite stories
2. Write a speech to perform about views on rainforests

Extended Homework Task - SOLA
1. Read younger children's stories
2. Prepare a view on the rainforest

Preplanned Homework Tasks

1. Study of Sikhism/Islam/Hinduism.
2. Akbar campaign poster.
3. Collect news articles and draft own news article.
4. Obituary for Aurangzeb.
5. Anti-racist poster.
6. Advice to Aurangzeb- agony column format.
7. Research England/Queen Elizabeth at the time of the Mughals.
8. Anti-drugs rap.
9. Weeks diary- compare with India.
10. Complete India summary booklet.

Extended Homework Task - SOMA

1. Students do all activities in the booklet on religions & produce own booklet on religions.
2. Produce broadsheet & tabloid news article on same event.
3. Produce several entries in diary about lifestyle in the 2 countries (including weather, towns, countryside & travel).

Extended Homework Task - SOLA

1. Students complete quiz questions on religions only.
2. Find several different articles in newspapers about racism.

Scheme of Work

Religious Ed. KS3:

Year 7

Unit No. 4

Duration 4

UNIT TITLE

Spring Festivals (Celebrations)

Key Knowledge/Understanding	Key Skills
<ul style="list-style-type: none"> Identify the relationship between central beliefs and festivals customs and origins. Explore the variety of human responses to God through worship in faith communities. Explore the different celebrations in Europe to celebrate the arrival of Spring (Carnival, Mardi Gras, Pancake Day) and its relation to religion. Why are Spring, Autumn and Winter times for celebrations in all religions. Develop the concepts of awe, wonder, community and worship. 	<ul style="list-style-type: none"> Understand accounts of historical events and identify the key teachings and events in the Life of Jesus. Read and compare texts on predictions or horoscopes and their links to different beliefs. Expressing opinions and beliefs. Discuss the relationship between faith, belief and social action. Appreciate the place of art and artefacts in a number of faith traditions.

A.T.

N.C. Statements of Attainment/ Level Descriptions

Below
Average
Student

N/A

Average
Ability
Student

N/A

Able to identify religious festivals with a common theme and the key values and beliefs expressed through them.
Understand that celebration can be regarded as a method of spiritual expression.
Understand that celebration also express cultural identity, a sense of history, belonging pride, comfort and conflict.

Above
Average
Student

N/A

Main Teaching Methods	Materials Available
Lead lesson by JP on Passover. Lead lesson Acorn Fellowship. Work as a class. Group work. Individual research at home, in library about the religions and festivals.	Worksheets in English and French. Game on Moses' Journey. Booklets on religions (Christianity, Hinduism, Judaism, Buddhism) in English. Activities and games on religions.

<p>Assessment Method/s</p> <p>Written and oral work produced by students.</p> <p>Displays produced by students.</p>	<p>Other Relevant Information</p> <p>Extended work as already been done on 3 world religions: Sikhism, Islam and Hinduism in the INDIA topic.</p>
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<p>Pre-planned Homework Tasks (differentiation by outcome)</p> <ul style="list-style-type: none"> • Scroll of Ten Commandments • Own Ten Commandments. • Research a celebration: Holi, Diwali, Christmas, Hanukkah, Mardi Gras, Purim or other celebrations taking place in Europe connected to Spring. The idea is to be able to write Some bullets points in French or sentences to introduce the research. • Crossword or word-search on Spring festivals in French. • Making dragons and masks.
--

<p>Extended Homework Task - SOMA</p> <p>SOMA students are not identified in Year 7.</p>

<p>Extended Homework Task - SOLA</p> <p>SOLA students are not identified in Year 7.</p>

Scheme of Work

History KS3:

Year

7

Unit No.

5

Duration

6/7 weeks

UNIT TITLE

Medieval Realms

Key Knowledge/Understanding	Key Skills
<p>Claims to throne in 1065, Battle of Hastings, Norman conquest & control. Feudalism. Development of Parliament. Medieval life, religion, language, settlement. Role of women. Towns & villages. Nature of change. Black Death. Peasants' Revolt. Cause & consequence.</p>	<p>Enquiring, evaluating, interpreting, classifying, extrapolating, synthesising, communicating, committing to memory, empathy, explaining, reasoning, using historical evidence, maps, graphs, photographs. Transferring & transposing information.</p>

A.T.

N.C. Statements of Attainment/ Level Descriptors

Below
Average
Student

3

- Show developing understanding of chronology
- > Show knowledge & understanding of some main events, people & changes studied.
- > Beginning to give a few reasons for & results of the main events & changes.
- > Use sources of information to answer questions about the past.

Average
Ability
Student

4

- Describe some of the main events people & changes
- Give some reasons for, & results of, the main events & changes
- Begin to select & combine further information from different sources.
- Begin to produce structured work, making appropriate use of dates & terms.

Above
Average
Student

5

- Describe events, people & changes
- Describe & make links between and changes & give reasons for, and results of, these events & changes.
- Select and organise information to produce structured work, making appropriate use of terms & dates.

Main Teaching Methods	Materials Available
<p>Teacher-led discussion - Q & A Individual Research. Group work. Field trip to Conisbrough Castle. Supported self study. Role play - mime, drama. Story board, video & audio tapes. IT</p>	<p>Text book "Contrasts & Connections" Artefacts. Videos, audio cassettes, IT Faculty produced information sheets, worksheets & booklets.</p>

Assessment Method/s	Other Relevant Information
Classwork. Homework	Differentiation teachers' input
Observation of group work & presentations.	By outcome & where
Spelling tests	appropriate by worksheets and special
Faculty formal written assessment	groupings & support.
	Opportunities for extended writing.
	Learning appropriate spellings_____

Preplanned Homework Tasks
<ul style="list-style-type: none"> > Research/Survey of superstitions > Poster 'How to avoid Black Death' ➤ Speech for Wat Taylor or John Ball (less able produce a poster) ➤ Learn spellings > Compare lives of women in Middle Ages and 21st Century > Leam & revise work for assessment ➤ Self assessment for SSS > Make links with India and Mughal Empire - show similarities & differences ➤ Look in telephone directory for surnames connected to work, e.g. Smith

Extended Homework Task - SOMA
<p>Research:</p> <ul style="list-style-type: none"> > Chesterfield in the Middle Ages ➤ A Casde and produce a brochure ➤ Eyam

Extended Homework Task - SOLA

Scheme of Work

FOUNDATION

Year 7

Unit No. 6

Duration 6 WEEKS

UNIT TITLE THE LOCAL STUDY

Key Knowledge/Understanding	Key Skills
<p>What are the main features of the local area?</p> <p>How has development affected settlement, transport and leisure?</p> <p>What are shopping patterns? Are there shopping hierarchies?</p> <p>How is the region changing?</p> <p>How do these changes affect communities?</p> <p>What conflicts are there within the National Park?</p>	<p>Use of basic maps OS maps and atlases.</p> <p>Using diagrams & photos to describe site and function.</p> <p>Describing settlement patterns.</p> <p>Appreciation of environmental issues - pressure on the countryside.</p> <p>Discussion skills, argument and persuasion.</p> <p>Interpreting surveys.</p> <p>Fieldwork techniques.</p>

A.T

N.C. Statements of Attainment/ Level Descriptors

**Below
Average
Student**

Average
Ability
Student

**Above
Average
Student**

G3	Can describe and make simple comparisons between localities. Can explain some of the features. Are aware that places can be both similar and different. Can offer simple explanations for what they find. Can use basic geographical skills to respond to simple geographical questions.
G4	Begins to describe geographical patterns. Recognises physical and human processes and begins to understand how these change places and people's lives. Describe how people both improve and damage environments. Begin to ask suitable geographical questions. Uses appropriate vocabulary.
G5	Begins to explain geographical processes and patterns. Describes how these lead to similarities and differences in places. Explains how places are linked through movement of people. Explains how human activity affects environment and sees that people try to improve environments. Reaches plausible conclusions from the geographical questions asked.

Main Teaching Methods

Formal classroom teaching.
Group work.
Fieldwork

Materials Available

Slides - TV programmes
OS Maps - Atlases
Photographs - Textbooks - Worksheets

Assessment Methods

Informal Classroom
Homeworks
Targetted Assessment items
Oral Assessment

Other Relevant Information

Assessment is normally by outcome.
There are some differentiated tasks.

Preplanned Homework Tasks

1. Shopping Surveys - Hasland/ Meadowhall
2. Local Traffic Surveys
3. Survey of views on Peak District.
4. Research a Folk Story
5. Ghost Story writing

Extended Homework Task - SOMA

Some homework tasks will include the instructions:-

- "Must do!"
- "Should do!"
- "Could do!"

Soma students would be expected to tackle all three.

Extended Homework Task - SOLA

Sola students would normally be expected to tackle only the " Must do!" and possibly the " Should do!"

Scheme of Work

FRENCH KS3:

Year 7

Unit No. 1

Duration 7 weeks

UNIT TITLE

L'Europe et moi

Key Knowledge/Understanding	Key Skills
European Union countries, capitals , languages and currencies. Character study in "Pinballs". Poetry: sense of rhythm, sound and comparisons.	Description of people and countries. Description of feelings. Comparison of feelings with colours. Using an a das and plotting geographical features.

A.T.

N.C Statements of **Attainment/** Level Descriptions

Below
Average
Student

N/A

Average
Ability
Student

1:1/2

Students understand simple classroom commands, short statements and questions. Require a lot of support such as repetition or gestures.
2:1/2 Students respond briefly, with single words or phrases to describe characters, feelings or countries. They need considerable support and repetition.
3:1/2 Students show understanding of single words or short phrases presented clearly. They use dictionaries to find out new words.
4:1/2 Students copy familiar words and new words accurately. They recognise words to complete phrases or find out new words to create poems. They write brief descriptions of people or countries.

Above
Average
Student

N/A

Main Teaching Methods

Class or group work.
Teacher-led lessons.
Use of games on Europe, quizzes etc...

Materials Available

Worksheets in French.
Poems in French, reading books in French.
Dictionaries and atlases. Maps.

Assessment Method/s

Poems written by students.
Posters and descriptions of "The Pinballs'" characters.
Teacher's assessment.

Other Relevant Information

Preplanned Homework Tasks

1. Writing or designing a family tree in French.
2. Writing a poem using "Bonjour, Aurevoir" as a model.
3. Writing a poem comparing emotions and colours.
4. Poster and descriptions of Carlie, Thomas J. and Harvey from "The Pinballs".
5. Finding out the names, capital cities, currencies and flags of European Countries in French.
6. Reading promotion poster.

Each week students will have to learn the French new vocabulary and be tested, orally or in writing.

Differentiation mainly by outcome (length of work varies, use of phrase or single words...)*

Extended Homework Task - SOMA

~~In Year 7 no students design~~ designated SOMA or SOLA.

Extended Homework Task - SOLA

In Year 7 no students designated SOMA or SOLA.

Scheme of Work

FRENCH KS3:

Year

7

Unit No.

2

Duration

7 weeks

UNIT TITLE

SURVIVAL - LA SURVIE

Key Knowledge/Understanding	Key Skills
<p>Geography: Understanding rainforest and hurricanes patterns, Plotting geographical places using atlas, Relating people to their environment, English: Writing process and techniques of a story. I.T: <u>Understanding and using of Word Processing.</u></p>	<ul style="list-style-type: none"> • Making hypothesis - expressing possibility using the conditional tense (Si...j'aurais; peut-être) • Describing a geographical position (la latitude, la longitude, Sud, Est...) • Expressing opinions (Je pense que) and justifying them (parce que...).

A.T.

N.C. Statements of Attainment/ Level Descriptions

Below
Average
Student

1:2
2:2
3:2
4:2

Respond to a dear model of language and need a lot of repetition or gestures.
Respond briefly to what they see, name and describe people and places using set of sentences. Very little "own production".
Understanding of short texts and sentences in a familiar context. Use dictionaries to check familiar and **unknown** words.
Copy correctly from board or sheet. **Spelling** still approximate when writing from memory familiar words.

Average
Ability
Student

1:3
2:3
3:2
4:3

Start to identify and note main points from on oral presentation and need less repetition.
Students use short sentences to express opinions, likes and dislikes. They start to substitute vocabulary to vary their sentences.
Use dictionaries and glossaries to understand complex texts. They are beginning to read more independently and to take notes on unfamiliar texts.
Students **write** longer piece of work, using aids and bilingual dictionaries to vary the content. They write from memory and the spelling is generally accurate.

Above
Average
Student

1:5
2:4
3:4
4:5

Cope with language spoken at normal speed and on unfamiliar **material**.
Students use longer sentences to express opinions, likes **and** dislikes and start to justify them. They are beginning to use their knowledge to adapt their sentences to their needs. Their pronunciation is generally accurate.
Students show understanding of longer texts and details. In their independent reading, they start to use the context much more to deduce the meaning of the texts.
Students produce their own sentences in which they convey information, opinion in simple sentences. They start to articulate simple sentences more, by applying basic elements of grammar. Dictionaries are used to look for new words.

Main Teaching Methods

- As a whole class
- In groups
- Individually - using dictionaries and worksheets

Materials Available

French authentic materials available for teachers in
F.C office (Atlas, books...)
Worksheets in folder
Video
OHTs
Dictionaries
Reading material - Novel "the Cay" + short stories.

Assessment Method/s	Other Relevant Information
<ul style="list-style-type: none"> • Outcomes - written and oral production from students • Formal subject assessment on Rainforest. • Formal French assessment on regular basis + end of topic assessment. 	Thinking skills: Select and analyse Combine and deduce Question, clarify and draw conclusions. Cultural issues: Understanding racism and different lifestyles Understanding concept of "Francophone" countries

Pre-planned Homework Tasks Differentiated
<ul style="list-style-type: none"> • Research on French speaking countries and especially islands. Must have a list of the French speaking countries and of the islands, with their location in the world (in which ocean? On which continent?) Could have a couple of sentences about each cotmtry to introduce the flag, the currency in use, the population and the main trade. <ul style="list-style-type: none"> •

Additional Material and Help available for Students
<ul style="list-style-type: none"> • Booklet "Au Secours" - reminder of the classroom vocabulary / use of dictionary and techniques to learn new vocabulary • Tapes - used for recording oral homework done at home or in the library. (Students to record themselves) - contained early classroom vocabulary to help students to practise on their own. • Differentiated materials used in the classroom + support within the classroom. • Use of peers to get the students to help each other. • Early learning of "risk-taking", trials and errors methods to get things better.

Extended Homework Task - SOMA and SOLA
In Year 7, SOMA and SOLA students are not yet designated.

Scheme of Work

FRENCH KS3:

Year 7

Unit No. 4

Duration 4

UNIT TITLE

Les festivals du Printemps - Spring Festivals

Key Knowledge/Understanding	Key Skills
<ul style="list-style-type: none"> Explore the relationship between religious believes, practices and lifestyles tn the world. (through Buddhism, Christianity and Judaism) Explore the different celebrations in Europe to celebrate the arrival of Spring (Carnival, Mardi Gras, Pancake Day) and its relation to religion. 	<ul style="list-style-type: none"> Understanding accounts of historical events (Moses' Journey in Egypt, The Chinese Calendar). Reading texts on predictions/ horoscopes (future tense). Expressing opinions and believes.

A.T.

N.C. Statements of Attainment/ Level Descriptions

Below Average Student	<p>1:3 Understand short passages with familiar language. Able to identify main points.</p> <p>2:3 Takes part in brief and prepared tasks, using short phrase to express opinions.</p> <p>3:3 Understand short texts and note main points with support, using dictionary. Write 2 or 3 sentences on familiar topics using aids. Spelling is readily understandable.</p> <p>4:3</p>
Average Ability Student	<p>1:4 Understand longer passages though may need repetition and gestures. Pronunciation is generally accurate. Can adapt and substitute language to vary conversation/ opinions.</p> <p>2:4</p> <p>3:4 Can identify main points and facts from factual texts. Use context to deduce meaning + dictionary. Understand past and future tense better.</p> <p>4:4→ 5 Produce a short piece of writing and can refer to the future tense (predictions).</p>
Above Average Student	<p>1:5 Understand spoken descriptions of past, present and future events and can make notes of main points and details.</p> <p>2:5 Produce short-spoken texts of at least 3 sentences to convey and seek information. Can refer to three tenses.</p> <p>3:5 Understand a wider range of texts (horoscopes and factual texts) referring to three tenses.</p> <p>4:5 Produce a short piece of writing to convey opinions and predictions.</p>

Main Teaching Methods	Materials Available
<p>Lead lesson by JP on Passover.</p> <p>Lead lesson Acorn Fellowship.</p> <p>Work as a class.</p> <p>Group work.</p> <p>Individual research at home, in library about the religions and festivals.</p>	<p>French materials (Le livre des questions et réponses de C. Brown + le Livre des Célébrations) available in FC Office</p> <p>Worksheets in English and French.</p> <p>Game on Moses' Journey.</p> <p>Booklets on religions in Enghsh.</p>

Assessment Method/s	Other Relevant Information
Written and oral work produced by students. Formal French assessment on regular basis. Displays produced by students.	Differentiation by task where appropriate and by outcome for individual research and group work (displays).

<p>Pre-planned Homework Tasks (differentiation by outcome)</p> <ul style="list-style-type: none"> • Scroll of Ten Commandments in French where possible. • Own Ten Commandments. • Research a celebration: Holi, Diwali, Christmas, Hanukkah, Mardi Gras, Purim or other celebrations taking place in Europe connected to Spring. The idea is to <i>be</i> able to write some bullets points in French or sentences to introduce the research. • Crossword or word-search on Spring festivals in French.

<p>Extended Homework Task - SOMA</p> <p>SOMA students are not identified in Year 7.</p>

<p>Extended Homework Task - SOLA</p> <p>SOLA students are not identified in Year 7.</p>

Scheme of Work

I.T KS3:

Year 7

Unit No. 5

Duration 7 weeks

UNIT TITLE

Keybytes - Units H (unit C as filler)

Key Knowledge/Understanding	Key Skills
<ul style="list-style-type: none"> Students will learn to word-process documents, letters, diaries Students will know how to protect and keep documents, how to change documents and name them. 	<ul style="list-style-type: none"> Saving, copying, backing-up on hard-drive, naming and renaming, deleting of files.

A.T. Level	N.C. Statements of Attainment/ Level Descriptors
Below Average Student	
Average Ability Student	Students should know how to type and save documents, how to copy documents from one drive to another, how to rename a document, how to create a folder.
Above Average Student	

Main Teaching Methods	Materials Available
<ul style="list-style-type: none"> Students to follow instructions on screen Teacher to help/ answer and ask questions Students to work on worksheets related to each unit 	<ul style="list-style-type: none"> Worksheets Students' books

Assessment Method/s	Other Relevant Information
<ul style="list-style-type: none"> Teacher's assessment in class Worksheets Own records of end of unit tests on networked-main computer. 	<ul style="list-style-type: none"> Unit C used as filler when students have finished another unit and wait for others. Worksheets done in class.

Assessment Method/s	Other Relevant Information
Continual assessment by teachers. Formal History assessment on Medieval realms (2 parts - in English). Formal French assessment. Written tests in French on regular basis. Oral and written work produced by students. <u>Self-Supported Study.</u>	<u>Grammar points taught:</u> Present and past tense of verbs in French + modal verbs. Comparison (Facts, opinions and bias in evidence... conditional)

Pre-planned Homework Tasks (differentiated by outcome/income)
<ul style="list-style-type: none"> • Research superstitions in Europe. • Poster on precautions to avoid the plague " Comment éviter la peste? Les précautions" or symptoms of the Black Death. • Speech on Wat Tyler or John Ball (to persuade) or Poster for less able (in English) • Research and compare lives of women then and nowadays. • Self-Assessment for SSS. • Learn dates and facts off by heart - Assessments. • Look in telephone book for surnames connected to work - Smith, Baker... French telephone directory to look for names connected to Medieval Realms (Berger...)

Extended Homework Task
<u>Research</u> : Chesterfield in the Middle Ages A castle in the Middle Ages: produce a brochure The Plague in Eyam.

Extended Homework Task - SOLA/SOMA
SOMA and SOLA not designated in Year 7.

Assessment Method/s	Other Relevant Information
Continuous assessment by teacher in French. Contributions by students. End of year French assessment. Work produced in booklets on fieldwork.	Citizenship considered in responsibilities of mill developers and community needs. LC.T as resource and tool.

Preplanned Homework Tasks
1) Revision for the End of Year Assessment 2) Shopping survey locally (family, friends and local people) 3) Traffic survey locally (is it quiet or is there a lot of traffic?) 4) Ghost story writing . (bits in French) 5) Explanation of how to get from home to school.

Extended Homework Task -
1) Investigate superstitions: Why do people believe in them?

Extended Homework Task - SOLA
SOMA and SOLA students are not identified in year 7

Progressive in linguistics skills and content in Bilingual Foundation Course

	My European world	Survival	India
Grammar	<ul style="list-style-type: none"> Present tense être, avoir, 1st group "er" verbs. Masculine feminine a variable of existence. Singular/plural how to end with "s" "x" Negatives- ne ... pas. Apostrophe for omission of vowels- c'est, mère. 	<ul style="list-style-type: none"> Recap and extension of grammar in European World Expression of opinion - "J'ai une opinion" Justification of opinion - "à cause de" Weather verbs: Il fait, Il y a Introduction to irregular Verbs: prendre, faire 	<ul style="list-style-type: none"> Simple past (imperfect) Immediate future... je vais faire Perfect tense: J'ai été Reinforcement and progression of opinion - J'espère que... mais Revision - J'espère que... mais
Vocabulary	<ul style="list-style-type: none"> Essential commands - J'ai oublié, toilettes, J'ai fini, On copie? Silence! Tu peux signer? Comment dit-on? J'ai besoin d'avoir? Je peux aller? J'ai besoin de... Bonjour, Au revoir Numbers 1-100 Colors. European Universities/Languages/countries French alphabet. Adjectives associated with characters and feelings. 	<ul style="list-style-type: none"> Numbers 100-1000+ Weather- temps, pluie, soleil, nuage. Geographical position-latitudes, longitude, west, east, nord, sud. Water/nature's cycle Tropical rainforest Island features Extension: vocabulary of tourism 	<ul style="list-style-type: none"> Mughal Empire / Empereur Climate's different region in India... Village / city descriptive words Journey to India... travelling vocabulary
Listening	<ul style="list-style-type: none"> Recognising letters of the alphabet when written Essential commands understood with gestures 	<p>As in first topic +</p> <ul style="list-style-type: none"> Listening to each other speaking in target language (pairs) Stories on tape Key vocabulary on students' unit 	<ul style="list-style-type: none"> Listen to each other's opinions and say if you agree Listen to teacher speaking in the target language with increasing understanding

	<ul style="list-style-type: none"> Understand simple descriptions of characters feelings when read aloud from any oral source Listen to own tape with early vocabulary / classroom commands Select key information from what heard when said (th re petition / gesture). 		<ul style="list-style-type: none"> Listen to the simple post
Speaking	<p>Students to use target language → <i>appropriate to the task</i></p> <ul style="list-style-type: none"> Describe characters / feelings (from own words - to simple sentence) Introduce the ourselves To use vocabulary about Europe countries (own words - picture) Use descriptive phrases 	<ul style="list-style-type: none"> Describe geographical features and position of rainforest Express own opinion about class novel 	<p><i>Students should not be limited in their ideas by language-use: English will be used when necessary.</i></p> <ul style="list-style-type: none"> Attempt to use simple post in answers Explain / justify opinions Describe climate in short phrase Use increasing amount of French.
Reading	<ul style="list-style-type: none"> Read short descriptions of European countries Read short French poems Read instructions in French on worksheets / board Read target language on classroom walls 	<ul style="list-style-type: none"> Read longer descriptions Use context clues Work more autonomously with dictionary Extend own independent reading 	<ul style="list-style-type: none"> Read longer texts using 3 tenses Recognise different tenses in texts using context clues Use a variety of linguistic techniques, glossary, pairs, groups, word banks, dictionary
Writing	<ul style="list-style-type: none"> Copy accurately from board List features of European capitals Write brief descriptions of themselves, family, characters Write short poems using a model Plan a basic letter to a pen-pal 	<ul style="list-style-type: none"> Describe geographical features in letters with help. Increase independence of discussion groups. 	<ul style="list-style-type: none"> Write independent sentences using the simple past. Express simple opinions about the past Compare and contrast using fact and opinions

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	Spring Festivals	Media / Resources	Local Study
Grammar	<ul style="list-style-type: none">• Reminder of present tense• Reinforcement of past tenses - religion• Reinforcement of future tenses - horoscopes	<ul style="list-style-type: none">• Revision of past perfect.• More explicit teaching of imperfect tense	<ul style="list-style-type: none">• Division of present, past perfect and immediate future tenses.• Understanding of imperfect tense - some to use this tense• Il y avait, c'était
Vocabulary	<ul style="list-style-type: none">• Easter• Pâques• Châssis New Year• Châssis in France / Belgium	<ul style="list-style-type: none">• Feudalism• Battles• Castles• villages/towns• Occupations• Historical development of language - links between English/French	<ul style="list-style-type: none">• Descriptions of local features - buildings• Adjectives - urban geographical features• Industrial vocabulary
Listening	<ul style="list-style-type: none">• To listen to groups presenting research on festival• To listen to "Hot seat" with some multiple choice questions asked• To listen to tape of horoscopes	<ul style="list-style-type: none">• To group presenting Self - suggestions• To participate taking on tapes	<ul style="list-style-type: none">• Chesterfield video in French• Brief French commentary on slides
Speaking	<ul style="list-style-type: none">• Describe events of festivals - "Orange"	<ul style="list-style-type: none">• Some students to use the past tense in talking to class• Spelling onto own notes• Describe feudal position - possibility of "hot seat"/role play• Castle decision making exercise	<ul style="list-style-type: none">• Description of town• Some debating of opinions on Little Mill in French

Reading	<ul style="list-style-type: none"> Carnival recipes Microscopes Chinese festivals Booklet on festivals in different countries Differences of traditions/costumes 	<ul style="list-style-type: none"> Longer texts with pictorial support Use of authentic materials "Bilingual Dictionary" websites Interacted in discussion about the topic 	<ul style="list-style-type: none"> English tourist booklet about Chesterfield.
Writing	<ul style="list-style-type: none"> Famous holidays English nose on world groups holiday Sample of guides of places/tourist destinations 	<ul style="list-style-type: none"> Take notes from texts Devise a brochure on a country Use "fun with text" to create questions 	<ul style="list-style-type: none"> Detailed description of holiday towns focusing on geographical features Use of past tense for some students as a challenge for the less able

