

Collaborating towards a more practical CLIL teacher enhancement program: The case for developing *Subject-Specific Classroom Language* courses

The integration in CLIL pedagogy remains a central challenge for CLIL teachers and teacher educators alike. One particular difficulty faced by Taiwanese primary and secondary subject teachers is to deliver CLIL lessons in English without sacrificing depth of content. Subject teachers with non-English-speaking backgrounds often struggle to plan and implement CLIL lessons from scratch, and they also lack confidence in their abilities to teach in English. To address such needs, an educational institute in northern Taiwan has begun developing *Subject-Specific Classroom Language* (SSCL) courses as modules in the institute's CLIL teacher enhancement program with a focus on subjects commonly taught through CLIL in Taiwan at the primary and secondary levels, including science, the arts, and physical education. The program aims to equip teachers with practical and applicable skills to teach CLIL lessons confidently in English.

The present action research study investigates how expert subject teachers and English language researchers at the institute worked together to develop the institute's SSCL courses. The study will delineate the pedagogic roles of subject and language teachers during the collaboration process, share the structure and features of the SSCL module, and examine, through surveys and semi-structured interviews, how the new module was perceived by the teacher trainees who participated in the CLIL teacher training program. The course development process in this study may inform the design of future CLIL teacher training courses and may shed light on how teacher collaboration can benefit a more localized, context-based, and practice-based CLIL professional development program.