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A Teacher Training Platform of Content and Language Integrated Learning for Elementary English Education in China

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Abstract
Despite a plethora of studies on practice of Content and Language Integrated Learning in most European countries, few have examined Content and Language Integrated Learning teacher training in China. This study aimed to examine the effectiveness of a Content and Language Integrated Learning teacher training platform for elementary English education in China. It sought to answer the following main research questions: What are the contents differences in Content and Language Integrated Learning teacher training in China? What are in-service English teachers' perceptions of Content and Language Integrated Learning after the training? And What are the factors which affect the training effect? The qualitative evidence showed that the training content of the teacher platform in China has been flexibly designed following the Chinese elementary English education context, but it also reflected the lack of consideration of teachers' individual needs in the design of the platform's training content and the lack of practical sessions and the long-term follow-up support. The statistical evidence showed that teaching experience significantly determines Content and Language Integrated Learning efficacy, and the educational background has little bearing on Content and Language Integrated Learning perceptions. Furthermore, all teachers from different educational backgrounds had a positive perception of their Content and Language Integrated Learning competence. However, Participants believed that their theoretical knowledge and teaching abilities are not equal, which suggests that instructors in this field urgently need help. Further research examining the cultivation of pre-service Content and Language Integrated Learning teachers would be worthy of investigation.
Keywords: elementary English education in China, content and language integrated learning, teacher training, European CLIL teacher development framework, platform establishment

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Introduction

To cater for European integration and to strengthen cohesion and a sense of belonging, the White Paper: "Teaching and Learning, Towards a Learning Society" was adopted and a program of integrated content and language learning for citizens to acquire three languages was implemented in 1995. This gave rise to the concept of Content and Language Integrated Learning (CLIL), a teaching model based on Hymes' 'communicative competence' and Halliday's 'functional linguistics', which teaches subjects in foreign languages to acquire more subject knowledge and improve the learner's foreign language skills and competence (Sophie Ioannou-Georgiou Pavlos Pavlou, 2011). Since the 1990s, European researchers and teachers have conducted studies on educational policies, teaching theories, practices and assessments related to CLIL, with a particular focus on mathematics and social sciences, and have found that CLIL learners have more positive cognitions and show higher L2 levels than their monolingual peers, and their L1 is also developed (Nikolov & Mihaljev, 2011; Nikolov & Mihaljevic Djigunovic, 2006; Merisuo-Storm, 2007), laying a solid theoretical and practical foundation for the spread of CLIL and the development of CLIL teachers.

After the introduction of CLIL into China by Chinese scholars in 2004, research on it was confined to the foreign language sector in higher education, mainly focusing on the introduction of the latest research outcomes and its practice in university classrooms. It was not until 2007 that China's Ministry of Education released the 13th Five-Year Plan for National Education Development, which proposed to cultivate students' "spirit of innovation" and "lifelong learning ability". This provided a source for the integration of CLIL with China's elementary foreign language education. Moreover, the first CLIL English textbook "Light up Science" for Chinese elementary students was published with the cooperation of China Foreign Language Teaching and Research Press and Macmillan and carried out teaching practice in Guangzhou, Beijing and Shanghai.

In 2014, the Chinese Ministry of Education issued the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building People's Moral Character". The concept of "key competencies" was first introduced in the Education Act, which refers to the character and key competencies that students should possess to adapt to lifelong and social development, and is expressed in nine major competences: social responsibility, national identity, international understanding, humanistic heritage, scientific spirit, aesthetic sensibility, physical and mental health, learning to learn, and practical innovation. The concepts of "higher-order thinking" and "critical thinking" in CLIL have much in common with China's "key competencies" development. With the teaching practice, CLIL teacher development immerges to be an integral part of CLIL studies. In 2020, in response to the current situation and characteristics of elementary education in China, China Foreign Language Teaching and Research Press established the "CLIL Teacher Training Platform for Elementary English Education". However, the effectiveness of the existing education platform and whether the dissemination model is in line with the current realities of basic foreign language education in China are yet to be proven. Therefore, the following questions guide the whole part of the study:

1. What are the contents differences in CLIL teacher training in China?
2. What are in-service English teachers' perceptions of CLIL after the training?
3. What are the factors which affect the training effect?

Literature Review

As a cutting-edge approach, Content and Language Integrated Learning has already extended beyond the borders of the European Union (de Zarobe, 2013), piquing the curiosity of teachers and education authorities in Latin America, Japan, and Southeast Asia, which urges the need for 'better trained and more proficient teachers (Gutiérrez, Durán, & Beltrán, 2012, p. 49). From then on, many studies varied from CLIL teaching design (Richards, 2013) to language and pedagogical competence (Aielloa, Martinob, & Sabato, 2017; Banegas, 2017; Custodio-Espinar, 2019). After that, different CLIL teacher development models and their practices were introduced for in-service teachers (Lo, 2020; Hemmi & Banegas, 2021). However, few studies are concerned about the CLIL training contents for language teachers and their attitudes towards CLIL in the Chinese context. Therefore, this paper attempts to find the echoes from English teachers after their receiving training.

Content and Language Integrated Learning Teacher Training Platform for Elementary English Education

The "CLIL Teacher Training Platform for Elementary English Education" is an educational platform established by China Foreign Language Teaching and Research Press for the training of CLIL teachers in elementary English education in China. The platform was established in 2020 and consists of three parts: offline CLIL seminars, online CLIL lectures and CLIL research project applications, which has formulated a three-dimensional training platform for CLIL teacher training in China. It aims to spread the concept of CLIL, guide the practice of CLIL in elementary English education, and promote scientific research on content and language-integrated learning in China. The offline observation seminars are mainly conducted in the form of case studies of excellent courses in experimental schools, while online CLIL lectures invite experts from Macmillan and Beijing Foreign Studies University to expound CLIL concepts, course design concepts to enhance the understanding of CLIL and the operability of course practice for participating English teachers. The education platform currently uses teaching materials to drive curriculum practice to condense research, sparing no effort to promote CLIL English teacher development.

Research on Content and Language Integrated Learning Definition and Underpinning

Content and Language Integrated Learning or CLIL is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in the mid-1990s. The acronym CLIL was coined by Marsh (2002): CLIL is a "language pedagogy focusing on meaning which contrasts to those which focus on form" (p. 49). Coyle (2010) argued that "Content and Language Integrated Learning (CLIL) is a dual-focused approach to education in which additional language is used for both content and language learning and teaching" (p. 17). However, ambiguity remains, as CLIL is often referred to as an 'umbrella' term that is difficult to define at both the theoretical and practical levels, as it includes many variants depending on the specific context in which it is implemented. After several revisions, scholars generally agree: content and language-integrated learning is an approach that merges disciplinary and (foreign) language development in an educational context (Nikula & Moore, 2019).

Three theories underpin CLIL: Vygotsky's sociocultural theory, the development of thinking skills (Anderson & Krathwohl, 2001) and systemic functional linguistics (Halliday & Matthiessen, 2014). The key principle of the Content and Language Integrated Learning (CLIL) methodology is the sociocultural theory built on collaborative learning. In CLIL, through the Zone

of Proximal Development (ZPD), learners support content through language use (Jäppinen, 2005; Mahan, 2020). Teachers encourage students to learn in a student-student and teacher-student interactive way to maximize learners' individual potential to achieve their learning goals. This process of learning is considered by many scholars to be a 'social process'. Critical thinking skills and cognitive development are at the heart of CLIL practices. While lower-order thinking such as memorization and comprehension is important, CLIL practice is expected to help learners advance from lower-order thinking skills such as memorization, comprehension and application to higher-order thinking skills such as analysis, evaluation and creativity (Coyle, Hood, & Marsh, 2010). Systemic Functional Linguistics, on the other hand, is used to analyze the relationship between content and language learning, as it is a theory of how language works in real-world contexts (Halliday & Matthiessen, 2014; Martin & Rose, 2007), thus applying a corpus of teacher and student language in CLIL to study the language used in CLIL classrooms.

Types of CLIL Courses

According to the content and language integrated learning theory, its courses can be divided into type A class (subject class integration) and type B class (foreign language class integration) (cf. Burmeister & Massler, 2010 Lorenz & Met, 1989; Massler & Stotz, 2013). Type A class can be several lessons in a foreign language, or one or several subject courses in a foreign language, where the learning objectives are based on the subject courses and the assessment focuses on subject knowledge and competence, while foreign language competence is considered secondary. This type of implementation is usually applied to immersion programs, where at least 50% of the curriculum is taught in a foreign language, and to bilingual programs in international schools, or it can also be taught in modules. In Type B class, CLIL is taught in foreign language classes, ranging from subject-based foreign language instruction to language-based subject teaching and learning. The learning objectives are based on the foreign language course with content objectives as the icing on the cake. Overall, the assessment focuses on communicative competence in the foreign language, the subject knowledge assessment also may be considered. This CLIL type is most commonly found in general primary teaching. There is also the less common type C class (balanced subject-language integration), a complete subject and foreign language integration, which is taught as a separate course in the primary school timetable, with learning objectives based entirely on CLIL or mixed objectives from existing subject and foreign language courses.

Drawing on the CLIL experience of other countries such as Switzerland and Germany, and with the suggestions of experts from Beijing Foreign Studies University in China, the CLIL currently implemented by China Foreign Studies has adopted Type B class, which is the integration of CLIL into the foreign language curriculum (English). In addition to the 2007 edition of the CLIL-related English textbook 'Light up Science', 'New Thinking Science ' was launched in September 2022 to promote CLIL teacher training with model lessons based on these textbooks.

Content and Language Integrated Learning Teacher Competence

Marsh (2010) and his colleagues emphasize that core topics such as self-reflection, CLIL basics, content and language awareness, methods and assessment, research and evaluation, learning resources and environments, classroom management and CLIL management should be covered in CLIL teacher training. Teachers applying for CLIL need to be qualified in one (or more) non-language subjects and have a high command of the foreign language used as the language of

instruction. Moreover, specific methodological skills to teach a non-language subject through the medium of a foreign language are needed (European Commission 2017).

In the two years since the "CLIL Teacher Training Platform for Elementary English Education" was established, there have been several offline class demonstrations and online lecture series, and it is now necessary to test the effectiveness of the training, as CLIL teacher education is the benchmark for continuity in bilingual education (Coyle, 2010).

Research Objectives

This study aims to examine the online data and offline training effects of this education platform with the following research objectives:

(1)   To give the comparative analysis of the CLIL online lecture series based on the European CLIL teacher development framework.
(2)   To find out in-service English teachers' attitudes towards CLIL training.
(3)   To analyze the factors influencing CLIL training.

Method

To achieve the research objectives, the author conducted a non-experimental study. Firstly, a comparative analysis of the data of the online CLIL lectures series based on the European CLIL teacher development framework; Afterwards, a questionnaire was administered to the participants of the offline seminars and two teachers were interviewed in a semi-structured manner. The result was analyzed in SPSS. Following the study, the effectiveness of the CLIL training platform was analyzed and strategies for improvement were suggested.

Participants

The researchers collected CLIL training data from 906 participants from two QQ groups; a systematic sampling method was used, whereby on average 151 students were picked randomly from each of the six in the training program. All the participants were in-service English teachers from various primary schools in China. The questionnaire data was collected in June 2022 and the online training content was collected from October to November 2022 from all seven classes of the CLIL series on the WeChat public website "Thousands of Good Lessons".

Research Instruments

The content of the online training was analyzed based on the European CLIL teacher development framework of the European Commission, with reference to the implementation of CLIL programs in Austria, and the context of the actual situation in China. The offline seminars analysis was based on the European CLIL teacher framework and a web-based questionnaire was designed on the Wenjuanxing platform with a five-point Likert scale. The questionnaire consisted of three main parts: the first part was the basic demographic information of the participants (Part A); the second part was the basic theoretical knowledge of CLIL teachers (Part B); and the third part was the actual classroom teaching application (Part C).

Research Procedures

The research is divided into three phases. In the first phase with the consent of Mrs. Cong, one of the initiators, of the CLIL teacher training platform, the researchers got access to the application of all learning resources and compared the lecture framework with that in Austria. After

that, to assure the reliability, the researchers discussed and designed the questionnaire and the semi-structural interview and turned to two specialists for modification. In addition, all the participants in the study were invited of their own will. As The offline seminar was held in June 2022, the online lectures can be learned during October, and the data collection lasted for seven days each. Then two teachers were interviewed to share their perception towards CLIL and the training. The data was used to investigate the objective and subjective factors influencing teachers' attitudes towards the practice of CLIL and their reflection towards their CLIL competences.

Results
Analysis of the Content of Online Training Lectures
There are 7 lessons in the CLIL series in "Thousands of Good Lessons", including: How to Use CLIL to Develop Students' Core Competences in the English Classroom, Interdisciplinary Language Learning in CLIL Teaching, Teaching Design of CLIL-English Integration in Primary English Class, How to Use 'Light Up Science' to Empower Learners, How to Design a CLIL Lesson, Eight Key Words for Understanding CLIL and Getting Ready for Light Up Science. How to use Light Up Science to empower learners, How to design a CLIL lesson, eight keywords for understanding CLIL and Getting Ready for 'Light Up Science'.

Based on the competencies for CLIL teachers the author has compiled eight areas of skills shown in Figure 1 (in Appendix A): self-reflection, CLIL fundamentals, content and language awareness, methodology and assessment, research and evaluation, learning resources and environment, classroom management and CLIL management, and other core topics.

CLIL Fundamentals: In this part, the lecture first expounds on the commonalities between students' core competencies and CLIL teaching based on the present Chinese context and presents the CLIL practice of primary school in Denmark.

Content and Language Awareness: This lecture is about teaching language based on the CLIL teaching concept and proposes the integration method and curriculum design strategies based on the English Curriculum Criterion for Basic Education.

Methods and Assessment: the lecture proposes that the integration of English and science should attach importance to the integration of assessment feedback, suggesting that teachers should create a context for collaborative inquiry and teaching reflection.

Results of the Offline Seminar Questionnaire and Interview Analysis
Part I: Results of Basic Demographic Information
The key demographic information is shown in Figure 2 (in Appendix B), where up to 87.2% of the participating teacher in the sample are female, a common phenomenon in the gender ratio of teachers at the basic education level in China. Ninety-four point nine of the participants are below the age of 40 and are the most active in English teaching. Eighty-four point six of the participants have a bachelor's degree and the percentage of teachers with postgraduate degrees is 10.3%.

The Cronbach's Alpha value of 0.941 indicates that the reliability of the scale is good, with Part B (theoretical knowledge of the CLIL) and Part C (pedagogical application of the CLIL) values of 0.843 and 0.956 respectively.

Dimension	Cronbach's Alpha	N of Items
Part B (theoretical knowledge of CLIL)	0.843	5
Part C (application of CLIL in teaching)	0.956	5
total	0.941	10

Figure 3. Reliability of part B and part C

The current status of CLIL teacher training in China is shown in Figure 4, where to Mean one is part B of the scale (CLIL theoretical knowledge), with a mean value of 2.8596, and Mean 2 is part C of the scale (CLIL pedagogical application), with a mean value of 2.6583.

	N	Minimum	Maximum	Mean	Std. Deviation
Mean 1	151	1.60	5.00	2.8596	.53456
Mean 2	151	1.00	5.00	2.6583	.69612

Figure 4. Current status of CLIL training

ANOVA Analysis of Variance

The ANOVA for the effect of the educational background of the participants on the perception of CLIL knowledge is shown in Figure Five in the following, with values above 0.05 for each question, indicating that the educational background of the participants did not affect the perception of CLIL knowledge.

	graduate	postgraduate	Phd	F	P
Mean 1 (theoretical background of CLIl)	2.87±0.51	2.79±0.65	2.8±1.04	0.186	0.831
Mean 2 (application of CLIL in teaching)	2.64±0.66	2.68±0.98	3.27±0.23	1.188	0.308

Figure 5. Analysis of variance for CLIL educational background

Figure 6 in the following shows the results of the ANOVA on whether participants' teaching experience influences participants' perceptions of CLIL. The results show that the p-values for the Mean one (CLIL basics) and Mean two (teaching applications of CLIL) sections are both 0.000, indicating that participants' teaching experience has a significant impact on their perceptions of CLIL.

	Below 1 year	1 to 3 years	Over 3 to 5 years	Over 5 to 10 years	Over 10 years	F	P
Mean 1	2.80±0.51	2.77±0.37	4.20	3.60±0.46	3.4±0.74	7.441	0.000
Mean 2	2.58±0.68	2.54±0.51	5.0	3.30±0.48	3.49±0.66	9.106	0.000

Figure 6. Analysis of variance on CLIL teaching experience

Relevance Analysis

To determine the relationship between Part One (CLIL basic knowledge) and Part Two (CLIL pedagogical applications), the author analyzes the correlation between the two parts and the result is in Figure Seven in the following, indicating a strong correlation between the two parts.

	Mean 1	Mean2
Mean 1(theoretical background)	1	
Mean 2 (application of CLIL in teaching)	.781**	1

**Significant 0.01 or more

Figure 7. Correlation analysis of mean 1 and mean 2

Teachers' Perception of Their Content and Language Integrated Learning Competences

The following are the results of semi-structured interviews with two primary English teachers at the end of the training.

Teacher A: We English instructors found that the training session was really helpful in introducing us to several ideas that we had previously overlooked. Additionally, the seminar allowed normal English instructors the chance to speak with CLIL specialists so that we could better understand how to integrate CLIL into our teaching of the English language. I still haven't clarified how CLIL differs from other teaching methods, such as immersion and STEM teaching. Also, I personally find it challenging to strike a balance between language and content teaching in the classroom. Finally, the interval between the online and offline CLIL training is a bit long for me, as it is only once or twice a semester, and the lack of regular communication between regular teachers and expert coaches may prevent teachers from forgetting their CLIL knowledge reducing the effectiveness of the training.

Teacher B: Although the training is intriguing and the CLIL idea is fantastic, some English instructors still find it challenging. The training material may not be as useful to our school and children because CLIL is so adaptable. To truly combine CLIL with language learning, in my opinion, I would need to collaborate with other subject instructors and create our own content learning resources. When creating the curriculum, we require continual advice and assistance from professionals.

The result showed that the CLIL specialists in China modified the CLIL lecture framework based on their Chinese education context which helped CLIL teachers recognize and agree to their

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role of teaching both content and language (Lo, 2020). The expressions of those two teachers catered for the online course combined with seminars as a platform for teacher reflection (Banegas D. L., 2019). Additionally, whereas teaching experience did, the academic background had no impact on how CLIL was perceived. The study's limitations were acknowledged to include the fact that there were only two instructors who were willing to be interviewed and the dearth of male teachers.

Discussion

This paper examines the advantages and drawbacks of an online and offline learning platform for the preparation of CLIL teachers. The efficacy of the offline training is compared by using a comparative analysis of the online training materials, a survey, and semi-structured interviews. The following findings are reached once the data are analyzed:

Question One: What are the content differences in CLIL teacher training in China?

The conclusion is that the platform for training CLIL teachers in China has been built with consideration for the regional characteristics of Chinese basic English education. However, as the promotion and development of CLIL in China are still in its infancy, the promotion of the concept and teaching materials to drive changes in teachers' perceptions is chosen, thus neglecting the practical and continuous tutor support of CLIL, which may result in a gap between training and practice.

Question 2: What are in-service English teachers' perceptions of CLIL after the training?

It is concluded that all teachers from different educational backgrounds have a positive perception of their CLIL competence. However, compared to Part B, participants perform slightly less well in Part C. Participants believe that their theoretical knowledge and teaching abilities are not equal, which suggests that instructors in this field urgently need help.

Question 3: What are the factors which affect the training effect?

While teaching experience significantly determines CLIL efficacy, the educational background has little bearing on CLIL perceptions. This suggests that future training programs should fully account for participants' grouping, cooperation, and practice.

Online Lecture Series

The aim of continuing education for CLIL in countries such as Austria is for content teachers to provide confidence to work in English and a full understanding of CLIL techniques and resources. Unlike the situation in the above countries, the current CLIL practice in China is a Type B CLIL program with the English curriculum as the main delivery component, and therefore the CLIL content training for English teachers has been adapted accordingly with reference to the actual educational situation in China. CLIL content training for English teachers has been adapted accordingly with reference to the actual educational situation in China.

Teacher requirements from the analysis of the CLIL online lecture series in Figure 1, the content of the current online training on CLIL at the basic education level in China mainly covers the fundamentals of CLIL, content and language awareness, methodology and assessment. As there is currently no explicit educational policy on CLIL implementation in China, the training content rarely covers self-reflection, especially the need for self-development, multiple identities of CLIL teachers and peer collaboration. In terms of content and language awareness, important CLIL components such as the role of the first language in supporting language learning, interpersonal skills, and cognitive academic language skills are not notably highlighted. The

aspects of research and evaluation and CLIL management are not covered in the lectures for the time being, while the aspects of learning resources and environment are presented in the offline seminars in the form of case sharing. The comparison of the content of the CLIL teacher training in China and Austria in Figure 8 below also demonstrates that even though the content of the current CLIL teacher training in China has been adjusted to the current situation in basic English education in China, the practical aspects are lacking and teachers are not provided with more teaching resources and CLIL language content, and there is a lack of effective follow-up support from the training instructors.

nation	CLIL training mode	CLIL training content	Training communication mode
Austria	Offline seminar + individual online task	Module 1：CLIL fundamentals；content knowledge ； teaching methodology and multimedia input：text input; assignment 1 Module 2：academic language; support student output, writing, talk; assignment 2 Module 3：sequencing activities；assignment 3 Module 4 ： portfolios and planning；assignment 4	Face to face + online follow-up support
China	Online lecture series + offline case presentation	CLIL fundamentals ； core competences of Chinese students；CLIL teaching design；CLIL teaching materials and application	Face to face

Figure 8. Comparison of CLIL training content between Austria and China

Off-line Seminar

In the descriptive analysis in Part A, the proportion of female teachers reaches 87.2 percent, reflecting the reality of English instruction in Chinese primary schools. 65.4 percent of the teachers are under the age of 30, indicating that the design of the future CLIL training should take into account the special needs of these teachers (Qiao, 2017). The results show that 139 of the 151 participants are primary teachers, underscoring the fact that CLIL's current training is only available to primary teachers and that the participation of appropriate secondary teachers is still insufficient to ensure that CLIL's instruction is consistent for students of various ages. There is evidence that teacher development research only accounts for 2.4% of CLIL research in universities in China, and scholars have focused more on the effectiveness of CLIL for higher education practice in China and its theoretical exploration, with less research involved in the practice of CLIL at the basic education level.

In terms of the current status of CLIL training, the data in Part B is satisfactory, representing that practice-oriented pedagogical training has aided teachers in expanding their linguistic awareness and fostering their identity as language educators (Lo, 2020). However, training related to CLIL in China is mainly undertaken by foreign language teaching and research press, mainly in the form of demonstration lessons and exchanges of teaching experiences, with fewer opportunities for teaching practice and exchanges in seminars.

The data, which contrasts with the results of the CLIL survey in other countries, demonstrates that teaching experience is the only factor impacting teachers' perceptions of CLIL through ANOVA. Findings from other countries show that teacher type rather than teaching experience is the factor that influences teachers' perceptions of CLIL (Cañado, 2018). The reason for the discrepancy is that while the British Council has been researching CLIL practices in 19 different schools for more than 20 years in Caado's study, the data used in this paper comes from just one training program, which is conducted for less than a year and followed a different model that excludes specific classroom teaching research.

The substantial correlation analysis between part B and part C of the Likert scale supports the interdependent development of the two components of CLIL teacher training: the higher the CLIL communicative competence, the greater the CLIL theoretical knowledge (Pérez & Rodríguez, 2021).

Interviews with two teachers after the training revealed that the design of the training content, ongoing support for CLIL classroom teaching, teaching resources and teaching materials, and how language teachers and teachers of other subjects can effectively collaborate on teaching and research in the context of China's current basic English education policy were the main challenges for the participating teachers at present.

Conclusion

This study aimed to investigate a platform of CLIL teacher training in China to find out whether the training content helps build teachers' perceptions towards CLIL; the study also aimed to examine the factors influencing teachers' CLIL competences. It was found that the training content was carefully modified according to China's situation but lack of a link between theories and classroom practice. Another finding was that those teachers who received training programs had a positive on their CLIL competence. Although teaching experience has a key role in determining CLIL effectiveness, opinions of CLIL are mostly unaffected by educational background.

Limitations and Future Research

The findings do not reflect the overall statistics as the project focuses on the CLIL teacher training platform at the primary level, and there are few perspectives on CLIL from teachers in secondary schools and higher education institutions. In addition, the views of male teachers are underrepresented due to the current sex ratio of English teachers in primary schools in China. Furthermore, personal factors, such as language experience, are not considered in this study. Moreover, the lack of more pedagogical practice in the offline seminars made it impossible for this study to determine the collaborative approach and actual classroom management skills among the participants. The aforementioned findings all point to the need for more action to improve the platform's existing building state. To strengthen the development of a CLIL-related research foundation in the context of Chinese education, particularly in the area of CLIL teacher

development, it is advised that the platform be built in collaboration with domestic and international CLIL research centers or relevant research teams in universities. In addition, the platform should also integrate CLIL content with Chinese national education policy series to promote the integration of CLIL concepts with foreign language education with Chinese characteristics. A column of CLIL experts is recommended to build a bond between experts and linguists and CLIL teachers to support cooperation and exchange between teachers of different disciplines so that a long-term mechanism and a learning community of CLIL teachers will be developed to amplify the training effect. Furthermore, the design of the training materials should also take into account the unique personal requirements resulting from distinct teaching experiences and different fields. The development of follow-up CLIL teachers should be taken into consideration to create a CLIL teacher development in China since the pre-service CLIL teacher development shares a strand with the in-service CLIL teacher training.

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Appendices
Appendix A
CLIL teacher competencies

Competence field	competence
Personal reflection	teacher's attitudes on CLIL; pedagogical and content competences; language competence according to CEFR; ways of working with learners jointly; individual learning needs; necessity and mechanism of cooperation with colleagues; multiple roles and identities of a CLIL teacher; attitude and behavior on learning process;
CLIL fundamentals	CLIL core features、common misconceptions；contextualize CLIL with school, regional and national curriculum; discuss CLIL with school's internal and external stakeholders; strategies for integrating CLIL and school ethos;
content and language awareness	Identify appropriate content to be taught and obstacles to content learning；view content through different cultural perspectives；deploy strategies to support language learning in content classes；create opportunities for reinforcing content learning in language classes；apply strategies for fostering critical thinking by students about content and language；apply strategies for fostering in students the habit of linking new learning with their personal experience；promote learner awareness of language and learning process；how first language supports additional language learning；model strategies for making transition from monolingual to bi/plurilingual teaching and learning；devise and implement strategies that take into account key concepts; describe implication of age for language learning and use；link language awareness issues to content learning and cognition；scaffold language learning during content classes;
Methodology and assessment Research and evaluation	Building learner capacity; cooperating with colleagues; building safe and meaningful learning experience; assessing; classroom and learner research methodology; action research in collaboration with colleagues；key CLIL research findings；critically analyze CLIL research articles；strategies and instruments for self, peer and student evaluation, etc.
Learning resources and environments	Design and use appropriate learning materials; criteria for developing CLIL resources; criteria and strategies for non-classroom and non-school learning environments; techniques for cooperative networks; help students build cross-curricular links;
Class management	Diverse classroom set-ups to promote student communication, cooperative learning and leadership; appropriate language for classroom interaction; opportunities; learners' needs; co-create with students a non-threatening environment;;
CLIL management	Work within changing models；principles of professional learning communities; self-management；ethical issues;

Figure 1. CLIL teacher competencies in teacher competence framework

Appendix B
Descriptive analysis

category		frequency	percentage
valid		5	3.2
gender	male	15	9.6
	female	136	87.2
age	20-29 years old	102	65.4
	30-39 years old	46	29.5
	40-49 years old	3	1.9
Education background	graduate	132	84.6
	postgraduate	16	10.3
	Phd	3	1.9
Working place	Primary school	139	89.1
	Junior high school	3	1.9
	Senior high school	1	0.9
	university	8	5.1
Teaching experience	Below 1 year	95	60.9
	1 to 3 years	42	26.9
	Over 3 to 5 years	1	0.6
	Over 5 to 10 years	4	2.6
	Over 10 years	9	5.8

Figure 2 basic demographic information