On language teachers and CLIL

Shifting the perspectives

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Appendices

Chapters in this thesis and contributions of co-authors


**Contributions:**
Liz Dale is the first author of this article. She reviewed, collected and analysed the literature, developed the framework and drafted the various versions of the paper. The research team further consisted of Ron Oostdam and Marjolijn Verspoor in the role of supervisor. This research team collaboratively conceptualized and designed the study. In addition, the research team discussed all the steps in the process of the review. The supervisors reviewed the manuscript and provided feedback.


**Contributions:**
As the first author, Liz Dale reviewed the literature, collected and analysed the data and drafted the various versions of the manuscript. The research team for this article further consisted of Ron Oostdam and Marjolijn Verspoor. The research team collaboratively conceptualized and designed the study, discussed the data analysis, and carried out regular coding debriefings as a consistency check. The supervisors reviewed and revised the manuscript.

Contributions:
Liz Dale is the first author of this article. She reviewed the literature, collected and analysed the data, developed the set of practices and drafted the various versions of the paper. The research team further consisted of Ron Oostdam and Marjolijn Verspoor in the role of supervisor. The research team collaboratively conceptualized and designed the study. In addition, the research team discussed all the steps in designing and analysing the survey. The supervisors reviewed the manuscript and provided feedback.


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As the first author, Liz Dale reviewed the literature, collected and analysed the data and drafted the various versions of the manuscript. The research team for this article further consisted of Ron Oostdam and Marjolijn Verspoor. The research team collaboratively conceptualized and designed the multiple-case study, and discussed the data analysis. The supervisors reviewed and revised the manuscript.