

## Introduction

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This Special Issue of *e-TEALS* is dedicated to Content and Language Integrated Learning (CLIL), an educational approach involving the dual teaching and learning of an academic subject and an additional language. CLIL is now practised under many guises across educational levels all over the world and is particularly prolific in Europe where there is a rapidly evolving evidence base as well as an identified need for further teacher education (Cenoz et al.; Eurydice; Perez Cañado). Countries in which CLIL has been operational for some time have taken stock of the phenomenon whereas in others such as Portugal, it is relatively recent, uncharted terrain in need of thorough exploration, teacher education, and the development of communities of practice which support these endeavours (see Ellison this volume).

This was the stimulus for the creation of the new CLIL research strand of TEALS and for the first Working CLIL Colloquium, an international event hosted by the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS) at the Faculty of Arts and Humanities of the University of Porto on 16-17 March, 2018. The dual purpose of the colloquium was to provide teacher education for CLIL from pre-primary to secondary levels through workshops given by experienced CLIL practitioners, teacher educators or scholars, and opportunities for poster presentations of experiences and practitioner or scholarly classroom-based research. The outcome was an interesting and stimulating range of workshops and posters reflecting a variety of perspectives on research, theory, and practice of CLIL from a range of contexts. This is

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represented by the selection of papers in this Special Edition which are united in their orientation towards effective and quality educational experiences for teachers and learners.

In the first of these, Ellison situates Portugal on the 'CLIL map' and describes the evolution of its grassroots and national initiatives. There are also cautionary words about the need for teacher education to prepare for future growth. The next two papers highlight the importance of understanding and supporting subject specific literacy development in CLIL classrooms. Ahern, Whittaker and Blecua focus on Reading to Learn pedagogy, whilst Vraciu and Capdevila Tomàs draw our attention to planned and incidental focus on linguistic form. The studies presented by Piacentini, Simões, and Vieira, and Koro provide all-important participant feedback on experimental CLIL projects in secondary education in Portugal and the UK, respectively. The perspectives of History and Science students are influential in shaping future teaching strategies in Piacentini et al.'s project. Koro's research focuses on developing students' intercultural understanding through the integration of History and French. For this author, CLIL stands for Content and Language *Intercultural* Learning.

Drawing on teacher education practices in the Galician context, Couto-Cantero and Bobadilla-Pérez offer ten CLIL fundamentals in a series of tips for novice CLIL teachers. The remaining two papers present guidelines and materials for use in CLIL classrooms. Those of Morgado relate to the CLIL for Children Project which suggests how quality materials and lesson plans can be developed for primary CLIL. Bazo and Déniz discuss the importance of competency-based learning and digital tools. They explain how these combine within Webquests and illustrate this through a didactic unit which incorporates web tasks and materials from the social sciences.

As readers will see, the collection of papers in this Special Edition provides valuable insights into 'CLIL at work' as well as theoretically-grounded suggestions for implementation in the classroom. We thank all those who have shared their experiences with us in this volume.

## Works Cited

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