

**To cite this article:**

Escobar Urmeneta, C. (2020). Editorial. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 3(1), 5-6. <https://doi.org/10.5565/rev/clil.43>

<https://doi.org/10.5565/rev/clil.43>

e- ISSN: 2604-5613

Print ISSN: 2605-5893

# Editorial

**CRISTINA ESCOBAR URMENETA**

AUTONOMOUS UNIVERSITY OF BARCELONA

[cristina.escobar@uab.cat](mailto:cristina.escobar@uab.cat)

It is a pleasure to present issue 3.1 of the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education* in its third year of connecting teachers, teacher educators and researchers interested in language education, and education through language(s).

This issue presents the work of authors coming from a variety of professional, cultural and geographic backgrounds who address a wide range of language- and education-related topics.

**Tom Morton** draws from Dalton-Puffer and Cammarata and Cavanagh to present a model for the integration of content, language and literacy with a high potential to help teachers to conceptualize some of the intricacies of Content and Language Integrated Learning. The framework presented is equally useful to inform teaching and assessment practices in

diverse L2-medium contexts, whether sheltered instruction, immersion, reception or CLIL classrooms, as well as for L1-medium content teachers interested in the development of their students' subject-matter linguistic and discursive repertoire. The theoretical tenets are illustrated with data coming from secondary schools in Madrid, Spain.

**Marie-Theres Gruber, Anita Lämmerer, Nicole Hofstadler** and **Sarah Mercer** address the issue of teachers' wellbeing, a problem that is only recently gaining scholarly attention in the field of CLIL. Through in-depth interviews, the researchers explore how the specific challenges posed by CLIL affect in different ways a small group of committed primary teachers in Austria. Gruber et al.'s paper will surely inspire and serve as a reference point for further research on this topic.

**Eva Alcalà Arxé, Laura Comallonga, Maria Sala, and Maria Galera** report on a teacher-development experience where different modalities of coteaching are tried out by a team of four teachers in the course of implementing a writing task cycle, which had been pre-planned cooperatively. Excerpts of classroom conversations are examined to ascertain whether the coteaching arrangement provides students with opportunities for the development of their writing skills. Sala et al. provide a valuable example of collaborative work and evidence-based teacher development.

In her contribution, **Mariona Graell** presents a competence-based rationale for a task cycle within a Language Learning and Literacy course in a Teacher Education Degree. The task inverts the traditional teacher-centred approach to provide students with more responsibilities and therefore higher quality educational experiences that can have a significant impact on their future roles as infant education teachers.

**Giovanna Ottin**'s contribution presents a re-writing task to be carried out in pairs by young learners learning to read and write, providing detailed steps so that it can be reproduced by other teachers. The author defends the use of 'real' texts of literary value over the widespread use of graded readers, and the value of learner-learner interaction in the development of early literacy skills. The accompanying data confirms that the re-writing task has a strong pedagogical potential due to different factors. In addition, it has the property of revealing to the attentive observer the children's learning agenda, which allows the teacher to adjust her pedagogical actions to the empirically established needs of the learners.

Finally, we are pleased to publish an open letter from **Beatriz Caballero de Rodas** to M<sup>a</sup> José Lobo on her retirement, in recognition of her invaluable contribution as a teacher educator.

Contrary to the tradition established in previous issues, issue 3.1. does not include an A-B-C section. We encourage content teachers—or even better, tandems of content and language teachers—to submit proposals for this section, as it has proved to be a very successful one among readers. ■