Contexts and Conditions for Successful CLIL in Portugal

EDITED BY

Maria Ellison
Margarida Morgado
Margarida Coelho

Coleção Transversal

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Contents

Acknowledgements

Contributors

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Ana Leão has experience as a foreign language teacher, translator and interpreter in Iceland, Portugal, and Spain. She holds a Master's degree in English Teaching Methodology from the Faculty of Human and Social Sciences, NOVA University of Lisbon – Portugal, where she is conducting her PhD studies in Language Teaching – Multilingualism and Education for a Global Citizenship. She is interested in the areas of education for intercultural citizenship, culture of democracy, and CLIL. She is also a member of TEALS – CETAPS and the coordinating team of CANDIICE, a European Erasmus+ innovation and research project for citizenship educators. She was awarded a CETAPS and FCT research grant in 2020.

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Ana Xavier is a teacher working for the Direção-Geral da Educação (DGE)/ Ministério da Educação (ME) where she has been involved in the implementation of bilingual education in Portuguese state preschools and schools with the British Council Portugal since 2011. She has participated in national and international teacher training in CLIL and bilingual education and has a Master's degree in English Language Teaching from the Faculty of Human and Social Sciences, NOVA University of Lisbon – Portugal, focusing on CLIL assessment at lower primary level. She has recently written a chapter in an edited volume on assessment for learning in CLIL, which helps to understand the essential principles and concepts in CLIL assessment.

Anabel Reis Alves has experience spanning over 20 years and is Director of Studies at Centro Britânico do Alto Minho. She has experienced that motivation and student engagement are key features in promoting language acquisition. With a Master's in Applied Linguistics and a growing interest in teacher training, Anabel has now taken on the challenge of implementing and using the CLIL approach in different settings. Aiming to engage students with custom-made materials and activities, the objective is two-fold – raising children's language proficiency and making content more accessible with hands-on projects.

Ângela Balça é doutora em Ciências da Educação pela Universidade de Évora, onde é Professora Auxiliar com Agregação e Diretora do Departamento de Pedagogia e Educação. Investigadora do Centro de Investigação em Estudos da Criança (CIEC) – Universidade do Minho. Licenciada em Línguas e Literaturas Modernas – Estudos Portugueses, pela Universidade NOVA de Lisboa. Professora Visitante na UNESP, São Paulo, Brasil. Investiga e publica na área da educação literária, formação de leitores, literatura para a infância, ensino da língua materna e bibliotecas escolares.

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Susana Filipa Gonçalves is a senior lecturer at ESHTE and a researcher at CiTUR, holding a PhD in Tourism. Combining professional experience with academic work for several years, she has worked in different types of events, as staff, in planning, management, and consultancy. Susana teaches a set of subjects related to Events Management on undergraduate and Master's degrees. Her pedagogical practice includes the development of a transdisciplinary teaching/learning model (*Event Management Learning Model*) with a team of teachers from different areas, and the application of the CLIL model. Her research interests are related to tourism, events, gender, and higher education pedagogy, an area in which she holds post-graduate studies.

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Valentina Piacentini obtained her PhD in Education (CLIL, Science education and English practice) in 2020, from the University of Aveiro. She is currently on temporary on job leave from Italy, where she worked as a lower secondary school Mathematics and Science teacher and, to some extent, a CLIL teacher. In the Portuguese CIDTFF research centre, she has been involved in the centre's internal monitoring and currently contributes to the large scale project of students' learning in scientific subjects. She also collaborates through workshops promoting linguistic and cultural diversity, having been recently engaged in the "Plurilingual Kamishibai" competition and analysis of its resources. Valentina is part of the ECML's "CLIL LOTE transitions" project and has co-presented short-term courses on CLIL, both for in-service and pre-service teachers. She has disseminated her research findings through events on Science literacy and also language promotion, being committed to broader Science communication.

Introduction

Maria Ellison, Margarida Morgado & Margarida Coelho

Among its EU partners, Portugal has been slow in officially adopting the Content and Language Integrated Learning (CLIL) approach in school education or expanding it nationally. CLIL refers to "situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh, 2002, p. 2)[1].

Rather than lament the late onset of CLIL in state schools under the umbrella term of 'bilingual education' in Portugal or celebrate the grassroots emergence of CLIL projects in private and state schools (almost always led by foreign language teachers), this edited volume focuses on CLIL as a profoundly context-dependent approach in education and compiles best practice for successful CLIL implementation across all levels of education, from pre-primary to Higher Education (HE) graduate and postgraduate courses, by highlighting the contexts in which CLIL is effectively implemented and the conditions deemed necessary for it to become so.

Linguistic and methodological change, which CLIL necessitates, is not isolated from demographic, political and cultural change caused by an increasingly globalised world, with heightened voluntary and/or enforced mobility of people, internationalisation of the Higher Education area, and technologically interconnected global professional and academic networking. CLIL can be viewed as a pedagogical response to communication at a global level and the use of one or more lingua franca to operate in international business, education, and employment.

CLIL is a new challenge to the teaching and learning process because it reconfigures the ways in which foreign languages are taught and learnt; it redesigns the profiles and roles of the foreign language teacher and the teacher that uses a foreign language as a medium of instruction by enhancing collaborative practices and team work; it challenges disciplinary boundaries and enhances cross- and interdisciplinary integrated approaches; it defies learning as a top-down transmission of knowledge in favour of the participatory co-construction of meaning by teachers and students; and it further conceptualises the classroom as a learning space for addressing real-life situations.

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[1] Marsh, D. (2002). CLIL/EMILE – The European dimension: Actions, trends and foresight potential. Retrieved from https://jyx.jyu.fi/bitstream/handle/123456789/47616/david_marsh-report.pdf?sequence=1&isAllowed=y

Transitioning from an established educational paradigm to another is never easy, especially when pre-service and in-service education and school curricula or HE courses fail to embrace change at the pace at which it happens in society. In order to address change in education, it is essential that we explore the conditions and contexts for the successful implementation of CLIL. Thus, the editors of this volume invited contributions, in the form of research papers or best practice reports, on professional development (in-service, pre-service, other) for school teachers and HE lecturers in Portugal in order to enable them to use CLIL in their own contexts; policy recommendations and frameworks for CLIL implementation across educational levels in Portugal; and effective methodological best practice from experiences carried out in Portugal for managing multiple languages for and of learning (multilingual pedagogies) and key strategies for translanguaging or targeted code-switching across all levels of education.

It is the editors' aim that this book will serve as an educational resource for policy makers, teacher educators, school teachers, HE lecturers and teacher education researchers. It will also be an invaluable resource for graduate students and others in the education profession. Each chapter offers a set of recommendations for the implementation of CLIL. Recommedations refer to: policy making, initial and continuing teacher education, capacity building in schools, and quality and sustainability of CLIL.

The present volume begins with Part one on mapping the CLIL terrain in Portugal. "CLIL across schools in Portugal", by Maria Ellison, Margarida Morgado and Margarida Coelho, attempts to chart the emerging CLIL terrain in Portuguese pre-primary, primary and secondary schools, and explores the conditions and possibilities for implementing CLIL across schools in this country. Chapter one reports on varied, relevant environments of CLIL implementation, practice, and teacher education in an effort to help CLIL teachers and teacher educators navigate what is really happening in schools. Through an exploratory study based on a questionnaire sent to teachers and schools, and desk-based research on involvement of Portuguese teachers in Erasmus+ CLIL projects and in the official in-service training offer for CLIL, the authors inquire into the extent of CLIL implementation and the provision for teacher education in CLIL in Portugal. They conclude that CLIL is not evenly distributed in geographical terms, that its presence in schools is somewhat 'diluted', and that CLIL is a fluid, multi-layered concept for teachers. In relation to teacher education, the study reveals that beyond the official Programa Escolas Bilingues (PEBI) training and monitoring programme, European funds are used by teachers, through project development and staff training opportunities, as a means for further professional development, and that there is room for quality pre-service and in-service training for teachers that should be supported by HE institutions across Portuguese territory.

In parts two, three and four readers can explore methodological best practice from experiences carried out in Portugal which are organised by education level: pre-primary and primary (Part 2); lower secondary (Part 3); and Higher Education (Part 4).

Part two addresses best practices of CLIL/bilingual education in preschool and primary education. Chapter two, "Learning English in the *Kiitos* project", by Teresa Coelho, Amélia Marchão, and Susana Porto, gives details about a transnational Erasmus+ project developed at preschool level at the Ponte de Sor School Cluster, which aimed at promoting both 21st century skills and the learning of English through an integrated pedagogical approach. The authors present and discuss the quantitative and qualitative data collected through questionnaires to parents, preschool and English language teachers, interviews with children and the observation of foreign language (FL) practices in four preschool classrooms over two consecutive school years. A "type of natural semi-immersion in the FL" was adopted in which the children used the English language in the classroom for two hours a day to engage in pedagogical hands-on and game-like activities. This was undertaken under the supervision of the English language teacher and the support of the preschool teacher, and resulted in the improvement of communication skills, the children's cognitive development and intercultural awareness.

Chapter three, "Translanguaging Classroom Discourse: A case study of scaffolding strategies in a bilingual third grade classroom in Portugal", by Nayalin Feller, focuses on a particular aspect of what happens in CLIL classrooms: translanguaging strategies, which the author shows to be effective methodological practices for bilingual/CLIL classrooms. A study conducted with two teachers and eighteen pupils in a private bilingual third grade classroom in northern Portugal, over a six-month period, showcases the translanguaging and scaffolding strategies used in Natural and Social Sciences and English Language. The author offers a typology of translanguaging and scaffolding strategies used by teachers and pupils, which can serve as examples of best practices for managing multiple languages for, of, and through learning in bilingual/CLIL settings.

In Part three, Chapter four, "Hands-on CLIL: A project-based orientated approach to Geography in lower secondary school", by Anabela Reis Alves, explores the potential of project-based learning (PBL) in CLIL learning contexts. PLB is described as a powerful tool that allows teachers to use different resources (videos, texts, images, visiting locations, for example) and support students in connecting learning and information to the real world, through discovery, participation, and experiential activities. The author starts by reporting on the context and pedagogical framework of the experience of implementing a CLIL approach through the adoption of project-based learning (PBL) in Geography classes of 7th grade students (two groups of 26 and 28 students) over the course

of an academic year. With one additional 75-minute lesson a week, students were able to engage in critical analysis and problem-solving activities, and to cooperate and communicate with each other in the L2. This was reported to enhance fluency and confidence in speaking the FL, led to deeper learning, better understanding of the topic, and an increased motivation to learn.

Chapter five, "Teaching and Learning in the Portuguese "English Plus" project", by Valentina Piacentini and Ana Raquel Simões, highlights the importance of CLIL as a means not only to promote foreign language learning, but also a beneficial environment for the education of the specific discipline. Given the scarcity of investigation conducted into CLIL in secondary education, the study of these authors is pertinent. They describe a CLIL project ("English Plus", EP), in which subjects (History and Science) are taught/learnt with/in English in one Portuguese lower secondary school. The resulting research was designed as a qualitative case study on the EP project and its participants (teachers and students involved in different school years). The purpose of the chapter is to characterise the EP project and focus on the specific teaching setting of this school, as well as to reveal the learning experience of participants involved. By doing so, this chapter contributes to knowledge about Portuguese CLIL practice, presenting one option for its implementation and drawing on opportunities for teacher education.

Chapter six, "From Content and Language Integrated Learning (CLIL) to Intercultural Citizenship and Language Integrated Learning (ICLIL)", by Ana Leão, is based on the understanding that interdisciplinary pedagogical approaches offer the learner more opportunities to develop democratic competence, and that the inclusion of citizenship content in the FL classroom may develop competences for living in a democratic culture. The author argues for a wider application of the CLIL approach, which should embrace Education for Intercultural Citizenship, and become "Intercultural Citizenship and Language Integrated Learning" (ICLIL). Thus, in order to examine how two different CLIL models appropriate for lower secondary were able to enhance democratic competence processes and outcomes, the author carried out an empirical study over one academic year with disengaged learners and low achievers at a cluster of schools. Despite the design differences between the models, the author concludes that learners developed: a wide range of knowledge and critical understanding; analytical thinking skills; linguistic, communicative, and plurilingual skills; cooperation skills; civic-mindedness; openness to cultural otherness; and attitudes and values of democracy, cultural diversity and human dignity.

Part four, on best practice in Higher Education, presents Chapter seven, "CLIL in Pandemic Times: Students' perceptions of teaching-learning strategies and methodologies in emergency remote education in Tourism and Hospitality", by Ana Gonçalves, Cláudia Viegas, Maria de Lurdes Calisto, and Susana Filipa

Gonçalves, addresses CLIL practices in Higher Education and reports on how the Covid-19 pandemic affected these as the undergraduate degrees in tourism and hospitality at their institution went online. Using a quantitative survey of students who participated in online or emergency remote CLIL sessions, the authors describe learners' perceptions of CLIL online sessions by analysing: aspects that relate to the methodologies and strategies adopted throughout the teaching-learning process; the materials provided; the articulation between language and content; and their motivation to engage in online CLIL activities. The chapter contributes to a wider discussion of best practices in implementing distance learning CLIL.

Part five, on policy recommendation and professional development, includes Chapter eight on the official bilingual programme in Portugal: "PEBI: Critical Success Criteria for implementing Bilingual Education in Portugal", by Ana Xavier and Julie Tice. It describes the development of the *Programa do Ensino Bilingue em Inglês* (PEBI), a partnership between the Ministry of Education – Direção-Geral da Educação (DGE) and the British Council from the piloting phase in 2011 to its growth and expansion across educational levels from pre-primary (*Educação Pré-escolar*) through to the end of lower secondary (*3.º Ciclo do Ensino Básico*) in mainland Portugal. To date, there are now 33 school clusters/schools involved in delivering the programme to learners across those education levels. In this chapter, authors outline how the project and programme developed over the first 10 years, and the rationale for some of the features, given the Portugal context. In the discussion, they identify key factors considered critical to the successful implementation of the bilingual programme in schools and also make recommendations for the future of the programme.

This part continues to explore policy recommendations in Chapter nine, "In the right frame of mind: core issues in professional development for CLIL in Portugal", by Maria Ellison, focusing on professional development for CLIL in Portugal. Like many national contexts in which CLIL is implemented, Portugal has its own idiosyncrasies regarding the preparation of teachers who must be readily equipped with appropriate knowledge, understanding and attitudes which allow them to confidently embrace the new professional challenge. The chapter addresses these and identifies the credits, needs and benefits in their profiles by drawing on the author's experience and best practices from pre- and in-service teacher education at the Faculty of Arts and Humanities of the University of Porto. It ends with a set of recommendations on professional development for policy makers, school directors, project coordinators and teachers.

The last part of the book is devoted to stakeholder voices on CLIL/bilingual education in Portugal. "Para onde se encaminha o ensino bilingue: perguntas e respostas" includes several interviews. Various governing bodies, institutions

and distinguished members of the educational community were invited to contribute by answering a series of questions, in writing, on policy guidelines for bilingual education/CLIL that would serve the educational community. The chapter gathers the contributions of a school authority (DGE), Higher Education teacher educators, a former school director, school teachers engaged in bilingual education, and a municipality that supports a local bilingual programme in schools.

Mapping CLIL/bilingual education in Portugal

CLIL across schools in Portugal

Maria Ellison[1], Margarida Morgado[2] & Margarida Coelho[3]

ABSTRACT

In comparison with some other European countries, CLIL is not universally present in mainstream education across all levels in Portugal. CLIL is mainly known through the 'top-down' policy of the PEBI programme of the Ministry of Education and by several 'bottom-up' grassroots initiatives of CLIL implementation in schools, although the extent of CLIL practice or teacher education for CLIL has not been chartered systematically. The purpose of this chapter is to map the emerging CLIL terrain in Portuguese pre-primary, primary and secondary schools, and report on varied, relevant environments of CLIL implementation, practice, and teacher education in an effort to help CLIL teachers and teacher educators navigate what is really happening in schools. The chapter starts with a brief state-of-the-art description of CLIL activity in Portuguese schools, addressing what has been written about CLIL in schools in Portugal, followed by an exploratory study inquiring into (1) the extent of CLIL implementation; and (2) the provision for teacher education in CLIL. Using an online questionnaire sent out to schools in Portugal and desk research on school involvement in Erasmus+ funded projects about CLIL and accredited in-service school teacher education, the chapter proceeds to present and discuss the results of the study. The chapter concludes that (1) in relation to CLIL implementation, CLIL is not evenly distributed in geographical terms; its presence in schools is somewhat 'diluted'; there is a fluidity of communicational practices around the multi-layered uses of CLIL in relation to linguistic and sociocultural factors; and CLIL is valued by teachers as an educational and cultural resource. In relation to (2) teacher education, the study reveals that beyond the official PEBI training and monitoring programme, European funds are used by teachers, through project development

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and staff training opportunities, as a means for further professional development. Having chartered the conditions and the possibilities for implementing CLIL in Portuguese schools, the authors recommend that more attention is given to developing a dynamic of training and practice across disciplinary frameworks.

RESUMO

Comparativamente com outros países europeus, em Portugal a abordagem CLIL não está universalmente presente no ensino público a todos os níveis. A implementação da abordagem CLIL nas escolas tem vindo a ocorrer sobretudo através da política *top-down* do programa PEBI, do Ministério da Educação, e por via de diversas iniciativas de base *bottom-up* realizadas em algumas escolas, embora a extensão da prática CLIL ou da formação de professores CLIL não tenha sido até agora sistematicamente rastreada. O objetivo deste capítulo é mapear a emergência da abordagem CLIL na educação pré-primária, no ensino básico e no ensino secundário português e dar a conhecer contextos diversos e relevantes de implementação, prática e formação de professores CLIL, de forma a orientar a compreensão do que, neste contexto, se passa nas escolas. O capítulo inicia-se com uma breve descrição do estado da arte da atividade CLIL nas escolas portuguesas tendo por base a investigação já realizada a este nível em Portugal. Segue-se um estudo exploratório sobre (1) o âmbito da implementação da abordagem CLIL em Portugal; e (2) a oferta existente de formação de professores CLIL. Apresentam-se e discutem-se resultados obtidos a partir de um inquérito realizado por questionário em formato eletrónico, enviado às escolas em Portugal, e de uma investigação documental sobre o envolvimento das escolas portuguesas em projetos financiados pelo Programa Erasmus+, com enfoque na abordagem CLIL, e sobre a formação contínua acreditada para professores. Nas conclusões destaca-se que (1) no que se refere à implementação da abordagem CLIL, esta não está uniformemente distribuída em termos geográficos; tem uma expressão muito diluída nas escolas; há uma fluidez de práticas comunicacionais no conjunto dos diversos usos de CLIL ao nível linguístico e sociocultural; e é valorizada, pelos professores, enquanto recurso educativo e cultural. Em relação à (2) formação de professores, o estudo revela que para além do programa oficial de formação e monitorização PEBI, os fundos europeus são utilizados pelos professores para desenvolver projetos escolares e adquirir formação, visando o aprofundamento do seu desenvolvimento profissional.

O mapeamento das condições e possibilidades de implementação de CLIL nas escolas portuguesas leva as autoras a recomendar que seja dada mais atenção a uma dinâmica de formação e de prática CLIL em diversos contextos disciplinares.

1. Introduction

Content and Language Integrated Learning (CLIL) is a dual focused approach to the teaching and learning of subject content and an additional (foreign) language. The approach has been growing across educational levels in Europe since the acronym was coined in the mid-nineties, propelled by a combination of proactive and reactive forces pertaining to the importance of developing multilingualism in the citizens of this continent. CLIL is not a static phenomenon, nor is there a blueprint for its implementation. Rather, it "continues to mould and transform itself as it emerges in new contexts" (Ellison, 2014, p. 45) allowing for it to accommodate and create its own context-related idiosyncrasies. Such is the case of CLIL in Portugal, where compared to most other countries in Europe, it has been slower to adopt the approach in schools. Nevertheless, the phenomenon is present, and despite the fact that it is not obligatory, the number of schools implementing CLIL in its various guises, including 'bilingual education', has been growing in recent years. Concomitantly, scholarly interest and research into the phenomenon is also burgeoning although until this point, no study about CLIL across school levels in this country has been conducted. Hence, the need to explore the phenomenon at this juncture.

The purpose of this chapter is to report the findings of an exploratory study of interconnecting foci: (focus 1) implementation of CLIL in schools in Portugal; (focus 2) provision and nature of continual professional development for teachers, comprising institutional involvement in Erasmus funded projects, staff mobility training, and accredited in-service teacher education. Together, these foci provide a broader trajectory of the phenomenon of CLIL in Portugal.

Increasingly, the term 'mapping' is used in educational research to iden-tify the contours and characteristics of new 'terrain'. Such is the intention of the current study which aims to provide an extensive mapping of CLIL in this chapter. Data for the study were retrieved from an online questionnaire about CLIL implementation to all school clusters and non-clustered public and private

schools, web-research of Erasmus+ funded projects for the period 2016-2021 from https://ec.europa.eu/programmes/erasmus-plus/projects, and from accredited teacher development courses on CLIL in Portugal (using keywords "CLIL" "bilingual education", "bilingual learning/teaching" (in Portuguese)).

It was the authors/editors' decision to combine both foci into one single chapter in order for a fuller picture to emerge. The chapter is divided into the following sections: the current state-of-the art of CLIL in school education in Portugal; the research methodology of the study; the results from the study of both foci; discussion of each; and conclusions and recommendations. It is believed that the chapter will contribute to the unfolding understanding of CLIL as a phenomenon in the Portuguese school education context.

2. State-of-the-art

Over the last two decades, within the broad, globalised European context, the European Commission has been advocating the potential of bilingual education as a means to improve foreign language learning across all educational levels (Coyle, 2007). Marsh (2002) refers to the first use of the acronym CLIL in the mid-1990s "as a generic umbrella term which would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role" (Marsh 2002, p. 58). Since then, several European Commission documents have endorsed the adoption of the CLIL approach, highlighting the possibilities it offers to enhance students' language skills by allowing for an increased exposure to and engagement with the target language, and by providing real opportunities for students to speak the foreign language in meaningful contexts. Moreover, CLIL is considered a teaching approach that can help motivate young people to learn languages and enhance their level of self-confidence in language learning (Scott & Beadle, 2014; Eurydice, 2017; Council of the European Union, 1995; European Commission, 1995).

Rooted in the project of a united plurilingual and multicultural Europe, CLIL is viewed as an attempt to find a solution to the increasing need to prepare young adults for the challenges of a globalised world (Dafouz & Guerrini, 2009; Pavón & Ellison, 2013) and as an answer to the imperative to provide students and teachers with effective foreign language skills (Coyle *et al*., 2010; Perez Cañado, 2012). As observed by Marsh (2002), CLIL "emerged as a pragmatic European solution to a European need" (p. 11) and it has consistently developed from then on (Dalton-Puffer *et al*., 2010).

Over the past two decades, CLIL has visibly gained an exponential interest in Europe (Lasagabaster & Doiz, 2016) becoming "widespread across the continent, and its reach, under its many guises, is felt around the world" (Ellison, 2018b, p. 5; Ellison, 2018). The momentum of CLIL has been accompanied by extensive research with interest focusing on various areas and different contexts (Llinares, 2021), such as the effects of CLIL implementation, the attitudes it is generating in stakeholders (Piquer-Piriz & Castellano-Risco, 2021) or the heterogeneity of CLIL requirements and types of programmes implemented (Alejo & Piquer Piriz, 2010; de Zarobe & Lasagabaster, 2010, Pávon Vázquez, 2018).

The already extensive research data on CLIL has contributed to the reinforcement and consolidation of "the rapid and widespread adoption of CLIL in the European arena" (Perez-Cañado, 2012, p. 316). However, not all countries have been on the same wavelength regarding the dissemination of CLIL, nor have they been uniform in terms of the implementation models adopted (Hüttner & Smit, 2014; Ellison, 2018b, pp. 6-7).

The most recent Eurydice Key Data report indicates that in nearly all European countries some CLIL provision is offered, but that CLIL practices vary considerably in schools across Europe (Baïdak *et al*., 2017, p. 13). In Spain for example, CLIL is already well-established within the national educational systems and its growing strength is founded on outcome-based research for further development and reference to good practices (de Zarobe & Lasagabaster, 2010; Perez-Cañado, 2012; Fernández-Sanjurjo *et al*., 2019; Pavón Vázquez *et al*., 2020). In contrast, in Portugal, there is little documented evidence of CLIL in state or private schools, and the approach is still "a recently evolving phenomenon" (Ellison, 2018b, p. 4).

2.1. 'Top-Down' policy

In the 2006 Eurydice Report, Portugal was labelled as a country where "there is no CLIL type provision" (p.53). The earliest record of CLIL provision in Portugal reported by a Eurydice survey report (2012, p. 40) was the SELF project (Secções Europeias de Língua Francesa), which provided teaching in non-language subjects through the medium of French. The SELF project was a joint initiative of the Portuguese Ministry of Education, the French Institute of Portugal and the Portuguese Association of French Teachers, and it aimed at globally, "enhancing the learning of the French language within the context of bilingual education by increasing the number of French lessons by 45-50 mins and teaching the content of one or two non-linguistic subjects in French" (Directorate-General for Education (DGE) site), https://www.dge.mec.pt/projeto-seccoes-europeias-de-lingua-francesa-self, our translation). The project began in the academic year 2006-2007 in

seven schools across Portugal and it involved a total of 227 students attending the 3rd cycle clusters/schools or secondary education. In 2019-2020, it involved 28 school clusters across the country. The teachers participating in the project were offered training courses in bilingual teaching (from 2009) and workshops at national level and abroad.

Other initiatives of the Ministry of Education, through DGE and in collaboration with different entities, have fostered the implementation of projects aimed at promoting foreign language learning and teaching, parallel to students' regular curricular classes. In collaboration with the British Council (BC) as a partner entity, DGE was the key promoter of a pilot CLIL project, the Early Bilingual Education Project / "Ensino Bilingue Precoce (EBE) no 1.° ciclo do ensino básico," originally called *Bilingual Schools Project* (BSP). The BSP ran from 2009 to 2015 and was implemented in the 1st cycle of Basic Education aiming to promote school success by fostering the dual development of (higher) language skills and content specific knowledge learning. Both the BC and DGE collaborated in the training of participating teachers and in the monitoring processes. The Project involved seven school clusters located in Aveiro, Fundão, Évora, Lisbon, Porto, Matosinhos, and Silves, with a total of 390 students spread over 17 classes, 17 teachers and 19 experts (Almeida *et al*., 2014; Xavier, 2015). The first stage of the project consisted of a feasibility study (2009-10) conducted by international and national researchers. A teachers' needs analysis study was undertaken and training in the English language and bilingual teaching was offered to 1st cycle teachers and English language teachers of the 2nd and/or 3rd cycles (2010/2011), who gave support to the 1st cycle teachers. Social Studies and Arts were the two curricular areas selected in which part of the content was taught in English (20% to 40% of the weekly workload of the 1st CEB) by the class teachers supported by 2nd / 3rd cycle English language teachers or a Comenius assigned assistant (45 minutes a week, in class).

Results published in the final technical report of the Project (Almeida *et al*., 2014) highlight the high levels of motivation towards bilingual education of the different socio-educational stakeholders, students' improved proficiency in English, increased cognitive abilities and enhanced pace of work. The changes in teachers' professional development are also noted, both in terms of increased collaborative work among teachers of different cycles and levels of education, and the acknowledgement of the importance of the BSP project for changing conceptions of teaching in the 1st cycle (Almeida *et al*., 2014). Despite the report's account of some concerns about the depth of coverage of the syllabus and content of Social Studies, the results of the final cycle exams, and the possibility of discontinuity of the project in the 2nd cycle, the project was particularly valued because of "the contribution of the training provided about

bilingual methodology, especially to improvements in planning and didactics, classroom organisation and management, and the diversification/innovation of strategies, materials and activities" (Almeida *et al*., 2014, p. 6). With regards to the enlargement of the BSP project, Almeida *et al.* (2014, p. 6) consider it essential: that adequate human resources (qualification/training and credit hours) and the stability of teaching teams are ensured; that the adaptation of the curricula to the reality of learning in a bilingual context, i.e. an interdisciplinary approach to content and a gradual learning of language structure is guaranteed; and that measures are taken to link the 1st cycle curriculum to the curricula of subsequent cycles in order to ensure the continuity of the teaching/learning process.

The acknowledgement of the "potential of the project to the development of students' proficiency in English" (Almeida *et al*., 2014, p. 5) and the overall encouraging results obtained by the BSP Project have influenced the development of bilingual education in the 1st cycle in Portugal. Given the project's success, it was further developed into the "Programa Escolas Bilingues/Bilingual Schools Programme em Inglês (PEBI)", created in 2016-2017 and extended to "2.° ciclo", and to "3.° ciclo" from 2017/2018, aiming at creating a specific national framework for the provision of bilingual learning/teaching and Content and Language Integrated Learning (CLIL) in the Portuguese education system (see Ch. 8., Xavier & Tice this volume). School clusters apply yearly to the programme and have to meet specific requirements in terms of stability of teachers in schools, curricular time devoted to CLIL (20% in pre-primary; 30% in "1.° ciclo"; to 36% in "3.° ciclo"), pedagogical supervision of CLIL implementation, and subjects taught through CLIL. Both the Ministry of Education and the British Council offer support, monitoring, and training to teachers who are part of the programme. In terms of numbers of schools involved, PEBI is not a particularly ambitious programme given that its goal for 2020 was to have bilingual education in a mere 5% of the schools/school clusters in continental Portugal. The current goal is 7% by 2025. Table 1 shows the growth of the PEBI national project.

Table 1. PEBI national programme for public schools.

Table 1. PEBI national programme for public schools.

Academic year	Edition of Bilingual Programme call	Schools / school clusters	Education level
2016/2017	1st edition	18 schools including preschool / 11 school clusters	Preschool, 1st and 2nd Cycle
2017/2018	2nd edition	19 school clusters	Preschool, 1st, 2nd and 3rd Cycle
2018/2019	3rd edition	25 school clusters	Preschool, 1st, 2nd and 3rd Cycle
2019/2020	4th edition	23 school clusters	Preschool, 1st, 2nd and 3rd Cycle
2020/2021	5th edition	28 school clusters	Preschool, 1st, 2nd and 3rd Cycle
2021/2022	6th edition	33 schools (29 school clusters and 4 private schools)	Preschool, 1st, 2nd and 3rd Cycle

SOURCE: http://www.dge.mec.pt/programa-escolas-bilinguesbilingual-schools-programme.
See up-dated information in Chapter 8.

PEBI requires schools/school clusters to define with the DGE which curricular subjects are to be taught through the CLIL approach. Recommendations are that at 1st cycle CLIL should focus on Social Studies (Estudo do Meio), Arts (Expressões); at 2nd cycle, History, Geography, Science, Physics and Chemistry, Visual Education, Technological Education, Music, Physical Education, Citizenship, and ICT. PEBI also stipulates specific teaching roles; it is the class teacher (not necessarily a language specialist) who is to teach through CLIL, although they may be team teaching with the language teacher (see DGE website http://www.dge.mec.pt/estudo-de-avalia-cao-do-projeto-ensino-bilingue-precoce-no-1o-ciclo-do-ensino-basico).

The regional distribution of the PEBI seems to be quite uneven, with the north of Portugal being overrepresented compared with the centre and south, as seen in table 2.

Table 2. Regional distribution of PEBI.

Regional distribution	1st academic year in the PEBI programme	School cluster	School	Education level
North	2016/2017	AE António Nobre	EB1/JI do Monte Aventino	Pre-Primary, Lower Primary
	2016/2017	AE António Nobre	EB da Areosa	Lower Primary
	2016/2017	AE de Valadares	EB da Junqueira	Pre-Primary, Lower Primary
	2016/2017	AE de Valadares	EB 2/3 de Valadares	Upper Primary, Lower Secondary
	2016/2017	AE de Marco de Canavezes	JI do Ramalhais	Pre-Primary
	2016/2017	AE de Marco de Canavezes	EB1/JI da Carreira	Pre-Primary
	2016/2017	AE de Idães	EBS de Idães	Upper-Primary
	2016/2017	AE de Valongo	EB1 de Campelo	Lower-Primary
	2016/2017	AE de Campo (Valongo)	Escola da Azenha	Pre-Primary
	2017/2018	AE n.º 1 de Gondomar	EB de Jovim e Foz de Sousa	Lower-Primary
	2017/2018	AE n.º 1 de Gondomar	EB de Atães	Lower-Primary
	2017/2018	AE de Pedrouços	EB de Boucinha	Lower-Primary
	2017/2018	AE de Pedrouços	EB Parada	Lower-Primary
	2017/2018	AE de Pedrouços	EB de Pedrouços	Lower-Primary
	2017/2018	AE de Penafiel Sudeste	JI de Lomar, Luzim	Pre-Primary

Regional distribution	1st academic year in the PEBI programme	School cluster	School	Education level
North	2017/2018	AE de Penafiel Sudeste	JI de Abragão	Pre-Primary
	2018/2019	AE de Arrifana	(NA)	Pre-Primary, Lower Primary
	2018/2019	AE n.º 3 de Rio Tinto	(NA)	Pre-Primary, Lower Primary
	2018/2019	AE de Vila Verde	(NA)	Lower Secondary
	2018/2019	AE de Alfândega da Fé	(NA)	Lower Primary
	2019/2020	AE de Argoncilhe	(NA)	(NA)
	2019/2020	AE da Maia	(NA)	(NA)
	2019/2020	AE Virgínia Moura	(NA)	(NA)
	2019/2020	AE de Miguel Torga	(NA)	(NA)
	2020/2021	AE António Nobre	(NA)	(NA)
	2020/2021	AE Abel Botelho	(NA)	(NA)
	2020/2021	AE de Celorico de Basto	(NA)	(NA)
	2020/2021	AE de Santa Maria Maior	(NA)	(NA)
	2021/2022	AE de Loureiro	(NA)	(NA)
	2021/2022	AE Santos Simões	(NA)	(NA)
	2021/2022	Colégio Oceanus	Colégio Oceanus	(NA)

Regional distribution	1st academic year in the PEBI programme	School cluster	School	Education level
Centre	2016/2017	AE Gardunha e Xisto	EB da Serra da Gardunha	Lower Primary
	2016/2017	AE Gardunha e Xisto	EB1 N. Sra. do Rosário	Lower Primary
	2016/2017	AE José Estêvão	EB1 Solposto	Primary
	2016/2017	AE José Estêvão	EB1 S. Bernardo	Primary
	2016/2017	AE José Estêvão	EB2 S. Bernardo	Primary
	2016/2017	AE Marinha Grande Poente	EB da Várzea	Pre-Primary
	2017/2018	AE de Arganil	EB de São Martinho	Pre-Primary
	2020/2021	AE de Ovar Sul	(NA)	(NA)
	2021/2022	Conservatório Regional de Música da Covilhã	(NA)	(NA)
Lisbon and Tagus Valley	2016/2017	AE de Samora Correia	JI Prof. António José Ganhão	Pre-Primary
	2017/2018	AE D. Filipa de Lencastre	JI António José de Almeida	Pre-Primary
	2017/2018	AE de Paço de Arcos	EB Maria Luciana Seruca	Pre-Primary
	2017/2018	AE Alexandre Herculano	JI da Anacoreta	Pre-Primary
	2017/2018	AE Alexandre Herculano	EB do Mergulhão	Primary

Regional distribution	1st academic year in the PEBI programme	School cluster	School	Education level
Lisbon and Tagus Valley	2017/2018	AE Alexandre Herculano	EB Alexandre Herculano	Primary
	2018/2019	AE de Carcavelos	(NA)	Pre-Primary
	2018/2019	AE Nuno Gonçalves	(NA)	Pre-Primary
	2019/2020	AE D. João II	(NA)	(NA)
	2020/2021	AE Armando Lucena	(NA)	(NA)
	2020/2021	AE Elias Garcia	(NA)	(NA)
	2021/2022	AE Monte da Lua	(NA)	(NA)
	2021/2022	Saídos da Casca II	(NA)	(NA)
Alentejo	2016/2017	AE de Santo André	JI Bairro 25 de abril	Pre-Primary
	2016/2017	AE de Santo André	EB1/JI Telha Nova 1	Pre-Primary
	2020/2021	AE S. Teotónio	(NA)	(NA)
	2021/2022	Jardim Infantil Nossa Senhora da Conceição	(NA)	(NA)
Algarve	2017/2018	AE António Martins de Oliveira	EB1/JI de Porches	Pre-Primary, Lower-Primary
	2021/2022	AE D. Dinis	(NA)	(NA)

SOURCE: DGE website. (NA) – Information not available on the DGE website.

2.2. 'Bottom-up' initiatives

Despite evidence of a growing number of top-down CLIL activity across educational levels in recent years in Portugal, the enhancement of CLIL projects and initiatives is mostly due to "the grassroots initiatives of individual schools keen to influence positive change in educational practices and reap the benefits which CLIL is purported to bring about" (Ellison & Almeida Santos, 2017, p. 43). The expanding emergence of CLIL projects is the result of bottom-up initiatives of many engaged and dedicated teachers who have begun to step forward and experiment with innovative approaches by incorporating innovative teaching practices in their classes and into the system, and designing their own CLIL programmes and materials across the curriculum with the support of external stakeholders such as universities or polytechnics with experience in teacher education.

Ellison and Almeida Santos (2017) maintain that a factor that is currently contributing to the increasing interest in CLIL in the Portuguese context is the recent policy of curricular 'flexibility'. Curricular flexibility, which was introduced by the Ministry of Education in September 2017, allows for up to 25% autonomous curriculum management and offers teachers the opportunity to innovate and engage in more interdisciplinary programmes adapted to each context.

2.2.1. The "STEPS-UP" Project

An early example of a pioneering grassroots project which attempted to integrate content and language within specific school contexts was the STEPS – UP Project (Support for Teaching English in Primary Schools – University of Porto), which ran between 2005-2009. Following the Ministry of Education's decision to introduce English language as an extra-curricular activity in primary schools, the Porto City Council and the University of Porto (FLUP) established a protocol for the recruitment and support of primary English language teachers working in schools within the city. In STEPS – UP the English language teachers were encouraged to initiate small-scale CLIL projects in the schools where they were teaching (Ellison, 2018b, p. 7). There were three main objectives for the CLIL projects: "to make learning more relevant and meaningful; to improve collaboration within schools so the school community becomes aware of the positive contribution English language lessons can make, and to raise the profile and status of the primary English language teachers" (Ellison, 2010, p. 9). The project, which involved 56 schools and over 5000 children each year, was awarded the European Language Label (2008) and Label of Label awards (2012). The project is mentioned by the National Education Council (Conselho Nacional de Educação) as an example of good practice that follows European foreign language learning guidelines and uses English as a language of international communication while promoting the learning of other languages and cultures (Gregório et al., 2014, p. 25).

2.2.2. The "English Plus" project

Another early CLIL project was "English Plus" (EP), implemented in Northern Portugal at Escola Básica 2, 3 de Bento Carqueja, Oliveira de Azeméis. The EP Project started in 2010/2011 but was interrupted in 2013 because the CLIL teacher was assigned to another school. The project followed the promising experience of the SELF project, and involved a History teacher, a native English speaker, who taught History in English to 7th graders for 45 minutes every week. A research team from the University of Aveiro provided pedagogic and scientific support to the project. Among the most significant results, Simões *et al*. (2013, p. 31) point to the stakeholders' perception of the potential of the project and the CLIL approach, particularly the improvement in students' foreign language competence, communication skills and attitude towards foreign languages. Teachers valued the possibility of having professional development courses, the involvement with the wider community and the interdisciplinary synergies created both within the school and with society. In 2019-2022 there were five classes involved in the project (two at 7th grade, two at 8th and one at 9th), with two Science and two English language teachers (Piacentini *et al*., 2019; Piacentini *et al*., 2018; Piacentini *et al*., 2017; see also Ch. 5., Piacentini & Simões this volume).

2.2.3. The "Benchmarking CLIL" project

Pioneering projects have also been entering schools at grassroots level through the window of opportunity presented by international partnerships. The participation in Socrates, Erasmus, Erasmus+ and eTwinning projects, among others, offers teachers different possibilities for bringing innovative practices to schools. One early example is "Benchmarking CLIL" (BECLIL), a project supported by the Socrates Programme/Comenius Action (2004-2007), which joined partners from Finland, the Netherlands, Portugal, Romania and Spain, and aimed at identifying quality indicators and best practice in CLIL at school level. In Portugal, the project involved two secondary schools in the teaching of Civic Studies and Information Technology through English (Ellison & Almeida Santos, 2017).

2.2.4. The "GoCLIL" project

Another model is the "GoCLIL" project, at Escola Secundária Dr. Joaquim Gomes Ferreira Alves in Valadares, Vila Nova de Gaia. This project started in 2013 as a grassroots CLIL project of the school's initiative. It gained theoretical foundation through the establishment of a protocol with the Faculty of Arts and Humanities of the University of Porto to ensure external monitoring, and later "it expanded into a European Erasmus+ project involving partners with varied experience of CLIL, but united in the need to develop quality education within their diverse contexts"

(Ellison & Almeida Santos, 2017, pp. 67-68). As one of the first of its kind, and one which has sustained itself over the years, this project has been a benchmark for other grassroots projects. The school director and teachers involved have supported many other schools that have sought assistance in implementing CLIL (for a comprehensive account of this project, see Ellison & Almeida Santos, 2017).

2.2.5. The "MaiActing, Portugal Changing!" project

Another example is the recent "MaiActing, Portugal Changing!" project, a Climate Action Project implemented in 2020 in an 8th grade CLIL class, in the school cluster of Maia. The project is contextualised within the scope of the Bilingual Schools Programme and has the support of Dr. Jane Goodall, UN Foundation. The project leads students to collaborate on climate change topics, on a global scale and work in an integrated way on the content related to Natural Sciences, Physics and Chemistry using the English language (Allen *et al*., 2021).

2.2.6. "Project Kiitos@21st Century Preschools"

A further example is "Project Kiitos@21st Century Preschools", an international project funded by the Erasmus+ programme, which was developed in Ponte de Sor preschools, between 2015 and 2018. The project was coordinated by the local Authority (Municipality) and aimed at implementing an integrated pedagogical approach in preschool education through the promotion of the integrated learning of a foreign language (English), music education and 21st century skills. The project has been further developed into the 'Kiitos4All', an innovative project of bilingual education targeted at Preschool Education and promoted by the Municipality of Ponte de Sor, in partnership with the town's school clusters (Marchão *et al*., 2019; Marchão *et al*., 2020; see also Ch.2., Coelho *et al*. this volume)

2.2.7. "CLIL for Children (C4C)"

A slightly different model is the "CLIL for Children" project, which involved a school cluster within the DGE /British Council bilingual schools programme, Agrupamento de Escolas Gardunha e Xisto, Fundão, and a supporting Higher Education Institution (HEI) in the same region, Instituto Politécnico de Castelo Branco. This project started in 2015 through an Erasmus+ consortium of HEIs and schools in Italy, Portugal, Romania and Poland, and lasted until 2018, followed thereafter by the CLIL for Young European Citizens project (https://clil4yec.eu). The aim of the C4C project was to support primary school teachers with a comprehensive training programme for teaching CLIL. C4C targeted the development of English as a foreign language through the CLIL approach. It surveyed best practice in Europe and main difficulties experienced by teachers

when trying to implement CLIL. Its outputs are: a published Guide for Teachers (C4C, 2017) in two volumes with a series of Lesson Plans on Science, Geography and Mathematics; a compilation of Open Educational Resources for teachers to integrate in their lessons; and published Guidelines (2017a; 2017b) on how to develop CLIL materials and lesson plans in primary schools, and on how to use CLIL in primary schools, all of which can be found at http://www.clil4children.eu/. Over 2000 students were involved in the piloting of lesson plans across the partici-pant countries and over 700 teachers were informed of project activities through national conferences and mass emailing. Teachers also acquired open access to its materials.

2.3. Teacher education initiatives

As described earlier, some of the initial and current bottom-up initiatives in schools are supported and monitored by HEIs involved in teacher education. Activity in this area involves guidance, reporting on school projects (Almeida, 2014; Ellison, 2010; Ellison & Almeida Santos, 2017; Simões *et al*., 2013) and research publications, as well as bespoke courses and workshops for school teachers. These initiatives are of paramount importance for the following: in sustaining the dialogue between top-down policy and bottom-up initiatives; in identifying and offering solutions to potential weaknesses and flaws in CLIL implementation; in directly supporting teachers in schools; in providing theoretical frameworks for school practices; and in providing "a robust contextualised framework with clear aims and projected outcomes" (Coyle, 2007, p. 546). When published, research provides evidence of good CLIL practice in schools (see chapters two to seven in this volume); it positions CLIL as a valid pedagogical approach in school curricula and therefore creates conditions and possibilities for its further implementation. When teachers in schools are supported by younger colleagues that have been trained in CLIL at university or when they are supported by training materials and class resources co-produced and piloted by them in class, then we are building capacity for the future.

One major development in research and practice in recent years has been the *Working CLIL Research Strand* of TEALS (within CETAPS). Recognising the recent growth of CLIL/bilingual education across school levels in Portugal, the *Working CLIL Research Strand* set the objective of addressing "core issues in CLIL/bilingual education in Portugal such as: the profile of the CLIL teacher; assessment of students; quality assurance in projects" (CETAPS, 2018). It offers an extensive body of information on bilingual education in Portugal, an updated list of the members and collaborators' publications on bilingual education/CLIL,

a rich collection of resources (videos, lesson plans and tutorials) on bilingual education/CLIL approach, and the accumulated experience of having organised two international Conferences on bilingual education as well as numerous seminars. Presently, *The Working CLIL Research Strand* can be seen as a propelling force of CLIL in Portugal, providing school teachers and researchers with a forum for discussion and sharing of good practices.

Key to awareness-raising and development of CLIL in school education is the inclusion of explicit teaching about CLIL in Master's degrees for Teaching. Notably, the Master's in Teaching English in the 1st Cycle of Basic Education offered by the Faculty of Arts and Humanities of the University of Porto since 2016 includes a 6 ECTS curricular unit on CLIL, the only currently active Master's degree of its kind to do so in the country. This was a consequence of extensive research into CLIL at academic and practical level in schools incorporated into the preceding Master's degree in Teaching English and another foreign language in Basic Education from 2007-2012. At the same institution, the Master's degree in Teaching English as a foreign language in Basic and Secondary Education included a 6 ECTS curricular unit on English for Specific Purposes of which a substantial number of hours was devoted to CLIL. Elsewhere, it is evident that CLIL is incorporated into Master's degrees in teaching English as a foreign language (likely as a part of didactics programmes), the visible expression of this being end-of-study reports and dissertations on CLIL/Bilingual education from practicum projects of students from various institutions across the country (See Appendix A for a List of Master reports/Dissertations and PhD thesis on CLIL and Bilingual Education in Portugal). Such projects, although small-scale, are a welcome contribution to the research base for CLIL/bilingual education in Portugal.

Furthermore, Erasmus+ funding has enabled several regional and national teacher education initiatives, such as the above-mentioned project "CLIL for Children (C4C)" for the period 2015-2018. Grounded in a state-of-the-art analysis based on a survey sent out to European teachers and desk research, the need for a hands-on course on the CLIL approach for school teachers was identified. This course demonstrates, through practical examples, how to develop CLIL materials and lesson plans, specifically designed for primary school use. Thus, the C4C consortium focused on the education of school teachers through an online self-study e-course.

As part of its national dissemination plan for teacher education, IPCB translated all the published materials into Portuguese, developed and taught an accredited course by CCPFC (ACC-86982/16) for teachers of groups 110, 120 and 220 on CLIL [Metodologias CLIL (AICLE) para o ensino básico] and also organised a national C4C seminar "CLIL for Primary, Secondary and Higher Education" in Castelo Branco in 2017.

2.4. CLIL is here to stay

In a recent overview of the implementation of the CLIL approach in Portugal, and taking into account the growth of the Bilingual Schools Programme and the increasing use of EMI at HE level, Ellison (2018) considers that the approaches involving the integration of content and an additional language "are here to stay" (p. 6). The author also presents an outline of the CLIL agenda for successful CLIL expansion in Portugal claiming for more research and the acknowledgement of Portuguese contextual specificities:

> And while Portugal may learn from those who have gone before it, it still has much to gain from an understanding of its own CLIL phenomenon, because even though principles apply across the board, CLIL remains a highly flexible approach determined by contextual idiosyncrasies which make a study of it anywhere interesting and necessary, especially where it involves compulsory schooling and higher education. (p. 6)

As is evident in this state-of-the-art subchapter, centralised CLIL efforts based on top-down policy do not entirely characterise the Portuguese CLIL landscape in school education, as there is evidence of bottom-up activity at several levels: teachers in schools are using curricular flexibility to integrate content and language; they are engaging the support of HE teacher education institutions; and they are harnessing European funds to collect know-how and CLIL experience to implement CLIL in schools. The impact and scope of these actions is what we explore in this chapter.

3. The study

The purpose of the study is to map the terrain of CLIL in Portugal (mainland and islands) in order to provide as complete a picture of CLIL 'activity' as possible, namely implementation in schools and teacher education for CLIL.

3.1. Aims and research questions

The aims of the study are to determine: (1) the extent to which CLIL/bilingual education is being implemented in schools in Portugal; (2) the provision and nature of continual professional development for teachers which includes school involvement in European projects about CLIL, staff mobility for training, and accredited in-service teacher education. This is anchored in the following research questions:

> (1) To what extent is CLIL/bilingual education being implemented in schools in Portugal?
> (2) What European projects about CLIL are schools in Portugal involved in?
> (3) What is the extent of accredited in-service teacher education for CLIL/bilingual education in Portugal?

3.2. Materials and methods

To obtain data in order to fulfil **the first aim** and to answer research question 1, an online questionnaire was created using Google forms. The questionnaire (Appendix B) included closed and open-ended questions. It was divided into four sections: (1) information about the school/school cluster (name, whether currently practising CLIL/bilingual education, public or private school; (2) current situation regarding CLIL/bilingual education at the school/school cluster (year in which the CLIL/bilingual project began, reason for implementation, school cycles involved, school year groups, subjects, language of instruction, percentage of curriculum occupied by CLIL/bilingual education, number and type of teacher involved, criteria for the selection of teachers, teacher education, external monitoring, and strengths and challenges); (3) situation in previous years regarding CLIL/bilingual education (if not currently involved in CLIL/bilingual education, whether the school/school cluster had been involved in previous years; and (4) future perspectives (whether the school/school cluster was interested in implementing CLIL/bilingual education in the future – if it was not already doing so).

The introduction of the questionnaire stated that it had been developed under the auspices of the research centre CETAPS (Centre for English, Translation and Anglo-Portuguese Studies) and the Working CLIL research strand, and its purpose – to map CLIL/bilingual education currently in practice in schools in Portugal. The safe-guarding and protection of data were in accordance with the terms of the European Parliament and Council 2016/679 directive of 27 April, 2016.

Once the questionnaire had been designed, it was submitted to the General Directorate for Education (Direção-Geral da Educação) for permission to conduct educational research within schools in accordance with the law <u>Despacho N.º 15847/2007</u>, (DR 2.ª série, n.º 140, 23 July). When approval was granted, eight versions of the questionnaire were made, one for each of the regions of Portugal – mainland and islands, namely: Alentejo, Algarve, Centro, Lisboa e Vale do Tejo, Norte, Ilhas (Madeira and Açores). The questionnaire was first piloted with three schools/school clusters of different types, public independent school, public school cluster, and private school. Adjustments were made accordingly. A cover letter which included a link to the questionnaire was sent to the directors of schools/school clusters in each region by members of the CLIL research strand of CETAPS representing HEIs in those regions, with the exception of the islands, which were sent by a member from the north of mainland Portugal. The letter and questionnaire were first sent in December 2019 and again in June 2020 owing to the low number of replies to the first request.

With regard to the **second aim** and to answer research question 2 concerning the number and nature of European projects about CLIL/bilingual education in which schools in Portugal are involved, desk research collected summaries of Erasmus+ funded projects for the period 2017-2021 from the website <u>https://ec.europa.eu/programmes/erasmus-plus/projects</u>, which included partner organisations in Portugal in order to detail recent CLIL activity in schools.

Project summaries were analysed in terms of key action and action type. Within the action types, special attention was given to *School Education Staff Mobility* in CLIL when the coordinating partner was from Portugal, as an indicator of existing professional development plans and/or school development plans. Besides extracting information on the type of individual professional development for school educators and staff, research focused on how CLIL was characterised and/or defined, as well as on how coordinators describe the implementation of CLIL. With regard to other action types (such as *Cooperation for innovation and the exchange of good practices*), a content analysis of course summaries was conducted in order to extract information on: the perspectives of CLIL offered; languages, subjects and topics associated with CLIL, as well as the curricular areas and school level in which CLIL was developed. Websites of projects (if available) were visited to check on the types of resources and actions mentioned.

In order to answer research question 3 on accredited professional development courses on CLIL/ bilingual education for in-service teachers in Portugal, the online database of the Portuguese accreditation body for in-service teacher education, Conselho Científico-Pedagógico da Formação Contínua (Ministry of Education) was used to search for "ações de formação" on CLIL and bilingual education at <u>https://www.ccpfc.uminho.pt/acoes-formacao/</u>

(10,383 "ações e formação" from 2019 to the present). Descriptions were read for CLIL-related terms such as CLIL, AICLE, integration of language and content, and bilingual education. The search also highlighted actions that mentioned training in English and curricular flexibility to contrast those with CLIL actions. A Google search was also conducted with the keywords "CLIL" "bilingual education", "bilingual learning/teaching" (in Portuguese) to explore further opportunities for accredited courses for teachers in Portugal. The news on the Portuguese website of the Ministry of Education (General Directorate of Education) was also used with the keyword "CLIL" in order to identify training events on a national scale. The search yielded information on the current offer of in-service teacher education courses through In-service Training Centres for Teachers, universities, organisations and government bodies.

3.3. Results

Results are presented in answer to the three overarching research questions above.

3.3.1. Results of questionnaires

Despite the questionnaire being sent to all public schools, school clusters and private schools across the regions of mainland Portugal, Madeira and the Azores, the number of responses (n=130), whether indicative of project implementation or not, was low. There are speculative reasons for this, the first being the means of distribution itself, via email to general school administration addresses and possible non-reception by school directors or coordinators. Secondly, where schools do not implement CLIL/bilingual education, rather than responding to the questionnaire, schools may have simply chosen to ignore it. Numbers of respondents are not indicative of actual figures of institutions with CLIL/bilingual programmes since, for example, there are cases of schools within the PEBI programme as well as others known to authors that did not respond to the questionnaire. That said, the number of institutions with CLIL/bilingual programmes remains a small percentage of the overall number of schools in the country. The CLIL language in all responses is English with consideration of its global status, which is in line with other European contexts.

The answer to the first research question – To what extent is CLIL/bilingual education being implemented in schools in Portugal? – is organised within eight sections below: *Scope and educational cycles; Reasons for implementation; Subjects and curricular time; Teacher profiles and selection; Teacher education and external monitoring; Project strengths; Project challenges; and Previous and future involvement in CLIL/bilingual education.*

Results include educational levels from preschool to vocational upper secondary school. Table 3 indicates numbers of schools per region that have developed or are developing CLIL/bilingual projects.

Table 3. Number of respondents by region.

Region	Number of respondents	Schools with bilingual / CLIL projects
Norte	45	17
Centro	24	7
Lisboa e Vale do Tejo	32	2
Alentejo	9	1
Algarve	6	0
Açores	6	0
Madeira	9	1
Total	**131**	**28**

Scope and educational cycles: Results reveal that CLIL/bilingual education is operating in all regions of mainland Portugal and Madeira in both public and private schools with the majority of activity in the north of the mainland. It is implemented across educational levels from preschool to vocational secondary education (one recorded instance). There is no activity in regular upper secondary education. The predominant cycle of education in which CLIL/bilingual education is implemented is 1st cycle (primary school) with double the responses of the second placed educational level, preschool. This is followed by the 3rd cycle (lower secondary). The earliest project was initiated in 2001, with the majority in or after 2016. All refer to English as the language of the project.

Reasons for implementation: The development of proficiency and communicative competence in the foreign language (English) is the most mentioned across educational levels. At preschool and 1st cycle levels, this is associated with early exposure and context, and in the 3rd cycle, 'future success' and 'professional development' are mentioned. The 'global status' of the English language is a reason given in the 2nd and 3rd cycles. Improving overall learning is mentioned in all cycles. At preschool and 1st cycle levels, 'mental elasticity', and increasing

production of vocabulary are mentioned, and in 3rd cycle, improving academic cognition. The development of competences such as critical thinking, personal and civic development, and meeting the challenges of the 21st century are mentioned in all cycles except preschool and vocational secondary level. Diversifying educational strategies is mentioned in all except 2nd cycle and vocational secondary level. In preschool and 1st cycle, meaningful learning through familiar topics is mentioned. Examples of this are provided which include learner centredness, interdisciplinary and holistic approaches to learning. Integrated learning is also cited in the 2nd cycle responses. Inclusive education is noted across preschool, 2nd and 3rd cycles with responses including access to other types of activity and inclusion of learners with different mother tongues. At preschool and 1st cycle levels, the development of intercultural competence is a factor with mention of authentic materials and access to different realities, as well as preparation for a type of education that is global, multicultural and motivating. Reference is made to CLIL/bilingual projects as preparation of students and teachers for internationalisation and participation in eTwinning projects (suggested by the Ministry of Education) and Erasmus projects by 1st and 2nd cycles and secondary vocational. There is also mention of the development of teacher collaboration and new teacher competences in the 3rd cycle responses.

Subjects and curricular time: In preschool, 'subjects' are interpreted as classroom activities and daily routines. Percentage curricular time mentioned by respondents ranges from 10 to 50%. However, the majority of responses provided no indication of this. In the 1st cycle, the majority of responses mentioned Social Studies (Estudo do Meio) where CLIL/bilingual education is implemented. Other subject areas mentioned are Arts (Expressões), English, Maths, commemorative dates, creative science, active citizenship, and the 'Primary Cambridge Programme' of Cambridge International Assessment. The amount of curricular time ranges from 10 to 50%. Curricular time was also expressed as hours from 1 hour a week to 1 hour a day. The majority of responses did not mention any amount of time.

In the 2nd cycle, subjects mentioned are: Physical Education, Visual Education, History, Technology, Civic Education, ICT, Natural Science, and Music. Curricular time ranges from 10-20%.

In the 3rd cycle, all subjects of the curriculum are included. However, the number of subjects declines in progressive year groups. The subject where CLIL/bilingual education is implemented most is Natural Science followed by Physics and Chemistry, History and Physical Education. Those where it is least implemented are Maths, ICT, and Technology. Percentage of curricular time ranges from 10 to 30%. However, the majority of responses make no mention of this. In the one vocational school that responded to the questionnaire, subjects are: Physics, Chemistry, Maths, Portuguese, English and 'Area de Integração' with curricular time of 10-20%.

Teacher profiles and selection: Responses for preschool and 1st cycle indicate that the majority of teachers involved are teachers from these levels of education (generalist teachers). In the case of the 1st cycle, in addition to generalist teachers, there are just over half as many English language teachers (40 + 28). Although no English language teachers are identified in the 2nd cycle, certain schools do mention collaboration with them. In the 3rd cycle, the number of English language teachers mentioned is higher than any other subject. However, the extent of their involvement is not clear – whether collaborating with the content teacher, teaching the content subject or preparation for CLIL/bilingual education in foreign language lessons. In vocational secondary education, six teachers including one English language teacher are identified.

With regard to criteria for selection of teachers in CLIL/bilingual education projects, the most frequent response was the teacher's proficiency in English. This was closely followed by motivation to develop a project of this nature. Involvement in teacher education programmes about CLIL is also considered important as is permanence of teaching staff in schools. Other criteria mentioned are: scientific and pedagogic knowledge of the subjects; native speaker; previous experience in innovative projects; interest in diverse pedagogic strategies; willingness to develop linguistic competences; specific training in the English language; willingness to work collaboratively; qualifications at under-graduate/graduate level e.g., Bachelor's degree; Master's degree and specific in-service training in language teaching; fulfilling all pre-requisites for a specific teaching position.

Teacher education and external monitoring: The majority of schools acknowledge that teachers have been involved in teacher education for CLIL. However, there is also a substantial number that has not. Teacher education comprises short courses/workshops of between 8-50 hours. The majority of this type of teacher education took place in Portugal. However, almost as much took place abroad in the form of 1 to 2-week intensive courses, although many schools did not specify where exactly this took place. Teacher education also consisted of English language for CLIL teachers. Further indication of the administrators of teacher education is given, for example in Portugal, by school teachers with CLIL experience, HEIs, the British Council, as well as participation in international conferences (abroad). The majority of schools are not monitored by any external body. Those school which are monitored identified the DGE/British Council, the regional government of Madeira, HEIs, language schools/centres, a centre for teacher development, Cambridge (CUP), and a school with CLIL experience.

Project strengths: In spite of a large number of schools indicating that one of the main reasons for implementing CLIL/bilingual education is the development of proficiency in the foreign language, few mention this as being a strength of the project. A strength mentioned by the majority of schools across educational levels is increased motivation for learning. Motivation and enthusiasm are also extended to teachers involved. Implementation of new methods of teaching and learning, and the promotion of collaborative learning between students, students and teachers, and teachers was common across levels, as was English as a tool for learning. Only one strength was mentioned for vocational secondary education which was the development of knowledge and competences which are important for professional development in Portugal and abroad. For preschool, specific strengths mentioned were the development of multidisciplinary projects owing to a lack of curricular time, and the development of productive and receptive competence in the foreign language.

A range of other strengths was identified across two or more levels. These include: general satisfaction of learners and parents; confidence in use of English; use of English as a tool for other learning; development of higher order thinking skills; higher degree of concentration; more time for learning English; simultaneous learning of language and content; intercultural awareness; development of citizens with a global perspective of the world; new perspectives about the advantages of linguistic proficiency in English.

Strengths related to teaching include: contextualised learning; more careful planning of lessons and materials with consideration to educational level; teacher awareness of the importance of the use of language in learning even in the mother tongue; supervision and exchange of methods and experiences; transferability of methods; constructive and holistic environments conducive to learning; recognition of the school (Reconhecimento do estabelecimento escolar).

Project challenges: A number of challenges were noted in questionnaire responses. Those in a majority across educational levels point to linguistic proficiency of teachers, lack of didactic materials, and providing for more articulation and collaboration between different departments and educational levels. Other challenges encountered relate to school organisation and teacher preparation: bureaucracy; ability to respond to parental demands for project enlargement; expansion of the project across educational cycles within a school cluster; recruitment of new teachers who are willing and able to develop the project; insufficient curricular time; lack of time for planning and producing materials; lack of specific teacher development; excessive amount of work; adapting to innovative pedagogies; leaving 'comfort zones'; change; what and how to assess; cognitive and linguistic demands in tasks and materials designed

and used. Main needs cited are teacher education for CLIL/bilingual education and for English language, as well as didactic materials and tools.

Previous and future involvement in CLIL/bilingual education: The majority of schools that were not currently engaged in CLIL/bilingual education indicated that they might implement a project in the future.

3.3.2. Results of Erasmus+ projects

With regard to the second research question – What European projects about CLIL are schools in Portugal involved in? – the aim was to document school CLIL projects that fall outside the scope of the Ministry of Education's bilingual programme and of the scope of non-funded projects (e.g. bilateral projects on the eTwinning platform, for example) which are known to exist as 'soft CLIL' actions, i.e. language driven with subject content. However, there is an interesting range of EU Erasmus+ funded projects on *Cooperation for Innovation and the Exchange of Good Practices* and *Learning Mobility for Individuals* that deserve attention in terms of CLIL activity in Portugal.

Research of the Erasmus+ database for the period 2017-2021 yielded two-hundred and eight (208) Erasmus+ funded projects involving Portuguese partner organisations, of which forty-four (44) are or were coordinated by a Portuguese organisation. Under *Cooperation for Innovation and the Exchange of Good Practices* three action types were found, namely *Strategic Partnerships for Schools Only*, *School Exchange Partnerships*, and *Partnerships for Digital Education Readiness*, while under *Learning Mobility of Individuals*, four action types were included: *Volunteering Projects, VET Learning, Adult Education Staff Mobility* and *School Education Staff Mobility*.

Table 4 (below): provides numbers of the projects surveyed according to action type; details projects coordinated by Portuguese organisations; and indicates projects that have CLIL as their main focus. Dates refer to the start date of projects, which may run for one, two or three years.

Projects coordinated by Portuguese partner organisations fall overwhelmingly into the *School Education Staff Mobility* action (twenty-seven projects), with only one in the *School Exchange Partnerships* action, two in the *Strategic Partnerships for Schools Only* action, and two in the *VET Learning* action.

In the summaries of all projects there is evidence: that CLIL has become an overarching methodological term used in the context of international communication of students and teachers; of the need to upgrade traditional school methods into more learner-centred ones; of ICT-mediated approaches; and of a content-based methodology that has proven to be successful in motivating students to learn English or other foreign languages, besides focusing on a myriad of concomitant aims, described in table 5.

CLIL is developed in connection to students in two different ways, as a means to develop their creativity, talent and strengthen language learning, and as a strategy to develop skills for employment, promote international mobility and enhance workplace training. CLIL is seen to support the European dimension and internationalisation of curricula, while improving the quality and efficiency of education and training. Teacher profiles are enhanced by CLIL through innovation, cross-curricular integration, collaboration, and new methodologies such as project-based learning. In Project "GoCLIL", CLIL is framed within a whole school approach involving the cross-disciplinary collaboration of teachers and the notion that the language dimension cuts across all subjects (Council of Europe, 2016).

TABLE 4. Erasmus+ Projects surveyed by type.

Cooperation for Innovation and the Exchange of Good Practices (133 projects)							Learning Mobility of Individuals (74 projects)			
Strategic Partnerships for Schools Only	Strategic Partnerships for school education	Strategic Partnerships for vocational education and training	Strategic Partnerships for Higher Education	Strategic Partnerships for Adult Education	School Exchange Partnerships	Partnerships for Digital Education Readiness	Volunteering Projects	VET Learner and Staff Mobility	Adult Education Staff Mobility	School Education Staff Mobility
23	14	1	2	3	90	1	1	15	1	57
Projects coordinated by Portuguese organisations										
(2016) Go for Content Language and Integrated Learning (GoCLIL) (2017) Hands on CLIL					(2019) Learning and Sharing with CLIL			(2018) Internships in Europe – new skills in a multicultural environment III (2019) Fashion Goes Green	(2017) We Are One	**(1)**
2					1			2	1	27
Projects that address CLIL as the main topic										
(2016) Go for Content Language and Integrated Learning (GoCLIL) (2016) European survival through CLIL: the rule of 3s (2017) Hands on CLIL	(2017) English for Hospitality (2019) CLIL for Young European Citizens (2020) Language Acquisition to Stimulate Cognitive development: theory and practice	(2018) CLIL in VET	(2018) Transcultural Nursing: A European Priority, a Professional Responsibility		**(2)**	(2020) Creativity through Content and Language Integrated Learning				(2018) Let's CLIL in Idães (2018) Cuba CLIL is In II (2019) Vidigueira CLIL on It (2020) CLIL: Mission Possible (2020) "CLILING" together, to articulate and improve
3	3	1	1		**11**	1				5

(1) (2017): TIES – Training and Innovating to Ensure Success; O AEAAG nos desafios da Educação Europeia; MORE (Meliorated Organizations, Outstanding Results); INNOVATING in a XXI Century School; Improve Practices, Ensure Futures; Europe Calling. (2018): Integrate, Innovate and grow TO BE tomorrow; Knowing to learn with Europe; Building up a changemaker school; Project 3I's: Innovation, Inclusion & Internationalization to boost 21st century skills; SCHOOL 21: Collaborative Training for Success; PROJECT E+ (EUROPE PLUS); Broadening horizons for a 21st century multicultural school; Learning and sharing. (2019): Plus School – More Europe; Internationalise to learn; Changing educational practices towards a better future; A Step to Success! School in motion; More Unique and Innovative Students; Bridging the gap: Good Practices towards an Integrated Curriculum; Innovation, Creativity and Technology – New Scenarios; Fly, Watch, Act, Rebuild; Integrating Learning, Preparing... and Growing. (2020) A 21st Century school: Now!; Europe is our first world – and it all starts at school!; We are European Teachers; PORTA XXI.

(2) (2018) Sustainability: Think globally – act locally; CLIL threads and trends in the solar-system Labyrinth; Creativity and Digital Skills – Requirements for the 21st Century World of Work; Primary International schools together for the ExCHaNge of Interactive CLIL Training; Let's Play culture, let's play CLIL. (2019) Working together: education through new bridges; Learning for 21st Century: skills for the future; Click on e-CLIL. (2020) Creativity through Content and Language Integrated Learning; CLIL and cross-cultural relations; Super inventors on the move.

Aims of projects that mention CLIL as a concomitant methodology
• Develop transversal skills for employment
• Develop children's talents and creativity
• Implement a European or EU dimension in school curricula
• Devise an internationalisation strategy
• Strengthen language learning
• Strengthen the teaching profile of teachers
• Promote non-formal education
• Promote innovative, collaborative and integrated educational approaches
• Improve the quality and efficiency of education and training (Europe 2020 strategy for smart, sustainable and inclusive growth)
• Develop international digital teaching which uses English
• Innovate the teaching process in the field of environmental education and science literacy
• Increase number of teachers able to communicate in a foreign language
• Experiment with job-shadowing in teaching
• Develop internationalisation of practices in companies
• Promote student mobility from disadvantaged areas (VET)
• Provide workplace training
• Promote sustainability and entrepreneurship through projects

The focus on CLIL as a 'method', or rather approach, and a full understanding of its implications may be visible only in CLIL-devoted projects, such as the ones mentioned in table 5. For the majority of projects surveyed, the focus is seldom on the CLIL approach itself. CLIL is understood as an approach that will allow schools to reach broader aims: for example, project "Sustainability: Think globally, act locally" claims that "We led them [students] to work [on STEM subjects] in international groups to ensure their improvement of English skills and international understanding".

Used as an overarching supportive methodology, almost all school curricular areas across educational levels are covered (Science, Arts and Crafts, Music, Physical Education, History, Philosophy, Literature, Physics, Geography, Citizenship, Biology, ICT, Chemistry), besides VET and higher education areas, such as STEM (Science, Technology, Engineering, Mathematics) Ecology, STEAM (Science, Technology, Engineering, Arts, Mathematics), Agriculture, Construction, Civil Engineering, Robotics, Coding and 3-D Printing, Catering, Tourism, Administration, Marketing, Cultural Heritage, among other curricular areas and topics.

Projects wish to impact school curricula, foster 21st skills, build transcultural competence, develop the ability of staff and students to work in intercultural teams, raise standards (in English, ICT, and global competences), involve parents, enhance teacher cooperation and school director-teacher-parent cooperation, and link school to local community (local and national stakeholders).

The linguistic focus is often present through aims such as fostering students' foreign language or specialised language (e.g. Business English), by providing meaningful and real-life situations for learning. There is also mention of training students through CLIL methodology for particular certificates such as PET, LCCI – London Chamber of Commerce and Industry, and CEFR levels. Besides English, there are other CLIL languages that are focused on, although rather sparsely, such as Portuguese (in Spain), Spanish, and Finnish.

CLIL is often mentioned in connection with Autonomy and Curricular Flexibility (ACF), inclusive and multicultural education, intercultural education, ICT and media education, Human Rights education, citizenship education and education for entrepreneurship. It is described as a collaborative, trans- or interdisciplinary, innovative, and student-centred practice. It is hailed as improving linguistic competence (of learners and teachers), improving standards in teaching English, contributing to preparing students for the job market, and for acting in multilingual and multicultural environments. As a change from traditional ways of teaching English, CLIL is further described as preventing early school leaving and promoting educational success and equity. CLIL is also referred to in the context of preparation for short-term internships for VET learners and staff, as a methodology that will facilitate students' communication during these internships.

In the following subtopics, we focus on projects whose core aim is CLIL methodology (approach), CLIL implementation, or CLIL training as examples that may be followed by interested parties.

3.3.2.1. Action: Learning Mobility of Individuals

A significant number of teachers seem to be involved in the *Learning Mobility of Individual*s action through School Education Staff Mobility projects, with thirty-three projects coordinated by Portuguese institutions, so we will start by

presenting results on these. *School Education Staff Mobility* projects, similar to *VET Learner and Staff Mobility*, often describe whole school professional development plans and/or European and internationalisation plans, as well as plans to upgrade and modernise teaching methodologies in the wake of whole school assessment that reports problem areas. The project "Vidigueira CLIL on It" (2019), for example, reports the poor results in standard tests in the use of English for the lower Alentejo as the trigger to launch a project on CLIL.

Some *School Education Staff Mobility* projects, coordinated by Portuguese partners, are on CLIL methodology, seen as a means to improve foreign language learning, such as the projects "GoCLIL", "Europe Calling" or "Cuba CLIL is In II", while others focus on improving the quality of CLIL education (such as in "Let's CLIL at Idães").

In table 6, an example is given from "Cuba CLIL is In II" on how to organise training, using European Erasmus+ funding for a CLIL project across school clusters (AECuba, AEVidigueira, EPCuba) and with the support of the town council (Câmara Municipal de Cuba) as a follow-up on a one-year funded project. The CLIL language used is English across several subjects and school years. The training is supported by mobility of teachers abroad who then support in-house colleagues. Eight teachers attended a five-day course at the GV Malta English Centre on "Understanding and Applying CLIL Methodology for Primary / Secondary Schools" and seven teachers attended a five-day course at IDEC Training Centre in Greece on "Designing CLIL – Content and Language Integrated Learning". Monitoring was achieved through internal questionnaires and reports; external monitoring was provided by a supervisor of CLIL classes who reported on them.

TABLE 6. Cuba CLIL is In II (2018). An example of a "School Education Staff Mobility" project coordinated by a Portuguese municipality.

School (clusters)	CLIL language	CLIL subject/area	School year
AEVidigueira AECuba	English	Social Studies	4
		Arts & Crafts	4
		Geography	7
AECuba		Kindergarten (pilot)	
AEVidigueira		Natural Sciences (pilot)	5
EPCuba		Physical Education	11

A significant portion of projects include training on CLIL as one among other innovative, motivating learning pedagogies (such as PBL, student-centred learning, active learning, task-based learning). CLIL is often mentioned among other educational strategies for inclusion and to develop quality learning or 21st-century skills and key competences (such as critical thinking or creativity), besides preparing students for communication in international environments and for the job market.

There are also projects in this action that provide training in CLIL methodology to ensure that teachers are qualified so that the school can apply to, or implement, bilingual education, bilingual curricula, improve the quality of bilingual education, and/or increase the number of already-existing CLIL classes. Table 7 details the actions of such a project at Agrupamento de Escolas de Idães (Felgueiras). The school cluster implemented a CLIL project in the academic year 2016/2017. In 2018, "Let's CLIL at Idães" was funded to enhance internationalisation and to receive training on CLIL methodology and CLIL supervision abroad, since it was percieved as not being available in Portugal. Thus, several activities were planned to reach these aims.

TABLE 7. "Let's CLIL at Idães" (2018). An example of a "School Education Staff Mobility" project.

Activity	Target group	Impact on school life
Structured courses on CLIL methodology	CLIL language teachers	• Improve language skills • Improve knowledge on CLIL methodology
	CLIL content teachers	
Job shadowing	Headmaster	• Foster organisational skills
	CLIL supervisor	
Improvement of teaching and learning methods	Students	• Higher motivation • Better results
Further training	Other teachers	• Teacher training courses at the Teacher Training Centre

CLIL training may also be considered, within this scope, as crucial for internationalisation (for example, through eTwinning partnerships) of the school (or school cluster). Job shadowing is used by teachers and staff to observe good practices in CLIL to enhance quality of CLIL teaching, such as in the project "CLIL: Mission Possible" (2020-2022) from the Agrupamento de Escolas de Vila Verde. "CLILING" together, to articulate and improve" (2020-2022) coordinated by the

Agrupamento de Escolas Poeta Joaquim Serra, in Montijo, defines two project phases: the first on professional training in CLIL based on the mobility of teams of teachers from several subject areas and levels; and the second phase on implementation of CLIL methodology in the classroom through collaborative and multidisciplinary approaches.

3.3.2.2. Cooperation for Innovation and the Exchange of Good Practices

Within the action *Cooperation for Innovation and the Exchange of Good Practices*, sub-actions offer teachers the opportunity to develop CLIL through the creation and use of educational and methodological resources (i.e. Guides on CLIL methodology; models; videoed classes, lesson plans, board games, live streamed classes, workshops, colouring books, etc.). As these are EU-funded projects, most resources are open access and can be reused by teachers.

Table 8 provides information on specific CLIL projects in terms of age-range of students or school year, subject area or curricular topic, type of resources made available for other teachers, Portuguese partner institutions and a link to the project website (if available). These will be first described in terms of motivation to implement a CLIL project and the impact it has on learners, teachers and school education. Then we will focus on types of projects.

Learners: CLIL is seen as developing communicative competence (with a focus on meaning rather than on form), intercultural competence, and general language skills of learners, besides intraclass and interclass interaction across partner countries.

The motivation to initiate a project or take part in one may be a distinctly concrete question that partners want to answer, such as "How can educators promote the use of EFL (English as a Foreign Language) and STEAM (Science, Technology, Engineering, Arts and Maths) for 4-8-year-old learners in and outside the classroom?" (from: "Super inventors on the move" – 2020-2023). However, projects also focus on content topics to be developed through CLIL, such as making students aware of basic survival needs and how to avoid waste and use resources rationally (e.g. "European survival: the rule of the 3 Rs" project – 2016-2019); or to get engaged in authentic, real-world tasks or be involved in mobility programmes (e.g. "Learning and Sharing with CLIL" – 2019-2022). One further important point made by some projects is that CLIL provides learners with effective opportunities to use language as they are learning it, rather than learning language in order to use it later. Additional motivation is to prevent early school dropout by motivating learners through meaningful learning tasks, or including SEN students, minority students or high-achievers in classroom learning activities. Projects also wish to put students centre-stage by involving them in the process and outputs from the beginning through networking with students in other schools.

Teachers and Staff: Many projects state that they wish to resolve problems or weaknesses that result from lack of access to training in CLIL or lack of materials and resources to teach content and language integrated topics. Projects intend to strengthen the profile of the primary teaching profession through CLIL training, "supporting teachers to deliver high quality teaching and adopt new methods and tools" (from: "Primary International schools together for the ExCHaNge of Interactive CLIL training" – 2018-2021).

The expected professional development from CLIL training appears to focus on: collaboration, creating support mechanisms for educators, and innovative teaching for content and language teachers, besides creating teaching materials and resources. Projects aim at increasing opportunities for professional exchange and identifying good practice in collaborative inter-regional work (i.e. "Language Acquisition to Stimulate Cognitive Development: theory and practice" – 2020-2023), as well as finding opportunities to share educational experiences and exchange expertise across areas. One school expert in CLIL provides training in that area, while another with expertise in ICT offers its know-how to teachers in other partner countries. Teachers may also be involved in creating innovative methodological CLIL tools or resources for their classes. For example, "CLIL threads and trends in the solar-system Labyrinth" (2018-2020) developed core multimodal content to teach Astronomy to students of lower secondary level with a linguistic competence ranging from A1 to B1+, so that content may be used by both content teachers and language teachers with any language of instruction.

School education: When it comes to school education, the aim may be to start or spread knowledge of CLIL, train educators and teachers of non-linguistic disciplines, develop and implement bilingual teaching in classrooms, enhance the quality of education provided through CLIL, create educational resources, promote a plurilingual approach in the school, foster an intercultural perspective through involving children in mixed international teams, or even to support other schools with their own expertise in CLIL or bilingual education. Very broad, ambitious aims are also stated, such as finding ways to educational success by focussing on key skill development: creativity, flexibility and imagination (from "Creativity and Digital Skills – Requirements for the 21st Century World of Work" – 2018-2021). CLIL may be framed in the context of broader aims, such as providing international insights into ongoing sustainability projects, as in "Sustainability: Think globally – act locally" (2018-2021), although outputs often concentrate on providing teaching materials and resources.

Projects may also draw on experiences and expertise of partners in order to promote the learning of new ways to address the needs of minority or SEN children. Some projects use their CLIL experience with English to introduce another language in CLIL practice. Other projects (e.g. "English for Hospitality" – 2017-2019) wish to investigate various CLIL implementation models and assess their efficacy prior to producing sharable resources and materials. The aim of projects may also be that of enhancing digital skills and involving parents in the CLIL learning process.

Table 8. CLIL Projects.

Project name	Start date – End date	Education cycles / Age range	Subject area / Curricular topic	Type of resources available for teachers	Partner Institution in Portugal	Link to the project website
European survival through CLIL: the rule of 3s	01-09-2016 – 31-08-2019	Secondary	Water consumption, the carbon footprint, survival activities with the army, the different types of refugees and housing, learning about the traditional dishes that emerged as the result of hunger or lack of resources, the interviews to refugees and immigrants, geocaching.	NA	Agrupamento de Escolas André Soares. Braga, Norte	https://erasmus-plus. ec.europa.eu/projects/ search/details/2016-1- ES01-KA219-025463
Go for Content Language and Integrated Learning (GoCLIL)	01-09-2016 – 28-02-2019	Lower Secondary / 3rd cycle Upper Secondary	History, Geography, Science, Educational Technology, Visual Arts, Physics and Chemistry, ICT, Philosophy, Citizenship a quality whole school approach	• eBook Good Practices Portugal • eBook Good Practices Romania • eBook Good Practices Italy (MB) • eBook Good Practices Italy (TL) -eBook Good Practices Greece	Coordinator Partner: Escola Secundária Dr. Joaquim Gomes Ferreira Alves. Valadares, Vila Nova de Gaia	https://erasmus-plus. ec.europa.eu/projects/ search/details/2016-1- PT01-KA219-022907 https://goclil.wixsite.com/ goclil
English for Hospitality	01-09-2017 – 31-08-2019	Upper Secondary (Vocational Schools)	English (EFL), Tourism, Gastronomy	• Training curriculum 'English for tourism and gastronomy industry' • Video lessons • WebQuests	Esprominho. S. Vicente – Braga, Norte.	https://erasmus-plus. ec.europa.eu/projects/ search/details/2017-1- RO01-KA201-037159 http://english4hospitality. esy.es/
Hands on CLIL	01-09-2017 – 31-08-2019	Primary (Years 1-6) 1st cycle 2nd cycle	Science, Arts and Crafts, Music, PE, Citizenship, Geography, ICT	• Hands on CLIL Tool Kit • Hands on CLIL Activities • Hands on CLIL Good • Practices Catalogue	Coordinator Partner: Agrupamento de Escolas de Marco de Canaveses. Marco de Canaveses, Norte.	https://erasmus-plus. ec.europa.eu/projects/ search/details/2017-1- PT01-KA219-035912
CLIL in VET	03-09-2018 – 02-08-2021	Secondary (Vocational Schools)	Foreign languages	CLIL in VET portfolio, international curriculum for a specific subject called "Virtual Training Company" (not yet available).	Agrupamento de Escolas de Fornos de Algodres. Fornos de Algodres, Centro (PT). http://www.ae-fa.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- SK01-KA202-046321

Project name	Start date – End date	Education cycles / Age range	Subject area / Curricular topic	Type of resources available for teachers	Partner Institution in Portugal	Link to the project website
Let's CLIL in Idães	03-09-2018 – 02-08-2021	Secondary	(not available)	(not yet available)	Coordinator Partner: Agrupamento de Escolas de Idães. Felgueiras, Norte. http://www.e-idaes.org	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- PT01-KA101-046911
Creativity and Digital Skills – Requirements for the 21st Century World of Work	01-09-2018 – 31-08-2021	Secondary	ICT[a2]	Practical resources for users in video format (in German)	Gondensino,Estabelecimento de Ensino Particular, LDA. Gondomar, Norte. http://www.colegiopaulovi.com	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- HU01-KA229-047704
CLIL threads and trends in the solar-system Labyrinth	01-09-2018 – 31-08-2021	Lower Secondary	English (EFL), Geography, Biology, Arts, History / Astronomy, Mythology	• Teaching • Materials • Videos • Presentations • Activity sheets	Agrupamento de Escolas Miguel Torga. Bragança, Norte. https://paginaaemt.wixsite. com/agrupamento	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- EL01-KA229-047699 https://clil2018.webnode. com/
Primary International schools together for the exChaNge of Interactive CLIL training	01-09-2018 – 31-08-2021	Primary (Year 1-6) 1st cycle 2nd cycle	English (EFL, EAL)	(not yet available)	Agrupamento de Escolas José Sanches e São Vicente da Beira. Alcains. Centro (PT). http://www.agrup-alcains-svb.com/	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- UK01-KA229-048149
Transcultural Nursing: A European Priority, a Professional Responsibility	01-09-2018 – 31-08-2021	Higher Education	Nursing, English (EFL)	• Lesson plans and materials; • Practical guide for HE CLIL Teachers	Instituto Politécnico de Portalegre Portalegre. Portalegre, Alentejo. http://www.ipportalegre.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- ES01-KA203-050800 https://tcnurse.eu/

Project name	Start date – End date	Education cycles / Age range	Subject area / Curricular topic	Type of resources available for teachers	Partner Institution in Portugal	Link to the project website
Smart Education: Explore CLIL by Using Robotics	01-09-2018 – 31-08-2021	Lower Secondary 3rd cycle	English (EFL), ICT / Robotics	• e-book with 12 lesson plans, worksheets "Smart education: Let's explore CLIL by Robotics"; • comic book on "A child from a green future"; • films with the main role of LEGO robots-machines; • 2 e-books "My fairy LEGO animal" and "LEGO machine that is ecologically clean" with the instruction on animal creating; • book with conference "Natural Engineers" material	Colégio Atlântico. Seixal, Lisboa http://www.colegioatlantico.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- DE03-KA229-047198
Sustainability: Think globally – act locally	01-09-2018 – 28-2-2021	Secondary	STEM	ebook Think Globally, Act Locally	Escola Secundária Augusto Gomes. Matosinhos, Norte. http://www. escolaaugustogomes.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- DE03-KA229-047245 https://trello.com/b/ KfnFykli/think-globally- act-locally-erasmus- projecthomepage
Let's play culture, let's play CLIL	01-09-2018 – 28-2-2021	Lower Secondary 3rd cycle	English (EFL)	(not yet available)	Agrupamento de Escolas Joaquim Inácio da Cruz. Sobral de Monte Agraço, Lisboa. http://www.aejics.org	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- PL01-KA229-050710
Cuba CLIL is In II	01-06-2018 – 31-05-2019	Nursery, Primary, Secondary	Social Science, Natural Science Arts & Crafts, Physical Education, Geography	NA	Coordinator Partner: Município de Cuba. Cuba, Alentejo	https://erasmus-plus. ec.europa.eu/projects/ search/details/2018-1- PT01-KA101-046919

Project name	Start date – End date	Education cycles / Age range	Subject area / Curricular topic	Type of resources available for teachers	Partner Institution in Portugal	Link to the project website
CLIL for Young European Citizens	31-12-2019 – 30-08-2022	Primary (Years 1-6) 1st cycle 2nd cycle	European Citizenship, Environmental awareness, Basic Financial Education, English (EFL)	• 18 lesson plans on European, Intercultural and Global Citizenship, Environment, Basic Financial Education. • Open Educational Resources at https://clil4yec.eu/resource/ • Guide to Teachers on CLIL and project-based learning at https://clil4yec.eu/wp-content/uploads/2021/09/FINALC4Y_IO4_Version01_25012021_WITH_COVER.pdf	Agrupamento de Escolas Gardunha e Xisto. Fundão, Centro (PT). http://www.aesg.edu.pt	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT02-KA201-063222 HYPERLINK "https://www.clil4yec.eu/"https://www.clil4yec.eu
Learning and Sharing with CLIL	01-09-2019 – 31-08-2022	Year 8 (12-13 year-old) 3rd cycle	English (EFL), ICT, Science, Maths, Physical Education, History, Physics	(not yet available)	Coordinator Partner: Escola Secundária de Amarante. Amarante, Norte. http://www.esamarante.edu.pt	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PT01-KA229-060733
Learning for 21st Century: skills for the future	01-09-2019 – 31-08-2022	Primary (Years 1-6) 1st cycle 2nd cycle	ICT, languages	• CLIL- resources -e-books • E-CLIL e-books • Cultural box (not yet available)	Agrupamento de Escolas de Alpendorada. Alpendorada e Matos, Norte. https://sites.google.com/aescolasalpendorada.com/aealpendorada/	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE03-KA229-059539
Click on e-CLIL	01-09-2019 – 31-08-2022	Primary (Years 1-6), 1st cycle 2nd cycle Lower Secondary	English (EFL), Citizenship, Geography, History, ICT	Book with the CLIL lesson plans and activities	Agrupamento de Escolas do Barreiro. Barreiro, Lisboa. http://www.aebarreiro.pt	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-RO01-KA229-063080
Working together: education through new bridges	01-09-2019 – 31-12-2020	Primary (Years 1-6), 1st cycle 2nd cycle Secondary	ICT, English (EFL)	NA	Escola Secundária Dr. Joaquim Gomes Ferreira Alves. Valadares, Vila Nova de Gaia. http://www.esdjgfa.org	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-ES01-KA229-065886 https://sites.google.com/cdsantamaria.es/ka-229-working-together/

Project name	Start date – End date	Education cycles / Age range	Subject area / Curricular topic	Type of resources available for teachers	Partner Institution in Portugal	Link to the project website
Vidigueira Clil on it	01-06-2019 – 31-05-2022	Nursery school, Primary	Natural Science, Social Science, Arts & Crafts, Physical Education, English (EFL)	NA	Coordinator Partner: Município de Vidigueira. Vidigueira, Alentejo. http://www.cm-vidigueira.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2019-1- PT01-KA101-060496
Language Acquisition to stimulate Cognitive Development: theory and practice	01-09-2020 – 31-08-2023	Primary (Years 1-6) 1st cycle 2nd cycle	Synergies between CLIL and English as an Additional Language focusing on Language Acquisition	Tool Kit containing tried and tested activities, classroom materials, research tools, organisational and curriculum models (not yet available)	Agrupamento de Escolas D. Afonso Henriques. Guimarães, Norte. http://www. aeafonsohenriques.pt/	https://erasmus-plus. ec.europa.eu/projects/ search/details/2020-1- UK01-KA201-079075
Super inventors on the move	01-09-2020 – 31-08-2023	Pre-primary Primary / 4-8 year old	English (EFL), STEAM	Toolkit for STEAM activities through EFL (not yet available)	Colégio do Ave, SA. Guimarães, Norte. https://www.colegiodoave.pt/	https://erasmus-plus. ec.europa.eu/projects/ search/details/2020-1- NL01-KA229-064689
Creativity through Content and Language Integrated Learning	01-09-2020 – 31-08-2022	Primary (Years 1-6) 1st cycle 2nd cycle	Art, English (EFL), Spanish, Portuguese	(not yet available)	Agrupamento de Escolas de Miranda do Douro. Miranda do Douro, Norte. http://www.aemd.pt	https://erasmus-plus. ec.europa.eu/projects/ search/details/2020-1- UK01-KA229-078873
CLIL and cross – curricular relations	01-09-2020 – 31-08-2022	Primary, Secondary	Drama, Music, Science, Geography, History, English (EFL)	TEACHOUT – Outdoor Science Game (mobile app)	Agrupamento Escolas de Campo Maior. Campo Maior, Alentejo. https://www.aecampomaior. pt/site/	https://erasmus-plus. ec.europa.eu/projects/ search/details/2020-1- CZ01-KA229-078467
CLIL: Mission Possible	01-06-2020 – 31-05-2022	Adult Education	(not available)	NA	Agrupamento de Escolas de Vila Verde. Vila Verde, Norte. https://aevv.edu.pt/index.php/ projetos-europeus	https://erasmus-plus. ec.europa.eu/projects/ search/details/2020-1- PT01-KA101-077884

At the curriculum level, "CLIL in VET" (2018-2021), for example, indicates that the motivation to start a project is that vocational education lacks an international language curriculum that may build a connection between school and companies.

Types of projects: Some projects focus on theoretical aspects of CLIL and its potential to transform learning through careful conscientious implementation or a comprehensive approach to language teaching and learning in connection with content areas or topics, or through game-based or informal activities. For example, "Creativity through Content and Language Integrated Learning" (2020-2022) takes a cross-curricular approach to Creative Arts and Outside Learning in the area of Arts to ensure learners at primary level have meaningful and immersive experiences through a trilingual project. Other projects configure CLIL as Academic Language Education (e.g. "Language Development through Digital Tools" – 2021-2023). As an example of good practice, the project "Go for Content and Language Integrated Learning (GoCLIL)" (2016-2019) presents CLIL as a teaching and learning programme that transforms school curricula understood as culture which includes content, cognition (promoting higher-order thinking skills, and communication) and learning through interaction and mediation. Personalised learning is enhanced, collaborative practices are promoted and additional support mechanisms are created for educators. Continuous learning is peer-led by teachers and head teachers.

There are also other theoretical views on CLIL. In "Language Acquisition to Stimulate Cognitive Development: theory and practice" there is an attempt to find synergies between the CLIL approach with English as an Additional Language (EAL) through optimising CLIL to stimulate cognitive development. In "CLIL for Young European Citizens" (2019-2022) there is an attempt to go beyond discipline-based CLIL that integrates learning and curricular subjects, and to address CLIL in cross-curricular and intercultural education for European Citizenship through project-based learning in primary education.

Some projects focus primarily on content and take CLIL on board. Project "Working Together: Education through New Bridges" (2019-2020) focuses on developing the digital competence of teachers and students by focusing on CLIL with ICT in programming and robotics. CLIL is combined with ICT, the final output being education in the digital era through creating a common digital content library. The project "Sustainability: Think Globally – Act Locally" (2018-2021) mentions CLIL skills on a par with e-skills in the framework of developing sustainable projects. However, this focus on CLIL skills and e-skills provides opportunities to cover a wide range of curricular topics. CLIL may also be mentioned as an approach to develop new pedagogical frameworks in bilingual teaching for EFL and EAL.

3.3.3. Results on Accredited In-service CLIL Education for Teachers

With regard to the third research question – What is the extent of accredited in-service teacher education for CLIL/bilingual education in Portugal? – besides the activity already described in 3.3.2., i.e. staff mobility funded by Erasmus+,

which might be considered bottom-up initiatives as they are initiated by teachers in schools, there is top-down policy in accredited in-service teacher education opportunities on CLIL at school training centres (*centros de formação*), universities and polytechnics, teacher associations such as APPI or organisations, such as the British Council, International House or Instituto Cervantes, as well as those of government bodies such as DGE.

The search of the CCPFP website (n=10,383 actions in March 2022) yielded 22 in-service teacher education opportunities on CLIL and bilingual education from 2016 to 2021, to which additional accredited actions were added through internet search, as seen in table 9. These accredited 'training actions' (ações de formação), either courses (cursos de formação) or workshops (oficinas de formação) are presented chronologically by the date on which they were registered with the CCFCP. Ações de Curta Duração (ACD) are not covered in this table as these are sometimes very short exposure i.e., through a conference, seminar or workshop.

The selected training courses and workshops provide an idea of past and current training, usual number of hours of training (from 25 to 50 hours), modality (whether face-to-face, blended or e-learning), as well as the scope of CLIL and bilingual education. Training opportunities do not cover CLIL in English alone but also CLIL approaches to the bilingual education of deaf children, and as an approach to teaching Portuguese to non-Portuguese students in Portuguese schools (Português Língua Não Materna -PLNM).

Several training courses and workshops (n=7) were found for the period 2017-2022 in the CCFCP database that aim at upgrading the English linguistic skills of teachers. They may or not be related to CLIL. Some other training opportunities focus on curricular flexibility (n=6) and internationalisation (n=1) or interdisciplinarity (n=1) but not explicitly on CLIL or bilingual education. The accredited training offer for teachers through the CCFCP indicates that teachers have the opportunity to learn about integration and curricular flexibility, and interdisciplinary work. For example, "Interculturalidade e Trabalho Interdisciplinar nas SELF" (CCPFC/ACC-107792/20) is a 12-hour training course offered by the DGE. This kind of training is known to support CLIL implementation in schools, although there is no explicit evidence that it does so.

Though not substantial, there has been a regular offer of training courses and workshops about CLIL over the past five years. From 2019 to the present, the training offer seems to have stabilised in the number of training opportunities and amount of training hours, with slight variations. There are face-to-face and e-learning modalities for training. The main providers of this accredited training for CLIL in the past three years in English were the DGE, in support of the Bilingual Programme (in 2019 (75 hours), 2020 (50 hours) and 2021 (50 hours)), the British

Council (in 2020 (150 hours)), APPI (in 2019 (25 hours) and 2021 (50 hours)) and the University of Porto (in 2019 (54 hours)), 2020 (25 hours) and 2021 (16 hours)).

The two editions of the Working CLIL colloquium (held in 2018 and 2021), accredited for 25 hours of professional development for teachers are identified as a training opportunities for teachers in the table above, as are international conferences held in 2015 and 2018 on the Bilingual Education School Programme in the 1st cycle and on Supporting Multilingual Classrooms, respectively. The former was organised by the Ministry of Education to present the bilingual programme and raise awareness about the potential of bilingual education and CLIL for primary and other levels of education. The latter is an ECML initiative for accommodating young migrants which is geared towards plurilingualism in curricula and classrooms.

There are other seminars, workshops and conferences organised locally and regionally in Portugal on CLIL/bilingual education such as the "CLIL for Children 2017 National Seminar" or the "CLIL for Young European Citizens 2022 National Seminar" that are also accredited as short duration professional training for teachers on CLIL.

3.4. Discussion of results

Discussion of results from the questionnaire responses about implementation and desk research on Erasmus+ projects and accredited in-service training is organised into eight sections: *Scope of CLIL and educational cycles; Reasons for implementation; Subjects and curricular time; Teacher profiles and selection; Teacher education and external monitoring; CLIL Project strengths; CLIL Project challenges; Previous and future involvement in CLIL/bilingual education.*

3.4.1. Scope of CLIL and educational cycles

Questionnaire responses reflect a similar scope of regional distribution to the PEBI project, i.e., more 'cases' in the north of the country and in 1st cycle schools, with only one case in upper secondary (vocational education). Similarly, international projects appear to be concentrated in the north. Analysis of the Erasmus+ database shows a slightly different picture with a more even distribution across all educational levels, as seen in table 7: two projects at preschool level, ten projects that cater for 1st and 2nd cycles and almost as many for the third cycle, while secondary and secondary vocational levels include seven projects and adult education, one.

It should be noted that the PEBI programme does not as yet extend to upper secondary education. According to questionnaire results, there has been a growth of schools implementing CLIL/bilingual education from 2016 onwards. Numbers have not increased across educational cycles except between preschool and 1st cycle. Thereafter, there is a decrease in numbers of schools with CLIL/bilingual programmes with marginally higher numbers in the 3rd than in the 2nd cycle. This may also be indicative of schools implementing programmes for the first time at lower educational levels rather than other cycles (as is the recommendation of the PEBI programme). However, this does not account for the decrease in numbers in progressive cycles and potential disruption in continuity of the approach within a school cluster. It may also be the result of schools (with curricular flexibility) choosing to begin implementation in the 3rd cycle. There is only one registered case in upper secondary education, this being in vocational education – a sector known in other European contexts to favour CLIL. Lack of cases at this level may be due to a focus on national exam preparation. A different picture is drawn from the Erasmus+ project database with a more even distribution of CLIL across education levels and a slight decrease at the secondary and secondary vocational level.

Certain actions within the Erasmus+ programme encourage consortia of HEIs and schools. This is a means of endorsing a flexible approach to the education continuum between school levels. This continuum can be used productively to prevent potential breaks in continuity, not only between school levels, but between schools and HEIs.

Project description in the Erasmus+ database aligns CLIL: with internationalisation strategies of schools and their European dimension; with innovation of teaching practices that include digital readiness, collaborative skills of teachers and students, strengthening language learning (of students and teachers), and curricular integration; as well as with sustainability and entrepreneurship skills development that require schools to reach beyond their walls to the community and the workplace (see table 4). This posits CLIL as an overarching umbrella term or concomitant "methodology" that enables schools and teachers to reach ambitious goals for quality and efficiency in education.

CLIL is not a unified term either. Several synergies are looked for in project descriptions. Among them those with: a whole school approach of integrated learning; EAL (English as an Additional Language); digital learning; entrepreneurship; Human Rights and Intercultural education; or cross-curricular education for citizenship and sustainability. This creates some tension around the definition of CLIL in bottom-up initiatives between looking at CLIL as a 'teaching method' in the English language classroom, to teach English or to teach in English across other subjects, or as an approach or theoretical orientation that integrates content and language.

Table 9. Accredited CLIL in-service courses for teachers.

Accreditation nr.	Title	Acc. hours	Training by	Type of action	Modality	Additional Information
2016						
CCPFC/ACC-86982/16 (web search)	Metodologias CLIL (AICLE) para o ensino básico	15 hours	Instituto Politécnico de Castelo Branco	workshop	face-to-face	Workshop based on CLIL for CHILDREN project materials
2017						
CCPFC/ACC-90691/17	Português língua não materna (PLNM) – metodologias de aprendizagem integradas de conteúdos linguísticos		Agrupamento de Escolas Dr. Guilherme Correia de Carvalho – Seia		face-to-face	Portuguese in school
2018						
CCPFC/ACC – 101346/18	Supporting Multilingual Classrooms	12 hours	—	—	—	Contrasts CLIL and non-CLIL approaches in multilingual classes
11& 12/04/2018 (web search)	Multilingual Classrooms	2 days	DGE	workshop	face-to-face	https://www.dge.mec.pt/noticias/linguas-estrangeiras/supporting-multilingual-classrooms. Directed at teachers of French, English and Portuguese CLIL and bilingual classes. An ECML initiative
2019						
CCPFC/ACC-103108/19 (not available on database)	O CLIL (Content and Language Integrated Learning) e os projetos internacionais em língua inglesa como oportunidade de flexibilidade curricular	50 hours	Centro de Formação Aurélio da Paz dos Reis	curso de formação	face-to-face	Emphasis on the linguistic proficiency of teachers in English to prepare them for teaching through English
CCPFC/ACC-105112/19	Content and Language Integrated Learning I	54 hours	Faculdade de Letras da Universidade do Porto	curso de formação	b-learning	
CCPFC/ACC-102457/19	Implementação da dinâmica do CLIL: atividades e estratégias	25 hours	APPI FORMA			focussed on classroom CLIL practice

Accreditation nr.	Title	Acc. hours	Training by	Type of action	Modality	Additional Information
CCPFC/ACC-104883/19 CCPFC/ACC-104884/19	Inglês Para Educadores de Infância na Sala Bilingue	25 hours	DGE	curso de formação	face-to-face	2 actions, one for preschool educators and another for primary teachers
CCPFC/ACC-105685/19	Work Out Your CLIL	50 hours	Centro de Formação Aurélio da Paz dos Reis	workshop	face-to-face	
CCPFC/ACC-104879/19	Ensino Bilingue, em Inglês, nos 2.º e 3.º Ciclos do Ensino Básico (Metodologia e Produção de Materiais)	50 hours	DGE	workshop	face-to-face	
CCPFC/ACC-106097/19	Working CLIL 2: Integration, Innovation and Inclusion in CLIL	25 hours	Faculdade de Letras da Universidade do Porto	curso de formação	b-learning	Face-to-face workshops related to the promotion of integration, innovation and inclusion. Production of interactive materials.
2020						
CCPFC/ACC-107453/20	Aprendizagem Bilingue no Ensino de Crianças em Idades Precoces	25 hours	British Council	curso de formação	face-to-face	
CCPFC/ACC-107490/20	Formação em Aprendizagem Bilingue, em Inglês, no 1.º Ciclo do Ensino Básico	25 hours	British Council	curso de formação	face-to-face	
CCPFC/ACC-108351/20 CCPFC/ACC-108352/20	Inglês Para Educadores de Infância e Professores do 1.º Ciclo do Ensino Básico na Sala Bilingue	25 hours	British Council	curso de formação	face-to-face	
CCPFC/ACC-108762/20	Inglês Para Educadores de Infância na Sala Bilingue	25 hours	British Council	curso de formação	face-to-face	
CCPFC/ACC-108667/20	Aprendizagem e Ensino Bilingue, em Inglês, na Educação Pré-Escolar e no 1.º Ciclo do Ensino Básico (Metodologia e Produção de Material Didático)	50 hours	DGE	workshop	b-learning	
CCPFC/ACC-108796/20	Como Aplicar CLIL/AICLE nas Aulas	25 hours	Instituto Cervantes	curso de formação	face-to-face	

Accreditation nr.	Title	Acc. hours	Training by	Type of action	Modality	Additional Information
CCPFC/ACC-108763/20	Ensino Bilingue, em Inglês, nos 2.º e 3.º Ciclos do Ensino Básico (Metodologia e Produção de Material Didático)	50 hours	British Council – Representação Permanente em Portugal	workshop	face-to-face	
2021						
CCPFC/ACC-110760/21 CCPFC/ACC-112237/21	Como Aplicar AICLE/CLIL nas aulas	25 hours	Instituto Cervantes	curso de formação	e-learning	Spanish in CLIL
CCPFC: ACC-113350/21	PRR – CLIL no 1.º Ciclo do Ensino Básico	16.5 contact hours; 54 hours	FLUP	curso de formação	e-learning	Principles and practice of CLIL. Lesson and materials design.
2021 (not yet accredited)	CLIL – Ensinar diferentes conteúdos curriculares em língua Inglesa	25 hours	APPI FORMA	curso de formação		materials design concept scaffolding for English teachers https://www.appi.pt/appiforma-cpd-centre/course-details/clil-ensinar-diferentes-conteudos-curriculares-em-lingua-inglesa
CCPFC/ACC-113206/21	Let's CLIL – Content and Language Integrated Learning in the Young Learner Classroom	25 hours	APPI FORMA	curso de formação	e-learning	
CCPFC/ACC-111445/21	Bilinguismo e Interculturalidade na Fronteira Portugal-Espanha: Propostas de Intervenção Pedagógica no 1.º CEB	50 hours	DGE	workshop	face-to-face	
CCPFC/ACC-113153/21	Educação Bilingue e Inclusão / Abordagem ao Decreto-Lei n.º 54/2018 de 6 de junho.		Centro de Formação da Associação de Escolas de Vila Real	curso de formação	face-to-face	
CCPFC/ACC-113232/21	Educação Bilingue: Da Teoria à Prática. O Uso de Recursos Educativos Visuais na Educação de Surdos	50 hours	Centro de Formação da Associação de Escolas de Braga/Sul	curso de formação	face-to-face	

As a 'method' mentioned in Erasmus+ project descriptions, CLIL appears as one among other 'classroom strategies' for learning English, such as Project-Based Learning (PBL), active learning, Task-Based Learning (TBL), that are used by teachers to engage students in learning through 'authentic' real-world tasks to foster 21st-century skills such as intercultural communicative skills or interclass international communication.

As an approach, CLIL is often described as a collaborative, transdisciplinary or interdisciplinary student-centred 'practice' across several disciplines or the whole school that will improve not only students' linguistic skills but also their readiness to operate in multilingual and multicultural settings. During this process, teachers become language-sensitive and develop innovative methods. Furthermore, CLIL is considered to be innovative, to motivate students to learn and therefore to prevent early school leaving. Project descriptions in the Erasmus+ database also provide evidence of the involvement of town halls with school clusters in creating and supporting whole school CLIL projects in isolated geographical areas, such as inner Alentejo (e.g. "Cuba CLIL is In II" and "Vidigueira CLIL on It" or "Kiitos" (see Ch. 2., Coelho *et al*., this volume) and thus contradicts the geographical imbalance of CLIL in Portugal.

3.4.2. Reasons for implementation

According to questionnaire results, the main reason for implementation of CLIL/bilingual education across educational cycles is the development of proficiency in the English language. This is accompanied by age-appropriate rationale e.g., early exposure and acquisition, and academic and future professional success for later levels. This is a very common reason given across programmes in Europe. Other rationale are also indicative of age-appropriateness – mental elasticity, critical thinking but also confer broader educational advantages such as interdisciplinarity, inclusion, intercultural awareness, as well as the development of competences through collaborative team work. Added to this is internationalisation and participating in eTwinning and Erasmus+ projects which would extend benefits to the entire school community. It would appear, therefore, that although linguistic proficiency is the desired goal cited by all, schools are acutely aware of the many other benefits to both learners and teachers which CLIL/bilingual education proffers, made explicit in the range of responses provided.

Involvement in European projects brings additional reasons for implementing CLIL, such as responding to an identified problem (e.g. poor results in standard tests in the use of English in a particular region, namely lower Alentejo) or enhancing teacher-parent-community cooperation, at the school education level; and preparing students for particular certification (such as PET or LCCI or CEFR levels), at the learners' level. Erasmus+ projects may also be developed at the

teacher professional development level to support existing CLIL implementation practices, to address the lack of training available, and to train more teachers when local training is not available,.

3.4.3. Subjects and curricular time

Curricular time devoted to CLIL/bilingual education is seen to vary across educational levels from 10 – 50% with higher percentages at early school levels when this is mentioned in the questionnaire responses. This could possibly be related to the focus on internal and external assessment and the progressive importance attached to this in relation to academic success in national exams. Subjects, and in the case of preschool, methodology/procedures in routines, are indicative of educational offer. Social studies in the 1st cycle encompasses a wide range of subject areas. All subjects are mentioned in later school levels with higher numbers for Natural Science, Physics and Chemistry, History and Physical Education. Maths is the subject least mentioned across levels.

In desk research on involvement of teachers in Erasmus+ programmes, the tendency to develop CLIL across almost all curricular areas and educational levels is confirmed and reinforced by the fact that there are no constraints unlike PEBI guidelines which limit participation to the first 3 cycles of education. Particularly noteworthy is the emergence of STEM (Science, Technology, Engineering and Mathematics) and STEAM (Science, Technology, Engineering, Arts, Mathematics) and technological and vocational areas for upper secondary such as Ecology, Agriculture, Construction, Civil Engineering, Robotics, Coding, Tourism, Marketing, and so on.

3.4.4. Teacher profiles and selection

English language teachers play a significant role in CLIL/bilingual programmes across Europe. Unsurprisingly, questionnaire results reflect a large presence of these teachers in these programmes. With the exception of the early levels, the number of English language teachers involved is higher than other types of teacher. However, the extent of their involvement is not evident. It can be assumed that they collaborate with content teachers in planning and preparing lessons, and some teaching in exceptional cases. Teacher selection criteria include proficiency in the English language in the majority of cases. Language alone is not enough, although it clearly plays a fundamental role in all programmes. Other criteria such as motivation and willingness to be involved in collaborative projects are also included.

In contrast to questionnaire answers, involvement of teachers in Erasmus+ projects and especially in *School Education Staff Mobility* programmes (n=33) points to a wider involvement of subject content teachers in training about CLIL in the context of bottom-up initiatives as well as to opportunities to develop their communicative and academic skills in English in European contexts. This

may be seen as an emergent trend that is also reflected across the accredited training offered through CCPFC, as some training actions (n=7) are geared towards upgrading teachers' competence in English with the exception of English language teachers. Two training courses in 2022, each of 25 hours, "Inglês Geral Para Professores – Didáticas do Inglês Para Comunicar com Sucesso" (CCPFC/ACC-114581/22), offered by the Centro de Formação do Concelho de Cascais and "Inglês Para Professores de Outras Disciplinas" (CCPFC/ACC-113869/22) offered by Centro de Formação do Concelho do Seixal are examples that indicate that schools and *centros de formação* may be attentive to the needs of subject content teachers in the framework of bilingual education. In the CCPFC database, there is some offer of this nature for every year analysed.

However, CLIL implementation requires more than a proficient use of the foreign language. That said, some content teachers may feel confident to teach in the foreign language if they have an advanced level of the language. It is recognised that teacher education for quality CLIL implementation demands collaborative skills and time to collaborate, learning how to develop materials and resources for classroom use, and good examples (through best practice, exchanges, monitoring and training).

3.4.5. Teacher education and external monitoring

Questionnaire results show that the majority of teachers have been involved in teacher education for CLIL in Portugal and abroad in short courses, although there is a substantial number that has not. Project descriptions in the Erasmus+ database show that *School Education Staff Mobility* projects provide not only international training opportunities for teachers to learn about the CLIL approach, develop CLIL materials for their classrooms and improve their language skills, but also to network, to build international communities of practice and expertise as teachers in mobility who then replicate the learning experience with local teachers. It is encouraging to learn that schools are providing their own teacher development courses via teachers with experience of CLIL. In the authors' experience, this has also been the case between schools with experience and those without.

In the area of *Cooperation for Innovation and Exchange of Good Practices* teachers cooperate in the development of classroom resources as Open Educational Resources that can be adapted and reused by the school community. Applying to Erasmus+ funding through these projects appears to be a sustainable process for regular training and monitoring, as some of these projects' descriptions describe monitoring processes.

With the exception of CLIL projects that involve town halls as partners for CLIL project development or schools in the PEBI programme, there are few school projects which are monitored by external bodies. This may also be indicative of

the number of consultants/experts in the area of CLIL/bilingual education among governmental bodies, HE teacher education institutions and associations. The availability of this expertise can be traced through the offer of accredited training courses and actions in the CCPFC database. It may not be enough to cater for the needs of all teachers across the country, but when combined with bottom-up initiatives from teachers and schools through Erasmus+ projects, and top down provision of monitoring of school projects by HE polytechnics with a regional reach such as is the case of Instituto Politécnico de Castelo Branco and Instituto Politécnico de Portalegre, as known to the authors, a model of support and monitoring is emerging that should be reinforced.

The Erasmus+ project descriptions shed light on teachers' expectations of professional development for CLIL beyond what is already happening through centralised actions offered by the DGE, the British Council or HEIs. There appear to be four foci of interest for teachers to engage in CLIL teacher education projects: building international, interdisciplinary and intercultural teacher support networks in schools; 'situated CLIL' in the sense of understanding the best approach for a particular teaching context both in theoretical and practical terms; developing the linguistic competence of students and teachers as users of English in academic contexts that attempt to reach authentic real world learning; and developing teaching and learning materials and resources for classes that may support both English language teachers and teachers of other subjects.

3.4.6. CLIL Project strengths

Strengths mentioned, such as increased motivation of students for learning, collaborative learning and confidence in using the language, are common across other CLIL projects in Europe. Interesting is the range of these benefits which underscores the importance schools attach to such programmes which extend beyond the development of linguistic proficiency and incorporate strengths identified for both learners and teachers. For the latter, these relate to language awareness and methodology, and transfer across disciplines, which is an indication of how important this can be for development of transversal projects.

At the national level, PEBI together with policy documents on professional development for teachers and Autonomy and Curricular Flexibility have been the starting point for bilingual education, which is still peripheral in terms of national implementation, geographical distribution, and impact on the education of children. The uniform top-down approach to bilingual education purported by PEBI and the British Council gives place to typological diversity when we consider the bottom-up initiatives of teachers who apply for Erasmus+ funding. The multi-layered nature of CLIL becomes apparent, as it is equated with innovative education and education for the 21st-century, multilingualism, and with international communication through enhancing the language skills of both learners and teachers.

The multi-layered nature of CLIL is also evident when town councils become involved with schools in training staff for the implementation of CLIL or when projects pay attention to the involvement of parents and to cross-curricular approaches rather than just integration of one language with one subject content. In the EU-funded projects, the focus on CLIL is less as a foreign language (English) initiative, (although improving foreign language proficiency levels may continue on the agenda) but more part of a wider educational and methodological approach capable of sustaining innovation, developing intercultural dialogue as well as digital and 21st-century skills.

The involvement of teachers in Erasmus+ funded projects, though not a significant movement *per se* in terms of numbers of teachers and learners involved, does point, however, to collective actors (teachers, learners, school directors, and policy makers, e.g., town councils) who are experimenting and engaging with CLIL in their own contexts, while exchanging good practice with European peers and increasing cooperation and collaboration between staff and learners. It also points to an alternative way of providing continuing education when the in-service training offer may be scarce, unknown or divorced from the real interests of in-service teachers.

Portuguese teachers have been involved in developing CLIL materials, resources and lesson plans on particular content topics, such as sustainable agriculture, intercultural communication, STEAM and STEM, eco-related topics, besides experimenting with innovative methodologies through CLIL: using web 2.0 and ICT-integrated methodologies, flipped CLIL methodology combined with sociocritic communicative methodologies in a peer-to-peer coaching context, to mention a few. These materials and resources, available on project websites and eTwinning shared spaces, may be of further use to other teachers and learners.

CLIL projects in schools may be a good starting point for building a dynamic repository of good practice for a community of CLIL practice to use and adapt. This is the mission of the Working CLIL Research strand (https://www.cetaps.com/clil/), a hub that brings together school teachers and HE teachers, school activity and academic investigation of that activity, tutorials and research publications, workshops for teachers and conferences where they can meet other teachers and researchers, across all levels, including HE.

3.4.7. CLIL Project challenges

These are typical of such programmes across Europe. Linguistic proficiency of teachers and lack of materials are unsurprisingly noted in the majority of cases. Compared to Spain, there is a dearth of materials specifically designed for CLIL in Portugal. Teachers, therefore, have to spend time searching, adapting, and producing their own. A common related 'complaint' of CLIL teachers in many contexts,

and particularly in Portugal, is excessive workload as well as time to collaborate. The catalogue of other challenges is also typical (see Ch. 9., Ellison this volume). It would seem that some, such as continuation across educational cycles, point to other results, namely figures in each and the decrease across cycles. This is indicative of a lack of forward planning (Ellison & Almeida Santos, 2017) which could curtail the bilingual education of children.

Furthermore, there are different concepts of what CLIL is and how it can be implemented in schools; there is a range of diverse educational activities depending on each project, the content, and the overall aim. There may also be some superficial understanding of the complexities of CLIL and an emphasis on learning content in an additional language rather than through integrating language and content.

4. Conclusion

The chapter has mapped CLIL activity in bottom-up initiatives and those stemming from top-down policies in Portugal. It has focused on projects implemented in schools, involvement of teachers and schools in Erasmus+ projects, which enable them to explore CLIL and gain access to training, and the availability of accredited teacher education.

In answer to the first research question about the **extent of CLIL implementation in Portugal**, the first realisation, given the low percentage of schools involved after its inception, is that the national policy on bilingual/CLIL education, in stark contrast to neighbouring Spain, for example, is encountering bottom up resistance to change and structural rigidity. When societies encounter educational approaches that challenge the organisational structures that are used to navigate the world, they are slow to change, because they need to reframe beliefs, incorporate new ideas or unlearn what has been previously learnt. This may be true for top down policy on CLIL in Portugal, but this chapter aims to show that a mapping of CLIL activity offers a different reading. It provides insights into how CLIL is being implemented successfully that may enrich everybody's understanding

The small-scale official bilingual programme promoted by the DGE / British Council gains in scope when grassroots initiatives are brought to the forefront of research and combined with it. The numbers of schools and teachers involved in CLIL projects are still low when compared with neighbouring European countries and geographically implementation of CLIL has not spread uniformly. Involving higher numbers of students, teachers and schools with quality CLIL education as well as correcting the geographical imbalance in distribution across Portuguese state schools should become a priority of centralised educational policy. Simultaneously, there is

a potential of growth that should be nourished through the enlargement not only of national policies but also through the encouragement of teachers and schools to get involved in Erasmus+ projects about CLIL which address their own specific contextual needs, find suitable training, and share and replicate what they have learnt. This should also encourage a multilingual approach through CLIL rather than a focus on English as the only CLIL language in schools, as seems to be the trend.

This chapter has put forward a map of good practice, strategies and implementation types that could be followed by teachers and schools not yet involved in CLIL. As seen, there are many reasons to implement CLIL projects in schools: improving learners' skills, upgrading teachers' competences, adapting schools to new educational environments that may be defined as international, digital and connected. Peripheral to the guidelines used for the DGE bilingual schools programme, there are also many types of CLIL implementation. They are a sign of vitality and adaptability that should be taken into account when planning the enlargement of CLIL or teacher education for in-service teachers. Different school contexts require different types of CLIL implementation; heterogeneous teacher readiness to implement CLIL in their classrooms demands various types of just-in-time training that must respond to teachers' real needs before, during and after implementing CLIL preferably based on the outcome of research to identify needs and steer further directions.

The dialectic between local and national initiatives necessarily produces heterogeneity of types of CLIL implementation in Portugal. The translation of CLIL practices into specific contexts and conditions has to be welcomed and dealt with when planning to expand CLIL in schools. CLIL practices and concepts that emerge through Erasmus+ funded projects and staff mobility are diverse, grounded on teachers' beliefs and schools' needs, and cover all educational levels, including upper secondary and secondary vocational, a school level that is inexplicably missing from official CLIL activity in PEBI. The abovementioned practices and concepts announce parallel developments to national policy and encompass multiple aspects of CLIL implementation, of which some examples were highlighted in the chapter.

CLIL seems to be an approach that supports innovation, technological competence development of teachers and students, intercultural education and many types of interdisciplinary integration as well as greater collaboration between teachers. In projects developed through Erasmus+ funding and those which take the opportunity provided by curricular flexibility, implementation seems to be aligned with the roots of CLIL implementation policies in Europe, namely those that speak of the need to cater for a plurilingual and multicultural Europe (Dafouz & Guerrin 2009; Pavón & Ellison 2013). European policies emphasise effective foreign language use (Marsh, 2002) as well as pedagogical and technological innovation,

increase of student motivation and internationalisation. This is in line with what has been described in this chapter. In other words, the need for training to cater for conceptual development of the transformative pedagogical approach that CLIL is and for the linguistic competence of students and teachers. The alignment with European objectives for quality education where CLIL plays the part of an adaptive approach that will enable many of the above to happen in schools, is testament to the commitment of many schools and teachers to innovation and change. In order to operationalise positive change, schools rely on recent national policy guidelines and legislation, such as curricular flexibility and autonomy, to not only implement CLIL projects but also whole school strategies that sustain progression of CLIL, teacher education and support.

This brings us to the second research question, which is about **provision for teacher education**. Portugal does not seem to be on the same wavelength as other European countries when it comes to defining adequate human resources to implement CLIL projects, which is inevitably reflected in the provision for teacher education. There is scarcely any debate on the pre-requisites of teachers for CLIL except the mention of a CEFR level of B1 in the foreign language. There is no provision for the development of understanding of CLIL/bilingual education in initial teacher education guidelines for primary education teachers or in the majority of accredited in-service teacher education, nor for an upgrade of these teachers' competence in a foreign language, without which future CLIL/bilingual education at this level is compromised.

There is a clear attempt to supplement the national offer of the DGE/ British Council official training courses and workshops with national and international in-service training courses. Erasmus+ in-service training courses and project development as well as training provided by accredited courses from HEIs, associations, organisations and *centros de formação* constitute an emerging trend to support teachers in their CLIL practices and help them discover new approaches to integrated learning at all levels of schooling. Here again there is a geographical imbalance if only face-to-face courses and workshops are considered, although e-learning may be an interesting solution to reach teachers nationwide.

However, access to the database of accredited in-service teacher education only indicates availability of courses or workshops and does not measure the actual number of teachers who took part in them and how this particular training impacted on their schools and practices. Without further research, it is not possible to understand how teachers who have been involved in CLIL/bilingual projects and Erasmus+ conceptualise CLIL in practice and whether experience and practice developed in projects is continued or interrupted, if training is effective in practice or how teachers who implement CLIL adapt it to their classroom contexts. It would be interesting to follow up on particular projects in order to monitor their

impact on the school, the teachers and the students. There is a risk that both Erasmus+ projects and teacher courses only create short-lived changes in teachers' classroom strategies. This may only be countered by creating opportunities during training to develop expertise in CLIL among peers, make training directly relevant to the teaching context, and support learning and practice through consultancy and advice.

Nevertheless, there seems to be room for further development in the area of teacher education at the level of concerted action from all stakeholders involved in order to reach a wider public of in-service teachers in schools. This may be through networked training online and small private open modular courses for teachers (SPOCs) which address teachers' specific needs. The importance of creating support networks of more experienced schools and consultants to monitor CLIL projects is another area that deserves attention. Close monitoring by HEIs which specialise in teacher education could provide a much needed support network for local schools.

Initial teacher education is another important area to consider in terms of, on the one hand, equipping all future CLIL teachers with conceptual and practical knowledge of the CLIL approach; and on the other hand, to extend training in CLIL to all content teachers through integrated training in a foreign language and one curricular content area they are specialising in.

At the level of the content of training courses, introductions to CLIL should lead to concrete training on collaboration between language and content teachers, and scaffolding integrated language and content in particular disciplinary areas. It is also advisable to move from simply reinforcing the English language competence of content teachers in schools to learning how to integrate language and content in a second or additional language.

Mapping CLIL activity in a country is never complete. There are limitations to the mapping offered in this chapter as only three areas of CLIL activity in Portugal were focused on. The map drawn in the present chapter contains some grey areas that invite new avenues of study. Responses to the online questionnaire do not cover all existing CLIL projects. Analysis of teacher education provision was limited to the CCFPC database, which does not contain all local, regional, national and international training opportunities for in-service teacher education in CLIL and bilingual education, as there are seminars, workshops and conferences, multiplier events of Erasmus+ funded projects that do not appear in this database. Moreover, it is incredibly difficult to trace CLIL activity on school webpages. Furthermore, as a consequence of the methodological approach adopted in this research, this map of CLIL activity provides limited information on how private and international schools use and conceptualise CLIL, or the extent to which CLIL is implemented in the private and the public sector. It does, however, offer a map of activity that has

barely been made visible to teachers and researchers before now, and a roadmap of trends and emerging trends that may help to plan further action.

A dynamic educational phenomenon such as the implementation of CLIL deserves continuous scrutiny and outcome-based research. The Working CLIL research strand of CETAPS is therefore planning the next stages of the mapping process. This will include reaching a deeper understanding of how teachers engage with CLIL and bilingual education from their own voices. The data set collected from the questionnaire to teachers will be further explored through focus groups and individual semi-structured interviews with the school director and coordinator of CLIL/bilingual programmes in a sample of schools, as well as with teachers from specific levels of schooling, according to the geographical location of the CLIL/ bilingual project being carried out. This sampling will also include, when possible, audio-recorded focus groups with students from 3rd cycle and secondary within each school in the sample to determine attitudes towards programmes, student challenges and strengths. Additionally, audio-recorded focus groups with other stakeholders (such as parents) within schools where the above forms of data-collection have been possible will also be conducted.

5. Policy recommendations

Some policy recommendations for further implementation of CLIL which take advantage of existing competence and practice in Portugal are now put forward. As the authors are writing from the perspective of Higher Education teacher educators, most recommendations emerge from the study as guidelines to be pursued to strengthen and support teacher and school activity.

Professional Learning Communities & Dissemination: Teachers who have been involved in CLIL projects need a space to collaborate and join with other teachers inter-regionally to share good practices, perspectives and materials. *Working CLIL*, a CETAPS research strand which supports the publication of this volume, is a national hub that is ready to promote the interconnectivity necessary to sustain good quality CLIL practice and research.

Working CLIL is already a Professional Learning Community (PLC) that promotes a culture of inquiry and collaboration among educators from all school levels. It brings together schools, HEIs and other organisations that collaborate on CLIL implementation and it learns by critically examining teachers' practices and frameworks in a systematic way. These activities are the best support to develop a national strategy for CLIL implementation. By identifying, sharing and discussing a set of practices and exploring some issues through practical examples, as done in

this chapter, the whole learning community can analyse its implications and define guidelines for its further development. Through this process, schools can share practice and HEIs involved in teacher education can offer guidance, consultancy, advice to schools, report on CLIL projects to wider communities, as well as tailor bespoke courses and workshops for teacher education. They can further perform outcome-based research, offer quality assurance, validity and reliability of data collected to inform stakeholders on policy making.

Initial teacher education: The lack of continuity of CLIL implementation across school levels should be addressed through a policy agenda for initial teacher education to include curricular units on CLIL/bilingual education not only in foreign language teacher education, but across all content areas of Master's in Teaching, with special attention given to primary education (1st and 2nd cycles) where there is more CLIL activity which is sustained and also determined by holistic approaches.

Inception of CLIL activity in the 3rd cycle should also be considered from the perspective of its continuity to secondary education and the training of teachers accordingly in Master's degrees for Teacher Education, given the presence of CLIL and EMI (English Medium of Instruction) in HE (see Ch. 7., Gonçalves *et al*., this volume).

In-service teacher education: Further research is needed to understand the specific needs of in-service teachers at all school levels and to understand why there is so little CLIL activity at the secondary level, and thereafter provide more in-service education. The advantages of CLIL in VET upper-secondary courses also need to be explored.

Expansion of CLIL implementation: Given the bottom-up initiatives described in this chapter, governing bodies of public education in Portugal are advised to put into place strategies that address the geographical imbalance of CLIL implementation. As has been happening in other countries, it would be interesting to promote outcome-based research of the PEBI programme across urban and rural schools. More research studies are also needed that describe the impact of CLIL implementation in PEBI schools across school years and contrast it with non-CLIL classes. Although this chapter has focused on CLIL through English, it is desirable that the CLIL approach is developed using other languages, and that this becomes visible in society as a means to foster and enhance multilingualism.

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Appendix A

List of Master's reports/dissertations and PhD thesis on CLIL and Bilingual Education in Portugal[2]

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PhD theses

Ellison, M. (2014). *CLIL as a catalyst for developing reflective practice in foreign language teacher education*. [Doctoral dissertation. Faculty of Arts and Humanities, University of Porto]. Repositório Aberto da Universidade do Porto. https://hdl.handle.net/10216/78036

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[2] Sources used: RCAAP (Portugal) (https://www.rcaap.pt/) & Primary English Education in Portugal (PEEP) Reports, MAs & PhDs (https://peep-network.com/index.php/sample-page). Search by 1. Title & keyword: CLIL; Ensino bilingue em Inglês (with integration of content and language). 2. Type of Document: Master report/dissertation and PhD thesis.

Appendix B

Online Questionaire

Working CLIL - Mapeamento de programas e atividades CLIL/bilingues em Portugal

No âmbito das atividades desenvolvidas pela Unidade de Investigação CETAPS e, mais especificamente, no contexto da linha de investigação sobre Aprendizagem Integrada de Conteúdo e de Língua (AICL/CLIL), uma equipa de investigadores de diversas Instituições de Ensino Superior está a realizar um estudo sobre os programas e atividades CLIL/bilingues atualmente em desenvolvimento em Portugal, do ensino básico ao secundário, no setor público e privado.

Com este questionário pretendemos iniciar o processo de mapeamento das escolas, do número de professores e das áreas envolvidas neste tipo de atividades, de modo a compreender aspetos da sua vertente prática, bem como as implicações para a sua implementação e crescimento.

O questionário está dividido em 4 secções – situação atual (agrupamento/ escola), situação passada e possibilidades de futuro. O questionário irá mostrar automaticamente apenas as questões relevantes de acordo com as respostas dadas ao longo do preenchimento, pelo que solicitamos a introdução de uma resposta em todas as questões/secções que surjam. Estima-se que o preenchimento do questionário possa demorar, no máximo, 15 minutos.

POLÍTICA DE PRIVACIDADE, SEGURANÇA E PROTEÇÃO DE DADOS

De acordo com e para o efeito do Regulamento UE 2016/679 do Parlamento Europeu e do Conselho de 27 de Abril de 2016, a equipa de investigação Working CLIL do centro de investigação CETAPS – Centre for English, Translation and Anglo-Portuguese Studies, localizado na Faculdade de Letras da Universidade do Porto e na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa, utilizará as informações recolhidas, tratadas e analisadas com recurso a este questionário apenas para as finalidades conexas à realização de um trabalho de investigação que tem por objetivo a produção de um Relatório de Estado da Arte sobre o CLIL em Portugal.

Os dados obtidos neste questionário serão processados exclusivamente pelo centro de investigação CETAPS na persecução do trabalho de investigação acima mencionado e não serão transmitidos a terceiros. Quaisquer dados pessoais ou de instituições escolares não serão divulgados e serão conservados apenas pelo tempo exigido para atingir os fins de utilização acima descritos.

*Required.

I — SITUAÇÃO ATUAL

1. A escola/agrupamento que atualmente coordena tem um projeto de ensino bilingue/CLIL?
Sim *After the last question in this section, skip to question 1.*
Não (ir para a secção seguinte) *After the last question in this section, skip to question 23.*

2. Em que ano começou esse projeto?

3. A que setor pertence a escola em que é diretor/a?
Público
Privado

4. A escola pertence a um agrupamento?
Sim *After the last question in this section, skip to question 1.*
Não *After the last question in this section, skip to question 14.*

5. Qual é o nome do agrupamento?

6. **Qual a razão para implementar um projeto de ensino bilingue/CLIL no seu agrupamento?**

7. Quais são as escolas e os ciclos de estudos do agrupamento envolvidos em projetos de ensino bilingue/CLIL? (ex. Escola XPTO, 3 do ensino básico)?

8. Identifique os níveis de ensino envolvidos em cada escola, as áreas disciplinares, a língua de ensino e a percentagem do currículo lecionada através do projeto de ensino bilingue/CLIL? (ex. Nome da escola do 1.º ciclo: uma turma do 3.º ano, Estudo do Meio, Inglês, 25%)

9.Quantos professores estão envolvidos no projeto em cada escola? (ex. Nome da escola do 1.º ciclo: 2 generalistas, 2 de ensino de língua segunda/estrangeira; Nome da escola do 2.º ciclo: 2 de História, 2 de Ciências; etc.)

10. Quais os critérios para a seleção de professores que integram o projeto de ensino bilingue/CLIL?

11. Os professores envolvidos no projeto de ensino bilingue/CLIL receberam alguma formação antes e/ou durante o projeto? Se sim, quando, quantas horas e de que tipo?

12. O projeto está a ser acompanhado por alguma instituição externa ao agrupamento? Se sim, qual é a instituição e que tipo de acompanhamento recebe?

13. Quais são os principais pontos fortes do projeto de ensino bilingue/CLIL que coordena? E os principais desafios?

Best practices in preschool and primary education

Learning English in the Kiitos project

Teresa Coelho[1], Amélia Marchão[2] and Susana Porto[3]

ABSTRACT

This chapter presents *Kiitos@21st Century Preschools*, a transnational cooperative Erasmus+ project which ran between 2015-2018 in the Ponte de Sor School Cluster. One of its aims was to promote Foreign Language (FL) acquisition through an integrated pedagogical approach. The identification of the official educational policies for Preschool Education in Europe and in Portugal served as a starting point to describe the role assigned to FLs at this educational level as well as to consider the benefits of the CLIL approach in formal settings for younger children. The collaborative work of the pedagogical teams, the adult-led activities and the child-initiated play are analysed through data collected as part of this case study. The data collected through questionnaires to adults, interviews with children (about their drawings on how they learned English) and through participant observation in the English sessions, provided an insight into the perceptions of adults and children about the FL. It also allowed researchers to identify the specific characteristics of the CLIL approach in the project as well as consider the implications of *Kiitos* for subsequent school levels.

KEYWORDS

Preschool education; *Kiitos* project; CLIL, Portugal; Foreign Language.

RESUMO

Neste capítulo apresenta-se o projeto *Kiitos@21st Century Preschools*, um projeto cooperativo transnacional, enquadrado no programa Erasmus+, realizado entre 2015 e 2018 no Agrupamento de Escolas de Ponte de Sor. Um dos seus objetivos era

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promover a aquisição de uma língua estrangeira (LE) através de uma abordagem pedagógica integrada. A identificação das políticas educativas oficiais portuguesas e europeias, para a Educação Pré-Escolar, serviu de ponto de partida para descrever o papel atribuído às LEs neste nível educativo, bem como para considerar os benefícios da abordagem CLIL em contextos formais destinados a crianças mais novas. O trabalho colaborativo das equipas pedagógicas, as atividades orientadas pelos adultos e as brincadeiras livres das crianças são analisadas através dos dados recolhidos durante a investigação realizada, sob a forma de um estudo de caso. Os dados foram recolhidos através de inquéritos por questionário (adultos) e por entrevista (crianças) associada à documentação da criança (narrativa multimodal) e da realização de observação participante (sessões de inglês). Os dados obtidos permitiram conhecer as perceções dos adultos e das crianças sobre a LE e identificar características específicas da abordagem CLIL no projeto, bem como as implicações do *Kiitos* para os níveis de escolaridade seguintes.

PALAVRAS-CHAVE
Educação pré-escolar; projeto *Kiitos*; CLIL, Portugal; Língua Estrangeira.

1. Introduction

The aims of this chapter are firstly to introduce *Kiitos@21stCenturyPreschools*, a transnational cooperation project designed to stimulate an integrated pedagogical approach to promote 21st century skills and foreign language (FL) learning in preschool education in the Ponte de Sor School Cluster (PSSC). This project integrates the official European and Portuguese educational policies for preschool education with the project's aims, and connects the role of FL learning with the overall goals for this school level from an international and a national perspective. The chapter offers an analysis of how these policies materialise in preschool settings in Portugal and describes *Kiitos*' approach to teaching English by presenting data gathered in the case study developed during the project's Erasmus+ stage (2015-2018). It further discusses FL teaching methodologies and their links with the CLIL approach. Finally, we present a brief reflection about the future of English language teaching and learning in the Ponte de Sor School Cluster and, in general, about teaching and learning FLs in preschools in Portugal.

2. Context

To understand the characteristics of *Kiitos*, it is necessary to refer to the policies for preschool education in Europe and in Portugal. Then, within the guidelines defined for this educational level, the focus turns to the role of FL learning in Portugal and the CLIL approach.

2.1. European and Portuguese policies for preschool education

In Portugal, preschool education is the first stage of Basic Education. Although attendance is not compulsory, according to the Portuguese Database in 2020, the overall attendance rate corresponded to 92.8% (Direção Geral de Estatísticas da Educação e da Ciência, 2021). This trend was motivated by a set of social and educational policies confirming the right to education and equal opportunities established in the Convention on the Rights of the Child (UNICEF, 2019) subscribed to by Portugal in 1990, and more rigorously enforced in the country from 1997 onwards. Among the political decisions made are: the expansion and development of preschool education; the publication of the Framework Law for Preschool Education (Lei n.º 5/97); the implementation of the first national Guidelines for Preschool Education Curriculum (GPEC) (Ministério da Educação, 1997); the development of studies analysing the quality of educational practices; and the investment in pre- and in-service professional development of preschool teachers.

The GPEC, originally published in 1997, was submitted to a participatory assessment process which involved comparison with international documents of the same type. In 2016, following the publication of the revised version of the GPEC (Silva *et al*., 2016), a pedagogy of childhood was proposed that is based on values of respect, tolerance, equality, solidarity, and justice. The child, the central figure of educational action, is viewed as a person with competence, rights, and agency, who should be educated as a citizen open to different cultures (Marchão & Henriques, 2020).

These Guidelines (Silva *et al*., 2016) set forth more clearly the pedagogical principles that should guide every educational action. They emphasise development and learning as inseparable aspects, identify the child as the subject of the educational process and recognise the need to respond to all children. Preschool education professionals should assume that the child's development takes place "as a whole, in which the cognitive, social, cultural, physical and emotional dimensions

are interconnected and act together" (Silva *et al*., 2016, p. 10). Learning takes place holistically, and encompasses the world around the child, their understanding of relationships with others, and the way they build their identities.

Despite not being obligatory, the Guidelines (Silva *et al*., 2016) define three main Content Areas, briefly described as:

- Personal and Social Development transversal to all educational action. This places emphasis on the development of attitudes and values focusing on the promotion of a child-person-citizen.
- Expression and Communication, a core area, which promotes different language forms, essential for the interaction between the child and others, and for learning in other areas. It includes the following subdomains: Physical Education, Artistic Education, Oral Language and Writing, and Mathematics.
- World Knowledge, which should raise awareness of the various sciences and stresses processes for questioning and organising knowledge for a better understanding of the world (Silva *et al*., 2016).

In the subdomain of Oral Language and Writing, oral language is noted as one of the fundamental objectives of preschool education. The teachers should be positive role models, especially regarding the way they speak and express themselves, who should stimulate the acquisition of vocabulary and its increasingly complex mastery. The same applies to a FL, where oral skills are developed by imitating the FL teacher, often the child's only model of the language.

In recent decades, policies for language teaching and learning have aimed to develop plurilingual and intercultural competences which are increasingly important in the promotion of democratic citizenship in pluralist societies. The European Commission (EC) recommended that every country should encourage the "teaching [of] at least two foreign languages from a very early age" (2002, p. 19), thus beginning a lifelong process. It was recently stated that the curriculum should include, among other aspects, "opportunities for early language exposure and learning through playful activities" (European Commission, 2020, p. 73).

2.1. FLs at preschool in Portugal

In the Portuguese context, raising awareness of FLs in preschool education dates from the 90s (Ministério da Educação, 1997, p. 21 and p. 73) and was reinforced in the revised Guidelines (Silva *et al*., 2016) which mention that it should happen "in the child's specific context, starting from the proposals, interests and preferences of children and adopting a playful and informal approach" (Silva *et al*., 2016, p. 60).

The integration of FLs in the curriculum contributes to the development of skills in the three areas defined in the Guidelines above. From a curricular perspective, it is important that the child develops skills to live in an increasingly interconnected world (OECD, 2020), where learning another language affords better opportunities in the context of multicultural societies (Marsh *et al*., 2020).

The majority of Portuguese preschool groups are monolingual, but there has been no effective policy or state investment to improve the offer of languages at this early stage. Following UNESCO (2012) and EC (2014) recommendations, the Portuguese Ministry of Education made English compulsory in 2015 only from primary 3rd grade onwards. English is the only foreign language taught, mainly because Portugal's policies are subject to financial constraints that inhibit the investment in other European languages, and because of the prestige of English as a language of international communication "established to ensure children are equipped with [a] competitive advantage" (Lucas *et al*., 2021, p. 478).

The widely held belief about the limited offer of FLs in preschool education in Portugal was confirmed in 2016 in a survey carried out by Ferreirinha and Mourão, which included all mainland public and private preschools. Data revealed that public preschools only offer English. In 96.5% of cases, an English language teacher hired by Municipalities or parents' associations visits the school once a week and works with the children for half an hour in 85% of cases (Ferreirinha & Mourão, 2016). Research shows that these 'dripfeed' language programmes do "not result in long-term advantages over children who start learning an FL later" (Mourão, 2021, p. 456).

In Portugal, in preschool and primary education, a generalist teacher is responsible for a group of children and specialist teachers visit the classroom to work on areas like FL, music, drama or physical education. At preschool, some of these 'visitors' have no training to work with very young children and do not work in collaboration with the educators responsible for the group. As a consequence, the FL appears as an isolated subject with no connection to daily activities and ways of learning at this age-level (Mourão, 2019, pp. 429-430).

At preschool level, listening and speaking are the main skills focused on in the foreign language. It is extremely important to create an encouraging learning environment where time spent working and playing in the FL is seen as a means to learn about the world and do amusing, stimulating activities which relate to children's interests.

2.3. The CLIL trend

In 2011, the EC published a policy handbook, *Language learning at pre-primary school level: making it efficient and sustainable*, in which it is stated that "Young children's second/foreign language acquisition is similar in many ways to the acquisition of their first language/mother tongue, which is natural and effortless" (p. 7).

Krashen's language acquisition theory (1982), and the socio-constructivist approaches of Bruner (1983) and Vygotsky (1986), underline that in order to develop communication skills, children have to experience social and playful situations adapted to their age level in a caring environment. The activities proposed should put the child at the centre of the process and make them *acquire* rather than *learn* the FL in a natural way by using it and being supported or scaffolded to go further. The means by which people acquire the language through exposure and use is connected to the approach known as *Content and Language Integrated Learning* (CLIL), the term which was coined in the 90s and "refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh, 1994, p. 2). This means "CLIL centres on using language *with* and *through content*, rather than treating language *as* content" (Anderson *et al*., 2015, p. 142).

Research on CLIL at preschool level is still very scarce and models or examples of its application are difficult to find. Sometimes good practices in Early Language Learning are linked to CLIL, although CLIL requires further teacher training, the teachers' conscious intent and a change in mindset which enables teachers to integrate the learning of content and foreign language.

European Union policies have consistently referred to CLIL for almost three decades. Ioannou-Georgiou and Pavlou (2011) published guidelines intended to support teacher training and the creation and use of CLIL projects for both pre-primary and primary education with the support of the European Commission. But FLs are still making their first steps in the early stages of formal education in Portugal, "one of the few European countries where CLIL has not been implemented in the public-school system" as a compulsory component (cf. the *State of-the-Art Report* from CLIL for Children Erasmus project, regarding primary school settings in the countries involved (C4C, 2016).

Ellison (2019) noted that "children best acquire language when they are immersed in contexts where there is natural exposure and opportunities for authentic use of it for other learning, rather than when it is taught as a separate and sometimes 'isolated' subject" (p. 247). Pondering on the same topic, Marsh states that "There are two ways to learn a language: we can learn *in* a language, or we can learn *about* a language. *In* is the natural way – just like we learnt our first language. *About* is the unnatural way – what we call traditional language teaching" (2021).

3. Methodology

3.1. Inspiration for the Kiitos project

Ponte de Sor, situated in the Alto Alentejo, is the seat of a Municipality with nearly 17,000 inhabitants. The aim of teaching English to every child attending preschool in this Municipality derives from the political vision for a more inclusive school for all children living there. The Mayor "had a dream" which was to mitigate the disparities among children from small rural communities and those in bigger cities.

In September 2006, the Mayor, councillors for education and technical staff visited schools in Finland and, captivated by the quality of the learning environments and children's skills in English at preschool level, tried to replicate them in the Ponte de Sor School Cluster (PSSC). The Cluster already had experienced preschool teachers and modern classrooms with plenty of light, adequate furniture, and many appropriate teaching and learning materials. As a consequence of the trip, the Municipality, in partnership with PSSC, promoted and coordinated the 'Kiitos' project, which means *thank you* in Finnish. *Kiitos* included all children attending public preschools (n=213 in twelve classrooms in 2017) and a pedagogical team composed of thirteen preschool teachers employed by the Ministry of Education, six English language teachers, six Music teachers and two Physical Education teachers hired by the Municipality through the Parents' Association.

One of the aims of *Kiitos* was to promote the integrated acquisition of both the mother tongue and the FL. CLIL was mentioned in the ERASMUS+ application form as an approach which would be developed in the project.

3.2. Case study

Data collected for this case study were retrieved between January 2016 and June 2018 by a team of researchers from the Polytechnic Institute of Portalegre. The research took the form of an essentially qualitative and interpretive case study (Marchão *et al.*, 2018), complemented by quantitative data in twelve classrooms, five in town and seven in the neighbouring villages. For researching FL teaching it included the collection of data provided by the PSSC Coordinators, data collected through questionnaires to parents on the socio cultural characteristics of families, and parents' perceptions of the project; questionnaires to preschool teachers and English language teachers on professional characteristics and their perspectives on the project; and the observation of FL practices in four preschool classrooms (three in town and one school in a rural area) over two subsequent school years (using observation grids for identifying adults' and children's attitudes during activities in English). To ascertain children's perceptions of their FL experience, multimodal narratives were used, including drawings, and interviews with children which enabled researchers to describe the meanings children ascribed to the way they were learning English (Coelho *et al.*, 2019).

All the preschool teachers and English language teachers were Portuguese which seems to be an advantage instead of a problem. In the case of the English language teachers:

> It has been found that some of the most suitable CLIL teachers are those who speak the majority language as their first language, and the CLIL language through the whole process. This is particularly important when dealing with young children because these teachers are often sensitive to the ways children learn in the first language, and are familiar with the points of transference which come about from using the CLIL language. (Marsh, 2000, pp. 13-14)

All teachers were women, and all were qualified education professionals with Bachelor of Arts or Master's degrees.

The first thing to underline about the project is the *time of exposure to English*, one of its most differentiating traits from common practice in Portugal. *Kiitos* has the enormous advantage of envisaging language learning from an integrated perspective, assigning two hours for activities in English every day during the whole school year. This was a completely different setting compared to the very low

exposure in most preschools in the country. Research about language development by psychologist Meredith Rowe (Rowe, 2012; 2017) points to the importance of quantity but especially to the quality of input in interactions established with children which is of great significance in the child's later production.

In *Kiitos,* children had a type of natural semi-immersion in the FL consisting of two hours' work a day with a FL teacher performing all the tasks in English with the intertwined support of the preschool teacher. Even if the English language teachers had no previous training in the CLIL approach, as trained professionals they recognised that language teaching could not adopt the same didactic approaches used in the subsequent cycles of the formal educational system. Activities in English were prepared in tandem by preschool and English language teachers to achieve integration of the FL in the current preschool activities and ensure coherence in their work. The English language teachers also formed a network with weekly meetings to reflect, discuss, plan, and share their work within a community of practice.

To meet their linguistic and educational objectives, all teachers in the project selected and produced teaching materials and were involved in teacher training workshops developed by English and preschool experts with hands-on CLIL activities promoting collaboration and creativity in Science and Arts to improve their CLIL skills.

3.2.1. Results of the questionnaires

Both the educators and the English language teachers stated their appreciation of mutual support to create meaningful learning moments for their groups. Evidence of this was revealed in the answers to the questionnaire to all teachers which included one question to evaluate teacher satisfaction with the 21 training sessions' and their impact on their professional development. From a total of 27 answers, most teachers chose "Foster collaborative teamwork" (n=20), followed by "Improving scientific and pedagogical skills for the promotion of integrated learning of English in preschool education" (n=16).

The training workshops aimed at stimulating the type of knowledge and skills required by *Kiitos*' curriculum dynamics of quality practices streamlined through teamwork, integrated learning of English and recognising the child as the central figure. Five workshops related to CLIL covered the following topics: 21st Century Skills and CLIL in Preschool Education; Maths through English or English through Maths?; CLIL, an effective and motivating way of teaching and learning English; CLIL in Preschool; and Development of CLIL activities and resources. Nineteen English language teachers and preschool teachers answered the questionnaire and the majority considered these workshops important.

3.2.2. Participant observation

The data presented hereafter were collected during participant observation and registered in the observation grids produced for this case study. *Kiitos*' interactions, input and output opportunities were natural and authentic, and therefore in accordance with national and international policies for preschool education. The FL was used to communicate everything including routines and classroom tasks by English language teachers and one of the preschool teachers. Activities prepared by teachers planning and working in tandem gave particular attention to the ways of using clear language and making communication meaningful, as children were learning from what they *heard* and *saw*. A panoply of prompts was used: voice modulation, rhythm, facial and bodily expression with "parentese" traits (slow, articulate, high-pitched, repeated speech parents use with their babies); visuals – flashcards, pictures, picture-books, toys, realia – presenting redundant nonverbal semantic information in forms which aid vocabulary learning (Rowe *et al.*, 2013). The comprehension of the children was confirmed through, for instance, Total Physical Response activities or *listen and do* instructions for different types of activities, facilitating interaction for less confident children who could imitate their peers. Children were also learning with and from each other, as advocated by constructivist theories, and which research in the neurosciences has reinforced (Khul, 2010). The preschool teachers observed were active and helped children whenever necessary. There were few records of children spontaneously talking in English, but they understood and reacted to questions, instructions, and suggestions, although their oral responses were mainly in L1 in situations involving play.

The main areas for preschool education (Personal and Social Development; Expression and Communication and World Knowledge) were developed in the FL, and "play", as a central form of development of all competences, was inevitably part of integrated FL activities, inside and outside the classroom in the various learning centres, through different games and imaginary play. The balance between adult-led activities with specific objectives and child-led supported activities created the conditions for learning in a natural way.

An example of an adult-led activity related to CLIL took place in one of the planned sessions observed. The FL teacher read the story *Splat and the cool school trip*, about a visit to the zoo (Scotton, R., 2013) and the children learned about a new topic – animals, their habitats, and characteristics – included in the Knowledge of the World guidelines. Before reading, the teacher prepared and motivated the children to listen and understand using her famous "magic bag" containing all types of materials and introduced the new vocabulary. Then the teacher checked if the children had understood the story by making suggestions with which the children agreed or disagreed. The pretext to relate with the children's experiences

was inviting them to share the animals they had seen; some talked about having seen penguins in Lisbon's Oceanarium or movies with penguins. Then they learned the "Penguin" song and, subsequently, cut and coloured an animal. Some children were humming the song while cutting, making a collage or colouring, following the FL teacher's suggestions. The story was a springboard for these learning activities, and both teachers involved tried to draw on children's knowledge and their own awareness of their interests. English was used to learn and communicate about the new content and children were challenged to integrate it in their former knowledge and experience of the subject.

With regard to child-led activities, the children would play in different play stations, alone or, most often, in small groups. Children heard the sounds of the FL, its rhythm, emphasis, intonation, pronunciation, while imitating their English language teacher during art work, projects, songs and rhymes repeated over and over again, and in pretend play with the English language teachers' participation. They heard and learnt different words and sentences which were useful for their overall learning outcomes and skills in English. Focus is here given to the two most used learning centres during the observations:

- In the house, children played in small groups. They learnt about colour, shape, size, location, function of different objects (clothes, dolls, body parts, cooking utensils, vegetables, fruit); they also learnt new words by listening to the names of new things, sometimes to their descriptions; they improved social skills because they had to negotiate roles, exchange and share toys; they learnt to ask for things and sometimes categorise and sequence them. The phone proved to be a great device to encourage speaking, and even if they did not often speak in the FL, they were praised whenever they did, both teachers highlighting the children's efforts and motivating them to go further.
- The garage was also chosen by many children, but here the communication needs are much lower. While dolls and housekeeping require a lot of verbal communication, here they could simply play by making onomatopoeic noises of cars and trucks. However, they also learnt about maths-related concepts, for instance when they arranged the toys, learning through English how to classify by assembling vehicles according to size or colour, following the instructions of the teachers.

- In one of the classrooms, children developed individual projects related to their personal areas of interest supported by the preschool teacher. Each child could research or build something they were interested in. In this group, a 5-year-old girl was building a car. She had planned the sequential steps to accomplish it from drawing the car to observing a real car, checking if the design needed adjustments, choosing the materials to assemble it, cutting, assembling and painting. This project honed observation, problem solving, critical thinking, creativity and motor and social skills. This educator's advanced English skills allowed her to converse with the children in English whenever she felt appropriate and with the FL teacher when she addressed her.

The 4Cs of CLIL (content, communication, cognition, and culture) were observed during these activities: *communication* was developed in the planned adult-led activities and interactions but also in free play with the English language teachers or when older children supported younger ones in their exchanges; *cognition* was developed when learning about subjects through active engagement in group and individual tasks, understanding and accomplishing work instructions, engaging in the their own experiences, and *content* covered many different subjects like the characteristics of the seasons, healthy diets, dinosaurs, and also at play covering all the curricular areas. *Cultural learning* was more evident when children engaged in traditional English games, songs and rhymes and with children working together.

3.2.3. Multimodal narratives (drawing and interview)

FIGURE 1. Drawing of Child I, Classroom C.

To ascertain the children's perception of how they were learning English, the research team used multimodal narratives. Data were collected from 48 children, aged 5 and 6 years old, who belonged to the groups previously observed. When asked to represent themselves learning English, apart from the child herself present in all but one drawing, the "Teacher" was the most important social category, portrayed by 79% of the children, demonstrating the teacher's importance in the children's perception of the experience.

FIGURE 2. Drawing of Child E, Classroom A.

In the drawings and subsequent individual interviews, the children always identified themselves in the group or alone with the teacher, predominantly at school (83%) in the classroom (as in the figures included) but also in the playground.

As for the teaching practices, children's narratives suggest that playing (Figure 1, playing with the teacher and the mascot), singing, and listening to stories (Figure 2) are equally important (10 drawings in each category) followed by activities such as games, dancing, drawing (n=14) and learning (n=7). Their perceptions meet the results of our observations as we registered a combination of adult-led with child-led activities, and they also confirm the CLIL trend of learning *in* English. See table 1 below.

TABLE 1. Coded data and their frequency in children's drawings.

Learning contexts	Frequency (48)
School / classroom	40
Home	4
Others	4
Social identities	
The child	47+1
The teacher	34 + 4
Friends	21
Members of the family	3
Learning and teaching: pedagogical activities in English	
Play	10
Sing	10
Listen to a story	10
Learn	7
Speak	6
Play games	5
Others (dance, draw, walk around)	9
Resources / Materials	
Kiitos' mascot	10
Story books	6
Games	5

4. Conclusions and recommendations

In the Portuguese preschool context where specific content is not formally taught, it is nonetheless the authors' opinion that the *Kiitos* project had pedagogical characteristics consistent with CLIL, as illustrated. The very fact that there is no compulsory curriculum for preschool education creates unique opportunities for the children to learn about what is happening around them, about everyday life and about what interests and is meaningful to them. The use of a participatory pedagogy focused on the actors constructing knowledge together, a flexible and holistic pedagogy based on play can provide simultaneous learning of content and language in an integrated way.

The *Kiitos* project accommodated national and international policies for preschool education and experimented with FL teaching and learning. Its child-centred approach respected children's interests but also encouraged teachers to analyse and stimulate other needs. The rich FL input relied on pedagogical hands-on and game-like activities planned to motivate active learning and social play.

Alongside the improvement of communication skills, learning in a FL at preschool also promotes the child's cognitive development and intercultural awareness. Of course, when learning through English, the child's education becomes more relevant if the experience is centred on their interests. It is important that such practices are integrated holistically and articulately in the curriculum and based on the principles of early childhood pedagogy. Learning in a FL contributes to the child acquiring more tools to interact with other people and other cultures, to being more attentive to diversity, more tolerant and supportive, and more understanding about otherness.

We certainly learned from this project that the cooperative work of the preschool and the FL teachers is crucial to the success of their work; the thorough planning of activities with common aims prepares the foundation where children can achieve progress at all levels mentioned in the *Guidelines for Preschool Education*, promoting learning both in the mother tongue and in the FL.

Marsh (2012) argued that "early language learning, whether at kindergarten, preschool or primary, inevitably involved forms of CLIL" (p. 133), which seems logical after observing Kiitos classrooms for two years. The path to communication in English was being developed under the same principles that guide inspiring language learning in the early years, as defined by the European Centre for Modern Languages: active, holistic, meaningful, continuous, and integrated, an ongoing learning process, relying on the child's language repertoire and interests (Council of Europe, 2021).

By the end of the Erasmus+ phase of the project, teachers had gained theoretical and practical knowledge about the CLIL approach and were more aware of the implications of what they wanted to achieve through the activities they designed related to all content in the FL. However, further training in CLIL and investment in teacher collaboration is of the utmost importance for these professionals but mostly for those who will take charge of the children at primary and second cycle schools, in order to guarantee continuity in the learning processes.

Children's progress in English in subsequent educational cycles should be monitored carefully to evaluate the outcomes of the effort and investment made at preschool level. Change is difficult to implement and accept, but it is necessary to adapt the English curricula in the subsequent cycles, to increase language skills and maintain motivation. Without this follow up, all the funds and energy spent and hard work done in Kiitos´ will be irrevocably jeopardised and children's motivation to learn English could decrease.

Comparative diachronic studies of English language skills between children involved in the project and children from preschools with the traditional weekly English sessions would be extremely useful to help encourage the development of a national policy for FLs at preschool level based on significant data.

From *Kiitos* we can take the lesson that it is possible for children to learn English in an integrated way during preschool education. In this sense, it is important that the educational environment and the organisation of the space itself reflect the presence of English in the child's daily life, providing as many occasions as possible for learning contents in English, at play and in the playful situations designed by adults. The use of Portuguese and English learning tools (time, attendance and tasks tables, room rules, birthday table, canteen menu, etc.) integrate English in the environment and facilitate its "natural" learning. Listening and understanding stories in English, for example, is a strategy for learning content associated with the areas of the Curricular Guidelines for Preschool Education. Helping, being available, guiding, communicating and collaborating are essential attitudes and competences for both adults and children in a preschool environment, and they are indispensable for progression in learning

Of course, not every municipality will consider investment in education as a priority. Without hiring FL teachers with the appropriate training for working with very young children, learning English through CLIL at preschool level would depend on other options. One of them would be relying on well prepared kindergarten teachers with good scientific and pedagogical skills, a good knowledge of young children and good practice in early childhood pedagogy and, in addition, with good English language skills and training in the CLIL approach. Policies for the initial and continuing development along with the internationalisation of training of preschool teachers focusing on FL and CLIL, its potential and strategies, are

part of the solution. All of this requires further professional support in the FL and in teaching and learning strategies rooted in a supportive environment for all the actors in the field. It is a lot to ask, but it is also a conscious and sensible claim for the future.

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The translations from Portuguese into English are the responsibility of the authors of this chapter.

Translanguaging Classroom Discourse: A case study of scaffolding strategies in a bilingual third grade classroom in Portugal

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Abstract

The use of translanguaging strategies as effective methodological practices for bilingual/CLIL classrooms is a new endeavour in many countries. This study aims to showcase the translanguaging and scaffolding strategies used by two teachers and eighteen pupils in a bilingual third grade class in a private school in northern Portugal. Data were collected for a six-month period through participant-observation using a single case study design with multiple embedded units of analysis. Data analysis was performed qualitatively by examining language use in fieldnotes from classroom observations and audio recordings of lessons in Natural and Social Sciences and English Language as well as a pupil survey and the analysis of reflections written by teachers. A total of 26 categories were derived from this analysis to investigate the types of translanguaging and scaffolding strategies used by teachers and pupils. These strategies can serve as examples of best practices for managing multiple languages for, of, and through learning in bilingual/CLIL settings.

Keywords

Translanguaging; language use; scaffolding; bilingual education; CLIL.

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Resumo

O uso de estratégias de *translanguaging* como práticas metodológicas eficazes para salas de aula bilingues/CLIL constitui uma nova abordagem em muitos países. O presente estudo visa apresentar as estratégias de *translanguaging* e *scaffolding* utilizadas por dois professores e dezoito alunos numa sala de aula bilingue do terceiro ano numa escola privada no norte de Portugal. Os dados foram recolhidos por um período de seis meses, por meio de observação participante, num estudo de caso com várias unidades de análise incorporadas. A análise dos dados, realizada qualitativamente, incidiu sobre a utilização da língua em notas de campo feitas a partir de observações e gravações áudio em aulas de Estudo do Meio e Língua Inglesa; um questionário dirigido aos alunos; e reflexões escritas de professores. Estabeleceram-se 26 categorias de análise, que foram usadas para debater os tipos de estratégias de *translanguaging* e *scaffolding* usadas por professores e alunos. Essas estratégias podem servir como exemplos de práticas eficazes na utilização e aprendizagem de diversas línguas em ambientes bilingues/CLIL.

Palavras-chave

Translanguaging; uso da língua; *scaffolding*; educação bilingue; CLIL.

1. Introduction

The learning and teaching of *named languages*[2] in Europe has gained attention in the last decades. For instance, the Barcelona European Council of March 2002 recommended the early introduction of second and foreign languages in order to "improve the mastery of basic skills in at least two foreign languages" (Eurydice, 2017, p. 11). Being able to effectively communicate in these named languages has brought to the forefront a number of attempts to implement bilingual programmes and methodologies, including Content and Language Integrated Learning (CLIL). In order to address these changes in education in Portugal, the conditions and contexts for the successful implementation of CLIL must be explored. This chapter reports on a selection of data from a postdoctoral study conducted in a third-grade classroom [8-9 year olds] in a private bilingual school in northern Portugal. It aims at showcasing best practices carried out by two teachers and their eighteen pupils regarding key recognised strategies as well as new strategies for translanguaging

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[2] According to Makoni and Pennycook (2007), a named language, which is typically identified with nation-states, refers to such social categories as 'Arabic', 'Bulgarian', 'English', 'French', 'Igbo', 'Spanish', 'Swahili', etc. The term will be further discussed in the literature review section.

and scaffolding. Data were collected over a six-month period, totalling 19 visits to lessons in Natural and Social Sciences (NSS) and English Language (EL). The chapter is organised as follows: (1) Literature review about translanguaging and scaffolding; (2) a brief description of the research site and data collection; (3) a detailed data analysis; (4) a discussion of main findings regarding the key strategies used; and (5) a conclusion and recommendations for the implementation of CLIL.

2. State of the art

2.1. Translanguaging

This literature review does not aim to provide a full historical account of the development of the concept of translanguaging; however, it sheds light on some important understandings regarding the term. Language is defined as "the widely distributed human capacity to relate to others and to communicate ideas through a semiotic (meaning-making) repertoire that includes linguistic features (words, sounds, structures, etc.) and multimodal features (such as gestures, images, sounds, etc.)" (García & Wei, 2018, p. 1). The Welsh term *trawsieithu* originated from Cen Williams' (1994) original work on minority language revitalisation efforts, where pupils in bilingual Welsh/English classrooms alternated languages for the purposes of receptive or productive use. Baker (2001) later translated the term into *translanguaging* by adding *trans* to *languaging* and by building on previous sociocultural theories of second language acquisition. The term *languaging* was also used by Swain (2006) as "a means to mediate cognition" (p. 27) while producing and negotiating meaningful output. Ofelia García (2009) has, no doubt, contributed most deeply to the development of the concept regarding the education of minoritised learners.

In its first conceptions by Williams (1994) and Baker (2001), translanguaging included samples of listening, speaking, reading, and writing. Kress (2015) further proposed a multimodal semiotic view, where linguistic signs are considered part of a larger repertoire of modal resources. Feller (2018; 2021) then contributed by reporting on (1) the bilingual, bicultural, and biliterate practices of first- and third-grade Indigenous children in a Mbya-Guarani community in Brazil and (2) the translanguaging and scaffolding strategies used by pupils and teachers in a private third-grade classroom in Portugal as they used their named languages. While named languages are seen as static, standardised competences one might acquire, in the current study they are used to differentiate between the two languages used by its participants (i.e. English and Portuguese). According to Wei and Lin (2019):

Translanguaging is not an object or a linguistic structural phenomenon to describe and analyse; it is a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language(s). (p. 212)

The concepts highlighted here fuse together to become the precepts of translanguaging used as the theoretical framework for this chapter. As pupils and teachers co-construct meaning in bilingual/CLIL classrooms, they translanguage fluidly. When teachers focus on "educating ALL students, regardless of their language practices, to maximise meaning making, creativity, and criticality of their educational experiences" (García, 2019, p. 370), they move beyond only educating pupils to acquire a specific language code (or a named language). They create what Wei (2018) describes as "linguistics of participation" (p. 15), where teachers and pupils participate in the co-construction of knowledge. In this study, both teacher and pupil translanguaging practices are considered according to Lewis *et al*. (2012a), who differentiate pupil-directed translanguaging from teacher-directed translanguaging. The latter "involves planned and structured activity by the teacher and is related to translanguaging as a transformative pedagogy" (Lewis *et al*., 2012b, as cited in García & Wei, 2017, p. 233). Pupil-directed translanguaging relates to the pupils' own use of their named languages, independently of whether translanguaging is elicited by the teacher or not. In contrast, teacher-directed translanguaging involves the instances where the teachers themselves translanguage, either *for communicating* or *for delivering academic content* (Nikula & Moore, 2016). These translanguaging types were fully accounted for during data analysis in the current study, marking a contribution in Portugal to the very few studies which have taken translanguaging as a pedagogical approach.

2.2. CLIL and Scaffolding

CLIL most resembles the description of "dynamic" bilingualism (García, 2009), where pupils develop a unique linguistic repertoire by adding features from their named languages, regardless of their respective competences. According to Ellison (2014), in a CLIL pedagogy:

Language is used as a tool for the transmission of content knowledge and an expression of understanding and learning. In contrast to foreign language lessons where language is the subject and aim, and curricula are designed to account for systematic progression in language learning from easier to more complex grammatical structures, in CLIL, focus is on the use of language. This ignores 'grammatical hierarchies' in favour of functional exponents to express meaning. (p. 58)

Accordingly, teachers who adopt CLIL must be very clear about the concepts and the skills with which they are trying to equip young people, and language as a learning tool should operate in three ways: o*f, for*, and *through* learning (Coyle *et al*., 2010). The authors affirm that "CLIL is not about 'translating' first-language teaching and learning into another language" and that "integrative learning *through* a second or additional language is needed, based on a conceptual theoretical framework" (p. 27). The language of learning refers to the language of the subject content, and language for learning is the language used to discuss and analyse content. By learning *through* language, pupils articulate their understandings and create new meaning. This learning process is aided by the use of different scaffolding strategies within bilingual/ CLIL programmes; for example, by using translanguaging in classroom specific contexts where the whole language repertoire of a pupil is needed to make sense of the content.

When language is used in a meaningful way through translanguaging, new linguistic and multimodal features can be added to a pupils' repertoire even though instruction is given through a language unfamiliar to them such as those used in CLIL classrooms. By working within a pupil's zone of proximal development (Vygotsky, 1978), i.e., "the distance or the cognitive gap between what a child can do unaided and what the child can do jointly and in coordination with a more skilled expert" (p. 13), teachers scaffold this learning process through several strategies. For example, a teacher can use visuals as scaffolds such as a PowerPoint with figures to discuss a new concept in English in a Natural and Social Sciences lesson or pair a native English speaker with a non-native English speaker in the same lesson to help both children understand the content and develop bilingually. Bruner (1978) describes scaffolding as "the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring" (p. 19). Once the skill is developed, the scaffold can be removed; thus, scaffolds are deemed temporary (Ellison, 2014; Gibbons, 2015). Some examples of scaffolding are modelling, recall, reinforcement, and the use of visual aids.

In this study, translanguaging is not seen as a scaffold, in other words using one's first language to learn a second or third language. Pupils' languages are seen as a unique linguistic repertoire, and once they learn a new named language, it does not mean that the 'other' language is taken away. Scaffolding and translanguaging, as strategies, are used interchangeably with the concept of *funds of knowledge* (González *et al*., 2005). The research on funds of knowledge refers to the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (González *et al.*, 2005, p. 133), such as those used by bilingual Latino children in the U.S. Southwest. The funds of knowledge that children bring into the classroom serve as basis for the pedagogical approach used by teachers who allow translanguaging practices, i.e., the use of a multimodal language repertoire, as scaffolds in the classroom.

3. Materials and Methods

3.1. Research Context

The private primary school in which this study took place is located in an urban area in northern Portugal and has a nursery, preschool, and primary school (up to 4th grade). For data collection, a bilingual third-grade classroom [8-9 year olds] was observed for a six-month period. The school offers CLIL provision where pupils (majority Portuguese speakers) are taught subject content in the Natural and Social Sciences (NSS) classes through English. They also have English Language (EL) lessons as a curricular subject. These classes are taught by Teacher 1 (T1). Teacher 2 (T2) is the primary generalist teacher. For the purposes of this study, both the NSS and EL lessons were observed once a week, totalling 19 visits (each visit lasted around 2 hours). The NSS classes took place four times a week. In the EL lessons, which took place three times a week, besides working on grammar and syntax, pupils learned subject-specific vocabulary necessary for their participation in the NSS classes. Data from both classes were used for data analysis as translanguaging and scaffolding occurred naturally in these contexts.

3.1.1. Participants[3]

The participants observed include two teachers and eighteen children, eleven boys and seven girls. Their age ranges from 8-9 years old.[4] All children except one spoke Portuguese at home. This child spoke four languages at home. According to the bilingual (English/Portuguese) questionnaire administered to all pupils regarding their bilingual practices, about half of the children claimed to also speak English at home although Portuguese was their first language (some use English with parents to do their homework or to play games). All students, except for one child, have been at the school since first grade, and about half of them started during preschool. Thus, they have been participating in CLIL lessons since they entered the school.

T1 was the NSS and EL teacher and was born in South Africa. While there, her first language was English, which she used most (both at school and at home). Her second language was Portuguese (taught by a private tutor). At the age of 16, she moved to Portugal and mostly used Portuguese although she continued to study English. T1 has a Bachelor's degree in Modern Languages and Literature with a specialisation in Translation and also has a second Bachelor's degree in Primary Education. She has worked as an English language teacher for 22 years. T1 has not had any CLIL training but has become familiar with the approach by reading and visiting websites related to CLIL to find new ideas for teaching approaches.

T2 was the generalist teacher and taught all other subjects. She served as a facilitator in the NSS lessons by aiding the pupils' comprehension of content by using Portuguese. She also used English when she deemed it necessary. She was born and raised in the north of Portugal. She speaks Portuguese as her first language and learned English as a curricular subject at school. She has a Bachelor's degree in Primary Education, a Postgraduate degree in Pedagogical Supervision and a Master's degree in Special Needs Education.

3.2. Research Questions

The study was designed to analyse the ways in which two named languages coexisted through translanguaging and were used by teachers and pupils in this particular bilingual classroom. The study aimed to provide answers to the following overarching questions:

[3] All participants have been given pseudonyms for privacy purposes.

[4] Data for this section were taken from the bilingual questionnaire administered during the study.

(1) When do teachers and pupils use their named languages (i.e. English and Portuguese) in the NSS classes?
(2) For which purposes do teachers and pupils use translanguaging strategies in this classroom?
(3) What are the functions of scaffolding strategies in this classroom?

3.3 Data Collection

This study was conducted through participant-observation (Heath, 1982; Watson-Gegeo, 1988; Hammersley & Atkinson, 2007), following a single case-study design with multiple embedded units of analysis (Yin, 1994). The data collected were primarily of a qualitative nature, although quantitative data played a supplementary role (Heath, 1982; Hammersley & Atkinson, 2007). As such, the frequency of instances a strategy was used supports the main findings of the current study. The data collected include:

(1) Fieldnotes and voice recordings taken during weekly classroom observations.
(2) T1 and T2 written reflections based on open-ended questions regarding their use of language during instruction. They were collected four times and could be responded to in either named language. T1 also volunteered a final written reflection.
(3) Bilingual questionnaire administered to all pupils regarding their bilingual practices. It could be answered in English or Portuguese.

3.4. Data Analysis

Qualitative data analysis was performed through the analysis of language use in fieldnotes from classroom observations, audio recordings of NSS and EL lessons, and the pupil survey, and through content analysis (Bardin, 1977/2011) for the teachers' written reflections. Data triangulation was completed through an analysis of the fieldnotes/recordings, written reflections/survey, and literature review to validate the findings (Watson-Gegeo, 1988; Yin, 1994). The steps taken for data analysis were:

(1) Data logging: The hand-written fieldnotes were entered into an Excel spreadsheet;
(2) Transcription of audio recordings: Initially, most classroom interactions were recorded in the fieldnotes. After two months, preliminary categories were delineated and used for collecting specific fieldnotes containing instances of translanguaging and scaffolding practices. Fieldnotes were complemented with the transcription of excerpts of the audio recordings (105 minutes were purposefully transcribed, resulting in a total of 410 excerpts);
(3) Vignette selection: After an extensive review of the researcher's handwritten fieldnotes and analysis of audio transcripts, vignettes were selected based on two criteria: (i) the representativeness of the pedagogical approaches to translanguaging and (ii) the interactive practices and scaffolding strategies observed in their respective dataset;
(4) Data coding (Creswell, 2007, 2012a): Qualitative analysis of the compiled notes (1 and 2) regarding the teachers' and pupils' language practices through the elaboration of categories (Table 1)[5] which revealed a total of 26 categories. These categories resulting from the data analysis were later validated and expanded in in-person meetings with the teachers in the study;
(5) Creation of a thematic network: After identifying and compiling the thematic network (Creswell, 2012) of the categories of strategies listed, each considered as an embedded unit of analysis, these categories were then divided according to the use of English and/or Portuguese and the use of scaffolding strategies.
(6) Content analysis of teachers' written reflections: Following data collection, the emerging themes related to their use of translanguaging and scaffolding strategies were identified and correlated to the categories that had been previously established by the researcher and the participating teachers.

[5] This table has been adapted from the original report in Feller (2020).

Table 1. The 26 strategies divided into two (2) categories.

Uses of English and/or Portuguese	Scaffolding Strategies
For the clarification of content	Classification
For keywords	Comparison
For the correction of grammar for content	Modelling
For the teaching of grammatical patterns in NSS	Recall
For the correction of pronunciation for content	Reinforcement
English versus Portuguese pronunciation	Questioning
For the clarification of instructions	Eliciting
For disciplining	Spelling
For the lack of vocabulary	Cognate/ False cognate
	Word stress
	Read aloud
	Visual aids
	Whiteboard
	Body gestures
	Como se diz (CSD)
	How do you say (HDYS)
	Literal translation

4. Results

All sequences in which the linguistic and multimodal features of the two named languages were used in classroom communication and content delivery were described as translanguaging. The pupils made use of translanguaging and scaffolding strategies which resembled their teachers' strategies but also strategies of their own in order to use language for content and for communication purposes (Nikula & Moore, 2016). From the 410 excerpts of data analysed, teacher-directed translanguaging appeared

263 times, while pupil-directed translanguaging was recorded 171 times. In both types of translanguaging, interactions were oriented to language in content (301 times) and oriented to the flow of communication (111 times). Similarly, scaffolding was used to work within the pupil's zone of proximal development (Vygotsky, 1978) when the teachers applied the strategies labelled as classification, comparison, read aloud, questioning, and body gestures, among others. Translanguaging strategies were, in turn, applied through the uses of English and Portuguese for different purposes. For the presentation of findings, a paraphrase of the event is provided below followed by a transcript of the selected vignettes.[6]

4.1. Visual Aids

In approximately 15% of the transcribed excerpts, visual aids involved the use of the whiteboard, projector, textbooks, figures, videos, song lyrics, drawings, PowerPoint presentations, and body gestures. In vignette 1 (Table 2), T1 used a PowerPoint to complement her lesson on plants.

Table 2. Vignette 1 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
	T1 had a PowerPoint presentation about plants during observations on day 3. This PowerPoint served to complement their NSS lesson on plants. Besides the PowerPoint, T1 used lots of body gesture and drawings to explain the life cycle of a plant. The third slide on the PowerPoint contained the question posed below and an image of a plant.	Recall Visual aids: PowerPoint and Body gestures	
T1	Why are plants important for us?	Questioning	
T2	Olhem para a imagem e tentem dizer por que elas são importantes para nós. **[Look at the image and try to tell us why they are important for us?]**	Visual aids	Use of Portuguese for the clarification of instructions
Iris	Plants are important for us because …		Use of English for the clarification of content

[6] When Portuguese is used, an English translation is provided in bold and in [brackets].

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	They …		Use of English for the teaching of grammatical patterns in NSS
Iris	Have "roupas?" **[Have clothes?]**	Word stress	Use of Portuguese for the lack of vocabulary
T1	MAKE, how do you say "roupas?"	HDYS Word stress	
Pupils	Clothes.	Literal translation	Use of English for keywords
Rafael	Como que se diz "madeira?" **[How do you say "wood?"]**	CSD Word stress	
T2	Há muitas outras coisas que conseguem fazer com madeira. **[There are many other things you can make out of wood.]**	Funds of knowledge	Use of Portuguese for the clarification of content
Pupils	Chair.		Use of English for keywords
T2	Como que se diz "mobília?" **[How do you say "furniture?"]**	CSD Word stress	
T1	It's a new word for them – FURNITURE. *[as she writes the word on the whiteboard]*	Modelling Whiteboard	Use of English for the clarification of content

Besides the PowerPoint, T1 used a variety of body gestures and drawings on the whiteboard to explain the life cycle of a plant. This selection of visual aids corresponds to the way pupils make meaning both within and outside of their bodies (García & Otheguy, 2019), through the use of visual aids, such as gestures, gazes, posture, visual cues, and even human-technology interactions. In addition to the use of these visual aids, other translanguaging and scaffolding strategies are evidenced in this vignette. First, T2 used English for the teaching of grammatical patterns in the NSS lesson as she modelled the use of the pronoun *they* to Iris. She also used Portuguese for the clarification of instructions and content, and she used the structure "como se diz" in conjunction with word stress as she elicited the literal translation of *mobília* **[furniture]**. Rafael also asked, "Como se diz madeira?" **[How do you say wood?]**, coupling the strategy "como se diz" with word stress just as T2 had done. Iris used English for the clarification of content and Portuguese for

her lack of vocabulary in conjunction with word stress when she stated "Plants are important for us because … Have *roupas*?" **[Have clothes?]**. T1 used strategies like questioning, recall, modelling, and visual aids, for instance, when she modelled the spelling of the word *furniture* on the whiteboard. T1 then used the structure "How do you say" as Iris questioned the translation of *roupas* **[clothes]** and followed that up by reducing the cognitive demand of the exchange with a word that was familiar, *make*, in her response, "*Make*, how do you say *roupas*?" to which the children responded with a literal translation, *clothes.* Last, T1 used English for the clarification of content when she explained the word *furniture* for the pupils.

4.2. Cognates and False Cognates

During one of the monthly meetings, the researcher and T1 discussed how she had used cognates as a strategy in some of the vignettes transcribed from the classroom interactions which resulted in T1 expanding the strategy to include false cognates in her lessons. In vignette 2 (Table 3), T1 explained the process of the nutrition of a flower.

TABLE 3. Vignette 2 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
Jonas	O que é "extra food?" **[What is "extra food?"]**	Recall Questioning	Use of Portuguese for the clarification of content
T2	It's like in Portuguese. What's "extra?"	Cognate Word stress Questioning	
Pupils	Extra *[Portuguese pronunciation]*	Literal translation	Use of Portuguese versus English pronunciation
T2	O que significa "extra?" **[What does "extra" mean?]**	Word stress Questioning	Use of Portuguese for the clarification of content
Vasco	A mais. **[Extra.]**	Literal translation	
T2	A comida "a mais." **[The extra food.]**	Reinforcement Word stress	Use of Portuguese for the clarification of content

To facilitate understanding, T1 pointed out that the word *extra* was similar in Portuguese. The pupils, perceiving the meaning of the content quickly, used the Portuguese pronunciation for the word aloud. Vasco, in turn, used pupil-directed translanguaging to pronounce the word in English and to provide support for the process of meaning-making for his peers. When T2 asked, "O que significa extra?" [**What does extra mean?],** Vasco replied "A mais" **[the extra]** and T2 reinforced the concept by stating, "A comida a mais" **[the extra food]**. After the exchange, T1 reinforced the concept in English, not simply by translating the term but by digging deeper and asking further probing questions. The pupils learned through language as they used recall of a previously learned concept to make meaning of the new content.

On the other hand, in vignette 3 (Table 4), during a NSS class about habitats, T1 explained false cognates. The exchange started as T1 asked "Who knows the name of the last animal?" by using recall, classification, eliciting, and questioning as scaffolding strategies. As the pupils used pupil-directed translanguaging of the word *mole* through pronouncing it in English and Portuguese, T1 used the comparison to explain the concepts. T1 used modelling as she stated, "change the | v | to a | m |" and also English for the clarification of content and of instructions to follow up the discussion. T2 also made use of both English and Portuguese for disciplining, using the latter as a second resource when Felipe did not comply with the English version of "Senta-te direito" **[Sit down straight]**. By using translanguaging and scaffolding strategies such as the use of cognates and false cognates (García & Wei, 2017), T1 and T2 demonstrated that the named languages could be a valuable resource to help the pupils understand the content and for communicating.

TABLE 4. Vignette 3 excerpted from a NSS lesson on habitats.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Ok. And now, who knows the name of the last animal? Vasco?	Recall Classification Eliciting Questioning	
Vasco	Vole	Body gesture	
T1	You are nearly there. Change the |v| to a |m|.	Modelling Spelling	Use of correction of pronunciation for content
Pupils	Mole [Portuguese pronunciation]		Use of Portuguese versus English pronunciation

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	Felipe, sit down straight please.		Use of English for disciplining
T1	Can you try to spell it?	Questioning	Use of English for the clarification of instructions
Vasco	|m| |o| |l| |e|	Spelling	
	– Pupils started to say mole in Portuguese		Use of Portuguese versus English pronunciation
T2	Felipe, senta-te direito. [Felipe, sit down properly]		Use of Portuguese for disciplining
T1	Mole [Portuguese pronunciation] is not the same as mole [English pronunciation].	False cognate	Use of correction of pronunciation for content

4.3. Questioning

The use of questioning as a learning strategy is not something new for teachers. However, many times it is not listed as such when teachers talk about scaffolding strategies. This strategy was used both by the teachers and the pupils in this classroom. For instance, in vignette 4 (Table 5), T1 mostly used English to question the pupils during a NSS about plants.

TABLE 5. Vignette 4 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	I am going to show you a presentation and ask you questions about last year – your KNOWLEDGE – what's knowledge?	Recall Word stress Questioning	Use of English for the clarification of instructions
Pupils	Conhecimento. [Knowledge.]	Literal translation	

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	T1 repeats the word knowledge.	Reinforcement	
T1 opens the first slide	Can you identify the types of plants?	Visual aids PowerPoint Questioning	
	Rafael stood up and showed the trees. She had a pomegranate tree and the pupils kept trying to guess what it was, anglicising the word "romã". [pomegranate]	Body gestures	Use of Portuguese versus English pronunciation
T1	POMEGRANATE. It's a new word for you. [as she wrote it on the whiteboard]	Whiteboard Word stress Modelling	Use of English for the clarification of content
	T1 had 6 photos with trees, flowers and bushes.	Visual aids	
T1 repeated	Three different types. Let's see if you remember.	Reinforcement	Use of English for clarification of content
T1 continued to the second slide	Do you remember their life processes?	Recall Questioning	
	There were photos with examples and T1 wrote the following on the whiteboard: N _ _ _ _ _ _ _ _ _ _ I _ _ _ _ _ _ _ _ _ _ _ _ R _ _ _ _ _ _ _ _ _ _ _	Visual aids Whiteboard Classification	
T1	Who can tell me what the first word is?	Questioning Eliciting	
Vasco	Nutrition, it's eating.		Use of English for the clarification of content and for keywords
T1	Do plants eat hot dogs?	Questioning	
Vasco	Plants make their own food.		Use of English for the clarification of content

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Interaction. Give me an example.	Eliciting	Use of English for keywords and for the clarification of instructions
Pupils	Play, talk.		Use of English for keywords
T1	Do animals talk?	Questioning Word stress	Use of English for the clarification of content
Martinho	Animals make sounds.		Use of English for the clarification of content
T1	Talk is for humans.		Use of English for the clarification of content
Felipe	Reprodução. [Reproduction]		Use of Portuguese for the lack of vocabulary
T1	When I ask you have to try in English otherways is always T1 speaking in English and you in Portuguese.	Reinforcement	
Bruce	Have babies?	Questioning	Use of English for the clarification of content
T1	Who? Do plants have babies?	Questioning	Use of English for the clarification of content
Bruce	Mammals, humans.		Use of English for keywords
T1	Let's remember the parts of a plant.	Recall	

In the first lines of the exchange, T1 asked, "What's knowledge?" to which the pupils responded in Portuguese *conhecimen*to **[knowledge]**. T1 built on the pupil's response and reinforced the concept by repeating the word in English and moved on to questioning about the different life processes of plants by providing different images of plants. The pupils anglicised the word *romã* **[pomegranate]** as they pronounced the Portuguese word with English pronunciation. By using visual aids, T1 continued the exploration by asking, "Do you remember their life processes?", to which some of the children responded in English while Felipe responded with

the word *reprodução* **[reproduction]**, where he used Portuguese because of a lack of vocabulary. The use of English clarifies not only the instructions but also the keywords and content for T1, Vasco, Martinho, and Bruce. The specific scaffolding strategies chosen by T1 complemented each other. The use of visual aids throughout the exchange is key for activating language for learning (Coyle *et al*., 2010). Recall brings in the funds of knowledge (González *et al*., 2005) of pupils to classify the life processes. Word stress highlights what is important in the content, and reinforcement models language through learning (Coyle *et al*., 2010) so that pupils can make sense of the content.

4.4. How do you say and como se diz

The scaffolding strategies **How do you say** and **Como se diz** were observed in about 8% of the transcripts analysed. They were used, either in English or Portuguese, when pupils wanted to know how to say a word unfamiliar to them. By translanguaging, in vignette 5 (Table 6), during a NSS class about public versus private transport, the pupils responded to a comparison between public versus private transport elicited by T1.

TABLE 6. Vignette 5 excerpted from a NSS lesson on public versus private transport.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Yes. When you are an elderly person, you are over 65 years old usually. So 65, how do you say "elderly person" in Portuguese?	HDYS Word stress	Use of English for the clarification of content
	– Overlap speech.		
T1	Don't say velha. **[Old referring to objects]**		Use of Portuguese for the clarification of content
	– Pupils laugh.		
Martinho	Pessoa idosa. **[An elderly person.]**	Literal translation	
T1	Idosa, ok? **[Elderly, ok.]** Most of the elderly people don't pay the full amount. Do you understand "the full?" They only pay?	Reinforcement Questioning Word stress	Use of English for the clarification of content
Sibele	Half.		Use of English for the clarification of content

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Very good, half. What is "half?"	Reinforcement Questioning Word stress	
Sibele	Metade do preço. **[Half of the price.]**	Literal translation	
T1	Metade, ok? So they have a discount, ok? **[Half, okay.]**	Reinforcement	Use of English for the clarification of content
Tito	Desconto. **[Discount.]**	Literal translation	
T1	And for the people, you were saying… Deficiente. **[Deficient.]** No, people with disability.	Eliciting	Use of English for keywords and of Portuguese for keywords
	– Overlap speech.		
T1	Do they have a discount? They probably do.		Use of English for the clarification of content
Researcher	Yes, they do.		Use of English for the clarification of content
	– Overlap speech.		
T2	I am not sure how much it is.		Use of English for the clarification of content
T1	These people with disability also pay less. What is "less?"	Questioning	Use of English for the clarification of content
Vasco	Muito pouco. **[Very little.]**	Literal translation	
T1	Now let's see if you learned what you read about – p. 21 in the workbook.	Reinforcement Read aloud	Use of English for the clarification of instructions
T1	Menos. Less = menos. More = mais. Ok? All right. *[as she wrote the words on the board]*	Whiteboard Body gestures	
Carla	Me and my grandma, go to the, how do you say, "parque ecológico?" **[Ecologic Park.]**	Funds of knowledge HDYS Eliciting	
T1	Parque ecológico. **[Ecologic Park.]**		Use of Portuguese versus English Pronunciation
Carla	And one person is		Use of English for the clarification of content
T1	Is free?	Questioning	

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
Carla	Yes. And my grandma, como se diz "pagou?" **[How do you say "paid?"]**	CSD Eliciting	
T1	Paid	Literal translation	
Carla	Paid one.		Use of English for the clarification of content
T1	One ticket, ok.	Reinforcement	

This exchange is rich in both translanguaging and scaffolding strategies, such as the use of English to explain content used by Sibele, Carla and T1, literal translation by Martinho, Sibele, Tito, Vasco, and T1, the structure "how do you say" and "como se diz" used by Carla, and the use of funds of knowledge. T1 also used questioning as a scaffolding strategy, "Do you understand 'the full'? They only pay?" or "What is half?", coupled with the use of reinforcement in different parts of the exchange. The use of English for keywords was also crucial as a supplement to the content being taught in the NSS class, and T1 used the whiteboard and body gestures as visual aids to deliver the content.

Meanwhile, Carla used her funds of knowledge (González *et al.*, 2005) to make meaning of the content through pupil-directed translanguaging, as she explained the function of public transport and her grandma's age discount. Sibele, on the other hand, facilitated the exchange in Portuguese, offering literal translations of keywords for the lesson. Throughout the exchange, both T1 and the pupils used the two strategies, "how do you say" and "como se diz," in order to make meaning in this CLIL classroom. Over time and through their teachers' reinforcement, the pupils started using the English version more frequently although sometimes, and most likely involuntarily, they translanguaged into the Portuguese version, not for lack of English, but because it was natural to them to use both structures in the classroom. This natural occurrence of translanguaging was highlighted in reflections by T1 and T2.

4.5. Eliciting

Both T1 and T2 elicited the pupils' participation throughout many of the excerpts used for data analysis. By questioning why public transport is better than private transport, T2 elicited Carla's participation in vignette 6 (Table 7).

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	You have to listen to the question. Why is it better for us to use public transport? "Públicos," estamos a falar de transportes públicos. **[Public, we are talking about public transportation.]** E Carla, o que dissestes, Carla? **[And Carla, what did you say, Carla?]** Because?	Comparison Questioning Word stress Eliciting	Use of Portuguese and English for the clarification of instructions
Carla	Because they many people.		Use of English for the clarification of content
T2	Takes many people.	Reinforcement	Use of correction of grammar for content
T1	It takes many people. And why is that good?	Reinforcement Questioning	
Carla	The people [inaudible] eu queria dizer o que estavamos a dizer antes, idosas. **[I wanted to say what we were talking about before, elderly.]**		Use of Portuguese for the lack of vocabulary
T1	Elderly? Elderly people.		Use of English for keywords
Carla	Elderly and people com deficiências. **[Elderly, and people with disabilities.]**		Use of English for keywords Use of Portuguese for the lack of English vocabulary
T1	"Disability." People with disability.	Reinforcement	Use of English for keywords

By connecting with her personal experience, Carla tried to say that public transport is better than private transport because elderly people and people with disabilities pay less for public transport. When Carla forgot the verb *take*, T2 applied the correction of grammar for the teaching of content by reinforcing the 3rd person singular *takes*. Carla then translanguaged into Portuguese to supplement her vocabulary, "The people [inaudible] eu queria dizer o que estavámos a dizer antes, idosas" **[I wanted to say what we were talking about before, the elderly]**. T1 and T2 used English to explain content, while T2 also resorted to Portuguese. To make sure that Carla fully participated in the lesson, T2 used eliciting, a scaffolding

strategy used in many other exchanges where the teachers wanted specific students to participate in order to help their peers make meaning of the content. This eliciting involved the means of their full linguistic and multimodal repertoire composed of Portuguese and English features.

4.6. Modelling

Teachers act as models in the classroom although they may not even be aware of how much they say is absorbed and repeated by their pupils. By using modelling as a scaffolding strategy, T1 and T2 were able to support their pupils' learning process. For instance, in vignette 7 (Table 8), T2 starts by questioning, "What do maps show us? Teacher (T1) is always saying, I'm going to show you. T1 está sempre a usar esta expressão" **[T1 is always using this expression]**. In this first exchange, T2 used the pupils' funds of knowledge to recall their previous experience with the word *show* as well as word stress to highlight that the word was important to understand the functions of maps. While discussing the main functions of maps, T1 translanguaged into Portuguese to complete T2's explanation with the literal translation *mostrar* **[to show]**. T2 then encourged Carla to model the spelling of the word *train* to Belem so that Carla aided in Belem's meaning making process. As for translanguaging strategies, T2 used Portuguese for the clarification of content and Carla used English versus Portuguese pronunciation.

Table 8. Vignette 7 excerpted from a NSS lesson on maps.

	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	What do maps show us? Teacher T1. is always saying: "I'm going to show you." T1 está sempre a usar esta expressão. **[T1 is always using this expression.]**	Recall Funds of knowledge Questioning Word stress	Use of Portuguese for the clarification of content
T1	Mostrar. **[To show.]**	Literal translation	
T2	Carla, spell "comboio" in English. **[Carla, spell "train" in English.]**	Modelling Spelling Word stress Eliciting	
Carla	|t| |r| |a| |i| |n| *[English pronunciation]*	Spelling	Use of English versus Portuguese pronunciation

In all vignettes shown in this section, the pupils showed their knowledge of when and why they should translanguage in the class. When translanguaging, various metalinguistic and metacognitive skills are being practised which are very different from the skills of monolingual children (García, 2019). The pupils in this study drew from their full language repertoire and used their multimodal skills in order to make meaning of the content in this CLIL classroom. The teachers aided in this process by modelling different types of translanguaging and scaffolding strategies. Vignettes 1 through to 7 and others used for data analysis demonstrate an intricate use of language(s) for, of and through learning (Coyle et al., 2010) in 3rd grade classes that can be a resource for CLIL teachers in other contexts.

5. Discussion

This section highlights when, how, and why translanguaging and scaffolding practices happened in this target Content and Language Integrated Learning (CLIL)/ Bilingual classroom, specifically in lessons in Natural and Social Sciences (NSS) and English Language (EL). When teachers support their pupils' learning process by using translanguaging and scaffolding as pedagogical tools, they aid in their meaning making process (Coyle, 2018; Feller, 2018, 2021; García & Wei, 2017; González et al., 2005). As such, T1, T2, and the pupils served as role models for each other in this classroom, and the strategies observed go beyond traditional scaffolding and translanguaging strategies encountered in different studies. T1 was pivotal in transforming the bilingual/CLIL classroom into a strategy-rich environment. While translanguaging was a new concept for her, she was already familiar with different scaffolding strategies although not always completely aware of when she used them. When asked, "When thinking of your students, do you purposefully choose one language over the other? For specific contexts and reasons? Why? How do you think this affects their language(s) development?", T1 replied:

> In general, I use the English language in the CLIL context and language classes. However, I do use Portuguese when I feel that students are having a lot of difficulty in understanding content and if the class teacher is not present to help me. I also use Portuguese in more informal situations, e.g., solving conflicts between students, having to speak to students about their behaviour, or when students feel the need to speak about something personal. I think that working in a

CLIL context has contributed to language awareness, acquiring new vocabulary related to science and the environment, and a lot of motivation in learning English as a second language. (T1, written reflection #1)

As highlighted by T1, language in this classroom was used as a tool for the transmission of content knowledge and an expression of understanding and learning (Ellison, 2014; Kress, 2015). Within this "linguistics of participation" environment (Wei, 2018, p. 15), teachers and pupils co-constructed knowledge through teacher-directed translanguaging (Lewis *et al*., 2012b). As such both T1 and T2 planned structured activities where they themselves translanguaged, either for communicating or for delivering academic content (Nikula & Moore, 2016), and through pupil-directed translanguaging (Lewis *et al*., 2012a), where pupils used their own named languages, whether translanguaging was elicited by the teachers or not. Both uses of translanguaging illustrate the need to understand translanguaging classroom discourse from different perspectives. As scaffolding strategies were used through translanguaging, T1, T2, and the pupils used their entire linguistic and multimodal repertoire in class, for example in vignettes 5, 6, and 7, where Carla used many different scaffolding and translanguaging strategies to make meaning of the concepts of public versus private transportation and maps.

In the 410 excerpts transcribed, the use of English for the clarification of content appeared 104 times (12.95%) while the use of Portuguese for the clarification of content appeared 54 times (6.72%). As García (2019) stated, "translanguaging emerges here not from the educational system and its actors, but from meaning-making practices of students and teachers who bring forth different epistemologies and knowledges" (p. 371). For example, when Iris used English for clarification of content in vignette 1 in conjunction with word stress, "Plants are important for us because…Have *roupas*? **[Have clothes?]** and T1 replied with the same strategies plus the scaffolding strategy "how do you say," "*Make*, how do you say *roupas*?". Word stress and "how do you say" both appeared in vignette 5 as T1 stated, "Yes. When you are an elderly person, you are usually over 65 years old. So, 65, how do you say *elderly person* in Portuguese?". While English features were mostly connected to delivering academic content, Portuguese was many times linked to the funds of knowledge (González *et al*., 2005) shared by the pupils regarding their personal experiences, confirming T1's reflection on her first month of the study.

In vignettes 1 and 4, T1 used English for clarification of content with visual aids and word stress, "It's a new word for them – FURNITURE. *[as she writes the word on the whiteboard]*" and "POMEGRANATE. It's a new word for you. *[as she wrote it on the whiteboard]*." In vignette 2, scaffolding strategies are used, such as

recall, literal translation, word stress, and reinforcement as well as Portuguese for the clarification of content by Jonas and T2. Furthermore, in vignette 4, Vasco, Martinho, Bruce, and T1 used English for the clarification of instruction and for keywords, coupled many times with questioning (a scaffolding strategy that appeared in 90% of the excerpts transcribed). Lastly, in vignette 6, T2 stated, "You have to listen to the question. Why is it better for us to use public transport? Públicos, estamos a falar de transportes públicos**. [Public, we are talking about public transportation.]** E Carla, o que dissestes, Carla? **[And Carla, what did you say, Carla?]** Because?" thereby using recall, funds of knowledge, questioning, and word stress as scaffolding strategies and English/Portuguese for clarification of content as translanguaging strategies. Their choices of strategies, if used in a different context, could effectively result in another outcome. For example, if T2 had not translanguaged in vignette 6, moving along the pupils' language repertoire and meaning-making spectrum, they would not be able to understand that the teacher wanted to highlight the benefits of using public transportation. Thus, as can be seen from the previous examples, translanguaging strategies can serve as vehicles for the use of many scaffolding strategies which aid the meaning making process for pupils and teachers alike.

Another important aspect of this study was its transformative character. T1 has repeatedly stated that this research has brought to her attention many strategies which she did not know could be used as scaffolding in her classroom. For instance, the strategy "how do you say" and its Portuguese version "como se diz" were found during the data analysis process in conjunction with T1 and T2. In vignette 1, T1 stated, "How do you say *roupas*?" **[How do you say clothes?]**, while Rafael asked, "*Como que se diz madeira*?" **[How do you say wood?]** and T2 said, "Como que se diz *mobília*?" **[How do you say furniture?]**. In vignette 5, T1 asked, "How do you say *elderly person* in Portuguese?" while Carla first asked, "Me and my grandma, go to the, how do you say, *parque ecológico*?" **[Ecologic Park.]** and later, "And my grandma, como se diz *pagou*?" **[How do you say paid?]**. As the teachers and the pupils used these two scaffolding strategies through translanguaging, they also used other scaffolding strategies, most prominently word stress, eliciting, and questioning.

This interconnectedness amongst the translanguaging and scaffolding strategies is a key finding from this study, where rarely a strategy was seen used on its own. In all of the excerpts used for data analysis (the ones highlighted here and the ones used in the original study), T1, T2, and the pupils used at least two to three different strategies each time they interacted with their peers and with the content in this bilingual/ CLIL classroom. For García (2019), translanguaging is "an action to transform classroom discourses. The dance of translanguaging takes a step beyond those already taken in schools, opening up new caminos/paths that orient us toward new beginnings, but that lay it as open possibilities" (p. 372). Although

different studies have highlighted key scaffolding strategies such as comparison, modelling, questioning, among others, as effective in delivering content in CLIL contexts, these studies have not connected these uses of scaffolding strategies to translanguaging, a key finding of this study which reinforces the importance of looking at CLIL classrooms through a translanguaging lens. As such, this study opens new possibilities for CLIL teachers to include these strategies in their classrooms. The way these scaffolding and translanguaging strategies are used as interdisciplinary tools for the teaching and learning of languages challenges the view of learning as a top-down transmission of knowledge mechanism. As teachers and pupils worked side-by-side to co-construct meaning, this bilingual/CLIL classroom addressed real-life situations where pupils' experiences were ever-present for the purposes of learning content and for communicating.

6. Conclusions and recommendations

As the teachers moved along their language continuum to ensure that pupils were using their critical thinking and higher cognitive abilities and used language as a learning tool (Coyle, 2018; Ellison, 2014), they used language *for*, *of*, and *through* learning (Coyle *et al.*, 2010). The teachers used language *for* learning by giving access to all the language that the pupils needed to engage in meaning-making, for example how to participate in the classroom discussion. Language *of* learning was constantly shared through the keywords and concepts being taught in the NSS lessons. They also used language *through* learning when they encouraged pupils to share their new understandings and previous experiences in both their named languages.

All the while, the co-occurrence of translanguaging and scaffolding strategies shown in the results and discussion sections demonstrate the importance of allowing the whole linguistic and multimodal resources of teachers and pupils to be present in CLIL contexts. If just one or other named language was allowed in the classroom, the effectiveness of these strategies in aiding the pupils' language and literacy development would not have been the same. For example, if the use of Portuguese for the clarification of content was not used in conjunction with recall and questioning as scaffolding strategies by T2 in vignette 2, "O que é "extra food?" **[What is "extra food?"]**", the meaning-making process of the pupils could have been affected, for example, if T2 had only used English or did not use recall of the pupils' funds of knowledge.

The findings in this study demonstrate that pupils were able to draw on linguistic and multimodal features from their newly expanded unitary linguistic repertoire to make meaning in the classroom because the teachers aided in this process. The

teachers, by the same token, also developed professionally by reflecting on their own practices and started to apply new strategies, such as the use of purposeful translanguaging in itself and the use of scaffolding strategies like cognates, false cognates, "how do you say", and "como se diz", as they saw fit in the classroom. Thus, it is recommended that:

- Pupils should be seen as co-constructors of knowledge in CLIL classrooms and teachers should take advantage of this by using teacher-directed translanguaging purposefully as they see fit. For example, pupils with a larger command of the language of instruction could be used as experts when delivering new content, just like Vasco in this study.
- The use of English and/or Portuguese for the clarification of content and instructions should be done fluidly and without hesitation in all CLIL contexts. In addition to these two translanguaging strategies, all translanguaging strategies mentioned in Table 1 can serve as vehicles for the use of many scaffolding strategies which support the meaning-making process for pupils and teachers alike. For instance, in a NSS lesson delivered in English, a teacher can use recall in Portuguese to review previous content by highlighting keywords with word stress.
- Teachers should be aware of how their pupils are sharing knowledge in CLIL classrooms, as these pupils' funds of knowledge should be used as scaffolds for their instruction. Many times their knowledge is shared through the pupils' first language (in this case Portuguese); however, in other CLIL/ bilingual contexts (where other working languages are used), these languages should also be used through teacher-directed or pupil-directed translanguaging.
- Scaffolding and translanguaging strategies should not be used alone. As seen in this study, these strategies complement each other and thereby aid in the pupils' bilingual development. All 26 strategies are useful for CLIL teachers as they facilitate the pupils' meaning-making processes.
- Teachers should share their own strategies with other teachers and practitioners. As T1 stated in this study, she did not know she had already used many translanguaging

and scaffolding strategies in the classroom. When teachers voice their practices, they can better comprehend if the strategies they are using are being effective or not.

With these recommendations in mind, teachers, policy makers and other practitioners in CLIL contexts should continually voice their practices so that all translanguaging and scaffolding strategies used by them serve as examples of effective CLIL methodological best practices for other bilingual teachers and pupils in bilingual programmes.

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PART 3

Best practices in lower secondary education

Hands-on CLIL: A project-based orientated approach to Geography in lower secondary school

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Abstract

Adopting a bilingual / CLIL programme based on project-based learning (PBL) is a meaningful aid for students, as activities and interaction encourage spontaneous exchanges of meaning (Willis & Willis, 2007). The starting point for planning tasks for 7th grade Geography was aimed towards content and designed to involve communication linked to real-world activities. This was accomplished through linguistic support and interactional scaffolding to help students understand, communicate and interact (Urmeneta, 2019). The added bonus in this learning environment was that tasks and projects were ideal for pair and group work, requiring students to work collaboratively, meaning the teacher was able to monitor and also help struggling students. PBL in the CLIL classroom was successful on several levels; students were exposed to authentic language which went well beyond what was covered in their language lessons. They were using language for a real purpose – to finalise a task or reach an agreement. Greater engagement and hands-on tasks led to deeper learning of subject topics and language as well as to stronger motivation, as there was personal involvement in learning.

Keywords

CLIL; project-based learning (PBL); active learning; motivation; creativity; hands-on; personal involvement.

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Resumo

A adoção de um programa bilingue/CLIL assente numa aprendizagem baseada em projetos (PBL) é uma ajuda significativa para os alunos, uma vez que as atividades e a interação encorajam as trocas espontâneas de sentidos (Willis & Willis, 2007). As sequências de tarefas planeadas para Geografia do 7.º ano basearam-se em conteúdos concebidos para promover a comunicação ligada a atividades do mundo real. A comunicação foi apoiada linguísticamente e por meio de *scaffolding* interativo para ajudar os alunos a compreender, comunicar e interagir (Urmeneta, 2019). Como benefício adicional, os projetos desenvolvidos revelaram-se contextos ideais para o trabalho em pares e em grupo, exigindo que os alunos trabalhassem em colaboração, o que possibilitou ao professor acompanhar e ajudar os alunos com maior necessidade de apoio adicional. O PBL na sala de aula CLIL resultou em sucesso a vários níveis: os alunos foram expostos a uma linguagem autêntica que ia muito além do que era abordado nas suas aulas de Inglês. Os alunos utilizaram a língua para um objetivo real – finalizar uma tarefa ou chegar a um acordo. Registou-se um maior envolvimento dos alunos e as tarefas práticas contribuíram para uma aprendizagem mais profunda e uma motivação mais forte, uma vez que a aprendizagem foi facilitada através do envolvimento pessoal.

Palavras-chave

CLIL; aprendizagem baseada em projetos; aprendizagem autêntica; motivação; criatividade; tarefas práticas; envolvimento pessoal.

1. Introduction

Content and Language Integrated Learning (CLIL) is an innovative or alternative teaching approach which uses a foreign language as a tool to teach subjects, or part of subjects, such as Science, Geography and History to students. The aim is not only for the student to learn the content but also to develop the chosen foreign language, and it is the subject content which dictates the language demands. Language and content are thus interwoven and connected even if at times there might be more focus on the language and, at others, on the subject content (Coyle, Hood, & Marsh, 2010).

CLIL may be implemented at any level from primary to tertiary education with more or less emphasis on receptive and productive skills depending on the learners' language knowledge. Often referred to as bilingual education, it is aimed at developing and improving students' proficiency in the language through increased exposure in addition to other competences such as cognitive development and intercultural understanding.

Implementing CLIL, however, does not come without its own set of challenges for teachers, whether they teach a content subject or language. This may include not grasping the correct concept of CLIL (i.e., merely providing word lists) or knowing how best to implement the approach, the shortage of ready-made materials, and the lack of material appropriate for each context.

The aim of this chapter is two-fold: to relate the experience of implementing a CLIL approach in the subject of Geography through project-based learning (PBL); and to demonstrate that PBL may be used as an orienteering guideline leading to the use of multiple teaching possibilities applicable to any subject area and level of instruction. PBL as a student-centred teaching approach may serve as the backbone for implementing CLIL for teachers who feel intimidated by the idea of teaching subject content by means of a language that is neither the students' L1 nor their own. PBL fosters student involvement, learning by doing as well as peer learning, all of which generate greater engagement and deeper learning.

Through a series of tasks which make up a unit and/or project, subject content is provided, preferably through multiple modalities. Learners have different learning styles (Dale, Van de Es, & Tanner, 2010) and therefore different input modes should be exploited, which is in line with the CLIL approach. All verbal and non-verbal resources at hand should be used to ensure all students understand the target content (Urmeneta, 2019). This multimodal approach (combining different modes e.g., using interactive videos, texts, images) suggests that different senses are engaged while learning – visual, auditory, kinaesthetic – catering to different learning styles, and this leads to better understanding for more students.

Learning and using a language involves different interdependent processes as suggested by Halliday's model of learning (1993, as cited in Urmeneta, 2019, p. 9): learning language, learning through language and learning about language. This is in line with the language triptych tool put forth by Coyle, Hood & Marsh (2010), a conceptual tool which helps teachers identify three different but interrelated types of language needed to implement CLIL effectively: language of learning (language needed to understand the content); language for learning (functional language to carry out the task(s)); and language through learning (language which may arise from individual learner needs and which is difficult to predict and plan for). It should be addressed at the time it occurs for the benefit of the whole class. The language triptych is based on the notion that there is a relationship between content objectives and language learning. Implementing the tool in lesson planning leads to constant scaffolding in each task or stage of the project, providing students with abundant language tuned to their level (Urmeneta, 2019), and as stated by Kelly (2009, as cited in Ball, 2016, p. 28) "guiding input and supporting output". This richness of language, according to language acquisition theories (e.g., Lightbown & Spada, 2006), may resemble the conditions present when learning an L1.

Variety and interaction added to instruction, as well as learning by using the language, may foster motivation and help to increase the noticing of language and awareness of subject concepts. This may be considered part of the scaffolding process teachers provide to students to support or aid their understanding. The use of multimodal resources, such as videos, also facilitates the incorporation of authentic material and authentic language. According to Krashen's (1991, as cited in Mehisto, 2012, p. 22) input hypothesis "language learning is dependent on the quality (including range) of language input". The PBL approach to learning entails group work to complete tasks and takes into account the 4 Cs of the CLIL approach: content, communication, cognition, community as well as competences, as put forth by Ball (2016), which include the abilities and skills to be able to work on concepts observable in students' performances.

This chapter is divided into six sections. The context is provided in section 2 followed by the pedagogical framework and an overview of what project-based learning entails in section 3. Section 4 provides details of how PBL was implemented as a unit in Geography. Section 5 includes discussion and conclusions. Finally, section 6 provides a set of recommendations.

2. Context

The challenge of implementing a bilingual or content and language integrated programme in the subject of Geography was proposed for the 7th grade at a private school in Viana do Castelo over the course of an academic year. The two groups consisted of 26 and 28 students. Each of the groups had one additional 75-minute lesson each week to their regular lessons.

The objective of the programme was two-fold: to reinforce the topics covered in the subject classes as well as expose students to additional hours of English. By engaging learners in critical analysis and problem-solving activities, they were impelled to cooperate and communicate with each other in the L2, promoting fluency and confidence. Unfortunately, the content teacher did not work with the CLIL/language teacher, only providing guidance in terms of the content material for the term. It was the students' introductory year to Geography and the term encompassed:

- the definition of geography;
- maps and their purpose;
- scales;
- key or legend;
- the compass rose and intermediate directions;

- latitude and longitude;
- time zones.

With regards to linguistic competence, neither of the groups was homogenous, each displaying various levels of language skills. Several students were able to convey simple messages and opinions while others struggled with English due to the lack of vocabulary and therefore were unmotivated and not at all enthusiastic with the prospect of having additional lessons in English.

3. Pedagogical Framework

Instruction in many language classrooms and even CLIL classrooms may frequently be based on the initiation-response-feedback pattern (IRF) led by teachers (Ball, Kelly & Clegg, 2015). The teacher initiates with a question, the student answers and then feedback is provided by the teacher. This pattern of interaction does not reflect authentic communication and perhaps favours quantity over quality. If the objective is to promote fluency through student engagement, teaching approaches have to consider activities in which students interact in pairs or groups. Working and speaking in an L2 in pairs and/or groups lowers or removes the risk factor, particularly for lower performing students, as they feel less exposed and, as Ball *et al*. (2015) indicate, they are more inclined to help each other. Illich (1971, as cited in Ball *et al*., 2015, p. 41) points out that "most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting."

3.1. Project-based learning

PBL is a teaching approach which may be traced back to practical methods involving 'learning by doing' (Dewey & Dewey, 1915, as cited in Gibbes & Carson, 2013, p. 2). Students are given a challenging question or problem to pique their natural curiosity and encouraged to find the answer or solve the problem. Learners are involved in problem-solving, decision-making and investigating activities, promoting independent thinking and nurturing twenty-first century skills which may be integrated in their future lives. Twenty-first century skills include critical thinking, creativity, collaboration and communication which are classified as learning skills, as well as life skills (e.g., social skills, flexibility) and literacy skills (e.g., technology). PBL is not the "dessert" project often done at the end of a unit as a treat or to consolidate or review content, but rather it is the unit through which learners will address and acquire content.

This methodology essentially includes two components: the question or problem, which provides the basis to organise and drive a sequence of activities; and the end product which will be the result of the activities which addresses the driving question(s) (Blumenfeld *et al*., 1991). Examples of an end product may include:

- a leaflet;
- a map;
- a storybook;
- a guide;
- an exhibition;
- experiments;
- diagrams;
- a brochure;
- a video;
- a podcast;
- an exhibit, to name but a few.

Choice is a key element in PBL, as students may, in addition to choosing the product, select the process and even the content in certain situations. This ability to choose empowers learners with a voice as the approach not only respects their preferences but also their individual learning styles (Bell, 2010). As students work in groups, they learn how to collaborate and communicate through multiple methods. The process of creating an end product creates a learning story and the different sections of the project are not isolated to one subject alone but may be multidisciplinary (Hutchinson, 1991; Kaldi, Filippatou & Govaris, 2011).

Using project-based learning within a CLIL approach entails the following:

a. content to be covered is the starting point for planning;
b. critical thinking and creativity are used in the learning process;
c. interaction/collaboration is central to learning. This is true both for learners and teachers;
d. information/content is broken into smaller chunks than might be the case with L1 material. Using the analogy of a video game, information/content/language is provided as the learning story unfolds;
e. authentic learning takes place. 'Authentic' may be described as creating a bridge between the content and students' world and/or real-life activities/situations;
f. different modalities are used to present content and language;

g. enhanced learning is achieved by engaging learners in real language use. Students are not restricted to one particular language form due to the mere fact that they are learning that form; in other words, it is not practice-oriented but rather, students are free to choose and use any form to convey meaning for a particular outcome;
h. meaning is primary. Learners make their own meaning and are not merely repeating what they are told. They search their repertoire to decide how best to communicate an idea or follow an instruction;
i. students' schematic knowledge is taken into account. What do they already know about a specific topic?

4. In Practice

The following section illustrates how PBL was implemented, outlining the procedural choices and how content can be transferred to hands-on activities, how scaffolding was provided and different modalities were employed.

4.1. Example of project-based learning – a unit as a project

The objective for the term was to find a manner in which the content of the curriculum for the first term of 7th year Geography could be applied with a hands-on approach. As the content for the term was centred around maps, when planning, it was important to consider that in this age of technology, students had limited or no hands-on experience handling maps. They could, however, be acquainted with digital maps accessible on smartphones and GPS systems. Nonetheless, do students actually use them? To trigger students' schematic knowledge as well as their curiosity and to introduce them to modern day uses of maps, they viewed a video on geocaching and were given supporting worksheets to help with vocabulary. From a classroom discussion, the driving question for the project was chosen: '*Why do we use maps?* and *What information can we find on a map*?' This would link to the end product/project idea.

Teachers may think that PBL is difficult to implement in an L2 due to language restrictions (for lower levels) and the associated difficulty in working towards finding the answer and/or solving the set problem in the L2. Even though PBL is an inquiry-based approach, some direct instructions will have to be integrated.

Content and language are not both presented at the beginning of the project but have deliberate framing and timing to allow students to integrate their new learning with the background knowledge they have developed throughout the project. This makes new information more memorable. Similar to any CLIL material, language is adapted in the medium of instruction to aid comprehension and production. This direct delivery of new content is also a good way to encourage students to ask more questions.

All of the worksheets used during the project addressed both content vocabulary (of learning) as well as functional language including chunks and expressions (for learning), needed for subsequent activities as demonstrated in table 1.

TABLE 1. Language covered during the Project – language **of** and language for.

Language of	Language for
• physical world	• prepositional phrases
• north/south/east/west	• prepositions of movement
• northeast/northwest etc.	• giving directions
• km/m/cm/mm	• sequencers
• ratio	• numbers / large numbers
• linear scale	• comparatives/superlatives
• fraction	• talking about distances
• longitude – latitude	• how far
• Equator-meridians	
• position	
• poles westward/eastward	
• east to west	

Many of the activities/worksheets used throughout the project promoted higher-order thinking skills (HOTS) and were completed in pairs or as group work. These included matching, creating, comparing, sequencing, and justifying activities. The aim of the tasks was not only to provide scaffolding of language, by underlining or highlighting key content vocabulary and language structures (in bold), but also provided students with opportunities to practise and recycle both form and meaning. Additionally, information was broken down into smaller chunks than might be the case for instruction in the L1 to facilitate comprehension and retention. This often entailed a greater number of activities, or steps in a task

so as to make the acquisition of new knowledge more manageable for learners. These steps could be more visuals, information organisers, and mind maps, what Mehisto (2012) refers to as navigation support until the final task or final part of a project. This was ideal for students who were either struggling with the content subject or the language.

After defining the driving questions, the next stage of the project involved students working in groups to create treasure maps and practising language to write directions to find a hidden treasure. Prior to the task, students worked on an example to understand what the activity entailed. During the hands-on activity, several questions surged related to land forms. For example, '*What's included in a map?*' (Susana 7B)[2], even though this content had already been covered in their L1 Geography lesson.

Were the activities always carried out in English? No, not all. Lower performing students reverted to their L1. However, they completed all the activities with the aid of their classmates (peer learning), were on task, and understood the content. Scaffolding was provided to aid their writing, as can be seen in Appendix A, as the task was slightly challenging for a few. Sentence frames and graphic organisers were used to help students with sentence building and speaking. Without this scaffolding, students may not have produced such structured and extensive work when providing directions/instructions. An example may be seen in Appendix B. Not only did the activity allow students to develop their language skills, some to a greater extent than others, but it also expanded various competences such as questioning (directed at their group and the teacher), exploring, creative expression, listening, team work, communication, sharing ideas and justifying.

As feedback is an integral part of PBL (Blumenfeld *et al*., 1991), at the end of each phase of the project, students were asked to provide their feedback in a form entitled '*My Activity Record*', as shown in Appendix C. Activity title and date were filled in and students wrote comments to the following questions/statements. '*What did I learn?*', '*The thing I did best*', '*The thing I found most difficult*'. They also reported if they had enjoyed that activity and assessed themselves out of 10.

Several students filled their feedback forms in the L1 while others did so in the L2. The results from both groups for this particular task are summarised in table 2. It is interesting to note that some of the comments relate to content and language (vocabulary, writing instruction), while others to the competences (working in groups, being creative, sharing ideas). In relation to what they did best, again, some comments related to content and language but several mentioned they had learned how to draw (cross-curricular) and mentioned '*helping my friends do the work*' (João – 7B) (peer teaching). As to what they had found most difficult, language was expected to be the most challenging for some. Nonetheless, drawing, working

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[2] Pseudonyms have been used in order to protect students' anonymity.

with others and associating L2 vocabulary to L1 were included in the responses. It was interesting to note though, that in the end, they had all worked well *'no fim eles empenharam-se bem', (Marta 7A),* demonstrating that there was collaboration and equal participation.

TABLE 2. Summary of replies to one of the feedback forms.

What did I learn?	• vocabulary in English • working in groups • writing instructions • being creative • developing language • sharing ideas
The thing I did best	• fun activities related to the subject • prepositions • maps • giving directions • helping my friends do the work • learning to draw • two students added additional notes *'gostei e quero mais'* / *'gostei por ser uma atividade diferente'*
The thing I found most difficult	• painting / drawing • writing instructions • prepositions • working with others (this student then added *'no fim eles empenharam-se bem'*) • associating words in English to Portuguese

Vocabulary and grammatical structures for the subsequent phases of the project were always broken down to more manageable chunks. Technology, certain tools and worksheets provided scaffolding to aid the comprehension of the subject topics. This included:

- a compass (found in smartphones) coupled with an orienteering activity to provide real-life practice;

- Google Earth to understand the concept of scale (Minho region, Viana do Castelo, area surrounding the school and ending with the school's playground);
- manipulating a ruler to calculate distances;
- interactive videos;
- educational games (longitude/latitude battleship) to help them understand that any specific geographical point could be located by reference to its longitude and latitude and that these invisible lines were also the basis of measuring time, distance and direction.

Following the completion of all the stages of the project, which coincided with the topics and subtopics in the curriculum for Geography for the first term, students were questioned about their initial treasure maps, which had been made at the start of the year. There was clear consensus that these were either incomplete and/or contained inaccuracies. This was followed up with a class discussion on these aspects. Students understood the content and were able to justify their reasons.

Original maps were returned to each group, and students proceeded to complete and/or amend them. A large map was placed at the front of the classroom for students to locate their islands on the world map. They were able to understand why they could not include more than one longitude and latitude line. Groups presented their treasure maps for peer review. Each group commented on the positive aspects of each map and instructions, and confirmed that all the needed information had been included.

To end the content unit and the project, a class activity was carried out in which students had to choose a city anywhere in the world. No two students could choose the same location. Knowing that it was 12.15 p.m. in Greenwich, each student had to calculate what time it was in their city of choice. They also had to decide what they were doing at the given time. Students made a human map in class according to their time zones, in which those in the Northern Hemisphere stood up and those in the Southern Hemisphere sat down. They had to position themselves according to their city and country and tell everyone where they were, what time it was and what they were doing, an activity which promoted kinaesthetic learning.

The underlying purpose of the different activities in the project was to actively involve students in real-world activities. This was done to foster higher engagement and deeper content and language learning. The different stages helped students to work on different competences:

- creating and making representations on a map – understanding the implications of using more than one longitude and latitude line in their map; one centimetre representing 1 metre;
- sharing ideas / teamwork – necessary to make the maps and decide on what would be presented and how; looking for clues in orienteering activity;
- drawing conclusions – proportions and understanding that 1 centimetre could represent 10 kilometres. Being able to calculate distances on a map using a ruler; understanding why their initial maps were incomplete or incorrect;
- justifying – explaining their choices;
- observing and noticing – evident in the many questions that emerged during the project.

5. Discussion and Conclusions

This experience strongly suggests that PBL is an ideal approach to be employed in CLIL contexts as PBL addresses the four principles of Content and Language Integrated Learning: content, communication, cognition and culture. Both use multimodal content and are student-centred with the teacher acting as a facilitator, providing supervision and guiding each step of the process and approach (Bell, 2010). This allows the teacher to aid those students who may experience language problems and/or lack understanding with content. Student-centred activities also allow the teacher to provide more personal help to individual students or groups when they are struggling or have doubts. As the teacher was able to circulate, there was more teacher-student interaction and students felt more at ease to voice their doubts. This happened in both groups.

As a consequence of the personalised help/teaching, this motivated students to try their best and engage in the activity. Often, all that was needed was a question from the teacher to guide a student in the right direction. *How? What would happen if....?, Where do you place the 0 on the ruler*? As the project progressed, there was a closer involvement with students. They were more likely to speak up when they had a question and they took more risks. They also developed closer relationships among their peers. This led to student motivation and more self-confidence to complete future tasks (Dale & Tanner, 2012) as there was less resistance to complete activities as the project progressed. The student-student interaction not only radically changed the learning atmosphere, promoting equal participation

as everyone was working ('*no fim eles empenharam-se bem*'- Marta 7A), but it also improved the quality of the learning ('*I learned a lot of things about Geography*', Susana 7B / '*I learned how develop my creativity and developed my language*', Ana 7A). In a certain manner, this may also aid in minimising the hindrance of teaching a language to such large groups.

The use of visuals and multimodal resources helped to trigger interest and curiosity (Mehisto, 2012; Dale & Tanner, 2010). The introduction to the project with the aid of a video on geocaching encouraged several students to go out with their families and try geocaching, an experience which they then recounted to their classmates. This brought the real world into the classroom and demonstrated that many students are motivated by visual content.

Videos may be a mode of choice for many CLIL teachers as the visual content facilitates comprehension. Quality videos found on the internet are mainly directed at native speakers. Consequently, care should be taken to choose the most appropriate for the age and language proficiency of the students. Nonetheless, numerous strategies may be employed to overcome these constraints:

- pre-teach vocabulary from the video (which could be the language of the lesson) as a warm-up activity;
- turn off the sound during the first viewing;
- do multiple viewings;
- break up the video into separate sections with customised activities for each section.

The outcome of the project was deeper learning – better understanding of the topic as well as increased motivation to learn ('*Gosto e quero mais*' Tomas 7A / '*saber mais inglês*' Rafael 7A / '*aprendi a formas de orientação*' Catarina 7B) (Bell, 2010; Blumenfeld *et al.*, 1991; Dale & Tanner, 2012). There were several examples of students obtaining better results in the English/CLIL assessment than in the L1 assessment even though they were being assessed on both content and language. This may be justified as key language is made more salient in the CLIL lesson than in L1 teaching (Ball, 2016). An example of an assessment test is provided in Appendix D. End products were different and personal for each group (not constrained or dictated by the teacher), thus this element of choice also contributed to deeper learning as students pursued their interests (Bell, 2010). Additionally, this provided students with a voice. As the projects were shared and revised, this allowed for feedback from the teacher and reflection on learning from students, which encouraged them to extend their emergent knowledge (Blumenfeld *et al.*, 1991). Comments in the feedback forms demonstrated that students were motivated by the individual tasks or stages of the project ('*gostei e quero mais*' – Tomas 7A

/ 'I learned how develop my creativity and developed my language' Ana 7A / 'It was a different activity' – Bianca 7B). Asking students how they felt, and if they had enjoyed the activities also fostered meta-affective awareness (Mehisto, 2012).

Assessment results confirmed that both language skills, content and various competences had been practised and acquired to varying degrees. Students were better able to understand many of the topics covered in the subject of Geography and there were instances of interdisciplinarity, such as working out scales and representation (Maths) and scale and proportions (Art/Design). Depending on the design of the project, these can integrate vocational and academic content spanning multiple disciplines (Gibbes & Carson, 2013). Different tasks helped to develop 21st century competences including:

- critical thinking, done through observation, analysis, reflection (coordinates and why their maps could only have one set of coordinates), decision making in their groups;
- communication, using language for an authentic purpose, learning by using;
- collaboration (through group work);
- soft skills, including teamwork, interpersonal skills (being patient with peers, responsibility), time management;
- creativity (how they created their final maps and other tasks);
- cultural awareness (community engagement in their school and surroundings);
- initiative (going beyond what was required)

in addition to other competences, such as learning to ask questions, justifying, drawing conclusions from observations developed through the different activities.

It was possible to assess content and language through multiple formats (see Dale & Tanner, 2012) including digital formats such as through Plickers, games (longitude, latitude battleship) and the final product (Had all the content been used and included correctly?) It would be interesting to verify if other teachers implementing the CLIL approach coupled with PBL also obtain /notice better results in content assessment and retention.

6. Recommendations

From this experience, I would recommend the use of PBL to implement a CLIL programme at any age or language level, as students are able to acquire and

practise both content and language in addition to multiple skills (creative expression, maths, learning skills, social skills, use of technology). These are skills which will be useful for the future of these students and which are essential in a world that is constantly changing, highly interconnected and multicultural.

Teachers may feel more intimidated in implementing a CLIL approach in Social Sciences due to the framing and structuring of lessons. Natural Sciences lend themselves to experiments and investigation of the natural world and thus provide teachers with guidelines on how to plan lessons and choose relevant vocabulary and structures. The use of PBL in CLIL may help the teacher (whether content or language) to find that structure through the driving question(s) and/or problem. PLB is a powerful tool which is resource-intense as teachers are able to use a mixture of technology, videos, texts, images, visiting locations (multimodality) helping students to connect learning and information to the real world, helping them to construct a mental model of the world through discovery, participation, and experiential activities.

PBL also allows the teachers to provide scaffolding of both language and content, one of the main principles of CLIL. One could think that it is repackaging information in a more user-friendly manner. This was not only accomplished by presenting content through different sources other than a textbook (multimodality) but also other techniques used in the classroom, such as breaking down knowledge into chunks to meet student where they are in relation to their knowledge; modelling; using analogies to help them understand concepts in simpler terms (i.e., scale); employing concepts to understand them (i.e., orienteering activity to understand how and why we use a compass, intermediate directions).

Teachers may think PBL is easier to implement with higher language proficiency levels. Nonetheless, by breaking down the content and language into small chunks and providing scaffolding throughout the different steps or stages, interweaving language with content, teachers are able to devise tasks and/or projects which cater to students' levels and needs. Language may not be the aim in itself but the vehicle to help learners talk about the subject (Bell, 2010). As a result of the lower language performance and age, students' choices may be limited to just the process and/or end product. However, learning is still personalised and choice is still being offered.

As some aspects some aspects of designing a project may be time-consuming, collaboration between language and content teachers is beneficial (Dale & Tanner, 2012). In fact, this was one of the shortfalls of this experience. The lack of involvement between the language and content teacher, and possibly other subjects such as Physical Education, Art or even Maths, meant that opportunities for further acquisition of concepts, skills, understanding and even competences may have been lost. PBL is ideal for DACs (*autonomia curricular*) in the Portuguese education system as it lends itself to multidisciplinary and transdisciplinary learning.

Learners may reap additional benefits from projects which are multidisciplinary. Longer projects may also carry more benefits as deeper, more memorable learning takes place.

Keeping this in focus, not only will students become better users of English over time, but they will also have more technical knowledge of the world they live in and will have acquired competences which are believed to be critically important to succeed in today's world.

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Appendix A

Example of writing carried out in groups and scaffolding provided for language
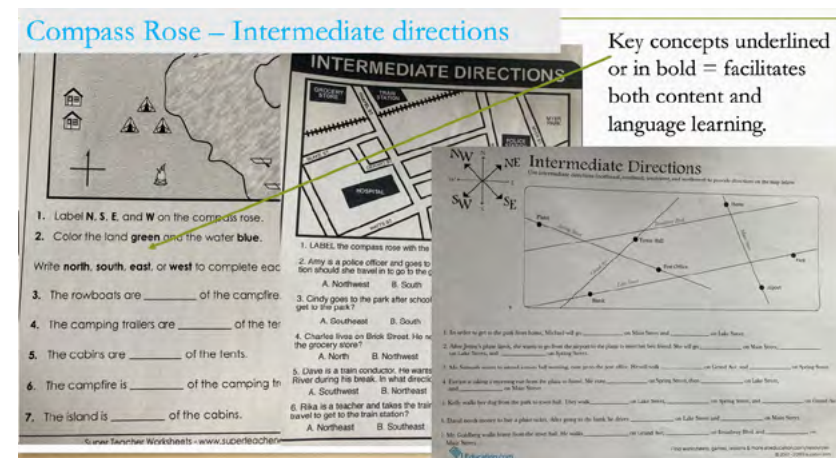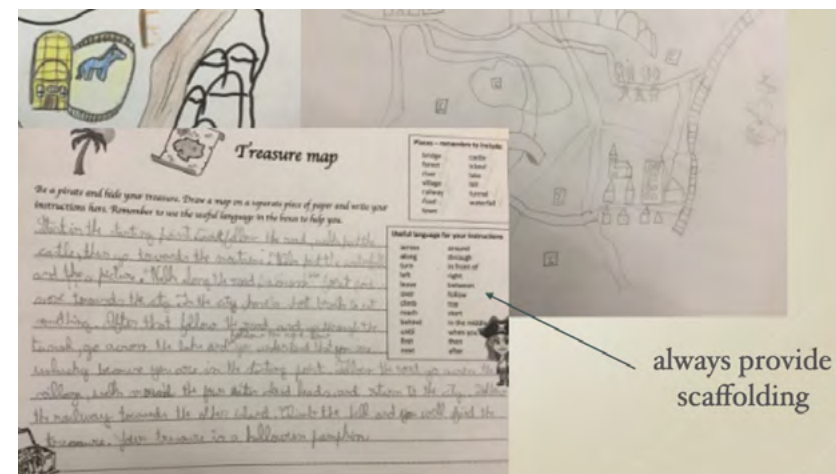
Appendix B
Example of directions/instruction written by students
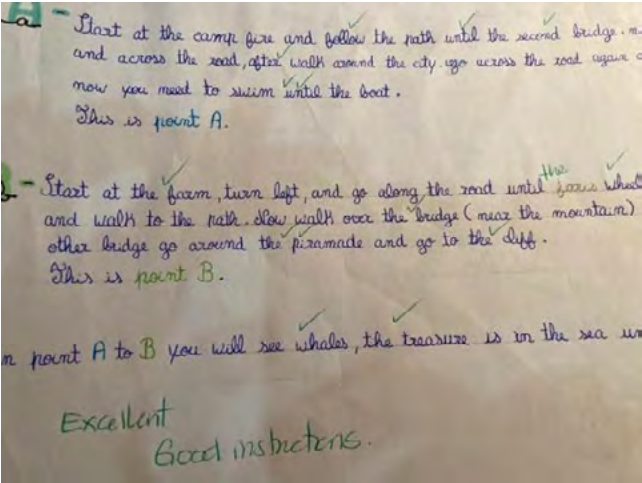
Appendix C
Example of a feedback form

Appendix D
Example of assessment test
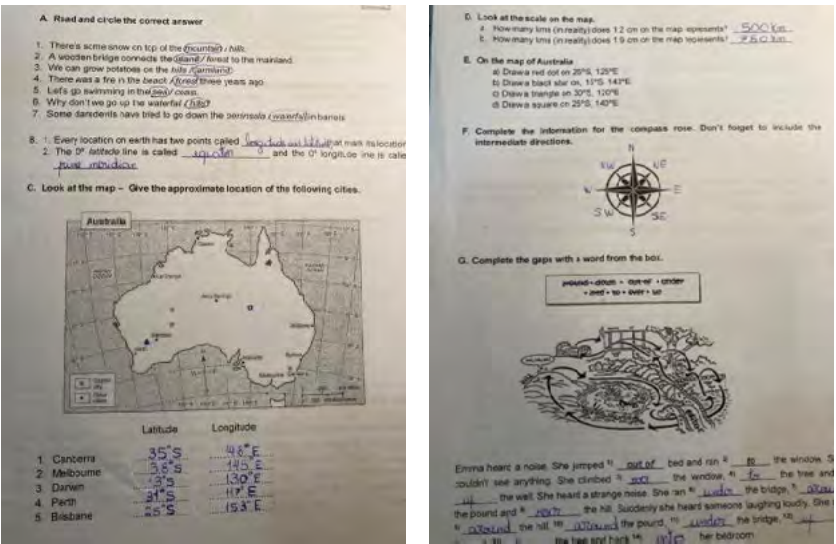
Teaching and Learning in the Portuguese "English Plus" project

Valentina Piacentini[1,2] & Ana Raquel Simões[1]

Abstract

In the European framework, the CLIL (Content and Language Integrated Learning) approach has arisen as a means to promote foreign language learning, but it could also provide a beneficial environment for the education of the specific discipline. In Portugal, more and more CLIL projects have appeared in the last ten years, even though little investigation has been conducted into the CLIL phenomenon. Furthermore, examples of research are mostly focused on the tertiary level. The study of a CLIL project ("English Plus", EP), in which subjects (History and Science) are taught/learnt with/in English in one Portuguese lower secondary school, is therefore highly relevant. The resulting research was designed as a qualitative case study on the EP project and its participants (teachers and students involved in different school years). The purpose of the present work is to characterise the EP project and focus on the specific teaching setting of this school, as well as to reveal the learning experience of participants involved. By doing so, this chapter contributes to knowledge about Portuguese CLIL practice, presenting one option for its implementation and drawing on opportunities for teacher education.

Keywords

CLIL; school project; co-teaching between Content and Language teachers; learning conditions; teacher education; lower secondary school level.

Resumo

No contexto europeu, a abordagem CLIL (do inglês *Content and Language Integrated Learning*) surgiu para promover a aprendizagem das línguas estrangeiras, mas o

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ensino-aprendizagem de disciplinas específicas também poderá beneficiar deste ambiente educativo. Nos últimos dez anos, têm aumentado os projetos CLIL em Portugal, embora CLIL seja um fenómeno ainda pouco investigado. Os exemplos disponíveis focam-se, maioritariamente, no ensino superior. Torna-se, portanto, relevante estudar projetos CLIL (como o "*English Plus*", EP) em que as disciplinas (História e Ciências) são ensinadas/aprendidas com/em Inglês numa escola do 3.º ciclo do Ensino Básico português. Para a presente investigação recorreu-se a um estudo de caso qualitativo do projeto EP e dos seus participantes (professores e alunos envolvidos em diferentes anos letivos). O propósito do presente trabalho é caracterizar o projeto EP e focar as condições específicas de ensino adotadas no âmbito deste contexto escolar, assim como apresentar a experiência de aprendizagem dos participantes envolvidos. O presente capítulo poderá contribuir para o conhecimento das práticas CLIL em Portugal, ao apresentar uma opção para a sua implementação e projetar oportunidades de formação docente.

Palavras-chave

CLIL; projeto de escola; coadjuvância entre professores de disciplina não linguística e de disciplina linguística; condições de aprendizagem; formação de professores; 3.º Ciclo do Ensino Básico.

1. Introduction

Content and Language Integrated Learning (CLIL) has emerged as one solution through which European citizens can become competent in European languages besides their own (European Commission, 2003). Hence, it is a particularly prolific educational approach in the European framework, where it is practised under many guises (Coyle *et al*., 2010; Dalton-Puffer, 2011; Pavón Vázquez & Ellison, 2013). Based on the principle that languages are learnt while they are used in socially significant activities (classes of specific disciplines), CLIL aims at the students' learning of both Language (foreign, second or minority) and Content (the specific subject or part of it) (Coyle *et al*., 2010; Marsh, 2012), at the same time (Dale & Tanner, 2012). Therefore, it is an example of cross-curricular education, entailing authentic learning conditions and strategies which are more centred on learners (Dale & Tanner, 2012; Grandinetti *et al*., 2013; Marsh, 2012; Mehisto, 2012).

Teachers engaged in this educational environment might, owing to the presence of a foreign language (FL), change and improve their teaching (strategies, resources, attitudes) through increased awareness of the demands of the language itself for students (e.g. Blanchard *et al*., 2014; Canet Pladevall & Evnitskaya, 2011;

Grandinetti *et al*., 2013; Jäppinen, 2005; Piacentina *et al*., 2022), beyond the fact that CLIL constitutes a benefit for FL learning at school. Within a CLIL context, researchers can gauge the importance for (Science) teachers of becoming language-aware, a quality advocated both inside (Coyle *et al*., 2010; Llinares *et al*., 2012; Wolff, 2012) and outside (Bezemer & Kress, 2020; Klein & Kirkpatrick, 2010; Lemke, 2003) of the CLIL research field.

Due to the phenomenon of increasing migration, several European countries witness classes where conversational and academic competence levels in the schooling language, among learners, are heterogeneous, requiring "language-sensitive content teaching" strategies (Wolff, 2012). For this reason, in Wolff's opinion, CLIL is a "change agent" which prepares CLIL and non-CLIL teachers to work in CLIL-like contexts in European schools. The adoption of the language awareness in CLIL posited by Piacentini *et al*. (2019) through CMIL (Content and Mother tongue Integrated Learning, that is, the CLIL approach also when the teacher's and student's native language is used), to improve the communication and understanding of specific subjects, might thus be meaningful. CLIL is, in fact, permeated by the concept of "Language Across the Curriculum" (LAC), which is "linking different forms and aspects of language education within the school, particularly emphasising the role of language in all subject-matter learning" (Vollmer, 2007, p. 177).

Nevertheless, CLIL may have drawbacks. Students not having sufficient time to apply what they have learned is indicated as the main obstacle, together with curriculum and policy constraints, as well as restrictive existing material (Coyle *et al*., 2010). Access to CLIL programmes might not be open to all students, as highlighted by Bruton (2013). In addition, English has been increasingly chosen as the target language, becoming almost the exclusive language of CLIL implementation in many countries and schools (Dalton-Puffer, 2011; Lasagabaster & Sierra, 2010). This "language limitation" has led Dalton-Puffer to rename CLIL as CEIL (Content and English Integrated Learning) and to the development of the "CLIL LOTE" network and project[4]. However, CLIL may promote plurilingual and intercultural education since students "learn about ideas and communicate with people from other cultures [and form] international perspectives on the subjects they are learning" (Dale & Tanner, 2012, p. 13), and the English learnt in a CLIL environment should be thought of as functioning as a bridge to learn other languages and other cultures (Piacentini & Simões, 2020).

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[4] The "CLIL in languages other than English – Successful transitions across educational stages" project is supported by the European Centre for Modern Languages of the Council of Europe from 2020 to 2023 (www.ecml.at/CLILLOTEtransitions).

Until a decade ago, works mapping European CLIL initiatives at compulsory school levels contained no reference to Portugal (European Commission, 2006; Pérez-Cañado, 2012), but since then more and more projects have appeared (European Commission, 2017). In a publication reviewing Portuguese research on FL education produced between 2006 and 2011 (Vieira *et al*., 2014), no studies on CLIL were present. Nowadays, almost two thirds of the Portuguese research publications regarding CLIL are focused on the tertiary level[5]. Moreover, only "the Case of the GoCLIL Project in Portugal" (Ellison & Santos, 2018) and the authors' works have been devoted to lower secondary grades. According to Ellison (2018), wide research on the Portuguese CLIL phenomenon is possible through longitudinal and case studies and "teacher education should [equip teachers] with skills and competences to investigate their own practice. Methods must now look beyond stakeholder satisfaction questionnaires to the effects of CLIL on learning" (p. 16).

As part of the first author's PhD research project, we studied the case of the "English Plus" (EP) project in one Portuguese lower secondary school – where teachers design their own CLIL contributions (timetable, strategies, material) within the compulsory curriculum through bottom-up initiatives – with the goal of understanding possible connections between the attention given to Language(s) of Science education and CLIL teacher practices using English as a FL (see Piacentini, 2020). Different studies have been carried out on the EP project, namely on: the project in general and the stakeholders involved in the EP of History (Simões *et al*., 2013); the viewpoints of students of different ages on learning and teaching through this CLIL approach (Piacentini *et al*., 2018); the EP project of Science and the characterisation of both non-CLIL and CLIL teaching practices in terms of Science modes (Piacentini *et al*., 2019) and perceptions among students of Science learning and English (Piacentini *et al*., 2016); implications for languages and cultures (Piacentini & Simões, 2020; Simões *et al*., 2013).

Nevertheless, none of these published works could draw a holistic characterisation of the EP project and its specific environment, nor did they have space for the participants' voices in their mother tongue. The present work aims at providing a methodological contextualisation of the study and at presenting an overview of the EP project, which delineates its evolution and organisation, as well as the co-teaching and co-planning instructional strategies and learning implications.

[5] This fact emerged, until 20/01/2022, from the Portuguese "Working CLIL" research group's webpage (https://www.cetaps.com/clil/publications) listing articles on CLIL implemented in primary, secondary and higher education.

2. The case of the CLIL "English Plus" project

Since 2012, in Portuguese compulsory education, FL teaching and learning has been offered in the 2nd cycle of primary education (from the 5th to the 6th grades, ages 10-11) with the English language, and only in the following 3rd cycle (starting at age 12) with another FL such as French, German or Spanish. It was in the 2015-2016 school year that English was introduced as a compulsory subject from the 3rd grade, implying changes in the curriculum and syllabus development as well as the establishment of a specialist Master's degree for teacher education (Lourenço & Mourão, 2017). The teaching of English may continue until the 11th grade at secondary school, regardless of the field of studies. The importance attributed to this language in Portugal is also evident within the CLIL initiatives, both institutionalised and grassroots[6], at compulsory school levels (Ellison, 2018; European Commission, 2017), where English is the FL most frequently selected.

The focus of our empirical inquiry on the "English Plus" school-led CLIL project arose because in its corresponding school: (i) one integrated learning action (the EP of History) had already been implemented and teachers indicated their availability to continue to collaborate with our research centre (CIDTFF, University of Aveiro[7]); (ii) the educational integration involved the Science curriculum in the year of our study; (iii) the provision pertained to 7th, 8th and 9th grades[8].

2.1. Methodological background

Within our broader investigation, we designed a descriptive-explanatory case study with an ethnographic approach (White *et al*., 2009) in 2015-2016, in response to the PhD student researcher's need to familiarise herself with the school and project context. She was a cultural outsider (Erickson, 1984), in being an Italian Science teacher with an interest in languages and cultures, enrolled in the Education doctoral programme at the University of Aveiro, thus, not belonging to the community under study. Therefore, an extensive observation was performed,

[6] The bottom-up (or grassroots) initiatives – already mentioned before – contrast with the top-down Programa Escolas Bilingues em Inglês (http://www.dge.mec.pt/programa-escolas-bilinguesbilingual-schools-programme), organised by the Ministry of Education and the British Council in Portugal, piloted in 2011-2015 and involving 28 state school clusters in 2021-2022.

[7] For further information, see https://www.ua.pt/pt/cidtff/page/8715

[8] The 3rd cycle was chosen as the target school level because students' FL skills are expected to be more advanced than in previous cycles and an established separation of curricular areas started in the 2nd cycle exists, justifying a programme of articulation with another language.

and teachers and students associated with the (History or Science) EP project at different times and levels were "embedded" as subunits of analysis of a single case (Yin, 1994). We ensured that personal information was kept confidential, even though the General Data Protection Regulation (GDPR) in Portugal only became applicable in 2018.

In 2015-2016, two Science (tSci1 and tSci2) and two English (tEng1 and tEng2) teachers were involved in the project and in our study:

> (1) tSci1 was the Natural Sciences (NS) teacher of the two 8th grade and one 9th grade EP groups in the year of the study, when she had already had two years' experience with the EP project. In the same school year, tSci2 was the NS teacher of the two 7th grade EP groups and in her first year of the project;
> (2) tEng1 was the English teacher of these five classes and had played a pivotal role in the evolution of the project, starting from the first EP edition in History in 2010-2011 and reactivating the project for NS in 2014-2015; tEng2 was "tutored" by tEng1 in 2015-2016 and had her own EP group in 2016-2017.

With regard to the students included in our empirical study in 2015-2016, the following profiles existed:

> (1) "former" students (n = 11; s1 to s11) – high school students in the year of the study who previously had EP in History (in 2010-2013, when they attended the project at lower secondary school);
> (2) "current" students (n = 96; 44 7th graders in their first year of the project and 52 8th graders in their second year) – lower secondary students provided with EP in Science in the year of the study.

Information relevant for the purpose of this chapter was gathered through:

- teacher and former student semi-structured interviews[9] (carried out in Portuguese, orally consented and audio-recorded);

- observation of planned/implemented classes for current students through the first author's immersive experience in the school for more than two school terms[10];
- reading of 2015-2016 documents: the EP planning ("Programa da disciplina de oferta de escola – projeto English Plus") and the EP report ("Relatório de Atividades do projeto English Plus – Ciências Naturais"), both authored by tSci1, tSci2 and tEng1 with no indication of their individual contributions.

Inductive content analysis was performed on verbatim interview transcripts because of the qualitative nature of our study. Knowledge about this CLIL project was actually fragmented, so we resorted to inductive procedures, hence categories to conceptually describe the phenomenon emerged from data, as Kyngäs *et al*. (2020) state. Thus, unstructured and semi-structured data (from different participants) were open coded and derived sub-categories[11] clustered (and this whole process was repeated/refined), obtaining the main concepts and themes in order to report and give an overview of the case of the CLIL EP project (see following sections). Coding was discussed with teachers and peers. The researcher's logbook and school documents complemented the interviews about the teaching and learning processes, allowing for further data triangulation. Statements from interviews and documents are typed in italics and using the original language according to the new *Acordo Ortográfico*, indentation being used for longer quotes and when more than one voice is present. A visual understanding of the school context and project provision is possible from the infographic in the Appendix[12].

2.2. The CLIL-EP project: evolution and organisation

The project's first edition was undertaken between 2010 and 2013 by teachers with students of one class (former students) in one state-run school in northern Portugal (District of Aveiro) and monitored by members of our research group[13] (see Simões

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[9] Respective guides are available in Piacentini's PhD thesis (2020; see Appendices).

[10] This presence was authorised by "Encarregados de Educação" through a form and included, besides data collection, the development of CLIL and non-CLIL interventions.

[11] Project classes, co-teaching and teachers' roles, learning (benefits and constraints), collaboration, extra-curricular activities, among others.

[12] The school's "Projeto Educativo" (https://w4.soaresbasto.pt/projeto-educativo/) provides further socio-economic details.

[13] The CIDTFF's former LALE, currently integrated in LabELing (https://www.ua.pt/pt/cidtff/page/26926).

et al., 2013). It was tEng1 who introduced and developed the "integrated learning" as a strategy for language promotion within specific subject classes – other than the top-down bilingual French class ("secção europeia"), previously provided by the school – collaborating first with one History teacher and later with other motivated teachers. She reactivated the project in 2014-2015 for NS in the same institution, involving one Science teacher (tSci1), supported EP starting in another school of the same district and coordinated a further collaboration with the same research group since 2015-2016, the year of our study in situ.

In 2015-2016, out of 20 classes in the school, two at 7th grade, two at 8th and one at 9th (current students) were involved with tSci1, tSci2, tEng1 and tEng2 in the EP project. Updates from teachers revealed that the total number of EP groups increased over time (in the last school year 2021-2022, 8 groups were enrolled, with two Science and three English teachers). Students' participation in the project was voluntary, depending on learners' or parents' decisions, but until 2016-2017 this also depended on a selection process based on merit (marks in English and NS from previous years) if demand was too high. No continuation of the project approach was envisaged for students at high school.

Every week the "English Plus" project consisted of:

- 45 minutes of History or NS with English (EP classes, co-teaching: both subject and language teachers were present and using English);
- 45 minutes of the same subject held mainly in Portuguese (non-EP classes, single-teaching: classes were given by the non-language teacher alone, who used Portuguese but could also opt for English, sometimes deploying project-like strategies) and;
- 45 minutes of "hora de projeto" (project time: a space where the English teacher encouraged socio-cultural subject-related topics using English).

The rest of the schedule (classes of English and French FL as well as of the other disciplines) coincided with the standard student curriculum. In the EP planning and report, project time was introduced as the school's "complementary offer". The first edition of EP was devoted to citizenship or sex education using English and to task- or project-based learning (i.e. short theatre plays, study visit preparation) having a connection with History. Over time, project time turned into content-based language instruction where features and contexts of English were explored through topics of Physics-Chemistry, Mathematics and NS. The following teacher interview excerpt reports this evolution:

tSci1, *a professora [de Inglês no EP] abordou-me e pediu-me para [...] experimentar [...] um qualquer coisa em Inglês de Ciências [...] jamais me passou pela cabeça [...] mas disse ok [...] vou dar uma coisa sobre os dinossauros porque é um assunto que é interessante e eles vão aprender vocabulário [...] comecei então a ir à Educação para a Cidadania [hora de projeto] dela [...] estava livre [para] todas as semanas dar 45 minutos; [numa segunda fase] tinha as minhas aulas [de Educação Sexual] em Português e dava aquilo [em Inglês]. Extra.*

EP teachers were not financially rewarded for the extra work the project implied (tEng1, "*as horas extra [...] na escola para envolver os pais, as atividades que se têm que fazer às 6 da tarde à sexta feira [...] acaba[m] por [...] interferir um bocadinho com a vida pessoal*"). At the end of 2015-2016, teachers reported the strong dedication required of tEng1, who had five EP groups, that is, five project times with different students per week and five to co-teach and prepare. The year after, the EP workload was distributed and balanced through the active and necessary inclusion of tEng2.

Teachers of other subject areas (i.e. Physics-Chemistry, Mathematics) also showed motivation towards this CLIL approach, for example asking for language support from the teacher of English as mentioned in the EP planning, and implementing occasional classes, despite tEng1 not being present because of timetable constraints. This constituted a "concerted action" similar to that during the first EP edition (See Appendix) and was also extended to another school, as detailed in the EP report. Working as an "English Plus" teacher was seen, indeed, as a worthy endeavour, as evident in the coordinating teacher's (tEng1) words used in an informal moment: "*antes se estranha, logo se entranha*".

The reopening of the French class in 2016-2017 was probably triggered by this commitment to languages and interdisciplinarity present at the school. The school's interest in "being and doing" CLIL was also clear in the participation of project teachers in other educational opportunities with our research group at the end of the empirical study, such as the co-organisation of a training course on CLIL[14]. During the school years after this research, the project continued, but collaboration with the university occurred only sporadically.

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[14] Short term (3h) training session (09/11/2016) certified by the *Centro de Formação de Associação de Escolas* (AVCOA, Arouca – Vale de Cambra – Oliveira de Azeméis).

2.3. The (co-)instructional choices in the EP project

For subject teachers to overcome possible obstacles they might have encountered when teaching through the foreign language, the school management team opted for a co-teaching scheme, in which the English language teacher would work together with the teacher of the specific discipline during her/his corresponding classes. As already outlined in Piacentini *et al.* (2019), teachers' interviews gave us insight into the co-taught classes undertaken by the EP Science and English language teachers as well as the importance of adequate organisation:

> tEng1, *eu estou presente na aula de Ciências que é dada em Inglês [...] ao nível de registos escritos no quadro, sou sempre eu que faço para [as professoras de Ciências] se sentirem mais à vontade [...] porque uma coisa é falar, uma coisa é escrever, portanto a direção tem que colaborar [...] arranja[ndo] os horários de forma a que isso seja possível;*
> tSci1, *[os alunos] começam logo por escrever o sumário [...] eu depois [...] geralmente projeto [...] em PowerPoint o que é suposto eles registarem; sempre que há uma explicação [ou] um sinónimo a [professora de Inglês] está do outro lado [também] à frente [e] no quadro regista sinónimos em Inglês para eles também porem ao lado do significado [...] se não souberem eles perguntam [...] é assim muito interativo.*

The first author also observed the process of co-teaching, noticing that tEng1 "represented the subject", through clarifying meanings and recalling concepts, labelling scientific and non-scientific words, symbolising (by means of arrows and maths signs) or drawing sort of diagrams on the whiteboard while her colleague was teaching Science. It was also observed that both Science teachers, in order to aid student understanding, regularly presented Science topics integrating text in English with pictures, animations and quizzes (mainly tSci1), and tended to move around the classroom, making hand expressions and gesturing or modulating the voice (mainly tSci2). Throughout tEng2's interview, the teacher (who was able to have a more observing role in 2015-2016) described the educational approach within the EP project as, for instance: a work "*em conjunto*", "*em equipa*", "*de parte a parte*"; "*uma troca de ideias/experiências*"; "*grande colaboração*"; "*núcleo de trabalho*".

Former students reported differences between non-project (single-teaching) and project practices, in roles assumed by the Language and Content teachers during co-taught classes and in strategies deployed to teach the specific subject through an additional language (Piacentini *et al.*, 2018). Their descriptions corroborated the English language teacher's (tEng) observed role in making the word meaning explicit and highlighting key concepts, mainly on the board, and the History teacher's in teaching the subject:

> s1, *as duas professoras trabalhavam muito bem em conjunto, [a de Inglês] se calhar tinha mais cuidado em dizer o que é que significa esta palavra no contexto em que está, [enquanto que a outra avançava no assunto];*
> s2, *ao mesmo tempo [que uma falava ou explicava, a outra] estava a apontar coisas no quadro, [...] havia conceitos que nós não sabíamos [...] História em Inglês [...] para nós apontarmos no caderno;*
> s3, *a professora de História estava mais preocupada com o conteúdo da matéria, a professora de Inglês era mais com o nosso falar, com o nosso escrever da História em Inglês, com a nossa ortografia.*

In addition to this "*coadjuvância*" (co-teaching), teachers involved in the project engaged in co-planning – subject and language teachers working together on implementation and material construction/revision for EP – available once a week in their timetables. If that was not possible, extra email exchange or short meetings among colleagues occurred outside of the normal working time, as observed several times. The voice of one EP teacher indicated how crucial the co-planning organisation was:

> tEng1, *depois é importante que tenhamos uma hora para reunir por semana pelos menos, porque em anos anteriores já aconteceu não termos e é mails para frente mails para atrás e torna-se bastante desgastante, portanto estes são aspetos que são muito importantes, a forma como [...] a direção da escola apoia a implementação do projeto.*

The writing of a plan specifically for EP classes of Science was not usual, since Science teachers would bring the necessary changes in the implementation or in its order, as was explained to the researcher:

> tSci2, *fazemos as planificações [com as outras professoras de Ciências Naturais]. A única diferença [com as turmas não EP] está na realização da aula [e na organização de] outras atividades;*

tSci1, *no 7.º ano não segui a ordem da planificação para facilitar a aprendizagem em língua inglesa. Algumas atividades também foram diferentes.*

Teacher tEng1 added: "*a planificação de Ciência Naturais [apresenta] pontuais introduções de aspetos culturais, literários, etc. ou preparação de atividades que surjam*". Moreover, according to the content topic, they could choose suitable units to teach with the use of English, rather than covering the whole syllabus. Informally, tSci1 declared: "*tudo [o programa do 8.º ano através do EP] não dá*".

The rationale for (CLIL) assessment was to employ texts assessing the Science/History learnt with English rather than how English was used, as teachers explained:

> tEng1, *na disciplina de Ciências nunca penalizar o aluno pelos erros estruturais ou ortográficos cometidos em Inglês, desde que o aluno, com aquilo que escreveu, consiga comunicar a ideia;*
> tSci1, *nas Ciências [...] não posso dar pior nota na minha disciplina porque eles sabem menos Inglês [...] esta parte do teste [...] em Inglês costumo mandar à [colega de língua].*

These texts had a gradually increasing degree of difficulty to support and encourage learners with initial language obstacles:

> tEng1, *nos testes de Ciências [...] uma parte é em língua materna e [há] sempre um grupo em Inglês [com] um grau de complexidade crescente [...] ao longo do ano;*
> s5, *os exercícios em Inglês do 7.º ano eram mais fáceis, tipo de resposta fechada [...] a partir do 9.º [...] três tópicos possíveis ou [...] composições [...] em Inglês no teste de História.*

In addition, tSci1 affirmed that she used to assess students primarily for their Science knowledge and competences (in oral presentations, for example), while also considering the English language formatively, confirmed during observation of group works on natural disasters and class debate on theories of the origin of life in EP classes.

2.4. The (different) learning experience through this CLIL project

Teachers framed "English Plus", in the EP planning and report, as one CLIL approach for bilingual teaching and associated it with the English teacher, who gave English through Science topics during "*hora de projeto*". As examined by Piacentini *et al.* (2018), however, in the opinion of the students who attended the History EP edition, participating in the project meant a "composite learning", as "classes of History in English" but also as a process through which the learning of both the linguistic and non-linguistic disciplines became authentic, with English learnt naturally and History somehow expanded. A great sense of membership and responsibility also came out, motivating students to learn:

> s2, *o facto de nós termos a História em Inglês [...] nesta escola [...] nós fomos pioneiros [...] também nos deu uma responsabilidade [...] mesmo fora do projeto havia essa [intensa] relação com os professores que este projeto proporcionou [...] em todas as atividades [...] estávamos todos a trabalhar pelo mesmo;*
> s7,
> *sentíamos que éramos diferentes dos outros [...] mais à frente e gostávamos disso, [...] História [...] com o Inglês ajudou-me a compreender [...] se fosse só em Português [...] não ia ser tão fácil puxar os alunos para perceberem a matéria e para que todos estivessem unidos a tentar perceber juntos.*

These descriptions reflect lifelong skills and competences that, in the EP report, were presented as developed within the project ("*de autonomia, de espírito de iniciativa e de empreendedorismo*", p. 10). During the interview, some former students expressed disappointment that project-like classes had not continued at the next school level:

> s8, *gostava que o English Plus tivesse durado até ao 12.º [...] sinto agora que não tenho tanta facilidade a falar em Inglês como [...] antes [...] ainda tivemos Inglês com a professora [tEng1] no 10.º e 11.º, só que é completamente diferente [...] não temos tanto tempo de Inglês e [...] é uma matéria mais simples, mais banal).*

In terms of FL learning, these high school students had learned French in lower secondary grades, had had a few classes of German within the EP project and were motivated to learn or improve their knowledge of other languages (see Piacentini & Simões, 2020). Self-confidence in the capability for FL grew from this first positive experience with English (s5, "*eu pensava que [...] não dava para falar outra língua sem ser o Português, que é a nossa língua e a partir do Inglês eu comecei [...] a saber que é possível*"). Furthermore, English and the project broadened the learner's knowledge and vision (s9, "*o projeto [...] despertou o interesse em [...] vir a aprender outras línguas [...] outras coisas que aqui não conhecemos, [...] nos permitiu abrir os horizontes*"). Among current EP students, the understanding of the FL was seldom perceived as a learning obstacle, although extra work due to the project was seen as one by some (Piacentini *et al.*, 2018). Former EP learners and teachers actually witnessed difficulties fading out over time.

The improvement of teaching practices also through the collaboration experienced with colleagues was a valuable aspect of the project acknowledged by EP teachers, who learned for their students and together with them:

> *EP report (p. 10), o trabalho de equipa e a cooperação pedagógica interdisciplinar constitui-se como um dos aspetos mais valiosos deste projeto, levando à implementação de práticas letivas criativas e inovadoras, à diversificação de métodos pedagógicos, materiais e recursos educativos utilizados em sala de aula.*

As a matter of fact, former students described the development of alternative resources and effective activities through group work, game playing, online searches, video watching, theatre performances, visits and trips. The first author also observed all this during the empirical study of the Science EP edition in 2015-2016, where current students were usually "engaged" in extracurricular activities: school visits to embassies or from ambassadors, to Science educational institutions or to English speaking countries; theatre plays (representing creative Science using English) and cinema sessions (with movies in English and connected with Science topics); "open day", among others. In addition, one project class was "twinned" with a similar group in the other school providing EP of Science, through email exchange and school trips in which students used nicknames (representing their connection with the EP project and functioning to ensure the participants' anonymity).

The organisation of all these activities was referred to in the EP report as being part of the project, and regarded as a fundamental achievement. Teachers also mentioned the involvement of families:

> tSci2, *aqui na escola [há] bastante interesse da parte dos alunos e das famílias a integrar o projeto;*
> tEng1, *um [outro] aspeto positivo desta implementação é aproximar as famílias à escola.*

The following quote is significant because it summarises key aspects of the learning experience entailed in the CLIL-EP project:

> s3, *[tive] História [...] até ao 6.º ano [de] uma forma muito metódica, muito aborrecida e [a professora] era capaz de estar a falar e ela só a ler o manual e a escrever no quadro. No projeto [...] víamos vídeos, a professora exprimia-se de uma forma diferente [...] apresentávamos aos pais [...] e assim interligávamos o Inglês com a História de uma forma [...] que me captava mais a atenção [...] nós tratávamos dos problemas da turma [em Inglês] e também tínhamos mais tempo para o projeto em si.*

Consequently, the work for developing this CLIL approach was beneficial for learners, but also for teachers, who themselves clarified this in the EP report: "*houve elevados níveis de motivação e, claramente, uma valorização de competências específicas e da atividade profissional, num processo que também para as professoras é de constante aprendizagem*" (p.10). The researcher also witnessed EP teachers questioning themselves and reflecting on CLIL and non-CLIL practice during official meetings and also informal chats (in the school spaces or through phone calls).

3. Implications and some recommendations

Although the findings presented in this work may be limited to the specificity of the CLIL "English Plus" school project and its participants, they contribute to increasing studies on CLIL at the lower secondary school level and extend research on CLIL practice in Portugal, in terms of understanding of the EP project implementation/implications, thus, informing schools that are interested in adopting a CLIL approach.

The presence of English and its use to teach and learn a discipline (in this case, History and Science) fosters an attitude of awareness in teachers – as Coyle *et al*. (2010), Llinares *et al*. (2012), Piacentini (2021) and Wolff (2012) have reported in their works – who work and learn, themselves, for the progression of EP (Piacentini *et al*., 2018; 2019). Activities are chosen to engage the student who becomes central in

the learning process (Dale & Tanner, 2012; Grandinetti *et al.*, 2013; Mehisto, 2012). Project time offers an additional opportunity for students to deepen their curricular subject knowledge (Piacentini *et al.*, 2016). Moreover, students' families and other organisations become involved in collaborating with EP, extending the learning process to the entire school community (and to other school contexts). Therefore, besides being regarded as a bilingual approach for learning English, the EP project implies the learning of both History/Science and the FL and learning through English.

From an external perspective (of an Italian person and teacher), it is worth mentioning that Portuguese people appear to have a higher fluency in English when compared to other countries where a Romance language is spoken, such as Spain or Italy[15] (where movies are dubbed). This is confirmed by the participants' perception of themselves revealed during interviews. A certain ease with this language has actually emerged within our empirical study. As highlighted by Piacentini and Simões (2020), "one's stronger self-concept in English, in turn, supports the learning of other languages, which is one first key to accessing other cultures" (p. 76). Under these favourable conditions, and agreeing with Pinho and Costa, who advocate for intercultural education in English classes (2018), we recommend that plurilingualism be encouraged in EP classes and other Portuguese CLIL-with-English initiatives and that both English and Portuguese be used during the project (cf. "translanguaging" practices, Lin & Lo, 2017).

All CLIL programmes imply a degree of collaboration between language and non-language teachers, who learn from each other and from reflecting on each other's pedagogical practice (Dale & Tanner, 2012; Pavón Vázquez & Ellison, 2013; Valdés-Sánchez & Espinet, 2020). However, the instructional strategy adopted in the CLIL-EP project consists of co-planning and co-teaching schemes. Following Escobar Urmeneta's co-teaching structures revisited for discussing Catalan contexts (2020, pp. 43-45), "complementary teaching", "one teach, one assist" and "co-supporting learning"[16] can be detected in our case. In these circumstances of cooperation, assistance and different competence fields deployed through the

Content and Language teachers' roles during co-taught classes, a methodology is gradually built up and teachers tend to change usual working directions.

Other subject teachers are also involved in the EP project, even though in a more spontaneous manner when compared to the timetable and teamwork officially devoted to Science (since 2014 onwards) and History (2010-2013). Similarly to the experience of Maldonado and Olivares (2013), this CLIL project seems to have exceeded individual enthusiasm and to have become fueled by a wider teacher community. Nevertheless, the school director's approval and decisions are clearly required for the project's sustainability.

"English Plus", although referred to as a project, should be endorsed more and more as a programme, and the school where it takes place and shape as a "learning institution" through the four components – people, processes, contexts and time – reinterpreted by Alarcão (2009). Further discussion is recommended about attempting to implement EP, that is, a language-aware approach, also within the lab classes and only with the Science teacher and about how to mitigate the "unsustainability" of this provision, as lesson preparation and other project activities are time-consuming and teachers who embark on it do not receive any reward whatsoever.

We conclude by emphasising that in 2018 only 20% of the non-generalist teachers attending the Portuguese "Working CLIL" colloquium were teachers of specific disciplines. In the 2021 edition, this percentage increased to almost 30%. In fact, CLIL training courses should not be seen as exclusive to the language teacher education area. Opportunities for professional development based on CMIL (Piacentini *et al.*, 2019; see section 1) for teachers of all areas could mean, thus, to "equip" teachers with competences to "rethink" their own strategies. At the same time, teacher preparedness in this sense could ensure that more students can benefit from learning through a project-like approach, aligning with Ellison's stance that CLIL is "a worthy endeavour for all of those involved" (2018, p. 16) and making all these integration initiatives more sustainable.

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[15] See data at https://languageknowledge.eu/languages/english, based on the 2012 Eurobarometer survey on Europeans and their languages.

[16] Escobar Urmeneta defines: "complementary teaching" as co-teachers possessing complementary areas of expertise and each one being responsible for using his/her knowledge and skills to enhance the instruction provided by his/her fellow co-teacher; "one teach, one assist" as one co-teacher taking the lead role while the other circulates among the students unobtrusively offering individual assistance; "co-supporting learning" as students working on their own, either individually or in pairs or small groups, while co-teachers circulate around the classroom providing help to students in need, pointing out unnoticed issues, giving advice on how to redirect a particular line of action, or providing emotional support to students (2020).

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Appendix

Infographic of the EP project
(designed using a Canva template)
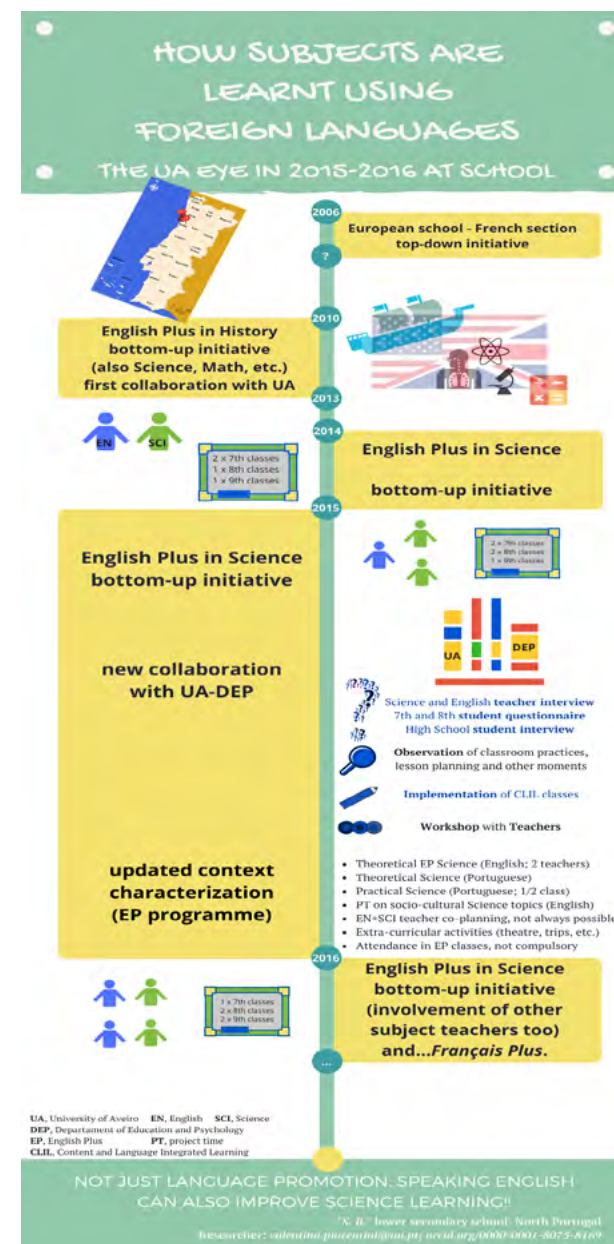
From Content and Language Integrated Learning (CLIL) to Intercultural Citizenship and Language Integrated Learning (ICLIL)

Ana Leão[1]

Abstract

In light of globalisation, UNESCO urged society at large to promote a culture of peace and non-violence, global citizenship and appreciation of cultural diversity through inclusive and equitable education. Due to the Covid-19 pandemic in 2020, this appeal has become more compelling. Children and youngsters have to learn how to mediate, cooperate in culturally diverse democratic societies and contribute to a more inclusive, just and peaceful world, which might only be possible by adopting an intercultural democratic stance on education, and if education is prepared to let fall rigid borders between subjects. On this basis, in this chapter it is argued that the CLIL approach should embrace Education for Intercultural Citizenship and become 'Intercultural Citizenship and Language Integrated Learning'. It is also advocated that in mandatory schooling in Portugal, it is essential to create more opportunities for learners, especially those who are disadvantaged, to learn English and Intercultural Citizenship through CLIL.

Keywords

citizenship; Content and Language Integrated Learning (CLIL); democratic competence; Intercultural Citizenship Education (ICE); English as a Foreign Language (EFL).

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Resumo

Em virtude da globalização, a UNESCO já havia instado a sociedade em geral a promover uma cultura de paz e não-violência, cidadania global e valorização da diversidade cultural através de uma educação inclusiva e equitativa. Agora, devido à pandemia Covid-19, esse apelo tornou-se mais premente. As crianças e jovens necessitam de aprender como mediar, cooperar em sociedades democráticas culturalmente diversas e contribuir para um mundo mais inclusivo, justo e pacífico, o que apenas pode ser possível no âmbito de uma perspetiva de educação democrática intercultural, e na educação se fizer o esforço de abolir fronteiras rígidas entre disciplinas. Assim, argumenta-se neste capítulo que a abordagem Aprendizagem Integrada de Conteúdos e Língua deve abraçar a Educação para a Cidadania Intercultural para se transformar em Aprendizagem Integrada de Cidadania Intercultural e de Língua (AICIL). Mais ainda se alega que em Portugal é essencial criar mais oportunidades para os alunos na escolaridade obrigatória, especialmente os mais desfavorecidos, aprenderem a língua inglesa e cidadania intercultural através de AICL.

Palavras-chave

Aprendizagem Integrada de Conteúdos e Língua (AICL); cidadania; competência democrática; Educação para a Cidadania Intercultural (ECI); inglês como língua estrangeira.

1. Introduction

We are now emerging from a long period of restrictions due to SARS Cov2. We understand that the global world, interconnected by economic factors and the internet, has seen the rise of even greater rifts than before, such as disparities in wealth, disregard for the environment, poor social development, xenophobic discourse and social behaviours that have become more complex due to the COVID-19 pandemic (United Nations, 2020; 2021).

More than ever, education should develop "the individual and collective awareness of belonging to a global and democratic, fair and sustainable citizenship" (Pennacchiotti *et al*., 2020, p. 2) through which "everyone is prepared to participate" (Osler & Starkey, 2005, p. 1). Therefore, citizenship education must be the concern of all disciplines, especially Foreign Languages (FL) that are key in the development of intercultural communication. Learning should also be viewed from an interdisciplinary perspective "in which the subjects are fundamental tools

for understanding the world, not simply an end in themselves" (Pennacchiotti *et al*., 2020, p. 4). In light of this, the European Commission (EC) states that one of the ten trends transforming education is about "moving from silos to mash-ups, towards interdisciplinary and technology-powered learning" (2018, p. 24). Content and Language Integrated Learning (CLIL), as an innovative symbiosis, is considered to help motivate learners especially those not performing well in mainstream schooling, and increase their level of confidence (Baïdak *et al*., 2017).

Existing research evidence has already established that interdisciplinary projects, CLIL pedagogy, and citizenship content in the Foreign Language (FL) classroom provide more opportunities to develop competences for a democratic culture (Porto, 2018a; Yulita, 2018). However, there is a need to examine how this assumption may work with disengaged learners in compulsory schooling in Portugal. This chapter aims to describe the effects of two different interdisciplinary associations between citizenship and English as a Foreign Language (EFL) to promote democratic competence in disengaged 8th graders aged 12 to 14 within A1 and A2 levels of English.

On this basis, this chapter intends to demonstrate that CLIL pedagogy presents advantages to the Portuguese educational system, which can still innovate to accomplish the principles of the curricular document *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (*Learners' Profile at the End of the Compulsory Education)* (Martins *et al.*, 2017) and, on top of that, provide opportunities to develop competences for democratic culture as the Council of Europe suggests (Council of Europe, 2018b). In addition, it argues that CLIL pedagogy can be applied in difficult social contexts with learners who are low achievers and disengaged, corroborating the opinion of many that CLIL has been perceived as an elitist pedagogy for more skilled learners (Apsel, 2012; Pérez Cañado, 2020; Van Mensel *et al*., 2020). Furthermore, this chapter maintains that CLIL pedagogy should embrace, together with the pillars of the "4Cs" a solid Intercultural Citizenship Education (ICE) theory aligned with the Reference Framework of Competences for Democratic Culture (RFCDC).

2. State of the art

Supra-national European institutions have produced frameworks such as the *Common European Framework of Reference for Languages* (Council of Europe, 2001) and its complement, the *CEFR, Companion Volume* (Council of Europe, 2020) on language policy which promote a vision of the learner as a social agent, who co-constructs meaning through interaction (Council of Europe, 2018a). Language

teaching has shifted from a functional perspective to one of language education, reinforced by the principles of the RFCDC. The latter compels language teaching to provide learners with opportunities to mobilise democratic and intercultural competences (Council of Europe, 2018c).

Democratic and intercultural competences are described as "the ability to mobilise and deploy relevant psychological resources (namely values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges, and opportunities presented by democratic situations" (Council of Europe, 2018b, p. 32). These two competences are strongly interconnected through four areas: values, attitudes, skills and knowledge, and critical understanding (Council of Europe, 2018b), thus reinforcing the idea that learning is not reduced solely to cognitive processes. Learning is a complex process that implies learning *about* democracy, which is the acquisition of knowledge and critical understanding of the self; of language and communication; of the world through topics such as politics, human rights, religion, history, media, economics, the environment, and sustainability; learning *through* democracy, implying interactive or collaborative learning situations to develop values and attitudes; and the ability to use one's capabilities in a given context or situation as learning *for* democracy (Council of Europe, 2016).

Having these relevant frameworks in mind and from a language education perspective, in order to develop democratic and active citizens through experiences, even if virtual (Matos & Melo-Pfeifer, 2020), one may also call on Byram's Intercultural Citizenship Education (ICE) framework. The latter promotes the fusion between political and language education, expanding intercultural communicative competence into intercultural political competence. This integration enhances "the international dimension of political education and the political dimension of language education" (Byram, 2008b, p. 177). This framework is mainly based on two important premises: international communication and critical democratic European citizenship. Political education within Byram's framework "should be oriented to education for democratic citizenship and 'learning democracy'" (2008b, p. 178). Foreign Language Education (FLE) can support democracy learning by "providing the linguistic competence necessary to engage with people of other countries and languages in democratic processes but also, in the capacity for critical cultural awareness, by introducing a perspective of mediation and negotiation" (Byram, 2008b, p. 165).

On the other hand, political education may reinforce language education with evaluative, cognitive and action orientations. Byram fosters an evaluative orientation, confirming the importance of the critical awareness competence/ savoir s'engager. The resulting richness of integrating language education and political education is twofold: learners develop awareness that "one's own values

and ideological perspectives are culturally determined and that they may not be compatible with those of other people" (Byram, 2008b, p. 179); second, political education emphasises the recognition of universal rights, and the trust in democratic principles, which may work as 'explicit criteria'. With regard to cognitive orientation, despite the fact that language education may focus on cultures, political processes and institutions, language educators may wish "to develop links with the cognitive orientations of political education" (Byram, 2008b, p. 180), which implies introducing general knowledge objectives such as lifeworld,[2] society, democracy and globalisation. Although educational goals lead to mutual understanding and respect for the Other, action orientation "does not require students to actually engage with the issues outside the classroom" (Byram, 2008b, p. 217). Action orientation requires that learners develop skills of discovery and interaction, such as searching for websites with alternative views on a controversial topic.

An appropriate method for this symbiosis between language education and political education "already exists in the concept of content and language integrated learning" (Byram, 2008b, p. 131) because CLIL raises cultural and global citizenship awareness (Coyle, 2006), building intercultural knowledge and understanding (Marsh & Frigols Martin, 2009).

Coyle, Hood, and Marsh (2010) define CLIL as "a dual-focussed educational approach in which an additional language is used for learning and teaching of both content and language" (p. 22). However, CLIL is not only about deciding which content or language needs to be taught. It involves a deep and "complex conceptualisation of learning including cognitive demands and intercultural understanding" (Coyle, 2015, p. 89). The extent to which CLIL is successful in developing language, content learning and intercultural understanding is dependent on different components and their interrelationships.

The "4Cs Framework" is composed of four components within a symbiotic relationship: content, cognition, communication and culture (Coyle, *et al.*, 2010). In Figure 1, the framework illustrates an equilateral triangle, representing the equal importance of three components, with culture at its centre, reinforcing the centredness of "cultural and intercultural understanding" (Coyle, 2015, p. 91).

[2] Byram states that "lifeworld" includes topics such as: "lifeworld... responsibility... family; tasks [...] of schooling, living in the community; other cultures" (2008b, p. 181).

Figure 1. 4Cs framework.
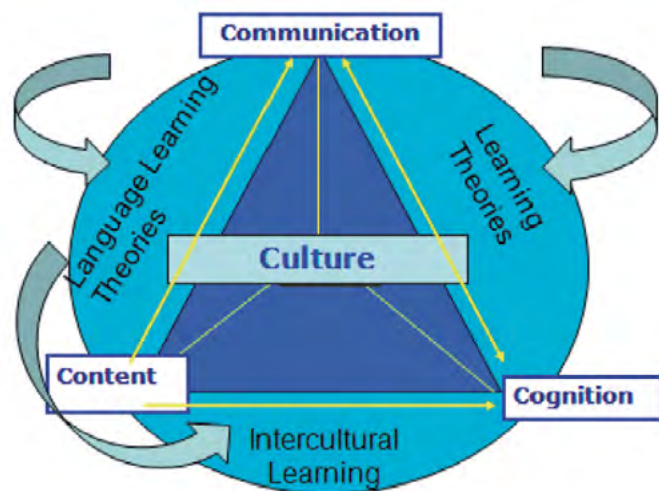
Although "the culture dimension is accorded an integral position among the most important factors" (Dalton-Puffer, 2007, p. 210), teaching through a foreign language does not automatically develop intercultural competence in CLIL classrooms. For this reason, Byram suggests that learners can interact with young people from other countries, whether through real or virtual exchanges, so as "to learn more about one's own country by comparison; learning more about 'otherness' in one's own country; becoming involved in activity outside school or making class-to-class links to compare and act on a topic in two or more countries" (2008a, p. 130), combining the ICE with the "4Cs." Porto (2018a) corroborates Byram's view that "[i]ntercultural citizenship theory offers an alternative theoretical perspective to frame CLIL studies, which in general are conceptualised within second language acquisition theories, sociolinguistic models, classroom discourse approaches and systemic functional linguistics" (p. 3). Shifting from a linguistic and communicative approach and aiming at intercultural communicative competence and citizenship education, Yulita (2018), assumes that the results of her study involving a pedagogical intervention with UK and Argentinian learners, indicate that learners developed substantial competences for democratic culture defined by the Council of Europe's model.

3. Materials and Methods

CLIL is "highly popularised in Europe" (Ersanli, 2019, p. 302). Although some schools in nearly all countries provide CLIL programmes, they vary considerably across Europe (Baïdak *et al*., 2017). In Portugal, CLIL is more common in tertiary and primary education (Piacentini *et al*., 2019) than in secondary education. CLIL projects in Portugal are assigned to 'Estudo do Meio' (Environmental Studies) and 'Expressões' (Artistic Expressions) in primary education and History and Science in lower secondary. The goals of these initiatives are mainly related to developing linguistic competence in English and content knowledge acquisition (Piacentini *et al*., 2019), and within primary schools, "to make learning in English language lessons more relevant and meaningful" (Ellison, 2018, p. 8).

In spite of the fact that Portuguese governments have been showing political will to promote Citizenship Education (CE) (*Decreto-Lei n.º 139/ 2012*) and FL learning (*Decreto-Lei n.º 176/2014*, 2014), integrating citizenship education and EFL through innovative CLIL models is still not part of CLIL programmes and compulsory education in Portugal.

The empirical study was carried out during one school year (2019-2020). This research adopts the methodological format of two case studies to examine how CLIL model B3 and CLIL model B4, appropriate for lower secondary, (Coyle *et al.*, 2010) generates democratic competence processes and outcomes in disengaged and low achievers at a cluster of schools in Portugal (see Table 1).

In general, learners in the third cycle of compulsory education at this cluster of schools are low achievers. Alpha Class and Beta Class are no exception. In both classes there are low performers in English and some academic subjects such as Portuguese, Mathematics, History and Science. Several learners had to repeat subjects and were at risk of dropping out. Although these learners were not integrated into Territórios Educativos de Intervenção Prioritária (Priority Intervention in Education Territories), as Matos and Lopes (2016) describe, they present very identical characteristics: poor and disadvantaged backgrounds; special needs; lack of family support; Países Africanos de Língua Oficial Portuguesa (Official Portuguese-speaking African Countries) immigrant background. These two classes demonstrated difficulties in the diagnostic test at the beginning of the school year showing abilities that vary from A1 to A2, below the expected CEFR B1 level.

TABLE 1. Boundaries of the two case studies.

	Alpha Class	Beta Class
Subject area	Citizenship and Development	English as a Foreign Language
Unit of analysis	8th grade learners (n = 20)	8th grade learners (n = 20)
Method	Citizenship contents taught in English (CLIL Model B3)	Citizenship contents developed within an eTwinning project (CLIL Model B4)
Context	A cluster of schools – Compulsory Education	
Time frame	2019-2020	
Study Requirements	Present the project for authorization – Pedagogical council. School community Teachers of the target learners	

SOURCE: Researcher's own project development

The CLIL approach in Alpha Class (model B3) was undertaken in the Citizenship subject for 45 minutes per week. The researcher created a citizenship manual from scratch for Alpha Class to ensure support for language and content learning. Although this manual covered citizenship topics such as democracy, interculturality, human rights and gender equality, learners could choose topics they would like to work on, such as Covid-19 and racism.

Within an interactive and learner-centred methodology, learners worked and participated in groups to accomplish macro tasks, such as class discussion, research work and oral presentations. This collaborative environment was necessary for mutual feedback and scaffolding. In the warm-up phase of each lesson, learners and the teacher created links that built on previous knowledge, structures and vocabulary through multimodal resources and authentic materials, such as art, video clips, pieces of news and pictures. The warm up created meaningful moments so that the learners learnt the vocabulary and established an emotional response to the topic. In order to develop a dialogic approach (Morgado *et al*., 2015, p. 22), the while and post exploring phases of the lessons included the following language functions: describing, explaining, asking questions, evaluating and drawing conclusions.

The teacher and more independent learners scaffolded the learning process by providing examples, contextualising vocabulary or organising their knowledge in schema representations whenever necessary. Learners also had the opportunity to assess the lesson and their learning process and outcomes, using the Competences for Democratic Culture (CDC) descriptors.[3] The learning outcomes implied argumentation for or against citizenship issues and action in the community that was interrupted when Covid-19 restrictions started. One of the actions involved developing a school noticeboard to raise awareness about local and global issues (see Figure 2).

FIGURE 2. Citizenship noticeboard (2019-2020).

[3] Descriptors of Competences for Democratic Culture are statements describing learning targets and outcomes for each competence.

Contexts and Conditions

for Successful CLIL in Portugal

Following Byram's (2008a; 2008b; 2018) suggestion to introduce ICE in the Foreign Language classroom through an international project, CLIL model B4 involved several tasks that consisted of collaboration and communication with digital pen friends from Turkey and Spain through messaging on eTwinning and chatting using the Google Slides application. The CLIL model B4 with Beta Class was undertaken in one of three 45 minute-lesson per week. CLIL model B4 did not follow a predetermined programme or manual like CLIL model B3 did.

Through a poll, the Portuguese learners and their international partners, decided on the topics they would like to work on together. Citizenship issues such as Peace and Sustainability and the comparison between different peoples, cultures and their perspectives on these topics became the content of language lessons. Following the 4Cs framework proposed by Byram, the group tasks consisted of collaborative strategies to produce a comparison between countries about the positive and negative aspects of the school where they studied and the city where they lived. For that purpose, learners had to engage in meaningful dialogue and negotiation through eTwinning messaging and Google apps. They organised group work among partners; described their contexts; conducted research to explain phenomena (Peace and Sustainability); found evidence; compared data and constructed arguments for their perspectives. Learners did oral presentations about their conclusions, including their partners' views on their school and hometown. In the final part of the project, learners communicated with European partners through video conferencing, shared messages of Peace and Hope (see Figure 3) and played Kahoot about the projects they did together. This project was not affected by the Covid restrictions because Beta Class was supposed to work online with their European partners.

Figure 3. eTwinning project (school year 2019-2020).

Figure 3. eTwinning project (school year 2019-2020).

Both classes collected and organised their work in portable portfolios and ePortfolios, and used Google Classroom and other Google applications before the first lockdown, which prevented disruption when Covid-19 impeded learners from going to school.

This study comprises a longitudinal and developmental perspective on democratic competence. It applies Qualitative Content Analysis (QCA) to examine the democratic *learning process* using participant-generated textual data (portfolios and ePortfolios). The written products are divided into units of coding, and Computer-Assisted Qualitative Data Analysis Software (CAQDAS) is used to generate codes to help interpret data (Schreier, 2012). The descriptors of the CDC provide a theoretical background for coding. The study also relies on Quantitative

Analysis (QA) to examine democratic *learning progress* through pre- and post-questionnaires. Data are analysed using the guidelines suggested by Mertens (2015) and Neuman (2016) in terms of choice of scale of measurements, statistical procedure and the interpretation issues in quantitative analysis. The pre-and post-questionnaires were based on the Global Competence background questionnaire or self-report (OECD, 2018).[4]

4. Results and Discussion

Although at macro level these two CLIL models follow the same frameworks and methodological principles, they make use of different tasks and resources. This may entail differences in participants' *learning process* and *learning progress*.

According to the QCA, both models promoted a wide range of democratic competences. Table 2 summarises the QCA of one year of two classes' textual data translated into the percentage of the subcodes for each domain. According to Table 2, both models provided more opportunities to develop clusters of knowledge and skills than attitudes and values (see percentages – Table 2). However, this finding can also be explained by the data collection method. These competences emerged from participant-generated textual data. If the QCA had focused on the dialogic interaction of the classroom through audio/video and the observation of the teacher-researcher, analysis would certainly have provided more information about attitudes and values.

TABLE 2. Democratic domains and some examples of QCA subcodes and extracts.

Alpha Class	Knowledge and critical understanding of the world Knowledge and critical understanding of the self	47%

📄 Gender_equality > Genderequality2

I said no because women are "equal" to men and have to have the same rights as men.

📄 Genderequality2, Pos. 3   🗨 Knowledge and critical understanding of the world > Reflects critically on gender pay differences (0)

📄 Democracy > Democracy2

I'm honest. In the group I will be the group's speaker and I explain the task, I do my part of the task and I present the project orally.

📄 Democracy2, Pos. 2   🗨 Knowledge and critical understanding of the self > Describes his/her own character and motivations (0)

Beta Class	Knowledge and critical understanding of the world Knowledge and critical understanding of the self	48%

📄 Peace > Peace_Guernica1

This painting by Picasso shows many things: a horse, a bull, one mother who cries because her sone died in her arm, a woman in despair because her house was distroied and one woman who has got an hurted leg is trying to run away. It's about the effects of Spanish Civil war. It represents the attack by Germany and Italy on Guernica, a Spanish city.

📄 Peace_Guernica1, Pos. 11   🗨 Knowledge and critical understanding of politics/ human rights > Describes Guernica (0)

📄 About me and my life > My identity and motivations

I like going to the cinema with my friends, listening to music, watching TV, hanging out, sending messages and dancing.

📄 My identity and motivations, Pos. 4   🗨 Knowledge and critical understanding of the self > Describes his/her own character and motivations (0)

Alpha Class	Skills	23%

📄 Human rights > Humanrights5

Countries that not respect–Canada –

📄 Humanrights5, Pos. 3   🗨 Analytical and critical thinking skills > Finds examples to support arguments (0)

Canada has historically been one of the nations that most respects the broad range of human rights. However, one of the issues that still prevails in Canada is the racial and gender discrimination towards indigenous women. In recent years, the government has implemented laws and measures aiming to fight this problem.

📄 Humanrights5, Pos. 4   🗨 Analytical and critical thinking skills > Finds examples to support arguments (0)

Beta Class	Skills	20%

📄 Peace > Peace_Guernica3

Nelson Mandela because he was a person who fought against racism.

📄 Peace_Guernica3, Pos. 4   🗨 Analytical and critical thinking skills > Finds examples to support arguments (0)

For example Zeca Afonso who on April 25th made a revolution song that alerted the soldiers to start a revolution.

📄 Peace_Guernica3, Pos. 6   🗨 Analytical and critical thinking skills > Finds examples to support arguments (0)

Alpha Class	Attitudes	16%

📄 Environment > Environment3

I didn't know Greta till the day I saw her in a meeting with Donald Trump on TV. She is very courageous. I know that climate is changing and teenagers have a very important role to save nature. We have to be activists like Greta.

📄 Environment3, Pos. 7   🗨 Civic-mindedness > Expresses willingness to co-operate toward common causes (0)

Beta Class	Attitudes	19%

Interculturality > Interculturalcontacts1

Are you done with work? I already finished !

Interculturalcontacts1, Pos. 7   Self-efficacy > Shows determination to accomplish the task (0)

The eTwinning project helps us to communicate with people from other countries and by talking to these people we know what is happening in their country and so we know what is happening around the world

Interculturality7, Pos. 10   Openness to cultural otherness and to other beliefs > Expresses an appreciation for having intercultural experiences (0)

Alpha Class	Values	14%

Education > Education-myimaginedschool2

Pulling someone down will never help them reach the top Humiliating doesn't make you proud, much less powerful... it makes you unhappy. No to bullying.

Education-myimaginedschool2, Pos. 3   Valuing human dignity and human rights > Argues for human dignity and human rights (0)

I think that to maintain peace in the world there should be a conversation among the
uld respect one another.

a4, Pos. 12   Valuing democracy, justice, fairness, equality and the law > Supports a peaceful resolution of c

SOURCE: Researcher's own project development – abridged from MAXQDA.

Even though the intention is not to quantify the QCA, this cross-case analysis provides a description of domains in 2D bar charts to clarify not only the differences between classes, but also the designs of the CLIL models, which led to the production of different segments.

The QCA shows that Alpha Class (henceforth Alpha) developed more knowledge and critical understanding of the world, concerning the environment/sustainability, human rights, and politics because CLIL model B3 is more focused on topics that are relevant to the development of procedural knowledge, critical understanding, and analytical skills (see Graph 1). Beta Class (henceforth Beta) developed more competences within knowledge of the world concerning the environment/sustainability and knowledge of the self because CLIL model B4 is more focused on intercultural communication through an international project with Spain and Turkey. Learners chose local issues regarding their school and hometown to compare with their partners' contexts. Apart from this, learners could talk about themselves, their opinions, and worldviews with their eTwinning partners.

CLIL model B3 also provided moments of knowledge of the self (Graph 1). Learners had the opportunity to introduce themselves to the class, talk about their character and values so as to establish democratic and fair rules at the beginning of the model. Learners also reflected about who they are and what they can accomplish for themselves in their lives and their roles in the group, mirroring their future role in society through self-assessment.

GRAPH 1. Knowledge and critical understanding.

Knowledge and critical understanding

■ Alpha class   ■ Beta class

	Alpha class	Beta class
Knowledge and critical understanding - environment/sustainability	33.5%	45.3%
Knowledge and critical understanding of politics/human rights	29.6%	11.4%
Knowledge and critical understanding of the self	25.7%	22.8%
Knowledge and critical understanding of peoples and cultures	11.2%	20.5%
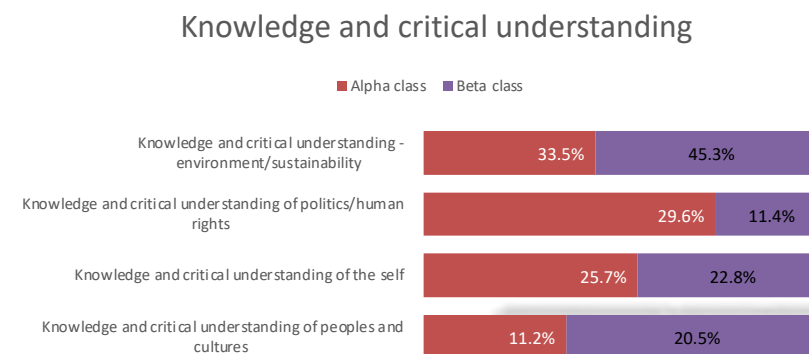
SOURCE: Competences from MAXQDA.

Concerning *Skills* (see Graph 2), both models provided opportunities to develop analytical and critical thinking skills that go hand in hand with the knowledge and critical understanding about several topics. Nonetheless, CLIL model B3 produces more moments to develop knowledge and critical understanding about human rights, democracy, and supranational institutions, which provide a sound basis of explicit criteria to evaluate events critically and sensitise learners "about issues of human suffering and cultivate empathy" (Porto & Zembylas, 2020, p. 357), as one may see in *Skills* Alpha (Graph 2). Through political education content, learners developed cognitive objectives such as selecting material, reflecting, critically analysing and arguing, which are also important in developing democratic competence. Learners need to recognise and understand explicit criteria to evaluate social and political phenomena around them (Byram, 2008b; Osler & Starkey, 2015).

Both models integrated principles of group work, project-based and action-based learning methodologies. Yet, the QCA shows that there are more subcodes related to cooperation skills in Beta than in Alpha. Although the design of CLIL model B3 implied group work throughout the model with equal opportunities to work in groups as CLIL model B4, there are fewer segments in which learners write about or show their collaboration skills. The design of the tasks of CLIL model B4 yielded more extracts that confirm collaborative work between the eTwinning partners.

214   215

GRAPH 2. Skills.

Skills

■ Alpha class ■ Beta class

Linguistic, communicative and plurilingual skills	16.5%	21.6%
Co-operation skills	20.2%	57.7%
Empathy	29.4%	8.1%
Analytical and critical thinking skills	33.9%	12.6%
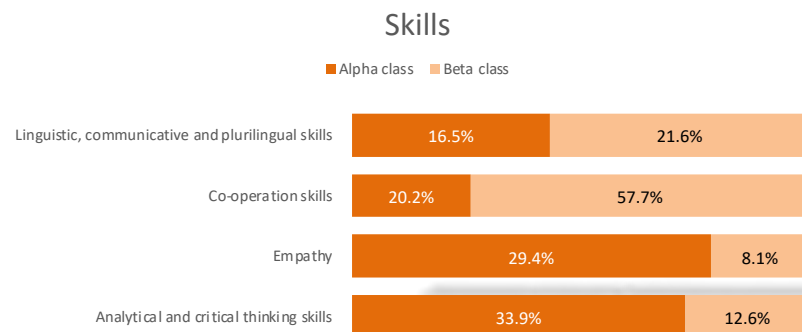
SOURCE: Competences from MAXQDA.

Through democratic cooperative processes of learning and real or imagined experiences, both models provided opportunities to develop a wide range of attitudes and values necessary for democratic culture and personal development.

In terms of *Attitudes*, despite the fact that CLIL model B3 did not imply collaboration with international partners, Alpha developed 'responsibility' and 'openness to cultural otherness and other beliefs.' Beta's participant-generated texts testify development of attitudes of 'openness to cultural otherness and respect,' confirming the collaboration work between the eTwinning partners (Graph 3).

GRAPH 3. Attitudes.

Attitudes

■ Alpha class ■ Beta class

Respect	9.5%	20.0%
Self-efficacy	9.5%	5.3%
Tolerance of ambiguity	14.3%	5.3%
Civic-mindedness	16.7%	12.0%
Openness to cultural otherness and to other beliefs	23.8%	46.7%
Responsibility	26.2%	10.7%
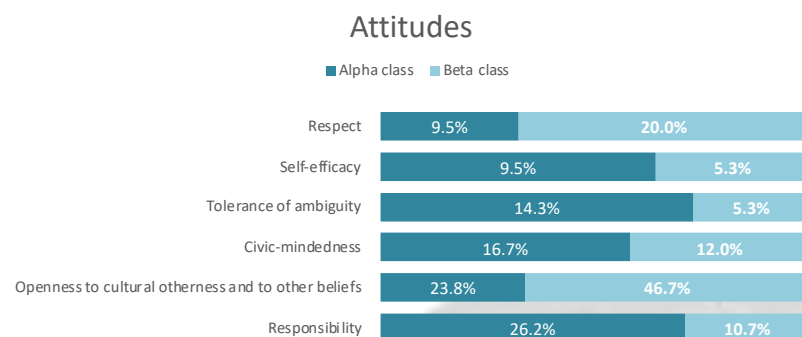
Source: Competences from MAXQDA.

Regarding Graph 4, although both models intended to develop democratic values, CLIL model B3 might have dedicated more moments to 'valuing human dignity and human rights' than CLIL model B4. The segments certify that Alpha developed more values related to human dignity and human rights, while Beta developed more values linked to cultural diversity.

GRAPH 4. Values.

Values

■ Alpha class ■ Beta class

Valuing cultural diversity	21.9%	46.2%
Valuing democracy, justice, fairness, equality and the law	35.6%	43.1%
Valuing human dignity and human rights	42.5%	10.8%
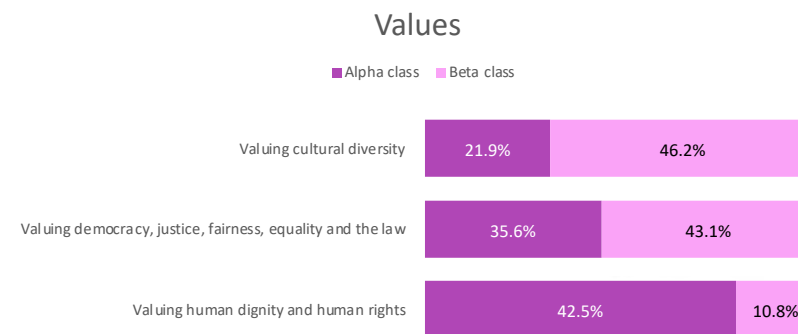
Source: Competences from MAXQDA.

The QCA of the participant-generated textual data demonstrates that both CLIL models provided opportunities to develop a wide range of democratic competences, more focused on knowledge and skills than attitudes and values clusters during the *learning process*. Despite these similarities, there are several differences between them in all domains that may be confirmed by the Quantitative Analysis (QA) of the learners' self-report questionnaires (see Table 3).

As the Likert scales of the questionnaire ranged between 1 to 4 and 1 to 5[5] (Table 3), one may understand that Beta's starting point mean values[6] ($\bar{x}$) were higher than Alpha's in all constructs in the pre-questionnaire, except in the construct 'Global mindedness:' Beta displays a $\bar{x}$ of 3.2 and Alpha presents a $\bar{x}$ of 3.3.

[5] In construct 1, learners were supposed to choose one answer (1 – I don't know anything; 2 – I know something but I couldn't explain; 3 – I know something and could explain; 4 – I can explain because I am familiar with this) which reflected how informed they were about several global issues. All other constructs included a Likert scale 1-5 (1 – Not at all like me; 2 – Not much like me; 3 – Somewhat like me; 4 – Mostly like me; 5 – Very much like me).

[6] The mean is the average in a collection of numbers, which is "calculated by adding up all the scores and dividing by the number of scores" (Mertens, 2015, p. 491) and its symbol is ($\bar{x}$).

TABLE 3. Quantitative analysis of constructs (1-6) and mean values.

	Constructs[7]	**Alpha**			**Answer type**	**Beta**			**Top Progress**
		Δ[8*]	Pre x̄[9*]	Post x̄		Δ	Pre x̄	Post x̄	
1	Awareness of global issues	0.4	2.1	2.6	Scale 1-4	0.0	2.5	2.5	**Alpha**
2	How important is learning English?	0.3	3.9	4.3	Scale 1-5	0.1	4.1	4.1	**Alpha**
3	Interest in learning about other cultures	0.3	3.5	3.8	Scale 1-5	0.2	3.6	3.8	**Alpha**
4	Respect for people from other cultural backgrounds	0.2	4.2	4.4	Scale 1-5	0.1	4.3	4.3	**Alpha**
5	Perspective-taking	0.4	3.7	4.0	Scale 1-5	-0.1	3.9	3.8	**Alpha**
6	Global mindedness	0.4	3.3	3.7	Scale 1-5	0.4	3.2	3.6	**Beta**

SOURCE: Researcher's own development.

The progression in some constructs would probably be difficult for Beta at the end of the school year because 'how important is learning English' already presents a x̄ of 4.1 and 'respect for people from other cultural backgrounds' exhibits a x̄ of 4.3 in the pre-questionnaire before the model started.

According to the QA, Alpha presented lower starting points, but demonstrated greater progress in six out of eight constructs: 'Awareness of global issues'; 'How important is learning English'; 'Interest in learning about other cultures'; 'Respect for people from other cultural backgrounds'; and 'Perspective-taking.'

[7] The background questionnaire by the OECD provides constructs that are related to the RFCDC and the ICE. The researcher added one construct related to learning English due to the importance of its international dimension.

[8*] The capital letter Δ (delta) symbolises change. It means the difference between a pair of numbers (Comenetz, 2002). The column with the symbol Δ represents the difference between pre x̄ and post x̄. All digits rounded to the first decimal case to obtain a simpler representation.

[9*] The symbol x̄ represents the weighted mean value of all scores divided by the number of answers.

TABLE 4. Quantitative analysis of constructs (7-8) and progress.

	Constructs	**Answer Type a)[10]**	**Alpha's responses (n =20)**					**Quest. results a)**	**Beta's responses (n = 20)**					**Top Progress**
			b)	c)	d)	e)			b)	c)	d)	e)		
7	Learners' engagement regarding global issues	Choose options	18	4	8	8	3	Pre	14	1	10	6	9	**Alpha**
			18	1	12	7	5	Post	15	3	9	3	4	
			=	-3	+4	-1	+2	Δ	+1	+2	-1	-3	-5	
	Intercultural contacts	Yes/No	20					Pre	16					
			19					Post	20					
			-1					Δ	+4					
8	Interest in intercultural contacts	Yes/No	19					Pre	17					**Beta**
			19					Post	20					
			=					Δ	+3					
	English in the intercultural contacts	Yes/No	10					Pre	14					
			14					Post	17					
			+4					Δ	+3					

SOURCE: Researcher's own development.

Beta outscored Alpha in the following constructs: 'Intercultural encounters' (construct 8), and 'Global mindedness' (Construct 6). Yet, the QA also demonstrates that Beta consolidates some constructs that were already strong, such as 'How important is learning English?' (Construct 2) and 'Respect for people from other cultural backgrounds' (Construct 4). It also shows progress in constructs such as 'Interest for learning about other cultures' and 'Global mindedness,' which is consistent with the QCA.

Both CLIL model projects could have developed engagement in service action in the community, yet due to Covid-19 this construct presents very little progression or none, as one may see in construct 7 in Table 4.

There is one inconsistent aspect between the QCA and the QA, regarding Beta: the construct 'Perspective-taking.' Although the QCA shows that Beta learners developed cooperation skills, there were some learners that considered that some eTwinning partners did not meet their work and communication expectations. This may have influenced their perceptions when answering the post-questionnaires.

[10] Chart key – a) I reduce the energy at home to protect the environment; b) I choose products for ethical or environmental reasons; c) I keep myself informed about world events via sites online; d) I participate in favour of environmental protection; e) I regularly read websites on international social issues.

In fact, the construct 'Perspective-taking' reveals a decrease (see construct 5 in Table 3), which is reported in the QA.

Despite the differences between both models, the qualitative and quantitative analyses demonstrate that both CLIL models proved to be beneficial for disengaged 8th graders to increase the awareness of how important it is to learn English and develop a wide range of intercultural and democratic competences, confirming the latest theory on EFL and ICE. Alpha's self-report may indicate that CLIL model B3 leads to overall benefits, not only in order to develop interest in learning English and political competence but also intercultural competence, mainly due to explicit citizenship content. Through the findings of the QA, one may perceive that CLIL model B4 presents learning benefits with respect to developing intercultural competence, global mindedness, and interest in learning English predominantly due to the international partnership.

Both models developed learners' interest in learning English as a Foreign Language. These CLIL models provided opportunities for learners to learn English in unconventional ways. Learners experienced the English language using multimodal and digital resources about topics they are used to experiencing in Portuguese. The content and the design of tasks matched their maturity and cognitive levels, which produced a high level of interaction and productivity as recommended by Coyle *et al*. (2010). Yet, Alpha reports more progress in global awareness than Beta. This finding may be derived from the limited topics that Beta worked on.

CLIL model B3 implemented a collaborative process of mediating information in English and a dynamic code switch between Portuguese and English, which was useful in preventing the weaker learners from experiencing a lack of motivation (Coyle *et al*., 2010). Also, through the intercultural project, mediation work among all elements of the groups in CLIL model B4 was essential when it came to presenting their work outcomes in oral presentations and written production. This implied reception, production, and interaction to "make communication possible" (Council of Europe, 2018a, p. 32).

In terms of knowledge and critical understanding of language/communication, learners experienced English language learning freely without feeling that they were doing artificial and strategic grammar drills. They wrote about concepts and opinions using their linguistic and communicative skills, turning to translation if needed, without the grammar-focused straitjacket of the traditional English classes in which all tasks aim to polish their artificial language outcomes (Porto, 2018a).

These two CLIL models presuppose that learners work in multilevel linguistic competence groups in which each element has the responsibility to accomplish the tasks collaboratively. However, in CLIL model B3 there was an explicit intention to develop an awareness of the necessary processes of democratic work. All

elements of each group reflected on their own responsibilities and had very clear roles in order to accomplish the tasks. CLIL model B4 did not have any session to analyse and reflect about working democratically in groups before starting their project with their international partners. Beta learners were free to decide their roles within the group with their partners. This fact may have led to a decrease in the 'Perspective-taking' construct in the post-questionnaire.

CLIL models may have contributed to a progression in democratic competence in both classes, which is corroborated by both QA and QCA. However, one should not overlook the fact that there are several macro, social and psychological factors that may have also contributed to this progression. These macro factors may be the cultural, political and economic characteristics of a country; social factors, like their parents, the peer group, the school and social media content; and psychological factors, for example, social identities and social trust (Barrett, 2018).

5. Conclusions

This study took its lead from several theoretical frameworks that claim that interdisciplinary pedagogical approaches may provide more opportunities for learners to develop democratic competence. Research also claims that not only do international projects enhance the development of intercultural communicative competence, but inserting citizenship content in the foreign language classroom may also develop competences for a democratic culture. Therefore, two CLIL models were designed to develop competences for democratic culture applied in difficult social contexts with learners who are low achievers and disengaged. The CLIL models follow the same frameworks and methodological principles, but they present different characteristics.

Model B3 was a specific citizenship module taught through CLIL by the researcher (an English language teacher) because of the international dimension of the content (e.g., human rights violations). It was designed around a flexible cross-curricular approach; it had a plan, but learners also proposed the integration of different topics such as Covid 19 and racism. The researcher, as an English language teacher, could complement content teaching with a focus on language structures which enabled learners to access thinking skills.

Model B4 was designed around a competence-based approach. This model involved authentic content learning and communication through the CLIL language through an international partnership. The content was decided by learners together with their international partners, which learners viewed as an authentic

way to use the English language. The teacher-researcher scaffolded the content and language learning process.

Despite the design differences between the models, learners developed a wide range of knowledge and critical understanding, analytical thinking skills, linguistic, communicative, and plurilingual skills, cooperation skills, civic-mindedness, and openness to cultural otherness attitudes and values of democracy, of cultural diversity and human dignity. Moreover, the qualitative and quantitative analyses demonstrate that the interest of these learners in learning English improved and they developed a broad range of intercultural and democratic competences. In a sense, this study confirms the latest theory on EFL and ICE. In fact, the findings of this research and its methodology confirm that CLIL is beneficial to raising culture and global citizenship awareness (Coyle, 2006), conflating citizenship education with FL teaching as Byram (2008b), Porto (2018a) and Yulita (2018) recommend. This perspective goes in hand with CLIL model B4 because it implied virtual intercultural encounters in which learners interacted with young people from other countries. CLIL model B4 corroborates ICE theory because, in this model, language teaching was reinforced with political education through an international project so as to develop not only democratic competence but also intercultural communicative competence (Byram, 2018). Learners had the opportunities to use a FL (English), develop critical cultural awareness, focus on Others who live beyond their national border, their culture (s) and ways of living and compare their living situation with them.

On the other hand, CLIL model B3 was innovative in its own right because it entailed teaching the new school subject of "Citizenship" in English. CE lacks a transnational perspective and the linguistic competence needed for international interactions (Byram, 2018b), but CLIL model B3 provides a solution to this problem. Not only do the topics hold local and transnational perspectives, but the content is also worked in English, a language for international communication. In this model there was no international project, but intercultural awareness competences were developed through different tasks using human rights as explicit criteria. The design of this model was based on the principle that human rights education equips learners to engage with other cultures on the basis of equality of dignity (Osler & Starkey, 2015). Despite the differences between both models, the qualitative and quantitative analyses demonstrate that both CLIL models proved to be beneficial for the learning of English and development of disengaged 8th graders and to develop intercultural and democratic competences.

Overall, these models helped learners develop not only "a balance of cultural, national, and global identifications and allegiances" (Banks & Nguyen, 2008, p. 148), but also values, attitudes, skills, knowledge and critical understanding to exercise democratic citizenship effectively (Beacco et al., 2016), fulfilling the principles

established in the RFCDC. This study makes evident that Portuguese compulsory education can still innovate to educate all on behalf of a democratic culture, without leaving any learner behind, providing a sense of well-being and humanity through which "everyone is prepared to participate" (Osler & Starkey, 2005, p. 1). The research also demonstrates that creative approaches using CLIL overcome the present limitations of the 'Key Competences' (Despacho N.º 6605-A/2021, 2021) in achieving the educational vision of the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (Martins *et al*., 2017, p. 7)*.*

6. Recommendations for the implementation of CLIL projects

This study reveals that CLIL approaches can be applied in difficult social contexts with disengaged learners contradicting the opinion of many that CLIL is an elitist pedagogy. CLIL methodologies in Portugal are usually focused on teaching content such as Science, for example (Piacentini *et al*., 2019), so that learners who proceed to university studies at home or abroad can be proficient in English. The school subject "Citizenship" in compulsory schooling in Portugal (República Portuguesa, 2017) conforms to the *Perfil dos Alunos à Saída da Escolaridade Obrigatória,* a referential document that aims at developing local as well as global awareness and mindedness (Martins *et al*., 2017). This document recommends that learners become aware of themselves and mindful of local and global communities. Therefore, global mindedness implies that learners develop a sense of responsibility for themselves and a connection to local citizens, and the world community and its members. Thus, this study argues that CE should be taught to all learners in English for its international dimension in collaboration with the English language teachers (Byram, 2008b).

On the other hand, this study also provides strong evidence that EFL also benefits from integrating citizenship content and international projects, which provide disengaged young learners with opportunities to develop intercultural, and democratic competences, confirming research by Porto (2018a) and Yulita (2018).

This study also yields evidence that intercultural communicative competence emerges from interaction in CLIL classrooms, if intentional pedagogical actions aim at providing appropriate content for communication (Starkey, 2002), developing criticality, a focus on peoples from other cultures and a comparative analysis between learners' situation and that of Others' (Porto *et al*., 2018).

Of course, embarking on an international project to ensure that learners develop intercultural communicative competence is essential. Nevertheless, FLE should also

include political education. During their schooling, learners should have access to a global citizenship curriculum in the FL classroom with topics such as human rights, gender equality and sustainability, independent of intercultural encounters.

Therefore, this study claims that CLIL theory should consider an innovative educational domain dedicated to citizenship, thus becoming Intercultural Citizenship and Language Integrated Learning (ICLIL). Together with the 4Cs, a solid intercultural citizenship theory is needed so as to guarantee that CLIL goes "beyond simplistic emphasis on the language and content of learning" (Coyle, 2015, p. 93).

This study suggests that ICE should lie at the heart of the framework because it is what binds the set together (Figure 4). The circles also represent the equity and interconnectedness of each element. On the one hand, culture and intercultural understanding should be reinforced at the core of the conceptual framework. In addition, democratic citizenship principles should also be at its heart because they provide 'explicit criteria' to develop intercultural democratic competence.

Figure 4. Intercultural Citizenship 4Cs Framework.
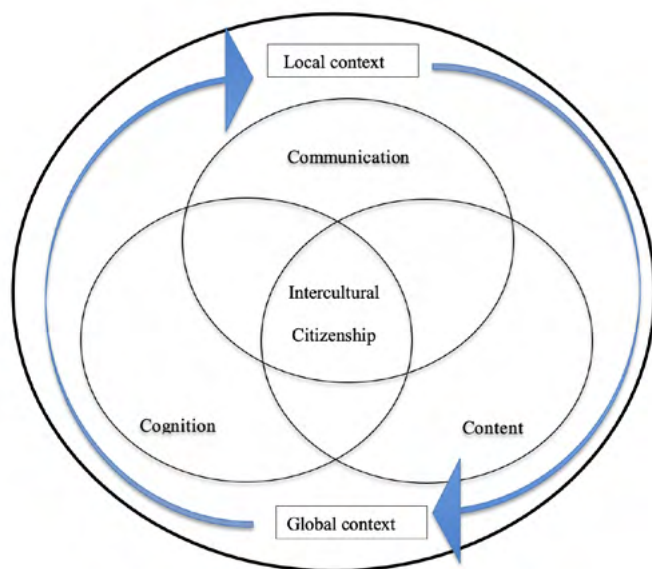
Source: Researcher's own project development.

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Best practices in Higher Education

CLIL in Pandemic Times: Students' perceptions of teaching-learning strategies and methodologies in emergency remote education in Tourism and Hospitality

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Abstract

Education, at all levels, has undergone major changes since March 2020 with the COVID-19 outbreak. Onsite learning was replaced by emergency remote sessions for which neither teachers nor students were prepared. Since then, pedagogical strategies and teaching-learning methodologies have been thoroughly adapted to both synchronous and asynchronous modes of interaction and supported by video conferencing software and a proliferation of online tools that try to emulate, in the best way possible, onsite student-centred and collaborative activities. CLIL classes have not been an exception. The present chapter analyses the implementation of a group of CLIL curricular units on undergraduate degrees in tourism and hospitality in an online context. Based on the data provided by a quantitative survey of students who participated in these CLIL sessions, we will describe

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learners' perceptions of CLIL online sessions by analysing aspects that relate to the methodologies and strategies adopted throughout the teaching-learning process, the materials provided, the articulation between language and content, and their motivation to engage in online CLIL activities, among others. This chapter aims to contribute to a wider discussion of best practices in implementing distance learning CLIL, in this case in an emergency remote context.

Keywords
Content and language integrated learning (CLIL); higher education (HE); tourism and hospitality (T&H); teaching-learning strategies and methodologies; emergency remote education (ERE); learning motivation.

Resumo
A educação sofreu, a todos os níveis, grandes mudanças desde março de 2020 com a pandemia COVID-19. A aprendizagem presencial foi substituída por sessões remotas de emergência para as quais nem professores nem alunos estavam preparados. Desde então, as estratégias pedagógicas e as metodologias de ensino-aprendizagem foram totalmente adaptadas aos modos de interação síncrona e assíncrona e apoiadas por *software* de videoconferência e uma variedade de ferramentas *online* que tentam reproduzir, da melhor forma possível, as atividades presenciais colaborativas e centradas nos alunos. As aulas CLIL não têm sido exceção. O presente capítulo analisa a implementação de um conjunto de unidades curriculares CLIL em licenciaturas de turismo e hotelaria em contexto *online*. Com base nos dados fornecidos por um inquérito quantitativo aplicado aos estudantes que participaram nestas sessões CLIL, iremos descrever a perceção dos alunos sobre as sessões CLIL *online*, analisando os aspetos que se relacionam com as metodologias e estratégias adotadas ao longo do processo de ensino-aprendizagem, com os materiais disponibilizados, com a articulação entre língua e conteúdos, e com a sua motivação ao participarem em atividades CLIL *online*, entre outros. Este capítulo visa contribuir para uma discussão mais ampla das melhores práticas na implementação do ensino à distância CLIL, neste caso em contexto remoto de emergência.

Palavras-chave
Aprendizagem integrada de conteúdos e língua estrangeira (AICLE); ensino superior; turismo e hotelaria (T&H); estratégias e metodologias de ensino-aprendizagem; educação remota de emergência; motivação para a aprendizagem.

1. Introduction

In 2016, the European Commission (EC) launched *A New Skills Agenda for Europe* which acknowledged the need for people to develop "a broad set of skills to fulfil their full potential both at work and in society" (p. 4) and stated that skills acquisition is a lifelong process where learners develop "literacy, numeracy, science and foreign languages, as well as transversal skills and key competences such as digital competences, entrepreneurship, critical thinking, problem solving or learning to learn, and financial literacy" (p. 5). In 2018, this perspective was strengthened by a revised European Reference Framework for the key competences for lifelong learning which stressed "multilingual competence", "personal, social and learning to learn", and "cultural awareness and expression" as part of the eight key competences "which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship" (EC, 2018/C 189, p. 8). In addition, at the Higher Education (HE) level, *A Renewed EU agenda for Higher Education* adopted by the EC in 2017 reinforced the increasing need for people "to be entrepreneurial, manage complex information, think autonomously and creatively, use resources, including digital ones, smartly, communicate effectively and be resilient" (p. 2).

The implementation of Content and Language Integrated Learning (CLIL) can contribute to the development of the key competences highlighted above and, especially in the context of HE, can further support the international mobility of students and teachers, in addition to contributing to the development of other transversal skills such as autonomy, critical thinking and problem-solving capabilities which are seen as "increasingly crucial attributes" (EC, 2017, p. 4).

CLIL in Portuguese HE is relatively recent when compared to the use of English as a medium of instruction (EMI), which does not adopt an integrated perspective on teaching and learning content and language. Indeed, the implementation of CLIL in Portuguese HE began in 2014 with a pilot project undertaken by ReCLes.pt, the Network Association of Language Centres in HE in Portugal that aimed to train subject specialist teachers "how to apply CLIL, using scaffolding and a terminology-based approach, so that they, in turn, can successfully implement CLIL modules in their own classrooms" (Arau Ribeiro *et al.*, 2016, p. 31).

The Estoril Higher Institute for Tourism and Hotel Studies (ESHTE) was one of the institutions in the Portuguese polytechnic HE subsystem participating in this pilot project and has been implementing the CLIL approach in different curricular units in undergraduate degrees in tourism and hospitality (T&H) for the past five academic years. This chapter, therefore, looks at this implementation retrospectively, focusing specifically on students' perceptions.

However, the COVID-19 pandemic, which has seen lockdown measures imposed in many countries worldwide since March 2020, has been responsible for the introduction of a paradigm shift in education that came to be known as "emergency remote education" (ERE) since all onsite classes had to be temporarily transferred and adapted to online synchronous and asynchronous contexts, with all the challenges which that shift entailed for institutions, teachers, staff, and learners. Online conferencing platforms and collaborative electronic tools have proliferated since the adaptation to the online environment became part of teachers' and students' everyday priorities.

This chapter specifically analyses students' perceptions of CLIL classes in relation to collaboration and soft skills development, materials, language, content learning, motivation, difficulties, internationalisation and global assessment by focusing on the results obtained from a survey conducted with students involved in CLIL curricular units, both onsite and online. From a wider perspective, it also aims to contribute to a broader discussion of best practices in implementing CLIL in HE and of how CLIL may foster learners' motivation, even in distance learning contexts.

2. Fostering learners' motivation through CLIL: From onsite to emergency remote education

2.1. CLIL and learner motivation

Literature on CLIL suggests its positive effects (Lorenzo *et al*., 2010; Nieto, 2017), namely that content and language are better acquired through an integrated approach. CLIL also positively impacts on socio-affective variables such as attitudes to language, motivation, and anxiety (Lasagabaster & Sierra, 2009). Motivation has been widely studied in education and foreign language (FL) learning. The relationship between motivation and CLIL learning is also not new (Sylvén & Thompson, 2015; San Isidro & Lasagabaster, 2020). It has been analysed in relation to students' socio-economic status and geographical context (urban vs rural settings) (Alejo & Piquer-Píriz, 2016) although it is understudied in the context of HE. Thus, this presents a gap in the literature since motivation is a key element in academic performance (Cardozo, 2008), and several scholars acknowledge the interaction between motivation and language achievement (e.g., Lasagabaster & Sierra, 2009, 2011; Lasagabaster *et al*., 2014; Pfenninger, 2016). Motivation is an active, sustained behavioural process focused on a goal (Pintrich & Schunk, 2002);

it relates specifically to the individual's thoughts and beliefs that are transformed into action and is not a function of stimuli and reinforcement (Dörnyei, 2009).

When considering motivation towards learning, there are two relevant theories. The first influential theory is Gardner and Lambert's (1972), based on motivational goal theories, which aims to explain how some people can learn a FL quickly and expediently while others, given the same opportunities, do not. The second influential theory is Dörnyei's (2005; 2009) L2 Motivational Self System. L2 motivation is conceptualised within a framework of three distinct levels: language level, learner level, and the learning situation level. The learning situation level refers to course-specific, teacher-specific, and group-specific motivation components.

Other theories related to motivation (De la Fuente Arias, 2004), advance the concepts of "selves": self-efficacy; self-concept; self-esteem; and self-confidence. Self-efficacy beliefs refer to one's views on whether each person can perform a given learning task (Bandura, 1986). They are, therefore, future-oriented. Self-concept beliefs are related to past experiences and are broader evaluations of one's general self-worth or esteem (Burns, 1979; Shavelson *et al*., 1976). Self-esteem implies security, selfhood, affiliation, mission, and competence (Borba, 1989). Self-confidence is the belief that a person can achieve results, accomplish goals, or perform tasks in a competent way (Clément, 1980). The introduction of the "selves" concepts into the field of language learning motivation can open new insights (Navarro-Pablo & García-Jiménez, 2018). In the case of CLIL studies, it has indeed led to relevant results.

Studies concerning CLIL programmes indicate that this educational approach that integrates language and content fosters positive attitudes towards language learning (Lasagabaster & Sierra, 2009), that CLIL students are significantly more enthusiastic than those in traditional language classrooms (Lasagabaster, 2011) and have more intrinsic motivation, are more instrumentally oriented, and show a higher interest in FL than students in non-CLIL classes (Doiz *et al.*, 2014). Furthermore, even when a low self-concept in FL is present, CLIL learners have a strong motivation to learn (Seikkula-Leino, 2007). Motivation is an important factor for learning a second language (L2), but it plays a more important role in CLIL than in non-CLIL settings (Navarro-Pablo & García-Jiménez, 2018), although, as these authors have stated, further research should be conducted in order to understand "which motivational factors affect more noticeably students' language attainment in CLIL settings, but also the degree to which they do so" (p. 88).

However, other studies present more nuanced results. Lasagabaster and Doiz (2015) suggested a motivational decline in some of the affective dimensions of younger CLIL students. Navarro-Pablo and García-Jiménez (2018) suggest that significant differences favouring CLIL learners increase with educational level. This supports the idea put forward by Doiz *et al.* (2014, p. 222) that students' motivation

"diminishes progressively with time". Therefore, since learning motivation decreases with age, CLIL strategies become even more necessary and relevant at later stages. On the other hand, Arribas (2016) found no statistically significant differences between CLIL and non-CLIL environments as to their attitudes towards English. However, this stemmed from the irregular implementation of the CLIL programme in the context studied. Navarro-Pablo and García-Jiménez (2018) concluded that CLIL has a lower effect on listening and reading (receptive skills) than on speaking and writing (productive skills). For Pfenninger (2016, p. 137), the reason for the higher effect of CLIL on productive skills is a result of the "oral-based, communicative, pedagogical approach used in CLIL programmes".

Navarro-Pablo and García-Jiménez (2018) argued that the differences observed when considering motivational factors independently of other factors could explain the results of previous studies such as those of Lasagabaster and Doiz (2015) and Arribas (2016). When the methodology is considered an independent variable and motivational aspects are encompassed within it, there are differences between CLIL and non-CLIL learners which favour the former.

In the specific case of HE, the implementation of CLIL has been found to increase linguistic competences (Benito et al., 2020). The authors found evidence that writing, speaking and listening skills improved, as well as other skills related to business, economics, accountancy, and the history of art. CLIL has also been found to increase 'knowmad'[5] competences, or the so-called 'soft skills', such as teamwork, creativity, and research capacity. These results corroborate Pérez-Cañado's study (2018), which proposes that CLIL programmes are the variable that best explains differences detected between students, especially as they progress in education.

2.2. CLIL in distance learning contexts

Although some Higher Education Institutions (HEIs) used remote learning before the COVID-19 pandemic, it was rarely mandatory. Therefore, in many HEIs, the shift to distance learning (DL) after the coronavirus outbreak came abruptly and was understood as temporary, hence the term 'emergency remote education'. Many different platforms and means of communication were used to replace onsite classes (Young et al., 2020). Microsoft Teams, Zoom, Webex or similar synchronous video conferencing software were the most frequently used DL formats, whereas asynchronous strategies, such as sending presentations to students, video

[5] The term knowmad (Moravec, 2013) is a neologism derived from the words 'know' and 'nomad' and is used to refer to the set of abilities and knowledge that today's society requires for employability.

recording, and written communication using forums and chats, were the second most widely used (Aristovnik et al., 2020; Barada et al., 2020).

In a study conducted by Cicha et al. (2021), the strongest external predictors of perceived usefulness and perceived ease of use of the DL tools during the pandemic situation were enjoyment and self-efficacy. These authors observed that students were happy and comfortable participating in classes from their homes and were confident when following different tasks using computer software for DL. However, factors such as material design and preparation, teacher engagement and the possibility of lecturer–student or student-student interactions still prove to be crucial for learning effectiveness (Aristovnik et al., 2020).

The change to ERE due to the pandemic, forced both lecturers and students to adapt rapidly to distance teaching-learning. CLIL programmes were no exception. However, the use of distance CLIL learning in ERE raised even more issues than in the case of traditional classes focusing either on language or on content, since the implementation of CLIL in DL contexts had not been extensively explored.

Although the term 'distance education' has been evolving, it is often used to mean that "some form of instruction occurs between two parties (a learner and an instructor), it is held at different times and/or places and uses varying forms of instructional materials" (Moore et al., 2011, p. 130). In distance education, communication between teachers and learners occurs remotely and is usually mediated or assisted by technology (Garrison & Shale, 1987), both synchronously and asynchronously.

Some studies claim that no significant differences in learning outcomes exist between online and onsite courses; however, some researchers have proposed that the effectiveness of DL may not be as expected (Brown & Liedholm, 2002; Ni, 2013; Swan, 2003; Williams, 2009). DL differs greatly from onsite classrooms regarding learners' interaction with course content, instructors, classmates, and course interfaces (Swan, 2003). Garrison (2003) proposes that the core feature of distance education is its self-directed and learner-controlled learning activities. Some researchers point out that online teaching may not be effective in all courses and situations (e.g., Ni, 2013). In 1995, James and Gardner advised that without a proper design of electronic delivery to fit different learning styles, DL could not be effective nor efficient. Moreover, assessing entry behaviour, specifying behavioural objectives, learning units and procedures, presenting learning units and tasks, and evaluating student performance is crucial in the online context (Verduin & Clark, 1991).

Although some researchers suggest that future CLIL education should take place via a mixed-media distance model to fit learners' characteristics, regardless of their place of residence (Marsh, 2002), research is scarce on whether CLIL, which greatly relies on face-to-face interaction and collaboration with peers, can work

well in a DL model. Usually, when technological resources are introduced in CLIL programmes, they are not expected to replace the actual classroom teaching entirely but rather to assist it (Carloni, 2012).

Studies available so far present mixed results. Pellegrino *et al*. (2013), who applied a series of collaborative and communicative technology-based activities to a CLIL programme, concluded that students actively engaged in meaningful communicative practice and content exchange, and eventually developed learning autonomy and awareness. In a study by Titova (2017) of a situation that blended a Massive Open Online Courses (MOOC) course with the CLIL approach, undergraduates reported better familiarity with the subject matter, interactive experience sharing, and the development of writing skills and digital literacies. Notwithstanding, less positive impacts also arose, such as the additional time requirement or the overloaded schedule of the online course. Other issues, such as the lack of consideration about learners' experiences, interests, and styles, and a shortage of proper training on integrating Information and Communication Technologies (ICT) offered to practitioners, were reported by Fürstenberg and Kletzenbauer (2012).

An experimental study by Marenzi and Zerr (2012) evaluated two online CLIL courses. In this study, users generally reported a positive attitude towards the supporting, sharing, and collaboration functions. However, some limitations were presented; for instance, the reliability of the system (e.g., internet speed) and users' expectations in different cultures. Yang and Yang (2021), who conducted a study in the context of the pandemic situation, suggest that CLIL may not work well in a DL situation due to decreasing motivation, greater distraction, lack of actual interaction, peer pressure, teacher monitoring, and practitioners' cognitive fatigue. Learners in the study expressed a moderately good attitude towards the effectiveness of DL CLIL, but the degree of agreement decreased gradually over time. Students were mainly concerned with communication, interaction, peer pressure, and learner autonomy.

3. CLIL Experience at ESHTE

The remainder of this chapter focuses specifically on the implementation of CLIL at ESHTE. This implementation was initiated under the ReCLes.pt CLIL applied research project which took place in six HEIs in Portugal's polytechnic subsystem and adopted an "innovative approach in the Portuguese context [which] reflects the scarcity of the use of CLIL in HE" (Arau Ribeiro *et al*., 2018, p. 63). A pilot project undertaken at ESHTE in October 2014 included the organisation of a CLIL learning

and practice community, following the principles defined by the ReCLes.pt *CLIL Training Guide* (Morgado *et al.*, 2015), and involved five content teachers in T&H, namely in the Events Management, Tourism and the Environment, Microbiology, Business Strategy, and Nutrition curricular units, all at B2/C1-CEFR[6] level in English. These content teachers completed a 10-hour collaborative training course with an English as a Foreign Language (EFL) teacher, with CLIL expertise, who facilitated the sessions guiding them through CLIL, using the resources and methodologies also outlined in the above-mentioned ReCLes.pt *CLIL Training Guide*. Between January and April, 2015, six CLIL modules were implemented at ESHTE in five different curricular units, for a total of 18 hours, and involving 151 students from the undergraduate degrees in Cookery and Food Production (1st year), Hotel Management (3rd year), and Tourism Management (3rd year). All these modules were monitored either by the supporting EFL teacher or by one of the peer content teachers, who provided feedback and presented suggestions for improvement.

Since the 2015/2016 academic year, four to six CLIL curricular units have been regularly offered to students every year. Curricular units such as Market Studies, Hotel Architecture and Design, and Commercial Management, were progressively added to the list of curricular units initially integrated in the pilot project.

In order to clearly define which curricular units are offered in English following a CLIL approach, ESHTE's policy has been to: i) open this possibility only to curricular units divided into classes A and B, where one is taught in Portuguese and the other one in English, and each student decides which class he/she enrols in; ii) open a class in English only when there is a minimum of 20 students enrolled; iii) ensure that students decide which language (English or Portuguese) they want to be assessed in, even if they have initially enrolled in the English medium class; iv) offer this option to Erasmus students; and v) acknowledge the completion of curricular units in English on students' final diploma.

In addition, in 2019 two other training courses were conducted with ESHTE's lecturers from different areas of expertise. As of 2020, ESHTE has 25 lecturers fully trained in CLIL, representing 16% of the number of lecturers (from a total of 155 full and part-time lecturers).

Very fruitful discussions and reflections arose during the training sessions with content teachers. Concerns have been raised especially regarding the changes needed in syllabi, class preparation and assessment methods to accommodate more interactive and student-centred strategies without neglecting the need to integrate language and content learning. Many lecturers showed their apprehension towards the time-consuming preparation of classes and anticipated that different scaffolding activities would be needed given students' heterogeneous

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[6] Common European Framework of Reference for Languages.

learning styles, 'multiple intelligences' (Gardner, 1983), and levels of language competence. Despite their B2-C1 level of English, some teachers also admitted having difficulties in using classroom language in English, unlike knowledge of technical vocabulary in their areas of expertise, as most of them already made class material available in English, similar to what has been found by Piquer-Píriz & Castellano-Risco (2021) in EMI contexts.

Throughout the training sessions, CLIL trainees also had the opportunity to bring specific examples from their classes, adapt them to the CLIL approach and receive some feedback from their peers (e.g. the integration of content and language, the adequacy of the language level, the need to take cultural aspects and the specific context of Portuguese T&H into consideration, student-centred strategies that could more easily foster interaction and communication in the FL, and the selection of activities that would contribute to the development of students' 'higher order thinking skills' (HOTS), following Bloom's taxonomy (1956)). In general, content teachers valued these CLIL sessions because of the breadth and depth of the discussion about pedagogical strategies and teaching-learning methodologies, which most of them had never experienced, having had no previous pedagogical training, which is not uncommon in Portuguese HE. In addition, these communities of learning and practice have fostered the cooperation of different teachers at ESHTE. This supporting environment was very helpful, when in March 2020, lecturers had to adapt to a reality that was unknown to most of them: an ERE context with synchronous and asynchronous modes of communication with students and a plethora of online tools and platforms.

Students' perceptions of CLIL implementation at ESHTE and motivation levels have been regularly assessed through surveys conducted at the end of each semester, in both onsite and online learning contexts. The next section presents the methodology of the study. The findings are presented in section 5.

4. Methodology

4.1. Research instrument and sampling

For this study a cross-sectional survey was designed, which was adapted from a previous survey developed under the ReCLes.pt project in 2014. The survey includes 30 questions, divided in two sections. The first section contains questions related to degree year and curricular unit. The second section assesses data about CLIL classes, namely content learning, motivations, soft skills, difficulties, materials,

language, and global assessment, all of which are evaluated in a five-point (1 to 5) Likert scale.

Two convenience samples were defined, corresponding to two different groups of students from ESHTE, who were taught different curricular units using CLIL and differed in terms of how classes were taught. One group attended classes onsite, on the school premises and had face-to-face contact with teachers, from the 2016/2017 academic year to the 1st semester in 2020, whereas the other group corresponding to the 2020/2021 academic year, was taught online in an ERE context and using video-conferencing platforms.

4.2. Data collection and analysis

The CLIL assessment survey was applied through an online platform (Google Forms) at the end of each semester. Data were analysed using R software version 4.0.3. Descriptive statistics were used to examine all the data collected. Due to the absence of a normal sample distribution, as well as the presence of nominal, ordinal and scale variables, non-parametric analysis was considered the best choice (Marôco, 2018), namely Spearman's correlation and Mann-Whitney's U test. Results, analysis, and their discussion are presented in the next section by grouping questions by type: collaboration and soft skills; materials; language; content learning; motivation; difficulties; internationalisation; and global assessment.

5. How students perceive CLIL in an online setting: findings

Our findings show that from a total of 259 students who completed the cross-sectional survey, 182 belong to a group of students who took onsite (OS) classes, between 2016/2017 and 2019/2020, and 72 belong to a group of students who took online (OL) classes during the 2020/2021 academic year.

CLIL curricular units included Market Studies, Nutrition, Events Management, Business Strategy, Hotel Architecture and Design, and Commercial Management Techniques, corresponding to 1st (30%), 2nd (10%), and 3rd (60%) year undergraduate students from different T&H degrees – Tourism Management; Cookery and Food Production; and Hotel Management.

Data from the survey were organised into eight sections and main results from each section are presented below and summarised in Appendix 1.

5.1. Collaboration and soft skills

For both groups, 65% of students report having participated in more interactive and student-centred activities than what is common in similar curricular units in Portuguese, with no significant differences found (p =.823). A higher proportion of students in the OS group (86%) states having done collaborative work with other colleagues when compared to the OL group (68%), which results in a significant difference (p =.046). Even though there are studies that show that students find it easier to collaborate and work together through online platforms than face-to-face (Chester & Gwynne, 1998), in this case we can hypothesise that students may have difficulties using technology that hinders their ability to work collaboratively, and teachers may have not asked for this type of work. In fact, a study by Hughes and Hagie (2005) on the challenges of learning online and in traditional face-to-face classrooms found that only 5% of the students reported the use of computers and the internet as a positive learning experience. In addition, a recent study has identified that more than 60% of students have a strong preference for face-to-face instruction, in terms of engagement, enjoyment and the effectiveness of learning material (Dodson & Blinn, 2021).

Nevertheless, more students in the OL group (82%) find it easier to integrate foreign students in the class, when compared to the OS group (67%). This may be because online communication is less constrained by behavioural and social norms, non-verbal communication, and a tendency to use native language with other colleagues, among other aspects, and this makes learning conditions more alike for all students.

Both groups, however, consider that the CLIL approach contributes to stimulating critical thinking (OS – 72%; OL – 71%), which supports other authors' perspectives (e.g., Hanesová, 2014; Morgado *et al.*, 2015).

5.2. Materials

In relation to the materials provided, both groups were very pleased (OS – 97%; OL – 94%) with them and considered them appropriate to their language level, with no significant differences found (p =.706). Students also considered that the materials were adequate for the study of the content subject, with a higher percentage among the OL group (OS – 84%; OL – 95%; p =.003). This increase may not be related to the online context, but to the fact that most CLIL lecturers have been applying this methodology since 2016, having had the time to develop and improve their materials according to previous student feedback.

5.3. Language

Most students consider that the techniques used to explore texts have facilitated their understanding of the language and that the curricular unit has contributed to facilitating communication in the FL. Nevertheless, a significant difference is observed between the two groups, as the OL group reports a higher rank in terms of language learning and use, when compared to the OS group (p=.002). Chester and Gwynne (1998) found that students report that not being observed contributes to their increased confidence and participation, and Hughes and Hagie (2005) also identified that students feel it is easier to make comments in the online context. We also speculate that online classes allow for better participation management because participants tend to wait longer for their turn to speak, and do not interrupt the other speaker.

5.4. Content learning

For most of the questions related to content learning, no significant differences were observed between the two groups. More than 75% of students report that the adopted teaching methodologies, strategies, and the CLIL approach have facilitated the integrated learning of language and content and that the techniques used to explore texts have facilitated the understanding of the content (OS – 73%; OL – 74%). A slight, but not significant (p =.194) difference was found in relation to how they perceive the mother tongue (Portuguese, in most cases, although a few ERASMUS students also responded to this survey) and English relate to one another, with a slightly lower percentage in the onsite context reporting positive perceptions (OS – 58%; OL – 65%). However, since there is not a significant difference in the answers provided by the two groups of respondents, and there is no clear evidence that CLIL curricular units foster the development of students' intercultural awareness in the articulation between their mother tongue and English, this topic presents evidence worthy of further analysis.

5.5. Motivation

A significant difference was found, however, between onsite and online students concerning motivation: 79% of onsite students considered that learning content subjects in a FL was motivating, compared to 93% of online students (p =.010).

More online students report that learning content subjects in a FL made them more aware of their needs, both in relation to the content and to the FL (OS – 68%; OL

– 74%) and find that CLIL curricular units help them to better understand FL learning needs (OS – 63%; OL – 76%), the latter being significant in terms of rank (p =.006).

The COVID-19 pandemic has forced education to move online. This may have made students more aware of how globalisation works and how interconnected individuals are, thus making students realise how the ability to communicate in a FL can generate increasing academic and professional opportunities all around the world. The results presented in this section also support the study of Doiz *et al.* (2014), which proposes that CLIL students are generally more motivated. Finally, the difference in this respect might have been strengthened by the pandemic itself: CLIL classes and teachers are usually more adaptable to new contexts and use ICT on a regular basis. Therefore, the impact of ERE might have been less striking in CLIL contexts.

5.6. Difficulties

The percentage of students that report difficulties in the learning process is lower in the online setting. Nearly 20% more of OL students report that learning content subjects in a FL is not time-consuming, 10% fewer consider that it is more difficult to study content in a FL, 9% fewer find it more difficult to express ideas effectively in a FL, and 18% fewer feel uneasy about participating in a FL class. The first and the latter differences are significant (p <.05). This also relates to findings by Chester and Gwynne (1998) that the online context facilitates learning. In addition, Hughes and Hagie (2005) suggested that because some content is delivered asynchronously, students feel they can study and learn at their own pace. An hypothesis advanced by the teachers involved in this study is the fact that, when teaching online, teachers tend to speak slower, question students on a more regular basis about their understanding and tend to reduce syllabus content.

5.7. Internationalisation

The percentage of students that considers that curricular units in English may facilitate internationalisation is lower among onsite students (OS – 96%; OL – 90%), although this difference is not statistically significant. What is worth highlighting, however, is the high percentage of students agreeing with this topic, which supports the idea that CLIL can contribute to the internationalisation of HE and of its students (Luprichová & Hurajová, 2017), though what it means to be 'international' nowadays is different after the impact of COVID-19: internationalisation is inevitably less 'face-to-face' and more 'digital', less 'offline' and more 'online', less

'individualised' and more 'collaborative', less 'local-global oriented' and increasingly forged *within* and *for* the global context.

5.8. Global assessment

Both groups of students find CLIL to be important for their future career (OS – 91%; OL – 88%) and relevant in the context of Portuguese HE (OS – 95%; OL – 85%). Most students would like to experiment with more curricular units with the CLIL approach, with onsite students presenting a slightly higher percentage (OS – 89%; OL – 83%). Overall, the CLIL learning experience was regarded as positive by the vast majority of students (OS – 92%; OL – 94%), which again might relate to their motivation in these classes.

Based on the understanding of internationalisation mentioned in the previous section, foreign languages, and especially communicating in English, might increasingly be seen as a core skill to be developed. The need to communicate in English has become important and is not specific to a given national context but rather a mandatory skill for any global citizen.

6. Conclusions

This chapter has analysed and presented different explanations that may justify students' perceptions of CLIL curricular units in Portuguese T&H higher education. Topics such as the development of soft skills, FL acquisition, content-based knowledge, internationalisation, and their motivation to learn have been assessed, and most of these present very positive results. Yet a clear limitation of the study is that sample compositions are different, since the students in each of the groups are not the same; differences between the two groups might relate to additional and intangible aspects that do not necessarily pertain to the CLIL experience itself. In addition, when comparing the OS with the OL groups, samples are clearly uneven in terms of size (OL – 72 students; OS – 182 students), not to mention that the OS group has students from a wider range of curricular units, degrees, and years.

The findings resulting from a survey applied to students over a five-year period, the diversity of the curricular units assessed, and the advantage of applying this survey to both OS and OL CLIL groups within the recent context of ERE provide an insightful understanding about the implementation of CLIL at ESHTE and contribute to a broader discussion about how CLIL may foster learners' increasing motivation, even in DL environments in HE, in general. There is clear evidence in

the literature that motivation plays a key role in the process of learning a FL (or L2) (e.g. Dörnyei, 1998; Ollero Ramírez, 2014; Lasagabaster *et al.*, 2014; Guerrero, 2015). Following a CLIL approach, this may also apply to specific content learning and, as we have seen, in the context of HE where students tend to be less motivated than in previous levels of education, CLIL implementation in increasing students' motivation might also be considered pivotal.

This chapter has also attempted to contribute to the yet limited literature on CLIL in DL contexts. The analysis focused specifically on students' perceptions, though future lines of enquiry should also include CLIL lecturers' understanding of how they have adapted teaching-learning strategies and methodologies to online education and what has dictated their course of action.

7. Recommendations for implementing CLIL in Higher Education

The benefit of hindsight from several years of CLIL implementation at ESHTE, the diversity of T&H curricular units involved, and the results of the survey analysed in this chapter offer a very acute perception of what has worked particularly well in this implementation, what have been the main constraints felt, and what would significantly improve results, considering the experience in both onsite and online teaching-learning contexts. Therefore:

(1) it is particularly important that each HEI adopt a sound and robust language policy where the institution's strategies and the requirements for the implementation of CLIL are clearly defined, where students are provided with the necessary information about CLIL, and where the guiding principle should be the benefits that the CLIL approach brings to students' learning;

(2) it is essential to guarantee that all CLIL lecturers have a minimum B2-CEFR level in order to ensure language competence standards;

(3) a community of practice and learning should be created and sustained over time as a safe place for FL and content lecturers of different areas of expertise to collaborate with one another and reflect on their pedagogical practices and on different teaching-learning methodologies;

(4) the support of a FL teacher with expertise in CLIL to content teachers should be constantly provided to help in the process of session planning, selection of materials, decisions regarding appropriate tasks and activities to conduct with students, as well as assessment methods adequate to students' language skills;

(5) the continuous assessment of the CLIL implementation must be ensured by conducting surveys, interviews, focus groups or other methods, with learners and lecturers alike, so as to strengthen the continuous improvement of the work undertaken;

(6) as many HEIs share similar realities, challenges, and constraints, though in different areas of expertise, it is important to continue sharing the results of implementing CLIL with peers.

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Presentation of results from the cross-sectional study
applied to CLIL Students at ESHTE between 2016/2017
and 2020/2021

	Online (OL)					Onsite (OS)					Mann-Whitney U test	Proportion test
Collaboration & Soft Skills	1	2	3	4	5	1	2	3	4	5		
1. In this curricular unit I have participated in more interactive and student-centred activities than what is common in similar curricular units in Portuguese.	2.8	5.6	26.4	41.7	23.6	2.3	7.9	25	42	22	.8225	1
2. This curricular unit has allowed me to develop collaborative work with other colleagues.	4.2	13.9	13.9	29.2	38.9	1.1	3.2	10	53	32	.3222	**.0461**
21. The CLIL approach contributes to stimulating my critical thinking.	1.4	1.4	26.4	47.2	23.6	1.1	2.2	25	48	24	.9243	.9777
18. Learning content subjects in a foreign language benefits the integration of students in the class.	1.4	1.4	15.3	38.9	43.1	0.5	7.1	25	32	36	.05608	**.0304**
Materials												
3. The materials provided have been appropriate for my level of the foreign language.	0	0	2.8	36.1	61.1	0.5	1.1	4.8	28	65	.706	.3933
4. The materials provided have been appropriate to the study of the content subject.	0	0	5.6	40.3	54.2	0.5	3.2	12	29	56	.6357	**.002633**
Language												
7. The techniques used to explore texts have facilitated my understanding of the language.	2.8	1.4	25.0	27.8	43.1	2.2	6.1	30	38	24	**.01311**	.2313
9. This curricular unit has contributed to facilitate my communication (language learning and use) in the foreign language.	1.4	2.8	12.5	36.1	47.2	2.7	5.4	22	42	28	**.001817**	**.03914**
Content learning												
6. The techniques used to explore texts have facilitated my understanding of the content.	2.8	4.2	19.4	38.9	34.7	1.1	2.8	23	51	22	.2379	1
8. The teaching methodologies and strategies have facilitated the integrated learning of language and content.		2.8	19.4	38.9	38.9	0.5	2.7	19	46	31	.4277	1

	Online (OL)					Onsite (OS)					Mann-Whitney U test	Proportion test
10. The CLIL (Content and Language Integrated Learning) approach adopted in this curricular unit has contributed to facilitating learning of the content subject.		1.4	22.2	38.9	37.5	1.6	6	17	47	28	.1938	.9259
11. This curricular unit has fostered the development of my intercultural awareness because I understood better how my mother tongue and English relate to one another.		8.3	26.4	43.1	22.2	2.7	5.5	34	39	19	.1938	.3487
Motivation												
17. Learning content subjects in a foreign language is motivating.		1.4	5.6	50.0	43.1	0.6	3.3	18	41	38	.08077	**.01032**
19. Learning content subjects in a foreign language has made me more aware of my needs, both in the content and in the foreign language.		2.8	23.6	36.1	37.5	3.2	7.5	21	43	25	.05866	.4932
5. This curricular unit has helped me understand better my foreign language learning needs.	2.8	2.8	18.1	29.2	47.2	3.8	9.7	24	32	30	**.005985**	.05227
Difficulties												
13. Learning content subjects in a foreign language is time-consuming.	15	25.0	29.2	26.4	4.2	29	31	20	14	6	**.006837**	**.008233**
14. It is more difficult to study content in a foreign language.	19	29.2	25.0	19.4	6.9	24	34	19	18	4.8	.2382	.2185
15. It is more difficult for me to express my ideas effectively in a foreign language.	11	27.8	22.2	26.4	12.5	18	29	19	25	9.1	.1609	.262
16. I feel uneasy to participating in class in a foreign language.	25	31.9	18.1	16.7	8.3	35	41	15	7.6	2.2	**.004064**	**.005068**
Internationalisation												
20. Curricular units in English may facilitate the internationalisation of students.			9.7	30.6	59.7	0.5	1.1	2.1	28	68	.1489	.1097
Global												
22. CLIL is important for my future career.			12.5	31.9	55.6	0.5	1.6	7	36	55	.9606	.5754
23. I consider CLIL to be important in the context of Portuguese higher education.		5.6	9.7	34.7	50.0		1.1	3.9	36	59	.06192	**.01356**
24. I would like to experiment more curricular units with the CLIL approach.			16.7	31.9	51.4		1.1	9.8	28	61	.1281	.3007
12. Overall, my learning experience in this curricular unit has been positive.	2.8		2.8	45.8	48.6	0.5	1.6	5.9	41	51	.8692	.6698

Policy recommendations and professional development

PEBI: Critical Success Criteria for implementing Bilingual Education in Portugal

Ana Xavier[1] & Julie Tice[2]

Abstract

A partnership between the Ministry of Education – Direção-Geral da Educação (DGE) and the British Council saw, in 2011, the beginning of a pilot bilingual schools project in a small number of state primary schools across mainland Portugal. Following an external evaluation study carried out in the fourth year of the project, the government gave approval to the Bilingual Schools Programme (PEBI) which could be implemented from pre-primary (*Educação Pré-escolar*) through to the end of lower secondary (*3.º Ciclo do Ensino Básico*). To date, there are now 38 school clusters/schools involved in delivering the programme to learners across those education levels. In this chapter, we outline how the project and programme developed over the first 10 years, and the rationale for some of the features, given the Portugal context. In the discussion we identify key factors that we consider critical to the successful implementation of the bilingual programme in schools and also make recommendations for the future of the programme.

Keywords

Bilingual education; CLIL; whole school ethos; early start; teacher training; staffing.

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Resumo

Uma parceria entre a Direção-Geral de Educação/Ministério da Educação (DGE/ME) e o British Council deu início, em 2011, a um projeto-piloto de ensino bilingue numa pequena amostra de escolas públicas do 1.º ciclo do ensino básico em Portugal continental. Na sequência de um estudo de avaliação externo realizado no quarto ano do projeto, foi aprovado pela tutela o Programa Escolas Bilingues em Inglês (PEBI), cuja implementação pode decorrer desde a Educação Pré-escolar até ao final do 3.º Ciclo do Ensino Básico. Até à data, têm sido beneficiários deste Programa crianças e alunos de 38 agrupamentos de escolas/escolas que frequentam esses níveis de educação e ensino. Neste capítulo, descrevemos como o projeto e o programa se desenvolveram ao longo dos primeiros 10 anos, bem como os pressupostos subjacentes e algumas das suas características, tendo por base o contexto de Portugal. Nesta discussão, identificamos aqueles que consideramos serem os preditores do sucesso da implementação do PEBI nas escolas e fazemos recomendações para o futuro do programa.

Palavras-chave

Educação/ensino bilingue; CLIL; mobilização da comunidade escolar; início precoce; formação de professores; distribuição de serviço docente.

1. Introduction

In this chapter we begin by describing the background to the development of the Programa do Ensino Bilingue em Inglês (PEBI, the Bilingual Schools Programme in English), developed by Direção-Geral da Educação/Ministério da Educação (DGE/ME) with the British Council in Portugal. A pilot project at lower primary, which began in 2011 and was evaluated through an independent study in 2014, was followed by ministerial approval for the bilingual programme. There are now a growing number of schools in mainland Portugal involved in the programme each year, including all education levels from pre-primary to lower secondary. The findings of the evaluation study as well as further observations and experiences of the project and programme have helped us identify a number of critical success criteria for the successful implementation of the programme in schools. These include aspects relating to stakeholder buy-in, curriculum, human resources, and teacher training and support. We describe and explain these criteria and also outline some recommendations for the future of the programme.

2. Context

Since the mid-nineties, there has been a growing interest in content and language integrated learning provisions in Europe supported by EU language policy recommendations. It has often been associated with educational innovation as a highly effective way of obtaining language-learning gains (Goris *et al*., 2019) in many European countries, where it has either become part of mainstream school education or has developed in the scope of pilot projects and programmes (Eurydice, 2006).

The specific impetus for introducing an English-Portuguese bilingual programme to Portuguese state schools originally came from the successful bilingual project in Spain developed through a partnership between the Spanish Ministry of Education and the British Council, Spain. The Spanish Early Bilingual Education project started in 1996 with 44 schools across the country participating. By 2011, there were 120 primary and secondary schools involved, with 30,000 pupils between three and sixteen years old (Reilly, 2012). The results of a three year-long independent evaluation study, which collected evidence to explore whether the programme was achieving its objectives, were published in 2010 (Dobson, Perez Murillo & Johnstone, 2010). The findings pointed to high levels of achievement in both English and Spanish among the pupils in the bilingual programme, and also outlined key aspects of provision contributing to its overall success. The project has continued to grow with 147 schools and around 40,000 pupils in 2021, and it has also provided a model of good practice for other bilingual projects introduced at a regional level in Spain.

Representatives from the DGE/ME, the Câmara Municipal de Lisboa (Lisbon Town Council) and the British Council Portugal attended a Bilingual Schools study visit in Madrid in April 2009. This included informative sessions on bilingual education and the project in Spain as well as visits to schools implementing the programme. Following this, the Ministry of Education accepted the offer of a feasibility study on the introduction of bilingual education at primary level to be carried out in Portugal. Its results provided evidence that there was openness to educational innovation, strong leadership, experience in implementing foreign language projects and a good confidence level on the part of the teaching body who were willing to accept this challenge. Accordingly, there was high-level approval for trialling a small-scale pilot in the mainland regions (North, Centre, Lisbon, Alentejo and the Algarve).

This was entitled the Bilingual Schools Project and involved seven primary schools from 2011 to 2015. Part of the curriculum content of *Estudo do Meio* (a

combination of History, Geography, and Science) and *Expressões* (Self-Expression[3]) was taught through English, from a minimum of 20% (five hours) to 40% (ten hours) of the total weekly time of the primary curriculum at that time (22.5 to 25 hours). Lessons were taught by primary class teachers, supported by specialist English language teachers. To support language development, English was also taught as a foreign language, firstly as a curriculum enrichment activity and later as part of the curriculum structure. Support for learners, teachers and schools was provided throughout the four years of the pilot in the form of continuing professional development courses, pedagogical resources offered to schools, and monitoring visits to observe lessons and hold meetings with the pedagogical team and management which provided opportunities for reflection, feedback and improvement. Likewise, there were technical recommendations aimed at a quality implementation of the pilot both at pedagogical and administrative level.

An independent evaluation study (Almeida *et al*., 2014) of the pilot project provided insights on the future of this type of provision at national level, a few of which will be subsequently addressed as they link to the success factors discussed in the following sections. These are, in broad terms, recommendations for good implementation/practice, and more specifically, staffing and teacher profile, as well as curriculum development and learning continuity. The recommendations (Almeida *et al*., 2014, p. 6) chiefly focus on having the right conditions for gradual implementation and these would include factors such as:

- ensuring that all classes in a school cluster would gradually become bilingual
- teacher training and monitoring
- dissemination and recognition of the provision in the wider community
- curriculum adaptations and learning continuity
- teacher profile and stability

The results and the recommendations of this evaluation study provided evidence for approving the implementation of the Bilingual Schools Programme (*Programa Escolas Bilingues em Inglês*, henceforth referred to as PEBI) in 2016/2017 comprising not only lower primary (ISCED[4] 1), but also pre-primary (ISCED 0) targeting 3-6 year-olds and lower secondary (ISCED 2) targeting 12-15 year-old learners. In 2022/2023 the programme comprised 38 schools (31 state school

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[3] Currently Educação Artística (Arts).

[4] ISCED stands for International Standard Classification of Education.

clusters and 7 private schools). In terms of the public school sector, this represented approximately 4% of state school clusters in mainland Portugal.

Drawing on what has been described thus far, the following sections will discuss what we consider to be the success factors for good bilingual education implementation in Portugal. These have become the requirements for schools to join every year and are grouped into four categories:

- Information and stakeholder buy-in and whole school ethos
- Curriculum, early start and continuity
- Staffing
- Teacher training and follow-up

3. Insights into critical success factors that drive quality implementation

3.1 Information and stakeholder buy-in and whole school ethos

The first key factor involves laying the foundations for quality and long-term implementation at school level. This entails strong school leadership that will be able to project its vision towards a strategic and sustainable implementation of the programme. As such, turning bilingual education into one of the priorities of the educational project of the school is key, as it will contribute to the creation of a whole school *ethos*. This means that all staff, parents and learners are aware of and supportive of the programme even if they are not directly involved. In Spain, for example, a requirement of schools for participation in the programme at primary school level was that the whole school should participate in it, rather than have only one bilingual class each school year, or a bilingual section and a monolingual (Spanish) section. This was also the initial ambition in the pilot project in Portugal too but was then reconsidered (See section 3.2.1). This whole school *ethos* should foster a bilingual identity, for example using bilingual signage and encouraging school events that promote the "transnational environment" that Ramirez Verdugo (2011, p. 19) refers to.

Another way is through encouraging schools to take on language assistants to support primary class teachers and subject teachers in their classroom work in Portuguese schools. In addition to boosting teacher confidence to interact with the learners through the medium of English, the whole school ethos – learners, teachers and parents or legal guardians included – can benefit from the cultural exchange and

develop their intercultural awareness. This happened during the pilot project with Comenius Assistants from several European countries that were part of the Lifelong Learning Programme (current Erasmus+) and up until the pandemic through the Teach Abroad Programme organised by the Council on International Educational Exchange (CIEE), in collaboration with the DGE. This involves volunteers from the USA or Canada, whose mother tongue is English, collaborating as Language and Culture Assistants in the PEBI school network in Portugal.

Moreover, prioritising bilingual education will need to involve planning for effective acceptance and dissemination in the wider community as it is imperative to ensure that all stakeholders are on board and supportive of bilingual education. As a point of fact, both learners' and parents' feedback from the pilot project was very positive as learners consider that bilingual education makes it easier to learn the English language. They feel particularly motivated by learning through the medium of Portuguese and English and getting to know more of other languages and cultures. Parents or guardians corroborate their children's views.

In this vein, learners, parents and teaching staff need to be well informed of and interested in the programme. Before joining the programme, schools are expected to consult with teaching staff and parents to ensure they understand and are on board with the introduction of a bilingual programme. Information on the school's web page, open days, education fairs, the development of curriculum projects involving the family and the local community, and/or sharing good practice are possible further actions to explore for the purpose of dissemination. For example, one bilingual school has worked collaboratively with the town council and the public library in providing storytelling in English to the local community. The evaluation study of the pilot project also referred to the importance of schools publicly promoting the project in the community as a key factor in effective implementation.

3.2. Early Start, Continuity and Curriculum

3.2.1 Early Start and Continuity

The guidelines for schools applying to join PEBI put forward requirements to ensure sustainability of the programme. These indicate that the programme should preferably be introduced in the pre-primary years (three to six year olds) and then implemented year by year as the children progress through primary education and further on. If it cannot be introduced at pre-primary, it should always be introduced at the beginning of an education level (i.e. in year one of lower primary, year five of upper primary, or year seven of lower secondary.) This is to facilitate teacher collaboration and ensure smooth transitions from year to

year. It is also stated that starting on a small scale is preferable, for example with initially one or two classes only, but with a view to bringing in more classes both at the same level and at higher levels to ensure continuity for the children's learning through English, and to further develop and embed the programme in the school.

In the Portugal pilot project, the ambition had initially been to follow the Spain model in which all classes in the school would participate as the programme was progressively introduced at each school year, starting in year one. However, in the Portugal pilot staffing a large number of classes with teachers with an appropriate level of English was not always possible. Unlike Spain, regular class teachers were teaching in the project rather than specially recruited ones. Although some schools initially overcame this by, for example, using one teacher to teach the content through English to different classes, we observed that schools implementing on a smaller scale were better able to develop the programme in its initial stages. Thereafter, with good teamwork among the teaching staff, experiences were built upon and shared more widely as more teachers joined the programme. The current recommendation to start at the beginning of a school education level (i.e. preferably in pre-primary but otherwise in year one, year five, or year seven) is more linked to the curriculum and to ensuring appropriate progression in the children's learning as they move through an education level.

In Spain, schools joining the bilingual programme had to commit to remaining throughout the nine years of pre-primary and primary education, and secondary schools receiving pupils from bilingual schools also had to commit to continuing to offer bilingual education. This has not been possible to ensure consistently in Portugal, but schools are made aware of the importance of this and asked to plan ahead. The ambition remains to offer the choice of bilingual education throughout all education levels to ensure continuity in the children's learning.

To ensure that children get sufficient exposure and opportunities to learn through English and that there is consistency across schools participating in the programme, the PEBI guidelines indicate the number of hours that should be studied through English at each education level.

Table 1. Curriculum time allocation through English per week within PEBI.

Education level (age range)	Hours to be taught through English per week	Percentage of school week
Pre-primary (5-6)	5	20%
Lower primary (9-10)	7-9	31-36%
Upper primary (11-12)	9-10	30-37%
Lower secondary (14-15)	11-12	33-40%

This is slightly less than the 40% of time allocated in the Spain project for early partial bilingual education, but it is more than may happen in many CLIL programmes (Dobson *et al.*, 2011). Length of time and continuity should also be considered as well as the quality of the education through English as these are also highly significant influences on the children's learning.

3.2.2. Curriculum

At the pilot stage, it was agreed that the Portuguese curriculum would remain in place for bilingual schools. This had also been the case in the Spain programme initially, although there, by 2000, special curricula were being drawn up for the Spanish bilingual schools.

In the pilot project in Portugal, *Estudo do Meio* curriculum (which includes Natural Sciences, Geography and History) for lower primary education (years one to four) was divided up into content areas that should be taught through English and those that should be taught through Portuguese. This was to ensure that the balance of time teaching through each language was appropriate (50% / 50%) and also to promote sharing ideas, materials and resources among the pilot schools. It also enabled training courses and workshops to focus on specific content areas that would be taught through English.

It was also important that cognitive challenge was equally present in both strands, while taking account of accessibility and relevance for the children. In year one, some of the areas selected were ones which, from the child's point of view, would be more easily accessible through English as they would already have come across many of the concepts by this age in their daily life and at preschool. In fact, many of the curriculum topics cross over with those that might be found in a standard Primary English course. For example, topics in the first curriculum block entitled *All about you* included introducing yourself, talking about likes and dislikes, free time activities, the body and physical characteristics, and good hygiene and keeping healthy. However, in the bilingual *Estudo do Meio* context the topics would be explored in more depth and incorporate a much wider range of language than in a standard English class. Topics in year one that were to be taught through Portuguese were those that might have been less familiar to the children already, and that they needed to know – for example in block four, *All about places*, it made sense to deal with the topic of the school through Portuguese but the topic of home through English. Personal safety was taught through Portuguese because of its immediate importance. The block entitled *All about materials and objects* was, however, divided so that the children carried out experiments in two of the areas through English and in the other two through Portuguese.

The topic areas in the curriculum are revisited but expanded upon and further developed each year. To ensure that children would learn key language and concepts relating to the topics in both languages, topics that were taught through English in year one were revisited in Portuguese the following year and vice versa. This principle continued throughout the four years of lower primary and is illustrated in the table below with the topic of personal safety. This topic was addressed through Portuguese in year one then reviewed and further developed through English in year two. In year three it was further developed in Portuguese then in year four through English.

TABLE 2. Example of a topic developed throughout the four years of lower primary.

Year 1	Year 2	Year 3	Year 4
A SEGURANÇA DO SEU CORPO Conhecer e aplicar normas de prevenção rodoviária (caminhar pela esquerda nas estradas, atravessar nas passadeiras, respeitar os semáforos…). Conhecer e aplicar normas de prevenção de acidentes domésticos: — cuidados a ter com objetos e produtos perigosos (cortantes, contundentes, inflamáveis, corrosivos, tóxicos…); — cuidados a ter com a eletricidade; — sinalização relativa à segurança (venenos, eletricidade…).	**KEEPING SAFE** Know and apply road safety rules (everyday traffic signs: pedestrian and zebra crossings, bicycle lanes, railway crossings) Identify precautions in the use of: Public transport Railway crossings Know and apply beach, river and swimming pool safety measures.	**A SEGURANÇA DO SEU CORPO** Conhecer algumas regras de primeiros socorros: — mordeduras de animais; — hemorragias.	**KEEPING SAFE** Identify precautions to take when you are exposed to the sun Be aware of some first aid rules Know some basic steps to take in case of sunburn, fractures and muscle strains Be familiar with and be able to apply rules for preventing fires (at home, in public places, in the forest.) Know the safety rules in an earthquake (being prepared and knowing what to do during and after an earthquake)

Source: ME & British Council, 2016.

With the recent revision of the national curriculum guidelines (2018), we adjusted the document accordingly, maintaining the suggested division between content to be studied through English and through Portuguese and ensuring that key topics developed over the four years were taught through both languages in different years. Feedback from teachers using this document will feed into further adjustments. Below is a diagram (Figure 1) taken from the current document which attempts to illustrate how to plan for the integration of several subject areas, namely *Estudo do Meio*, *Educação Artística*, *Educação Física*, and English as a Foreign Language.

FIGURE 1. Diagram taken from the 1.º CEB – ESTUDO DO MEIO Curriculum document.
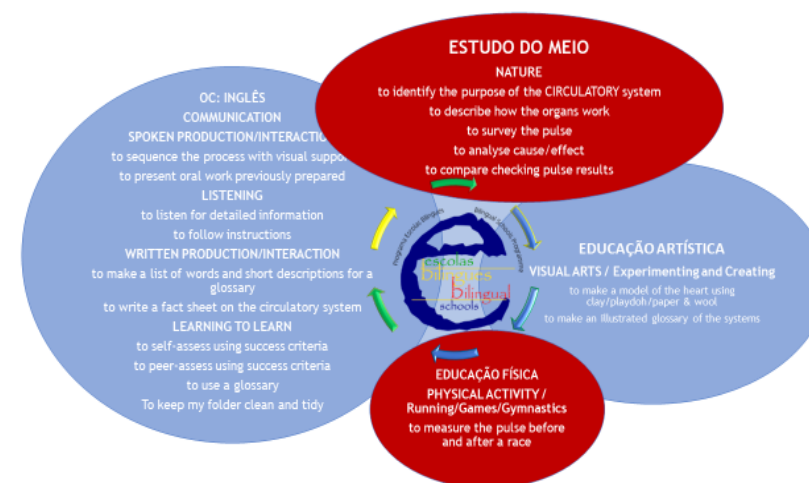
Source: ME & British Council, 2022.

While the curriculum provides a basis from which to work and enables more effective sharing of materials, schools do of course have the freedom to make some changes if there are reasons why a topic may be more appropriately presented through the other language in their context. This allows teachers and schools to take some ownership of the curriculum which meets recommendations from the pilot evaluation study. As the programme has expanded, it has not been possible to follow this pattern with the curricula for other education levels and subjects. While the number of hours per week spent on children learning through English is specified, content is not, so here, teachers and schools have complete ownership.

At preschool, activities through English should be integrated naturally into the normal pre-primary routines and activities and adhere to the *Orientações Curriculares para a educação pré-escolar* (OCEPE, Curriculum Guidelines for Pre-primary Education 2016). The goal is to sensitise children to the foreign language; English is not taught separately but the educator will identify opportunities to incorporate English through the normal preschool activities. This can be in daily routines (for example the attendance register, the weather, hello songs, snack time), play areas (an area with English games), games including physical education, story time, and more extended projects on different themes that arise from the children's interests and questions which can incorporate a wide range of different routines, games and other activities.

At upper primary and lower secondary, schools can opt for teaching different subjects through English, depending on which subject teachers have an appropriate level of English. For example, schools have opted for Science subjects, History, Geography, Physical Education or Arts, according to the teaching staff they have who can and are willing to teach parts of their subject through the medium of English. As indicated above, it is for them to decide which topic areas within each subject are taught through English and which through Portuguese. As at lower primary, the same content should not be repeated in both languages in the same year, but would be further developed through the two languages in subsequent years.

English is an obligatory part of the curriculum in Portuguese schools from year three and throughout primary and lower secondary. Guidelines for schools joining PEBI state that in years 1 and 2, English should be provided to children, either through the *Oferta Complementar (Extra subject)* or through *Atividades de Enriquecimento Curricular (Curriculum Enrichment Activities)*. The English taught should be tied in with their learning through English in other areas of the curriculum (i.e. *Estudo do Meio, Educação Artística* and *Educação Física*).

In years three and four of primary, all children obligatorily study two hours of English per week. This may increase during upper primary and lower secondary education levels. Adaptations need to be made here for children in PEBI in terms of level of challenge and content. For example, in year three, the national curriculum topics for English are:

> *Greetings and simple introductions; identifying yourself; countries and nationalities; family, cardinal numbers up to 50; days of the week; months of the year and seasons; school and routines; games; transport; weather; colours and shapes; clothes; pets.*

The English curriculum states that children would be expected to be at A1 level in year three, only progressing to A2 level in year six, and B1 by the end of year nine.

Clearly, if children have been studying in PEBI since pre-primary or year one of primary they will have already been dealing quite extensively with most of the topics indicated above for year three English through the preschool routines and activities, and the content taught through English in the first two years of primary. They will have had a lot more exposure to and the opportunity to use a broad range of language and should have developed some skills and confidence in using it.

The evaluation study carried out in 2014 placed most children in the middle of year four of the pilot programme as already at A1 or A2 level in terms of spoken interaction, reading and writing. The current goal is that children who have been in the programme throughout primary and possibly pre-primary previously

should reach A2, and those completing year seven should be at B1. It is important, therefore, that English language teachers in the bilingual programme work closely with the subject teachers to ensure that English lessons fully support the teaching of content through English and that they are pitched at an appropriate level. The guidelines for schools joining the programme (ME, 2022) indicate that schools need to deal flexibly with the English curriculum content from years three to nine to ensure that pupils are challenged and motivated to achieve higher levels of proficiency in the language.

Likewise, the study suggests that curricula can be adapted to the reality of learning in a bilingual context by enabling an interdisciplinary approach to content and continuing language development. This would entail linking the primary curriculum with that of subsequent education levels, to ensure the continuity of the teaching/learning process.

3.3. Staffing

Staffing is another key success factor as it needs to ensure the involvement of the right human resources in the programme. This requires defining a teacher profile, willingness to deploy staff according to needs, investment in continuing professional development and language proficiency level certification, creating opportunities for collaborative work and ensuring teacher continuity in the programme.

Some of these features are included as a requirement of the CLIL teachers' competence grid (Bertaux *et al.*, 2010, p.4 and p.8), which defines a set of areas of competence, competences and related ability descriptors, notably as regards, for example, Lifelong learning & Innovative teaching and learning approaches and Partnerships in supporting student learning. Indeed, the first is related to the need to be aware of personal professional development needs and be willing to take part in courses on a regular basis with a view to applying new techniques and improving teaching (see Section 4 for more on teacher training). The second relates to working with others including other teachers and school managers. Successful team working was also identified in the evaluation study of the pilot project as of key importance.

Within PEBI, the teacher profile states that educators and primary teachers are required to have a B1 minimum level of English in pre-primary and primary, whereas subject teachers teaching in upper primary and lower secondary levels need to have a B2. They should also be willing to continue to develop their language competence both through attending training offered within the programme or through other means such as language courses or self-access resources. To continue to develop as bilingual teachers, they are also expected to take part in

methodology courses and workshops initially offered through the programme and then to pursue other appropriate professional development opportunities. It is also a requirement that most bilingual teachers have a permanent post at a school cluster to ensure continuity at the same school.

With regards to the organisational level of the school, head teachers are required to deploy staff according to the programme's needs. For example, if a school is starting the programme in primary education, the head teacher is expected to deploy the teachers who have the language level required to teach the bilingual classes as from year one. Likewise, they should ensure that there is time allocated each week for collaborative work between class or subject teachers and English specialist teachers.

3.4. Teacher training and follow-up

As indicated above, a key requirement for schools joining PEBI is to ensure that teachers involved have training in CLIL / bilingual education or are willing to participate in training offered. Prior to and throughout the pilot programme, we offered a range of methodology training courses and workshops accredited by the *Conselho Científico-Pedagógico da Formação Contínua* (CCPFC) so that the training would be recognised in terms of teachers' career progression. The training was to help teachers develop a better understanding of bilingual education and provide them with practical ideas for implementing effective teaching through English. As Reilly (2012, p. 228) states in relation to the training offered to teachers in the Spain bilingual programme: "The courses are not a reflection on teachers' skills, focusing rather on an awareness that the bilingual classroom requires a different mental framework and methodological approach that complements their skills and helps overcome difficulties." From the beginning, our approach was to focus on methodology and not language improvement *per se*, as has been the case in many other bilingual programmes in Europe (European Commission/EACEA/Eurydice, 2017). While we drew initially on some methodology training developed for the Spain project, once the pilot project had started we began to develop our own courses and workshops. These were very specifically tailored to the Portuguese context following our classroom observations, discussions with teachers and increasing awareness of teachers' needs.

All the training we have designed aims to meet criteria we consider as key in delivering effective continuing professional development (CPD). Referring to the 'INSPIRE' model described by Richardson and Díaz Maggioli (2018) our courses and workshops are designed to be impactful (enhancing children's learning), needs based (highly contextually relevant for the participants), sustained (through

consistency between workshop and course content and monitoring follow up after the training), peer collaborative (teachers from the same and different schools, along with the English language teachers supporting them, working on producing ideas and materials together), practical and classroom based (providing opportunities for the teachers to plan activities and carry them out in their classes), reflective (encouraging teachers to consistently reflect on and improve their own practice) and evaluated (seeking feedback from children and peers).

During the pilot, methodology workshops and courses were designed and accredited for teachers at each year of primary, thus providing practical and highly relevant examples of learning activities as well as principles for bilingual teaching. The training was given by British Council trainers through the medium of English so, as well as providing practical methodology training, the courses provided rich opportunities for language acquisition in areas directly related to the teaching context and curriculum content, and for building teacher confidence and skills in working in English. The primary class teachers as well as English language teachers and coordinators supporting them attended the methodology workshops.

In the evaluation study, it was reported that feedback on the training was generally very positive with an average score in terms of satisfaction of 3.7 out of 4. Particularly appreciated was the quality of the planning and methodology input, the focus on 'active' methodology which could also be transferred to the teaching of other subjects, the highly practical component, the demonstration lessons and activities, the variety and innovative nature of the materials and activities, the support offered to teachers, and opportunities for sharing of experiences among the participants.

The majority of teachers in the pilot project also attended CLIL courses in the UK under the Erasmus+ Programme giving them an opportunity to further broaden their understanding of CLIL and share experiences with colleagues from other countries.

When PEBI was introduced as a programme that could be implemented in pre-primary and across all the education levels of *Ensino Básico* (lower primary, upper primary, and lower secondary) in 2016, we developed further training courses and workshops, once again accredited by the CCPFC so that the training would be recognised in terms of teachers' career progression. As well as designing and offering methodology workshops for each education level, we added language courses. Currently we aim to offer each of these every year so that new schools or new teachers joining the programme have the opportunity to attend.

While we initially ran courses and workshops separately for pre-primary educators and primary teachers, we decided to merge these courses as it was felt participants could learn a lot from each other and get a better understanding of how to ensure appropriate transition and further challenge and development. It

also gave English language teachers who joined the methodology workshops a better overview of working with teachers at both education levels.

Currently upper primary and lower secondary teachers join the same methodology workshops which also helps with ensuring continuity between educational levels. It has been suggested that a further course may join lower primary and upper primary teachers, again to manage the transition better, ensuring progression in curricular learning goals, encouraging teamwork, and understanding and generally ensuring better continuity in the children's learning.

The general format for the methodology workshops has been based around identifying key concepts of bilingual teaching, trainer-led demonstrations of practical learning activities for the age groups and curriculum content and then practical tasks carried out in groups to put into practice the concepts and activities. The workshops include 25 hours of group sessions and another 25 hours of autonomous work. The latter normally focuses on participants producing schemes of work and teaching materials, which are then trialled, reflected upon and presented to the trainer and other course participants.

For the language courses, language input is chosen according to contextual relevance rather than traditional structural grading. For example, the focus of the sessions for pre-primary and primary teachers centres on routines and the classroom environment, maths and science, visual art, music and movement and story-telling. These areas naturally define the language items, both structural and lexical, to be explored and worked on in the course.

Feedback on training continues to be very positive and is considered crucial to effective implementation of the programme. In response to teacher demand and our own observations, we now need to develop further training workshops and courses to offer additional developmental opportunities for teachers who have more experience in the programme. For example, language courses for subject teachers in second and third cycle are currently under development as are further workshops for teachers of all education levels. In addition, we would like to promote more teacher-led professional development opportunities such as a symposium for ideas sharing at the end of the academic year. We are also looking at how shorter introductory training courses or workshops might be implemented at a local level.

Monitoring has been an integral part of support provided to schools, ensuring among other things that continuous professional development (CPD) is 'sustained' as referred to above in the INSPIRE model (Richardson & Diaz Maggioli, 2018). This has consisted of visits to schools, lesson observations and feedback with teachers as well as meetings with the school direction to discuss the implementation of the programme. A written summary is also provided after the visit. With the restrictions that came into place in the pandemic, monitoring has been carried out

differently. Schools are asked to submit 'evidence' from their classrooms – such as descriptions of tasks and plans, lesson materials, photos or recordings – that is then reviewed by trainers. A follow up online meeting and written report offers the teachers and schools feedback on their work. The two forms of monitoring – face-to-face and online – actually seem to complement each other, enabling us to focus on different aspects of implementation. Consequently, as we move out of the pandemic, we aim to have both kinds of monitoring in place.

As well as monitoring, schools can seek support from their local DGEstE bilingual support person, or DGE or the British Council. Meetings take place at the beginning of the academic year and schools produce a report at the end of the year reflecting on the implementation of the programme in their cluster.

4. Conclusions

The bilingual project in Portugal, in which we implemented bilingual education through the medium of English, started more than a decade ago and has resulted in much learning and reflection for all involved.

We should not underestimate the level of challenge for schools and teachers in joining the programme and the degree of dedication and commitment needed to make it work. Strong leadership has been identified as essential for success; the need to have the support of the whole school community, including teachers and parents and to promote the programme in the wider community are both crucially important in creating a positive bilingual school ethos. Gradual and systematic implementation of the bilingual programme and following guidelines about curriculum and teacher profiles have also been identified as success factors. Feedback on training provided through English which has largely focussed on methodology but also specific language development for bilingual teachers has been consistently positive and is considered another key factor for success.

We should bear in mind that the end goal for the introduction of the bilingual education programme in Portugal is to enhance children's learning and future life opportunities. Research has already demonstrated many benefits of bilingual education/CLIL and our evaluation study suggested that the pilot project had the potential for this. It is therefore important to continue to work on improving and extending the programme.

5. Recommendations for future developments

In the light of our reflection, shared through this chapter, we would highlight the following as recommendations for the future of the programme:

The interest in bilingual education has continued to grow over the years and as schools expand the programme and involve more learners and teachers, the need grows to increase institutional support at macro level and school ability to make implementation sustainable at micro level.

An ideal situation would involve making bilingual education an educational priority at policy level: in the long term, through the inclusion of bilingual education/CLIL modules at initial teacher training level, and, in the short term, the acknowledgement of bilingual schools in the Portuguese education system with a view to enabling the direct recruitment of professionals with the profile we see fit for the programme and the time to do it collaboratively. This would strategically cater for sustainability and quality at national level in the long run. In this vein, it is important to keep setting national targets every five years which currently stands at involving 7% of public schools by 2025.

Encouraging schools to learn from each other and share good practice is also key and can be done systematically by providing a central online resource bank with quality and well-organised, easily accessible resources.

Reaching out to the wider community so as to spread this kind of provision across several societal sectors could be done by organising regular symposia where opportunities for reflection and sharing best practice could be created.

Continuing professional development in methodology and language is a crucial support form that we feel should continue to be offered every year to ensure teachers can deliver high quality learner-centred education in line with the curriculum using effective CLIL methodology. This requires devising new courses that can cater for the needs of both experienced schools and those new to the programme, for more and less experienced staff. Preparing schools to build teacher training capacity with more teacher-led courses at regional and local levels is also key.

Hybrid monitoring systems also need to be adjusted every year which comprise online and face-to-face sessions that will enable lesson observation to ensure closer reflection and support. Schools also need to keep receiving clear guidelines through documentation and meetings to help them implement the programme. We know that the understanding, support and enthusiasm of head teachers and coordinators is crucial.

Finally, we believe bilingual education should ideally continue all the way up to the completion of upper secondary education which is a challenge we need to work on in the near future.

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In the right frame of mind: core issues in professional development for CLIL in Portugal

Maria Ellison[1]

Abstract

In order for a new educational approach to be successful, those on the front-line responsible for administering it, i.e., the teachers, must be readily equipped with appropriate knowledge, understanding and attitudes which allow them to confidently embrace the new professional challenge. In Portugal, Content and Language Integrated Learning (CLIL), a dual focused approach to the teaching and learning of subject content and an additional language, is a growing phenomenon. Like many national contexts in which CLIL is implemented, Portugal has its own idiosyncrasies regarding the preparation of teachers. This chapter focuses on professional development for CLIL in this country. It presents the core constituents of knowledge and the mindsets required of teachers for CLIL. It identifies their credits (what they bring to a scenario), their needs (what they should receive from teacher education) as well as the benefits of CLIL to teaching and learning. The chapter draws on the author's experience and best practices from pre- and in-service teacher education at the Faculty of Arts and Humanities of the University of Porto. It ends with a set of recommendations on professional development for policy makers, school directors, project coordinators and teachers.

Keywords

Professional development; CLIL scenarios; academic language; teacher credits; teacher needs; teacher benefits; whole school approach.

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Resumo

O sucesso de qualquer nova abordagem educativa depende de quem se encontra na linha da frente e é responsável pela sua implementação, ou seja, os professores, que precisam estar equipados com os conhecimentos, a compreensão e as atitudes mais adequadas que lhes permitam abraçar com confiança o novo desafio profissional. Em Portugal, a Aprendizagem Integrada de Conteúdos e de Língua (AICL), uma abordagem duplamente orientada para o ensino e aprendizagem de conteúdos temáticos e de uma língua adicional é um fenómeno crescente. Tal como em muitos contextos nacionais em que se implementou AICL, Portugal tem as suas próprias idiossincrasias no que diz respeito à formação de professores. Este capítulo centra-se na formação profissional contínua em AICL no país, apresentando os conhecimentos essenciais e as mentalidades exigidas aos professores, e identificando os créditos, as necessidades e os benefícios de quatro perfis base de professores, a partir da experiência da autora e de boas práticas da formação inicial e contínua de professores na Faculdade de Letras e Humanidades da Universidade do Porto. O capítulo termina com um conjunto de recomendações sobre desenvolvimento profissional para decisores políticos, diretores de escolas, coordenadores de projetos e professores.

Palavras-chave

Formação inicial e contínua de professores; cenários CLIL; linguagem académica; *teacher credits*; necessidades de formação docente; vantagens para professores; abordagem de escola.

1. Introduction

Content and Language Integrated Learning (CLIL) is a dual focused educational approach in which curricular content and an additional language are taught and learned simultaneously (Coyle *et al.*, 2010). The additional language may be a second, foreign or minority language (Eurydice, 2006). For the purposes of this chapter, the term 'foreign' language will be used instead of 'additional', as in Portugal the main language of CLIL programmes is a foreign language, namely English. This approach necessitates the formulation of learning outcomes for both content and language, so that appropriate attention is given to both during the teaching and learning process. As with any educational innovation, the prior and continual provision of teacher education is crucial in order to guarantee quality and success within any school context. This is evident in the 'forewarning' of Marsh, Mehisto, Wolff & Frigols:

> Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise: among others, in the content subject; in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution. (2010, p. 5)

This is no easy task, and these words are enough to instil a certain degree of apprehension in those who may be faced with this challenge. Many teachers involved in CLIL in Portugal did not receive any specific CLIL training in the degree courses which gave them access to teaching and professional status. Currently there are no teaching degrees, Master's or otherwise, which combine content (non-language subject) teaching and foreign language teaching; for example, a Master's in teaching Geography and English in lower and upper secondary education. Degrees in teaching are polarised into those teaching content subjects or languages. Master's degrees in teaching content subjects do not usually include didactics of language – how to teach about the language needed by students in order to communicate their knowledge and understanding of the content of the subject, i.e., the academic language of the discipline. Currently there are also no degrees in primary education which focus on the teaching of foreign languages. In this level of education, the teaching of English as a foreign language is the remit of teachers with this specialism who must now hold a Master's degree in teaching English to young learners which includes supervised teaching practice. With the exception of FLUP, these degrees do not contain a compulsory curricular unit on CLIL despite it being mentioned by a hearing of experts invited by the Portuguese National Council for Education (Conselho Nacional de Educação, 2013) as the preferred model for integrating English in the first cycle of basic education.

In Portugal, CLIL is taught by content teachers or language teachers during the curricular time of the content subject. It may also be taught by foreign language teachers in their curricular time. This latter type of CLIL is often referred to as 'soft CLIL' as the main aim is to develop proficiency in the foreign language via a content-based approach to teaching. This type of CLIL rarely deals with the nuts and bolts of subject content, its complex concepts, skills and competences. However, in some cases, CLIL is implemented by English language teachers in the form of project work or in subjects such as Citizenship Education (see Ch.6., Leão this volume) where important real world topics are addressed, and skills and concepts developed. In CLIL/bilingual programmes in Portugal, students attend foreign language lessons and CLIL lessons. In the PEBI programme, English language teachers and primary generalist teachers are advised to collaborate and be flexible in order to ensure that children are both prepared for lessons given

in English in Social Studies (Estudo do Meio) and that the level of English in the English language lessons is sufficiently challenging for children in this programme (see Ch.8., Xavier & Tice this volume).

There are no CLIL coursebooks which focus specifically on the Portuguese curriculum in Portugal. As yet, no national publishing house has produced a series for any single content subject. This is in stark contrast to neighbouring Spain where CLIL is served by national as well as international publishing houses with a realm of coursebooks for all school levels and subjects specifically designed for the Spanish curriculum. This is because in Spain, the phenomenon is much more widespread, with bilingual education now a reality in many regions. CLIL teachers in Portugal have to design their own materials or adapt from other sources. This can be very complicated and time-consuming. That said, an increasing number of locally-produced English Language Teaching (ELT) coursebooks do include CLIL in the form of the 'CLIL page' or end of unit cross-curricular project, though many of these focus primarily on language.

The system of recruitment of teachers in Portugal means that many newly-qualified teachers may wait years before finding a permanent position in a school. Where teachers on short-term contracts are involved in CLIL, the project runs the risk of ending when they leave. This means that the sustainability of CLIL projects is often in the hands of older teachers who find themselves stepping out of their comfort zones to embark on a new professional challenge in the latter stages of their careers. Continuation of CLIL across educational cycles has not always been guaranteed within the same school cluster either, thus curtailing the bilingual education of children.

All considered, teachers implementing CLIL in Portugal face their own unique challenges within or outside of their control. Such factors influence individual teachers and school investment in professional development for this educational approach (Ellison & Almeida Santos, 2017).

The purpose of this chapter is to address professional development for CLIL in Portugal against a backdrop of core understanding and mindsets for teachers, i.e., what teachers need to know, and how they need to mentally prepare themselves for it. This is based on research and experience in the Portuguese context. Teacher profiles are examined for their credits (what they bring to a scenario) and needs (what they need to receive from teacher education), as well as the benefits this educational approach brings to teaching and learning. The idea of 'credits' is taken from Moon (2000, p.vii) who acknowledges that changes teachers may undergo can be "stressful". She suggests that it can be helpful "to begin by writing down all of the things you can do already (credits) and think about which of these things you can make use of or adapt for the new teaching situation (credit transfers)."

Finally, a set of recommendations is provided for policy makers, CLIL coordinators, school directors and teachers in Portugal, with indications as to what professional development could constitute and how this may be operationalised.

2. Core understanding and mindsets for CLIL

In order for teachers to embark on CLIL, they need to understand the principles on which it is based as well as its unique methodology which will require a change in mindset to meet the professional and psychological challenge they will face. Principles of CLIL relate to 4Cs – Content, Communication, Cognition and Culture. An understanding of what constitutes academic language is crucial in determining how content is communicated and how students will express their understanding of it. To understand the methodology of CLIL, teachers need to know how to integrate the knowledge bases of content subject and foreign language. All of this necessitates an attitude of openness and willingness to change the way one thinks and teaches. As Coyle (2002) states:

> This shift has brought with it a need to redefine methodologies to take account of language use by both teachers and learners which encourages real engagement and interactivity. It has also brought with it teacher reflection on how best to teach and therefore embraces issues fundamental to the education process itself. CLIL therefore has implications for teacher education at both pre and in-service levels. (p. 28)

2.1. Core understanding

2.1.1. The 4Cs of CLIL

Grounded in this educational approach are principles related to content, communication, cognition and culture (or community), also known as the 4Cs of CLIL (Coyle *et al.*, 2010). **Content** is the knowledge, skills and understanding of a school subject; **Communication** is the way that knowledge, skills and understanding are communicated through specific and generic academic language; **Cognition** is the thinking that students are engaged in during tasks and activities. This thinking is accessible and transmissible through language; **Culture** is what binds educational activity together – in acts involving working with others – learning

about, from and with them in the classroom and beyond it if links are forged with other school communities within and across national borders. CLIL draws on socio-constructivist approaches to learning where knowledge construction is achieved through interaction among students in the classroom (Marsh, 2006). This necessitates that students work together on group tasks where there is a reason to use the language in acts of communication and meaning making.

Effective CLIL involves the "planned pedagogic integration" (Coyle *et al.,* 2010, p. 6) of the 4Cs. They can be used as a framework for planning CLIL lessons. They require teachers to account for the language and language skills (reading, writing, listening, and speaking and mediating) learners will need to be involved in to access and communicate the content, the thinking skills they will need to activate or develop, and how and with whom this will happen. A useful guide for considering cognition in CLIL is the revised taxonomy of Bloom's cognitive processes by Anderson and Krathwohl (2001), which consists of cognitive and knowledge dimensions.

Professional development for CLIL should involve teachers in applying the 4Cs to their subjects in the Portuguese curriculum. For example, in the Master's in Teaching English in the 1st Cycle of Basic Education (MEBI) at FLUP, students conduct and present a curriculum analysis of an area of the curriculum for Social Studies (Estudo do Meio) for either the third or fourth year using the 4Cs. They assemble an audit of each of the 4Cs which consists of an analysis of the concepts of a specific content, the academic language of this content, the thinking skills and how these are expressed through language, and the types of interaction required to understand, manipulate and apply content concepts. These students also consider the genres or text-types that the young learners will need to interpret and produce (see section 2.1.2 below).

2.1.2. Academic language

Academic language or the 'language of schooling' is the formal language register of a given subject. This differs from everyday language use which does not include subject-specific terminology on a regular basis. The scholar Cummins (1979) made a distinction between what he termed Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The former is the desired attainment for general language proficiency – non-formal, socially-appropriate language; the latter is that for formal, academic contexts. Students need to know this difference. Cummins (2000) defines academic language as well as teaching which supports its development as:

> the sum of the vocabulary, grammatical constructions, and language functions that students will encounter and be required to demonstrate mastery of during their school

years. This will include the literature and expository texts that students are expected to read and discuss in both oral and written modes. (…) [I]n order to develop students' access to and mastery of academic registers, instruction must focus on meaning, language and use. It assumes that for optimal progress to occur, cognitive challenge, intrinsic motivation, and promotion of critical literacy must be infused into the interactions between teachers and students. (p. 541)

In each subject, students are expected to use language skills (read, write, listen, speak). As they do this, they will develop academic literacy. The way in which students activate their language skills in the subject will depend on the genres of the subjects. Genres or text types and how they are organised are key to supporting academic literacy. Examples of genres (text types) are: reports of experiments in Science; narrative accounts of historical events. These follow particular organisational conventions and include specific academic language for expressing functions, what Dalton-Puffer (2013) calls 'Cognitive Discourse Functions' (CDF) (e.g., the language used to describe, explain, report, etc.). Teachers need to be aware of the key terminology, genres, and CDFs of their subjects in order for them to support their students' knowledge, use and development of these. This is vital, as it is through their application of academic language that students express their understanding of curricular content. Crucially, as Mehisto (2017) emphasises, their ability to use it will influence their success.

> Ultimately, schools expect students to express their thinking through academic language. Moreover, schools use academic language to assess students' learning. Thus, as academic language is the language of assessment, it can also be said to be imbued with power, and hold one of the keys to academic success. (p. 89)

Teachers, therefore, need to be good models of academic language, to use it appropriately and strategically, and to help students to notice and use it. It is said that academic language is no-one's mother tongue, but teachers and students need to be aware of and activate it if the latter are to succeed in their schooling.

2.1.3. Fusion of knowledge bases

As an integrated approach, CLIL draws on the knowledge bases (the *what* and the *how to*) of the content subject and those of the foreign language. CLIL is a fusion

of these knowledge bases (see Ellison, 2014 for an extensive list). Since there are few teachers in Portugal whose initial training has equipped them with both sets of knowledge bases, teachers involved in CLIL must acquire an awareness of what these are. This is best done through collaboration with colleagues (foreign language and content) and observation of teaching practices. This will help teachers adopt the necessary 'sensitivity' towards language or content which will complement their own (knowledge base). For example, pre-service teacher education for Master's degrees in teaching English could include the observation of generalist teachers teaching regular lessons in Portuguese in order for English language teachers to develop an understanding of the cognitive and linguistic demands made of children in the mother tongue. In addition, pre-service students should also be given the opportunity to teach a CLIL lesson or lessons themselves. Where this is not possible, a CLIL lesson could be given in the English language class, thus establishing cross-curricular links which may be further developed.

A CLIL teacher will need to adapt their regular mono-disciplinary/mono-lingual practice to accommodate the integration of the other, allowing it to become bi-disciplinary and bilingual. This does not mean translating subject content from one language code to another, but rather adopting different pedagogic strategies from the other knowledge base. For example, the teacher of Geography will need to become aware of how they can facilitate the understanding and use of the foreign language in the CLIL Geography class using language teaching techniques which focus on the academic language of Geography, as well as developing language skills (reading, writing, listening and speaking). Similarly, if it is the foreign language teacher who teaches CLIL, they will need to become aware of the knowledge and concepts of the particular topic of Geography as well as its academic language. Both types of teacher need to be aware of how these can be effectively communicated without diluting the content at the expense of language or vice versa whilst maintaining the depth and precision of the subject. The matrix developed by Coyle et al. (2010, p. 43) is a useful guide to balancing cognitive and linguistic demands in tasks and materials.

Figure 1. The CLIL Matrix.
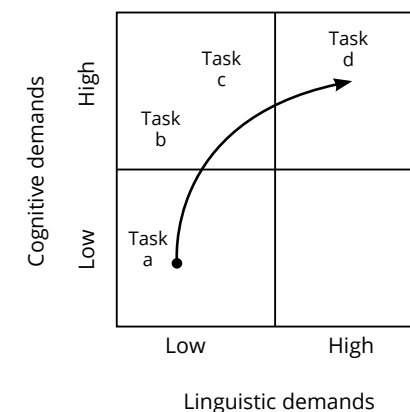
Source: Coyle et al., 2010, p. 43.

Content and language teachers need to collaborate in CLIL in order to pool their expertise and ensure that content and language are given the desired attention and are supported with the appropriate type and amount of scaffolding (Pavon & Ellison, 2013). This delicate balancing act will help to ensure the necessary integration of content and language pedagogies.

2.2. Mindsets

The undertaking of CLIL for many teachers not only poses a considerable cognitive challenge, but also an affective one, which more often than not, means stepping out of their comfort zone into less familiar territory. This may leave teachers feeling vulnerable for a number of reasons: they may not have the level of language needed to teach in it and thus be a good model of it in terms of accuracy, fluency and pronunciation; they may not be able to recognise students' language needs or difficulties, leaving them unable to correct or support them; they may find it difficult to find, design or adapt appropriate materials for their students' levels; they may struggle to balance cognitive and linguistic demands in tasks; if language teachers, they may lack content knowledge and academic language of the disciplinary area since degrees in language and Master's in teaching language focus mainly on general English. Both types of teacher may lack confidence, but

content teachers are particularly vulnerable. They may be less at ease, less able to be anecdotal and be 'themselves'. They may feel that their own content knowledge and expertise are threatened, and may appear less 'in control', particularly if there are students whose language level is good or even better than theirs.

Needless to say, the CLIL teacher must have the right knowledge – content and language, and be in the right frame of mind to be able to teach effectively. Above all else, they should be encouraged to actively reflect on their own practice before, during and after lessons. Professional development for teachers should incorporate reflection and reflective practices which help teachers identify their challenges and achievements (Ellison, 2021). It should be "affective professional development" (Ibid, 2021, p. 189) which incorporates cooperative and collaborative reflection through professional partnerships. By nurturing a spirit of collegiality and trust, teachers will feel more at ease with observation and more willing to see it as a constructive tool in both the teaching and learning process (Ibid, 2021). Engaging teachers in actively investigating their practice through, for example, action research, leading from their increased ability to reflect, would hopefully contribute to much needed practitioner-led research and the evidence base of CLIL in Portugal. In addition, they should engage their students, regardless of educational level, in reflecting on *their* learning in CLIL – on their content and language knowledge, and ability to think critically within the discipline. Such metacognitive strategies will help to foster learner autonomy. In light of the above, it is useful to reflect on CLIL teaching scenarios and teacher profiles in Portugal to identify credits, needs and benefits.

3. CLIL teaching scenarios and teacher profiles: credits, needs and benefits

Four predominant CLIL teaching scenarios and the profiles of teachers (content and language) involved are presented below. These apply across educational levels. The designation 'content' teacher is here synonymous with pre-primary educators and primary generalist teachers, and subject teachers in middle school, and lower and upper secondary school. In each case, what the teacher brings (Credits) and what they need to receive from professional development (Needs) are identified. Benefits of CLIL to teaching and learning are highlighted in each scenario.

3.1. Scenario 1:
The content teacher teaching through CLIL

Credits

The content teacher is an expert in their field. They have the content and pedagogic knowledge to be able to transmit the concepts, skills and understanding of their subject to their students in Portuguese. They can identify the academic language of their subject in the mother tongue and use this in their classes. They are aware of the genres/text types which predominate in their field which students are expected to understand, interpret and produce. They know how to organise and facilitate learning for and among students. They are able to recognise students' strengths and difficulties in regular lessons given in Portuguese.

Needs

In CLIL, the content teacher needs to have a high level of proficiency in the English language regardless of the educational level they are teaching. Ideally, this should be no less than C1 level on the Common European Framework of Reference (Council of Europe, 2001). They do not need to be native or native-like but need to be accurate and fluent, and feel comfortable and confident using the language. They should have a good linguistic range and flexibility to be able to reformulate and recast, and know how and when to use L1 (see Ch.3., Feller this volume). They need to know the academic language of their disciplines in English – key terms, structures, functional language which students need to communicate their thinking. The content teacher needs to be able to use the language for classroom management in order to organise students, their tasks and learning.

Content teachers need to be aware that teaching in CLIL is not simply switching language, but it requires adaptations to methodology, too. It is about finding ways to get the message through to students. Teachers (and students) need to know that it may take longer to cover content, and therefore the syllabus, because students need more time to work through materials and opportunities to communicate their understanding inside the classroom. Teachers must be careful not to dilute content at the expense of language. They also need to acquire language sensitivity i.e., to be able to think like a language teacher and activate this when planning and executing lessons. This includes formulating learning outcomes for content *and* language. Teachers need to exploit multimodal sources (linguistic, visual, spatial etc) in order to appeal to all learner types and styles of learning which will facilitate access to content and lead to deeper learning over time. They need to provide for student-focused lessons and group work with more active engagement of students (see Ch.4., Reis Alves this volume).

Furthermore, content teachers need to know how to provide opportunities for the four language skills (reading, writing, listening and speaking) to be practised. Students need exposure to the right genres/text types of the discipline in order, for example, to read, listen, write and speak the language of Geography in English. Teachers need to be able to identify how texts are organised, how language is used and how they can help students to notice this organisation and language so that they can support their students' use of it and in doing so develop their Cognitive Academic Language Proficiency. Thus, the content teacher needs to become aware of language learning strategies and how to support or 'scaffold' these. They need to know reputable sources where they may find and adapt materials.

Benefits

It is understood that content teachers who engage in CLIL become more conscious of the importance of language when they return to teaching in the mother tongue (Ellison & Almeida Santos, 2017; Kelly *et al.*, 2004). Stepping out of their comfort zone enables them to broaden their horizons in terms of new methods and materials, and engage in cross-disciplinary projects. This can be empowering and provide a sense of achievement as well as foster collegiality and the development of "multiperspectival competence" (Wolff, 2005, p. 21).

3.3. Scenario 2:
The English language teacher teaching the content class

Credits

The English language teacher is an expert in their field. They have the content knowledge of general English, a high proficiency in the language, pedagogic content knowledge – how to teach the language and develop language skills (reading, writing, listening and speaking). They have a range of competences which make them proficient users: grammatical, pragmatic, social, communicative, and so on. These teachers can identify characteristics of good language learners and can develop their students' metacognitive awareness of these. They know strategies which make students aware of incorrect language use and how this may be self-corrected by the student, their peers and corrected by the teacher. The language teacher uses BICS, can be anecdotal, and can use the language for classroom management.

The English language teacher is aware of approaches, methods and techniques in language learning and can apply these appropriately in the classroom according to the context. They know that language learning is best facilitated through 'language using', represented in communicative and situational-functional approaches. They are aware that this is done through a variety of interaction patterns. They can draw on techniques such as drilling to develop pronunciation, and know how to develop strategies and skills for reading, writing, listening and speaking. They may be familiar with task-based, project and problem-based learning which may facilitate CLIL (see Ch.4., Reis Alves this volume). The English language teacher may be familiar with and already adopt cross-curricular approaches in their language lessons where links are made with other areas of the curriculum, and techniques from other subjects adopted and deployed in the language classroom.

Needs

The goal of foreign language teaching is to develop a high level of proficiency in the language (BICS). Teachers have been primed for this in their initial and continual training. However, it is unlikely that they will have received training in teaching language for specific purposes. Consequently, although such teachers are specialists in the English language, they will not necessarily be aware of/familiar with the academic language of other subjects e.g., geographical terms (what they mean/how they are used or how to pronounce them) or the language used to express geographical concepts in primary or secondary education (CALP). They may not be aware of the genres of subject specialisms, but may be able to identify these with more ease.

The language teacher is not a content specialist and cannot teach the discipline without the shared expertise of the content teacher. They must liaise with the content teacher in order to establish the content to be taught, its principles, concepts and skills. Collaboration is paramount in order to both plan for and teach the content through the foreign language. Time must be allocated for this. The language teacher essentially delivers content determined by the content teacher using a combination of pedagogic knowledge of the content and their own knowledge base of foreign language teaching. They need the content teacher to be present in class so that they may be helped by them if issues arise concerning content. The language teacher needs to know that language learning is not the only goal. It is a tool for learning and expressing thinking. As the language teacher is not a content specialist, their teaching of various subjects should be avoided as this would be over-burdensome and not allow them to acquire a 'comfortable' amount of expertise.

Benefits

The English language teacher will develop a knowledge of other disciplinary fields and an appreciation of interesting, useful educational content which they may bring to their language lessons. For example, primary English language teachers will realise that they can import curricular content and strategies from the primary curriculum into their English language lessons (Ellison, 2008; 2010). This will make the lessons more meaningful especially as children are able to see the connections between 'subjects' (Ibid). Teachers of lower and upper secondary levels may adopt more task-based and problem-based learning where language is seen as a tool for communication in authentic activities with real world experiences and concerns. English language teachers will also gain a better understanding of the cognitive demands on students in the subject. This, in turn, may transfer to the language classroom in which they may engage students in more higher order thinking.

3.3. Scenario 3:
The English language teacher supporting the content teacher

Credits

The English language teacher who collaborates with the content teacher essentially performs a supportive role in terms of moral boosting, language and language teaching pedagogy. Their obvious proficiency in the language, as well as pedagogic knowledge, enables them to provide advice about language choice, use and student engagement in language skills. They are aware of errors and mistakes made by content teachers and students. Although they may not be aware of key terminology of the content discipline, they will be familiar with grammatical structures which accompany this as well as CDFs.

Needs

The language teacher who supports a content teacher will need to know how to do this sensitively and respectfully. Their colleague is not their student but their intellectual equal. It has already been pointed out that it is unlikely that the language teacher will have been prepared for teaching language for specific or academic purposes, so they will need to familiarise themselves with content of the discipline, as well as how it is taught (pedagogic knowledge) and the main genres. They will need to consider how attention can be drawn to language in texts, opportunities created for languaging in tasks, and help balance cognitive and linguistic demands. They need to help the content teacher determine language

learning outcomes, the language needed during their input and that required by students to communicate. They need to be able to check the accuracy of language use in prepared materials, pronunciation of key terminology, ensure language is 'noticed' and used in work which involves the four language skills. In delivering the lesson, moral support and encouragement of all participants (teacher and students) is necessary. Support for the content teacher's use of language will be timely, for example, when correcting students' errors or mistakes, and providing them with on-the-spot language to accomplish tasks.

Given that foreign language curricula are not aligned with the language demanded of content curricula, English language teachers may consider how they can support content language development in their own language lessons. CLIL is not governed by grammatical hierarchies like traditional language teaching; it uses language which appropriately conveys meaning. For example, students may be required to understand and use passive constructions in CLIL History lessons before the stipulated time for their introduction in the language curriculum. The English language teacher may provide language 'rehearsals' which draw attention to the passive in their language lessons or task-based learning involving its use and subsequent language focus.

Benefits

The language teacher will gain awareness of content subjects which is interesting for their own personal and professional development. They may expand their own knowledge of academic English. Content from disciplinary subjects may be used in language lessons, or at the very least, reference may be made and connections drawn, which is of benefit to all and provides for more interdisciplinary cohesion. The English language teacher will take satisfaction from the fact that they are supporting teaching and learning in CLIL both outside and within the classroom. The presence of both content and language teachers in the classroom will reassure learners that they have the support of both teachers in their learning process, and that both are working for the good of all.

3.4. Scenario 4:
The English language teacher CLILing ELT

This scenario may occur when there is no CLIL programme in the school, and when the English language teacher wants to experiment with the CLIL methodology as a means of enhancing language learning. Where this is the case, liaising with a content teacher to determine the content which could be taught through English is still important so as to ensure there is no conflict of interest and that accuracy of concepts and knowledge are preserved. Where liaison is not possible, it is advisable to draw on content with which the students are already familiar. It should be noted, however, that when teaching content which the students already know, the cognitive effort is lessened. In this case, there is more of a focus on the foreign language terms for already known content and concepts, and opportunities for the development of language skills. Some (Coyle, 2006) would argue that this is not CLIL. However, when teaching English terms for content, the English language teacher may take the opportunity to reinforce and enhance developmental skills and concepts, for example using the topic of plants from Social Studies (Estudo do Meio) in primary education. After learners have labelled the parts of a plant in English, the teacher may consolidate the functions of each part providing necessary language and concept scaffolding so that learners are able to explain the functions themselves.

Credits

As previously mentioned, the English language teacher is an expert in their field, and, as such, is familiar with all knowledge bases in ELT. Their methodological awareness primes them for creating opportunities for students to develop language skills and proficiency in communication, which is the goal of ELT. It is likely that even if the teacher decides to teach a CLIL-type lesson, their main goal will remain the same.

Needs

The English language teacher will need to consider all 4Cs in their planning and preparation for the CLIL lesson(s). They need to select content which is interesting, relevant and meaningful to students. They need to be aware of the developmental skills and concepts which they will be helping to reinforce. They will need to know how they may establish cross-curricular links and borrow techniques from other curricular areas (Ellison, 2008) e.g., graphs from Maths; angles and symmetry from Geometry; principles of carrying out a scientific experiment, e.g., designing a simple parachute and presenting the results orally and in writing. Teachers need to be prepared to engage students in group activities such as those advocated by task-based learning (for an interesting cross-curricular project linking Geometry with English language teaching in primary education, see Franco & Ellison, 2021).

Benefits

The English language teacher will learn about different content and experiment with strategies from other areas, which will make for more interesting, meaningful learning. They will gain satisfaction from knowing they are supporting the understanding of content and techniques from other areas of the curriculum. As such they will have a better understanding of how the English language can play a role in the holistic development of the learner. They will be in a better position to forge ties with colleagues and collaborate. In primary education, through this type of cross-curricular teaching, the English language teacher may feel less isolated and their work taken more seriously by learners, teachers and parents (Ellison, 2010).

CLIL Scenario	Credits	Needs	Benefits
1 The content teacher teaching through CLIL	• is an expert in their field • has content and pedagogic knowledge • can identify key terminology • is aware of text types • knows how to organise and facilitate learning	• To feel comfortable and confident using English • To know: • how and when to use L1 strategically • that CLIL is not just switching the language code • how to adapt their methodology to integrate content and language learning • that in CLIL it may take longer to cover the content syllabus • that students will need more time and opportunities to communicate	• more conscious of the importance of language in mother tongue lessons • broader horizons – new methods, materials, collaborations • engagement in cross-disciplinary projects
2 The English language teacher teaching the content class	• high proficiency in English • can be flexible and anecdotal in English • knows about approaches, methods and techniques for language teaching and learning • can use a range of strategies to enhance communication in the classroom • can identify and correct errors/mistakes in language • knows how to draw students' attention to mistakes in language and encourage self-correction	• To become aware of the key content and concepts of the subject • To become aware of the academic language and genres of other subjects • To liase with the content teacher to identify and understand the above	• knowledge and appreciation of other disciplinary fields • use similar interesting, relevant, meaningful content in their language lessons • may implement more task-based and project-based learning • may engage students in more higher level thinking • collaboration with colleagues
3 The English language teacher supporting the content teacher		• All of the above • To be aware of how they may support the content teacher sensitively and respectfully • To be able: • to help the content teacher determine the language they need and that students will use to communicate • to check the accuracy of language in materials • to check the pronunciation of key terms before lessons • to ensure provision is made for language development and scaffolding in lesson plans • to provide timely language support to the content teacher and students • to help students self-correct • to provide language support and rehearsals in the language class	• knowledge of English for specific purposes • learner awareness of teacher collaboration which supports their learning process • can draw interdisciplinary connections in their lessons • empathy and understanding of others
4 The English language teacher CLILing ELT		• To liaise with the content teacher to ensure accuracy of content and concepts • To consider the 4Cs in planning • To know that teaching content which the students know lessens cognitive demand • To know how to borrow techniques from other curricular areas • To engage students in group activities	• learn how to develop cross-curricular links • collaboration with colleagues • more integrated into the school context and taken more seriously (primary education)

4. Conclusion

Teacher education for the changing times is absolutely essential. Continual professional development is paramount if teachers are to embrace and face new professional challenges with dignity, confidence and enthusiasm. Teacher education for CLIL is no exception. In fact, it is paramount as this approach, which involves the teaching of subject content through a foreign language, is one for which few teachers have been prepared in their initial training. It requires new knowledge and understanding of integrated teaching and learning where there is a dual focus on content and language with a cascading effect on classroom pedagogy. This can impact significantly on a teacher's emotional well-being which is why professional development through reflective practices involving collaboration with others is vital to the success and sustainability of a CLIL project or programme.

Every teacher has something to offer CLIL. In teacher education which brings content and language teachers together and prepares them to work with each other, it is vital that teachers combine credits, share expertise and understand the benefits that CLIL brings to both teachers and learners. This includes complementing each other's profiles in practice in an environment where there is trust and collegiality. It goes without saying, that for CLIL to be sustainable, there must be provision of quality training and professional development for teachers in pre-service and in-service programmes. This would likely require re-structuring of courses, but where this is not possible, adjustments allowing for inclusion in existing courses should be made. The following recommendations account for changes which may be made in most contexts.

5. Recommendations

Adopting a whole school approach to language across the curriculum
It could be stated that all school education involves content and language integrated learning regardless of the content or language. All teachers need to become cognisant of their role in the teaching and learning of both the content of their subject and its academic language and literacy. They need to acknowledge this responsibility particularly if their own teacher education has not emphasised this aspect of their professional identity. Content teachers need to become 'language aware'. This is a sensitive and somewhat controversial issue, and a long-standing one. In the mid-1970s, the report *A Language for Life* (1975), commissioned by the UK Ministry for Education and Science and chaired by Sir Alan Bullock outlined

that school children in England and Wales were under-achieving on account of the their poor grasp of the English language (the language of their schooling) and attributed responsibility for raising standards in English to all teachers across the curriculum. More recently, in their 'Handbook for Curriculum Development and Teacher Training: The Language Dimension in all Subjects' (Council of Europe), Beacco *et al.,* (2016) highlight the necessity for a focus on language in mother tongue school teaching which would provide for more equality in education. This has been further exacerbated by the CLIL movement, which for some, has put this need firmly back on the agenda.

As CLIL is a fusion of the knowledge bases of content teaching and language teaching, it affords opportunities for a healthy collision of both these worlds. This should happen in the teaching of every subject in the mother tongue. If pre-service as well as in-service education makes provision for this, then the transition to the use of a foreign language as the CLIL language will be made much easier. This can be achieved through the adoption of a whole school approach where special attention is given to the role of language in learning, where all learners are learners of both content and language in every subject, where all teachers acknowledge that they must attend to the language of their subject and that this is part of their professional identity. A professional development course designed to support the above was developed through collaboration between Centro de Formação Aurélio da Paz dos Reis (Gaia) and FLUP. Positive outcomes with regards teachers' academic language awareness and strategies to foster this collaboratively across the curriculum were obtained by those who attended from Escola Secundária Dr Joaquim Gomes Ferreira Alves, Valadares, Gaia.

In-school teacher collaboration: timetables and observation
As CLIL necessitates collaboration between content and language teachers, timetables need to be created which facilitate this. These should enable teachers to support each other's development through observation, planning and materials design. Timetables need to be 'compatible' so that teachers are free to observe each other and even co-teach. These adjustments are in themselves necessary incentives for teachers. Observation may be by an external 'expert' or teacher colleague. Structured observation will focus on predefined areas such as aspects of teacher language use, methodology, personal communication (see Ellison, 2021, p. 194) which may involve the use of rubrics or other tools. Observation should always be preceded and followed by feedback/discussion which allows all present to reflect on practice, pool expertise and share concerns and success (*Ibid.*, p. 195).

In-service courses on language for CLIL teachers

Language proficiency of teachers is paramount in CLIL. Professional development courses which address the linguistic needs of teachers are essential if the teacher's language level is not at 'advanced' level. This should include BICS and CALP. Teachers need to be aware, however, that improved language level is not synonymous with ability to teach. Due attention needs to be given to CLIL methodology and the integrated teaching and learning of both content and language in a dual-focused way.

Optional subject in teaching through another language on Master's degrees

An optional curricular unit/module in teaching subjects through English for students studying for Master's in teaching non-language subjects would appeal to students who enjoy learning and speaking foreign languages. This, for example, may be a support for student-teachers who do their teaching practice in a school which has a CLIL programme, affording them the opportunity for supervised practice in CLIL.

Inclusion of modules on CLIL in didactics for English language teaching of Master's degrees in teaching English

As early as 2004, leading documents which focused on language teacher education such as The European Profile for Language Teacher Education: A Framework of Reference' (Kelly *et al.,* 2004) mentioned benefits to teachers of engaging in CLIL: "such training improves their language competence, encourages more comprehensive use of the target language in non-CLIL classes, and gives teachers ways of raising social, cultural and value issues in their foreign language teaching" (*Ibid*, p. 77). The European Portfolio for Student Teachers of Languages: A reflection tool for language teacher education', (Newby *et al*., 2007) also includes 'Can do' statements for planning of lessons for other subject content.

Leading figures in ELT (Harmer, 2012; Richards & Rodgers, 2014) now include CLIL in the same breath as other approaches, methods and techniques in ELT. Richards and Rodgers (2014) align CLIL with Content-based language teaching, and whilst there are similarities, there are also a number of differences. A focus on CLIL has been in practise in Master's degrees in teaching English and another language in the 3rd cycle of compulsory education and secondary education at FLUP since 2008. Students learn about the principles and practice of CLIL. They compare CLIL with approaches, methods and techniques in ELT with special attention to the communicative approach, functional approach, and task-based learning. The theory and practice of lesson planning includes the 4Cs in order to engage student-teachers in developing lessons which account for the development of thinking skills, are relevant and interesting in terms of content, are culturally and interculturally appropriate, and engage learners in learning about, with and from each other.

Inclusion of cross-curricular approaches to teaching foreign languages in didactics for teaching English on Master's in teaching English to young learners

With the exception of the Master's in Teaching English in the 1st Cycle of Basic Education at FLUP, there are currently no Master's degrees of its kind in Portugal which incorporate a 6-ECTS curricular unit on CLIL. Teacher educators should include cross-curricular/activity-based learning (Brewster & Ellis, 2007; Vale & Feunteun, 1995) in didactics programmes on such Master's degrees. Such approaches are based on similar principles to CLIL – where language is used meaningfully and constructively as a tool for other learning. This is in line with the integrationist and holistic ethos of primary education.

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Stakeholder voices on CLIL/bilingual education in Portugal

Para onde se encaminha o ensino bilingue: perguntas e respostas

Vários

Introdução

O objetivo do presente capítulo é dar voz, nas suas próprias palavras (com mínima edição), a quem está diretamente ou indiretamente envolvido no ensino bilingue/ CLIL, quer no seu papel de autoridade, de formador de professores (na área das línguas ou do ensino básico) ou de autarca. A estratégia encontrada pelas editoras da coletânea para ouvirem alguns intervenientes no processo foi desenhar um inquérito por questionário com questões que consideraram pertinentes para caracterizar o estado atual do ensino bilingue e as perspetivas daqueles que dele se ocupam. Os questionários foram enviados por *e-mail* a potenciais respondentes identificados pelas editoras em cada uma das categorias (num total de 18 entidades/indivíduos contactados): autoridade, formador de professores (no ensino superior), professor envolvido no ensino bilingue e autarca. Naturalmente que não se obtiveram todas as respostas que se pretendiam, mas ainda assim o capítulo oferece nove conjuntos de respostas individuais, um de uma autoridade (DGE), três de formadores de professores no ensino superior (Carlos Ceia, Professor Catedrático do Departamento de Línguas, Culturas e Literaturas Modernas da Faculdade de Ciência Sociais e Humanas da Universidade Nova de Lisboa; Ângela Balça, Professora Auxiliar com agregação da Universidade de Évora, Departamento de Pedagogia e Educação e Luís Guerra, Professor Auxiliar da Universidade de Évora, Departamento de Linguística e Literaturas), um conjunto de respostas de um diretor de escola, Álvaro Almeida dos Santos, diretor da Escola Secundária Dr. Joaquim Gomes Ferreira Alves, Valadares, Vila Nova de Gaia entre 1999 e 2021, três respostas de professoras, Fernanda Batista, Ana Cavalheiro e Soraya Oliveira, docentes no Agrupamento de Escolas Gardunha e Xisto, envolvidas na coordenação e/ou implementação do projeto bilingue no agrupamento e, por fim, uma resposta de uma autarquia, a Câmara Municipal de Ponte de Sor, dada por Susana Esculcas, Chefe de Divisão da Educação, Juventude e Desporto da Câmara Municipal de Ponte de Sor, como exemplo de uma autarquia também ela envolvida numa estratégia de implantação de ensino bilingue no interior de Portugal. Estas

respostas, sendo expressão das opiniões dos autores, são inspiradoras pelo modo como nos permitem 'ler' tópicos fraturantes e desejos, aspirações e desalento, linhas de orientação e exemplos de práticas que funcionam.

Para as editoras do presente volume há temas emergentes de grande interesse, que poderão ajudar todos e todas a refletir sobre as estratégias futuras para o ensino bilingue. Sem pretender abarcar toda a riqueza das respostas que se podem ler em seguida, aqui ficam alguns:

- Parece existir uma sensação generalizada de que o crescimento do ensino bilingue será uma realidade nos próximos cinco a dez anos, mas não dramático, devido a condicionantes de diversa natureza, a saber, ausência de uma política de ensino bilingue enquadradora, condicionantes de contexto (como foram os da pandemia), recursos docentes limitados para assegurar o ensino bilingue e formação de professores que inclua conteúdos pertinentes para dotar os professores (de língua e de outras áreas disciplinares) com as competências de conhecimento, pedagógicas e atitude de inovação e de mudança. Contudo, também se pressente, nas palavras de um dos inquiridos, que as escolas de iniciativa privada, sobretudo no norte do país, se preparam para abraçar o ensino bilingue do inglês como prática competitiva e de enriquecimento curricular abrangente. Começa a emergir, ainda que incipientemente, decorrente dos esforços da DGE, uma estratégia de consolidação e/ou alargamento do ensino bilingue/CLIL a outras línguas estrangeiras, como o francês e o espanhol, no quadro de uma estratégia plurilingue de desenvolvimento da escola pública portuguesa.
- Levanta-se a questão não apenas da formação inicial e contínua de professores necessária para a sustentabilidade das experiências de ensino bilingue no terreno, mas igualmente a da replicação de formação e certificação da proficiência linguística dos professores, oscilando-se entre a ideia que o professor do 1.º ciclo não precisa de ter uma competência linguística avançada porque trabalha em par pedagógico, e a ideia de que todos os professores devem ter uma competência linguística avançada para além de uma preparação pedagógica específica para o ensino bilingue.

- É quase consensual que a formação de professores do ensino básico deve incluir uma componente de formação em ensino bilingue e em língua estrangeira, como forma de preparação para o futuro das escolas.
- Há instrumentos legais que têm sido usados pelos professores para o desenvolvimento de projetos escola de ensino bilingue: para além dos programas oficiais (EBIF: Projeto Escolas Bilingues e Interculturais de Fronteira, PEBI: Programa Escolas Bilingues em Inglês e SELF: Secções Europeias de Língua Francesa), existem modelos curriculares flexíveis como os Domínios de Autonomia Curricular (DAC). No entanto, na palavra dos professores, estamos ainda longe de ter os apoios, as condições e os recursos necessários.
- Ficam igualmente muitas sugestões valiosas sobre a formação contínua de professores, desde seminários e colóquios, a projetos Erasmus+ de formação, à criação de centros de recursos partilhados. Um aspeto sobressai que é o da necessidade de oferecer cursos, seminários ou estágios de formação contínua por pares, mas também por instituições de ensino superior, abrangendo não apenas os professores de língua estrangeira, mas os professores de todas as áreas disciplinares.

Transcrevem-se agora as respostas obtidas ao inquérito enviado a diferentes participantes e/ou responsáveis diretamente ou indiretamente envolvidos no ensino bilingue/ CLIL em Portugal.

Direção-Geral da Educação

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?

O Ministério da Educação, através da Direção-Geral da Educação, tem vindo a coordenar, a nível de Portugal continental e em colaboração com entidades parceiras, ofertas de educação e ensino bilingue ou CLIL, contemplando a maioria das línguas estrangeiras aprendidas no sistema educativo português, designadamente: O Projeto Escolas Bilingues e Interculturais de Fronteira (EBIF), o Programa Escolas Bilingues em Inglês (PEBI) e as Secções Europeias de Língua Francesa (SELF).

O EBIF é um projeto de cooperação entre Portugal, Espanha e as Comunidades Autónomas, tendo a Organização dos Estados Ibero-Americanos (OEI) como parceiro estratégico. O Projeto foi iniciado em 2019/2020 e visa promover a cooperação entre Portugal e Espanha no desenvolvimento educativo, social e económico dos territórios de fronteira, proporcionando às crianças e aos jovens que habitam estas regiões uma educação de qualidade, incluindo conhecimentos e competências associados ao bilinguismo e à interculturalidade relevantes para a cidadania, o prosseguimento dos estudos e a empregabilidade em ambos os países. O Projeto incide no desenvolvimento da competência comunicativa e intercultural em português e em espanhol, privilegiando o trabalho interdisciplinar e em rede no 1.º ciclo do ensino básico e abrange alunos e professores de 4 agrupamentos de escolas portuguesas e 6 centros educativos espanhóis localizados nos territórios de fronteira.

O PEBI resulta de um projeto-piloto de sucesso implementado entre 2011 e 2015 num conjunto de escolas públicas do 1.º ciclo do ensino básico e desenvolve-se desde 2016/2017 no quadro de um Protocolo de Cooperação Institucional e Educativa celebrado entre a DGE e o British Council, abrangendo a educação pré-escolar e o ensino básico. O Programa visa sensibilizar as crianças da educação pré-escolar para a aprendizagem do Inglês, numa perspetiva natural e integrada nas rotinas do jardim de infância; desenvolver gradualmente a proficiência comunicativa dos alunos da escolaridade obrigatória em língua inglesa de forma integrada com os conteúdos curriculares; promover uma educação inclusiva e intercultural; desenvolver as capacidades dos alunos para apoiar o desenvolvimento da comunicação em Inglês e o conhecimento dos conteúdos curriculares nessa língua; capacitar os docentes de boas práticas na didática da língua inglesa e em metodologia de ensino bilingue/CLIL a crianças;

apoiar a gestão das escolas na implementação sustentável e com qualidade do Programa; e aumentar, de forma gradual, a rede de escolas bilingues, de modo a abranger 7% das escolas do ensino público a nível nacional até 2025. Em 2020/2021, o PEBI incluiu 28 agrupamentos de escolas, distribuídos pelas 5 regiões, 54 grupos/turmas e um total de 2910 crianças/alunos. A partir de 2021/2022, o Programa passou a abranger não apenas estabelecimentos da rede pública, mas também estabelecimentos da rede privada, os quais ministram exclusivamente o currículo português.

As SELF são um Projeto pioneiro em Portugal no âmbito do ensino bilingue em Francês, implementado desde 2006/2007 ao abrigo do *Protocolo de Cooperação Educativa* luso-francês de 10 de abril 2006, posteriormente substituído pelo *Acordo de Cooperação Educativa e Linguística*, entre a República Portuguesa e a República Francesa, assinado a 28 de março 2017, em Paris. Os seus objetivos principais são: valorizar a aprendizagem da língua francesa no âmbito do ensino bilingue através de um reforço de 45-50 min da carga horária da disciplina de Francês e a aprendizagem de conteúdos de uma ou duas disciplinas não linguísticas (DNL) em língua francesa; desenvolver conteúdos socioculturais, históricos e literários francófonos; desenvolver uma identidade europeia; e preparar os alunos para os desafios de amanhã.

Os destinatários do Projeto SELF são os agrupamentos/escolas com 3.º ciclo do ensino básico e ensino secundário, havendo 24 agrupamentos de escolas, distribuídos pelas cinco regiões, 55 turmas e um total de 1267 alunos no ano letivo 2020/2021. Os serviços e parceiros envolvidos são a Direção-Geral da Educação, que coordena o Projeto a nível central, em parceria com o Institut Français du Portugal, a Direção-Geral dos Estabelecimentos Escolares e a Associação Portuguesa dos Professores de Francês.

Em termos nacionais, pensamos que o desenvolvimento do EB/CLIL em Portugal nos próximos 5 a 10 anos deverá contemplar progressivamente todos os níveis de educação e ensino, desde a educação pré-escolar até ao ensino secundário, de modo a acautelar a sequencialidade da aprendizagem desde os 3 anos de idade até aos 18. Por exemplo, no caso do PEBI, está em estudo a possibilidade de estender a oferta ao ensino secundário em duas escolas-piloto a partir de 2022/2023. Pensamos que, desejavelmente, este tipo de oferta deveria também futuramente contemplar as regiões autónomas, as quais já têm, ao longo dos anos e recentemente, manifestado o seu interesse pela mesma.

2. Entende que deveria existir uma política nacional para o EB?

Considera-se que a mesma já existe, enquadrada nos diferentes projetos e programas levados a cabo neste âmbito e nas possibilidades enquadradas pelos normativos em vigor. Os documentos que orientam a política educativa e a ação das escolas, designadamente O Perfil dos Alunos à Saída da Escolaridade Obrigatória, a Estratégia Nacional de Educação para a Cidadania, as Aprendizagens Essenciais e a Autonomia e Flexibilidade Curricular estabelecem a importância das línguas estrangeiras e permitem, no âmbito da autonomia das escolas, a criação de projetos de resposta aos contextos. Importa salientar que, com enquadramento na Autonomia e Flexibilidade Curricular, as escolas podem flexibilizar mais de 25% do tempo da matriz curricular, criando novas disciplinas ou fazendo a junção das já existentes, por exemplo. Esta flexibilidade, articulada com as Aprendizagens Essenciais, a partir da apresentação de um Projeto de Inovação, permite que a escola desenvolva o seu projeto próprio.

3. Em que deveria consistir essa política nacional de EB?

Em Portugal, como referido, existe um conjunto de ofertas, as quais são acompanhadas pelos serviços centrais e regionais e que configuram a existência de uma política nacional. O alargamento faz-se por decisão das escolas no âmbito da sua autonomia. Todas estas ofertas tiveram início como projeto-piloto, prevendo articulação entre os referidos serviços e entidades com responsabilidade nas políticas de língua, coordenação e monitorização, tendo sido realizados estudos de avaliação e impacto.

4. Que recomendações faria a uma instituição que quisesse implementar o EB?

Recomendaríamos o seguinte:

a) a inclusão da educação e do ensino bilingue/CLIL como uma das prioridades do Projeto Educativo das escolas e como alvo de formação estratégica de docentes/não docentes através do Programa Erasmus+.

b) a sustentabilidade deste tipo de oferta com início, em pequena escala e precocemente, de preferência na educação pré-escolar, e o seu alargamento gradual no ensino básico, a partir dos anos iniciais de ciclo, para que a transição entre níveis de educação e ensino fosse sequencial e permitisse a entreajuda e a colaboração interpares.

c) a otimização, para esta oferta, de recursos humanos do quadro do estabelecimento com perfil adequado, que sejam qualificados na língua estrangeira e em pedagogia e didática de educação e ensino bilingue/CLIL.

d) a constituição de uma equipa pedagógica composta preferencialmente por elementos do quadro do estabelecimento, de modo a assegurar a continuidade da oferta e do trabalho colaborativo, designadamente: um coordenador, do quadro de estabelecimento, preferencialmente professor de língua estrangeira (LE), com preparação pedagógica e didática de ensino bilingue precoce, e docentes, a selecionar de acordo com o nível/os níveis de educação e ensino em que a oferta tenha incidência, com nível de proficiência específico na língua estrangeira, de acordo com o Quadro Europeu Comum de Referência para as Línguas (Conselho da Europa, 2001) (pelo menos, B1, na EPE e no 1.º CEB, o qual deverá progredir gradualmente para o nível B2, nos restantes ciclos do ensino básico). No caso dos docentes que não são de LE, estes deveriam ter o seu nível de proficiência na LE certificado por uma entidade certificadora reconhecida internacionalmente.

e) a disponibilidade das equipas pedagógicas do Programa com formação e/ou disponível para assumir o compromisso de participar em formação de formadores em educação e ensino bilingue/CLIL, assumindo caráter preferencial que o estabelecimento educativo se disponibilize para replicar internamente esta formação num centro de formação.

f) a informação, a disseminação e a aceitação da oferta na comunidade educativa.

g) a atribuição de componente não letiva aos docentes da equipa pedagógica, para trabalho colaborativo na planificação, preparação de recursos pedagógicos e didáticos e avaliação; e a alocação de créditos do estabelecimento para assessoria/coadjuvação semanal de professores de língua estrangeira às salas/turmas bilingues.

h) a observação do número de horas semanais do currículo a lecionar na língua estrangeira, devendo as mesmas estar equitativamente distribuídas, de modo a assegurar a exposição diária às línguas-alvo, definindo percentagens de referência que vão aumentando gradualmente, desde a educação pré-escolar (com 20%), passando pelo ensino básico (até 40%) e idealmente chegando a 50%, até ao final da escolaridade obrigatória, no ensino secundário.

i) a seleção dos conteúdos a lecionar em língua estrangeira, tendo por referência as disciplinas de Estudo do Meio, Expressões ou Educação Artística e Educação Física, no 1.º CEB e as componentes do currículo, que delas decorrem, no 2.º e no 3.º CEB. Esta seleção deverá estar assente no princípio da não repetição/tradução de conteúdos nas duas línguas no mesmo ano de escolaridade.

j) a sensibilização à LE na componente curricular da educação pré-escolar, integrada de forma natural nas rotinas do quotidiano do jardim de infância, sendo o educador de infância o interlocutor privilegiado junto das crianças e o docente de inglês o apoio na LE, tendo em conta os fundamentos e princípios educativos, bem como as metodologias expressas nas Orientações Curriculares para a Educação Pré-Escolar (OCEPE); e aprendizagem da LE, de forma articulada com os conteúdos a lecionar nessa língua. Acresce a este ponto a assunção de que os professores

de disciplinas que não são de LE são efetivamente os interlocutores privilegiados no processo de aprendizagem, ensino e avaliação das respetivas disciplinas (por exemplo, o professor do 1.º CEB é o interlocutor privilegiado, sendo o seu apoio pontual o professor da LE e assim sucessivamente).

5. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?
As medidas de política educativa implementadas permitem que as escolas possam integrar os programas/projetos em vigor.

Contudo, as escolas para esta implementação necessitam de garantir o nível de proficiência para os docentes dos vários níveis de educação e ensino ou a oferta de formação complementar especializada na língua-alvo adequada a este tipo de contexto de aprendizagem.

Seria também importante a oferta de módulos de educação e ensino bilingue/CLIL e de aprendizagem das 4 LE do sistema educativo português na formação inicial de professores.

6. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.
Seria desejável que cada instituição de educação e ensino em Portugal pudesse ter uma oferta de qualidade desta natureza, de forma a possibilitar a opção dos alunos/famílias em relação à sua frequência, no respeito pela autonomia das escolas e pela definição dos respetivos Projetos Educativos, em linha com o Perfil dos Alunos à Saída da Escolaridade Obrigatória e a Estratégia Nacional de Educação para a Cidadania.

7. A formação de professores para o EB deve ser realizada ao nível da formação inicial, da formação contínua, ou de ambas? Para que níveis de ensino?
Ambas. Para todos os ciclos de ensino, mas com especial enfoque para os docentes da educação pré-escolar e 1.º ciclo.

8. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?
Pedagogia e didática, trabalho colaborativo, avaliação para e da aprendizagem, aprofundamento da utilização da língua-alvo e sua adequação às crianças/alunos, ao contexto e às diferentes linguagens académicas.

9. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?
Pela importância que o Inglês assume como língua de comunicação global e como Língua Estrangeira (LE) I, em Portugal, poderia ser uma prioridade, embora reconhecendo também a importância das restantes LE II e III. Qualquer uma destas LE seria relevante para a formação inicial de docentes.

10. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.
Uma escola que tem esta oferta deverá desenvolvê-la para e em articulação com a comunidade, onde se incluem a família/encarregados de educação, autarquia, instituições de ensino superior, etc. No PEBI, temos o exemplo de uma autarquia que oferece formação adicional em educação e ensino bilingue/CLIL a todos os docentes de um agrupamento de escolas. Na avaliação do projeto-piloto que antecedeu o PEBI foram investigadas, por exemplo, as representações, as atitudes/motivações, os comportamentos das partes envolvidas no mesmo (alunos, pais/encarregados de educação, professores e direção do agrupamento de escolas) face a uma entidade de escola bilingue e a um contexto de aprendizagem bilingue. Neste âmbito, concluiu-se que

(...) alunos, pais/encarregados de educação e professores são unânimes nos benefícios do Projeto EBP [Ensino Bilingue Precoce], destacando o gosto dos alunos em ter aulas em duas línguas: o português e o inglês. Efetivamente, são os próprios alunos que afirmam gostar de aprender e de falar inglês e que esta experiência os motivou para conhecer outras línguas e culturas. Trata-se de uma opinião corroborada pelos pais/EE, os quais consideram, ainda, que o ensino bilingue facilita a aprendizagem da língua inglesa. A motivação para a aprendizagem bilingue é reconhecida por todos como uma mais-valia. Na perspetiva dos professores, há a salientar a perceção de que o EBP incrementa as capacidades cognitivas dos alunos e estimula a sua capacidade/ritmo de trabalho, traduzindo-se em menos indisciplina na sala de aula.

Carlos Ceia

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e Humanas da Universidade Nova de Lisboa

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?

Nós temos uma tradição de sucesso de ensino bilingue sobretudo em escolas privadas, em contextos de extensões portuguesas de escolas internacionais. Essas boas experiências podem ser replicadas para o ensino público, mas sem o carácter de obrigatoriedade, pois não temos uma população que seja, por definição cultural, bilingue, ao contrário de outros países que são desde há muito bilingues e trilingues em todas as suas variações nacionais. Recentemente, tivemos um estudo-piloto promovido pelo British Council em parceria com a Direção-Geral da Educação (DGE): o Bilingual Schools Project (BSP) (Projeto de Ensino Bilingue Precoce). Podemos ir por aqui e estender estas experiências, inclusive com outras línguas, a mais escolas. O quadro de flexibilidade curricular ajusta-se bem a uma oferta deste tipo e é sempre uma aposta ganha por parte das escolas que queiram adotar programas como este. As dezenas de escolas do programa BSP, com alunos maioritariamente portugueses, num contexto de grande utilização da língua inglesa num país em que as atividades do turismo são muito relevantes, pode ser um caminho de desenvolvimento interessante. Em suma, há condições e interesse para lançar nos próximos anos um número muito significativo de projetos de ensino bilingue em comunidades escolares marcadas por uma vivência multilingue e que possam querer apostar numa formação linguística mais diversificada dos seus futuros cidadãos.

2. Entende que deveria existir uma política nacional para o EB?

Temos muitas leis e programas europeus que visam defender a diversidade linguística e cultural. Mais do que apelar a uma política nacional para o EB, já seria uma conquista se conseguíssemos cumprir os acordos e compromissos europeus que apelam a políticas nacionais de promoção do ensino de várias línguas estrangeiras durante a escolaridade obrigatória. No Livro Branco sobre a Educação e a Formação, lançado em 1995, com o título *Ensinar e Aprender: Rumo à Sociedade Cognitiva*, a Comissão Europeia fixou um objetivo que todos os países deviam cumprir: dominar três línguas europeias (a sua própria língua e duas estrangeiras). Tivemos aí uma boa oportunidade política para lançar um

currículo nacional reforçado na sua oferta de línguas estrangeiras. Não foi por aí que caminhámos e ainda hoje o ensino bilingue e/ou o ensino de duas línguas estrangeiras desde o ensino básico mais precoce é impossível de generalizar.

3. Em que deveria consistir essa política nacional de EB?

Urge, de facto, uma revisão do currículo nacional do Ensino Básico e Secundário no sentido de ser possível haver espaço para o ensino de duas línguas estrangeiras o mais cedo possível na escolaridade e abrir também espaço a projetos de ensino bilingue nas escolas que aceitem esse desafio, seja no âmbito da flexibilidade curricular, quer seja num âmbito mais geral e mais ambicioso como o que citei do projeto BSP. Os constrangimentos atuais do currículo nacional para o ensino de línguas estrangeiras não promovem a aquisição de competências em língua estrangeira alinhadas com os países tradicionalmente mais ambiciosos nessa meta, em particular os países da Europa central e do Norte.

4. Que recomendações faria a uma instituição que quisesse implementar o EB?

Como o sucesso de uma tal medida depende muito de correções ao currículo nacional que ainda não foram feitas, criando mais espaço para o ensino de línguas estrangeiras, no sistema atual, há uma solução mais prática e imediata: o currículo flexível. Como existe autonomia curricular para redefinir o currículo até 25% da sua lecionação, criar projetos bilingues dentro desta percentagem flexível será sempre uma boa prática.

Se existir mais coragem – e visão estratégica – e uma determinada comunidade escolar decidir que quer assumir o ensino bilingue o mais cedo possível na escolaridade obrigatória, deve preparar-se estudando os casos em que tal ensino já está implementado, aprender com tudo o que funcionou bem e com o que funcionou menos bem. Será sempre importante informar primeiro a comunidade local (associação de pais, associação de estudantes e conselho geral sobretudo) sobre os benefícios do ensino bilingue, antes de o programa ser implementado. Se todos estiverem comprometidos no processo, se todos aceitarem à partida que daí advirão mais benefícios do que prejuízos, o ensino bilingue não pode falhar.

5. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?

A formação contínua em Portugal está totalmente fragmentada em inúmeras possibilidades, sem controlo de qualidade e com uma oferta muito, muito díspar em termos de reais necessidades de formação. Para ser possível fazer funcionar um programa de EB num número maior de escolas, é preciso apostar em formação especializada que só pode ser obtida, se quisermos privilegiar a qualidade científica

da formação, nas instituições de ensino superior. Assim, se existisse uma estratégia coerente de formação contínua e um modelo de formação devidamente regulado, seria possível criar as oportunidades adequadas à formação em ensino bilingue que pudesse verdadeiramente ajudar mais profissionais do ensino de línguas a apostar no EB. Não existindo tal modelo, resta esperar que as instituições de ensino superior consigam oferecer esses cursos e que os professores dos ensinos básico e secundário os descubram e neles queiram apostar. Tais cursos devem ser desenhados para o aperfeiçoamento das competências linguísticas e para a aquisição de novas competências metodológicas para o ensino bilingue. Também será importante a formação para o desenvolvimento curricular no desenho dos projetos educativos para as comunidades escolares que queiram apostar no EB.

6. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.

Tal como está o sistema português desenhado, neste momento, é possível oferecer o ensino bilingue desde o 1.º ano de escolaridade, embora seja mais fácil de organizar a partir do momento em que surge a primeira língua estrangeira (Inglês no 3.º ano). Não me parece que o sistema educativo português alguma vez possa acomodar, em toda a sua extensão, o ensino bilingue obrigatório, mas os regimes de autonomia, administração e gestão dos estabelecimentos públicos de educação pré-escolar e dos ensinos básico e secundário permitem hoje escolher esse caminho de forma individualizada e não por obrigação geral legislativa.

7. A formação de professores para o EB deve ser realizada ao nível da formação inicial, da formação contínua, ou de ambas? Para que níveis de ensino?

Na formação inicial, na área da formação educacional/didáticas específicas, pode ser incluído um módulo de formação em ensino bilingue. Isso não implica nenhuma alteração estrutural dos atuais mestrados em ensino. Não há espaço curricular para muito mais, tantas são as áreas científicas e temáticas a cobrir num mestrado em ensino.

Se existir um quadro legislativo adequado – não é hoje possível -, seria idealmente possível criar um mestrado em ensino bilingue.

Na formação contínua, já respondi atrás aquilo que deve ser feito, na minha opinião.

8. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?

Podemos resumir a estas necessidades essenciais:

- Formação linguística;
- Bilinguismo/biliteracia;
- Comunicação intercultural;
- Tecnologias educativas em plataformas multilingues;
- Multiculturalismo e multilinguismo;
- Metodologias de investigação em ensino bilingue.

9. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?

Existindo hoje formação específica para professores de Inglês para o 1.º Ciclo (grupo 120), não concordo que a formação de professores em educação básica tenha o inglês como obrigatório. São funções docentes muito diferentes e não há ganho algum em termos um professor generalista que possa incluir também o inglês.

10. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.

Não tenho dado estatísticos que me permitam responder com esta amplitude. De forma intuitiva, é possível dizer que encarregados de educação, indústria, sector do turismo, etc. acolherão, certamente, com otimismo projetos de educação bilingue. Não funcionarão em todos os contextos geográficos, mas podem funcionar bem em contextos onde o contacto com estrangeiros seja mais regular. As zonas mais turísticas podem mais seguramente aderir a tais projetos.

11. Considera ser necessário criar orientações para o EB no ensino superior? Em que consistiriam?

Por si só, o Ensino Superior português tem privilegiado cada vez mais o ensino bilingue, mesmo que de uma forma não institucionalmente assumida. Há universidades que optaram por, estrategicamente, apostarem cada vez mais no ensino em Inglês, combinado ou não com o ensino em Português. Ao nível do ensino de unidades curriculares isoladas, de todos os cursos e de todos os níveis de estudo, pela presença cada vez maior de estudantes estrangeiros que não dominam o português, os docentes optam, pontualmente, por lecionar de forma bilingue. Faço isso muitas vezes nos meus seminários sempre que tenho estudantes nestas condições (e são cada vez mais todos os anos). Há, pois, ensino bilingue *ad hoc*, digamos assim, sempre que as circunstâncias o exigem. A aceitação é natural e todos beneficiam. Assim, para além de estratégias de desenvolvimento institucional que visem claramente o ensino bilingue, o curso natural do ensino tenderá, gradualmente, para uma maior incidência de ensino em Português e Inglês simultaneamente. Não vejo que outras línguas possam interferir neste processo de ensino, pois não têm valor sobretudo económico

capaz de rivalizar com o Inglês. Essa tendência dispensará, naturalmente, a necessidade de orientações específicas para o EB no Ensino Superior. A realidade já nos impôs essa necessidade.

12. Será necessária uma política linguística institucional que inclua o EB?
Essa política existe em praticamente todas as agendas 2030 que orientam hoje a educação para esta década, desde o ensino básico ao ensino universitário. Que os programadores e as instituições de ensino sejam capazes de adoptar essa política é mais difícil de assegurar. Se não quisermos recuar muito, em 2014, o Conselho da Europa publicou as "Conclusions on multilingualism and the development of language competences" – EDUCATION, YOUTH, CULTURE and SPORT Council meeting, Brussels, 20 May 2014. Há aqui apelos suficientes para introduzir inovações curriculares tendo em vista o EB. E o seu European Centre for Modern Languages of the Council of Europe (https://www.ecml.at/) também é uma boa fonte de inspiração para redesenhar políticas linguísticas. Não podemos dizer que nada foi feito (o projecto de que falámos para o EB em escolas-piloto em Portugal prova que conseguimos pelo menos experimentar esta via). A Comissão Europeia também chamou a atenção dos seus estados-membros para a necessidade de ajustar a agenda curricular e política ao multilinguismo: "With increasing mobility within Europe and many young people arriving from third countries to study in the EU, it is essential to ensure that multilingualism is central to the European project." O programa Erasmus+ tem muitas oportunidades de mobilidade que ajudarão sempre a criar situações de ensino BL. Se queremos que a European Education Area seja uma realidade em 2025, temos de fazer mais do que já fizemos e, sobretudo, temos de olhar mais arrojadamente para o nosso ensino e abri-lo ao mundo. Ensinando em várias línguas é um caminho seguro para alcançar esse objetivo.

Entrevista 3
Ângela Balça
Professora Auxiliar com agregação da Universidade de Évora,
Departamento de Pedagogia e Educação

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?
Acredito que a sociedade se vai aperceber da importância do ensino bilingue, pelo que acredito que será dado aqui um salto qualitativo muito grande.

2. Entende que deveria existir uma política nacional para o EB?
Com certeza, sou completamente a favor dessa política, na sociedade atual.

3. Em que deveria consistir essa política nacional de EB?
Esta política nacional de EB deveria prever que o ensino bilingue deveria acontecer desde a creche. Todos os estudos nos mostram que a aprendizagem de qualquer língua deve ocorrer o mais cedo possível.

4. Que recomendações faria a uma instituição que quisesse implementar o EB?
As recomendações seriam: formação para os docentes e para os funcionários, consciencialização das famílias para a importância do ensino bilingue acontecer o mais precocemente possível e preparação de toda a atividade letiva e não letiva para esta realidade.

5. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?
As medidas passarão pela consciencialização e pela formação dos docentes quer numa língua estrangeira, quer ao nível do seu ensino-aprendizagem, com grande foco na competência comunicativa.

Incentivos como conhecer a realidade das escolas bilingues já existentes em Portugal ou mesmo noutros países poderão decerto ajudar nesta missão.

6. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.
Sim, uma vez que todos os estudos nos mostram que a aprendizagem de qualquer língua deve ocorrer o mais cedo possível.

7. A formação de professores para o EB deve ser realizada ao nível da formação inicial, da formação contínua, ou de ambas? Para que níveis de ensino?

A formação deverá ser realizada desde a formação inicial e para todos os níveis de ensino. Só desta forma se implementará um EB com menos hipóteses de falhas ao longo da formação das crianças e jovens.

8. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?

Para além das que já estão consignadas, uma língua estrangeira, o inglês, com uma forte componente de comunicação oral e escrita. Dada a tradição do nosso país, será vital a insistência na comunicação oral.

9. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?

Claramente obrigatória.

10. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.

Creio que dependerá das zonas do país, da formação social e cultural dos encarregados de educação, dos setores de atividade económica. Aqui há um trabalho muito grande a fazer na tomada de consciência da importância para o futuro do EB.

Entrevista 4
Luís Guerra

*Professor Auxiliar do Departamento de Linguística
e Literaturas da Universidade de Évora*

1. How do you see bilingual education (BE) developing in Portugal over the next 5-10 years?

Although BE programmes have been implemented in several European countries based on the manifold guidelines and initiatives of the European Commission and the Council of Europe over the last decades, Portugal has not followed this trend. Several issues must be taken into account so as to explain the absence of national policies aiming at the development of BE. To do so, a thorough debate involving all sorts of stakeholders and agents, such as educators and teacher trainers in most subject areas (Social Sciences, Natural Sciences, among others) not just language, is pivotal. Such debate should consider the effectiveness as well as the negative effects which have already been identified in several studies which have aimed at assessing BE programmes throughout Europe. Many reports have claimed that faulty learning of academic content has occurred, as well as lack of relevant improvement in English when compared to the regular monolingual EFL teaching.

As one of the current main European leaders in BE practice and research, Spain has been attempting to overcome a delivery gap between the curriculum of foreign language teaching and the resulting levels of language proficiency and achievement by fostering BE programmes through national and regional language policies. So, BE has been embraced as a viable solution for closing this gap. In other words, the growth of BE in Spain might be due to the inadequate level of foreign language competence among language users. However, if we consider foreign language teaching in Portugal, the commonly held belief that the Portuguese are competent users of foreign languages might have affected the perception that schools should offer bilingual programmes to foster the development of foreign language skills. Teacher training is another main area that should be tackled if effective BE programmes are to be created. Finally, the available resources are another critical issue that emerges in the BE debate.

In short, the future of BE in Portugal depends heavily on the commitment of all stakeholders involved such as the Ministry of Education, local and regional educational administrations, teacher trainers at universities, schools' directive boards, teachers, students and parents.

2. Should there be a national policy for BE?

Certainly. There cannot be an effective national educational strategy for BE without sound and thorough policies both for the content areas as well as language skills development. BE programmes in Portugal will only become a reality through strong national language policies. Considering the example of Spain, BE programmes in this country have been implemented in schools with the support from educational authorities, both at national and regional levels. However, schools should be free to choose to carry out a BE programme, once teachers, students and parents show interest in developing it.

3. What would you like to have as national policy for BE?

Portuguese language policies for the implementation of BE should stem from European guidelines, such as the European Framework for CLIL Teacher Education (2010), developed by David Marsh, Peter Mehisto, Dieter Wolff and María Jesús Frigols Martín, and establish laws to regulate bilingual sections in schools maintained by public funds.

4. What advice would you give to an institution that would like to implement BE?

When schools, teachers, students and parents demonstrate interest in creating BE programmes, it is vital that cooperation among all stakeholders be fostered. Schools must also adopt clear policies in terms of teacher training. In order to establish effective BE programmes, schools should make sure they engage well-defined types of BE teachers. For instance, in primary education, teachers should be English language teachers who can teach content subjects, while in secondary education BE teachers should be subject teachers with an official English certificate allowing them to teach bilingual subjects (e.g., C1 CEFR level). Furthermore, the amount of time allocated to BE should be carefully considered. Schools should also create an assessment system for both students' competence level in the foreign language as well as the overall efficiency of the BE programme.

5. What policy issues should be addressed in order to support teachers to adhere to BE programmes? E.g., teachers' level of English? Teaching methods? Incentives for teachers?

First of all, teachers should be familiar with student-centered CLIL methodologies and types (for instance, tools and applications to create teaching materials, visual materials or podcasts as well as to create presentations; tools or applications to store and share materials and resources). Moreover, teachers should be aware of the latest scientific research related to CLIL. Another important aspect to be considered for a successful implementation of BE programmes is the teachers' linguistic competence. All teachers involved in bilingual teaching, both foreign language teachers and subject teachers, should demonstrate that they are at CEFR C1 level.

6. Should BE be compulsory across educational levels? Why/not?

BE programmes should be offered in primary and secondary education. Foreign language teaching is already offered from Year 1 in some schools so BE programmes should also start in that same year. However, schools should carefully consider the specific educational aims of each level and year so the amount of time spent in BE classes should gradually increase as years advance. As stated above, only schools which demonstrate possessing the ideal conditions to carry out BE programmes should do so.

7. Should teacher education for BE be part of pre-service Master's degrees in teaching or in-service courses or both? For which levels of education?

Teacher education for BE should be part of both pre- and in-service programmes and it should be mandatory for those teachers involved in BE programmes.

8. What should teacher education for BE consist of?

BE teacher education should include the following areas: materials design and adaptation; knowledge of content area; advanced competence in the foreign language; scientific knowledge of the theory and practice of CLIL; assessment and evaluation; the use of ICT; among other areas.

9. Should English be a compulsory subject on bachelor degrees for teaching in primary education?

As stated in no. 4, in primary education, teachers should be English language teachers who can teach content subjects. If that is not possible, primary teacher training courses should develop teachers' advanced foreign language competence if the course is aimed at training teachers for BE programmes.

10. What are stakeholders' views on BE? E.g. parents, industry sector, tourism sector, etc?

There is no thorough debate on BE among stakeholders in Portugal. To all intents and purposes, foreign language skills are highly valued by the Portuguese. There is a general perception that the Portuguese are competent speakers of foreign languages so there has been no major effort from stakeholders outside the educational domain to foster language competence programmes. However, if BE programmes start to be widely offered nationwide, I believe there is going to be an overall positive attitude towards the aims and motivations of such programmes. The success and continuity of BE, though, depends solely on the unequivocal positive results regarding the students' competence in the foreign language as well as in the subject.

Entrevista 5
Álvaro Almeida dos Santos

Diretor da Escola Secundária Dr. Joaquim Gomes Ferreira Alves,
Valadares, Vila Nova de Gaia, de 1999 a 2021.

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?

As escolas portuguesas encontram-se numa fase em que procuram controlar e minimizar danos nas aprendizagens, causados pelas interrupções de trabalho educativo presencial, com períodos relativamente prolongados de confinamento, em resultado da Pandemia da COVID-19. Apesar de todos os esforços realizados e das medidas que foram sendo adotadas, houve alunos mais isolados, com agravamento de desigualdades em função de diferentes capacidades de acompanhamento parental e maior prejuízo no desenvolvimento de competências sociais e emocionais.

Apesar das diferentes medidas propostas pelo desenvolvimento do Plano 21|23 Escola+, através da resolução do Conselho de Ministros n.º 90/2021, de 7 de julho, em que se prevê a possibilidades de os agrupamentos de escolas e escolas não agrupadas (Escolas) adotarem um desenvolvimento curricular mais flexível, assente numa maior capacidade de gestão autónoma e contextualizada, o número de escolas que adotaram o regime bilingue (ou CLIL) em 2021/2022 não aumentou.

O Norte tem sido a região mais representada neste modelo (43% das Escolas em Portugal). Entre os anos letivos 2018/2019 (25) e 2020/2021 (28) apenas mais três Escolas se encontravam envolvidas no Programa de Escolas Bilingues/ Bilingual Schools Programme, da Direção Geral de Educação.

O aumento do número de escolas no Norte seria previsivelmente mais elevado. Contudo, a imprevisibilidade social e sanitária crescente, assim como a urgência em mobilizar recursos humanos para a recuperação de aprendizagens poderão estar entre os motivos para este aumento modesto.

Nos próximos 5-10 anos, entendo que o aumento de escolas bilingues tenderá a verificar-se nas escolas de iniciativa privada, não apenas como prática competitiva, mas também como oportunidade de enriquecimento de estabelecimento de bases para um "whole-school approach", com maior incidência nos anos de ensino básico.

No ensino secundário, as práticas de desenvolvimento de Domínios de Autonomia Curricular (DAC), que constituem uma opção curricular de trabalho interdisciplinar e de articulação curricular, serão mais frequentes com trabalhos desenvolvidos em língua inglesa. Estas poderão constituir opções com maior ou menor sistematicidade e creio que serão as dominantes na aproximação a um modelo bilingue.

2. Entende que deveria existir uma política nacional para o EB?

A existir uma política nacional para o ensino bilingue esta apenas poderia basear-se nos princípios e referenciais para ação. Deveria, porém, ser suficientemente flexível para que as Escolas possam adequar o modelo à sua realidade docente e aos níveis de aplicação do modelo.

3. Em que deveria consistir essa política nacional de EB?

Uma política nacional deveria conter um referencial para os diferentes anos do ensino básico, incluindo sugestões pedagógicas e didáticas para o seu desenvolvimento, considerando as aprendizagens essenciais das disciplinas (DAC), assim como o Referencial para as Línguas Estrangeiras em vigor.

No âmbito da formação inicial de professores pelas instituições de ensino superior, a criação de uma cadeira ou módulo de trabalho para o ensino bilingue, com base na promoção de práticas docentes através de "project based learning" (PBL) e de atividades baseadas em tarefas (Task Based Learning).

Para além disso, será necessária uma política de incentivo à valorização da comunicação e da palavra escrita ou falada para o desenvolvimento de cada indivíduo e da comunidade. O ensino bilingue poderia ser um valioso mecanismo para que as Escolas adotassem uma política que valorizasse a linguagem académica em todas as disciplinas. Para além disso, reforça-se a ideia de formação de professores/incentivos a DAC no âmbito das LE. Neste âmbito, incentivaria ao lançamento e à disseminação de práticas de modelos de discussão de temas em língua inglesa (modelo ONU, por exemplo), que abrangesse áreas de conhecimento das ciências ou outras.

Como base para o desenvolvimento e sustentabilidade do modelo, entendo que deveriam ser estabelecidos (à semelhança de outros projetos/programas a nível nacional e internacional) programas de formação de dinamizadores e de embaixadores de projetos bilingues ao nível regional e nacional.

4. Que recomendações faria a uma instituição que quisesse implementar o EB?

A primeira recomendação seria a de efetuar uma sensibilização interna para garantir que os professores estariam disponíveis para desenvolver o projeto, evidenciando, através da investigação científica disponível, a eficácia das aprendizagens a realizar pelos alunos.

A segunda seria a de demonstrar ao Conselho Pedagógico as vantagens da aprendizagem de conteúdos através de uma língua estrangeira (LE2), incluindo as vantagens de trabalho colaborativo e da qualidade de comunicação que o modelo proporciona.

A terceira consistiria na sensibilização dos pais e encarregados de educação para os benefícios cognitivos resultantes da metodologia, assim como a demonstração de que as práticas de ensino-aprendizagem se situam na zona de desenvolvimento próximo (Zone of Proximal Development).

A quarta seria a de constituir equipas docentes (educativas) para o trabalho com as turmas em que o processo teria lugar, com uma liderança pedagógica eficaz.

Finalmente, seria necessária a formação "ongoing" e o acompanhamento por uma entidade reconhecida para o efeito, sem prejuízo do incentivo que a existência de um(a) embaixador(a) poderia proporcionar.

5. Que orientações curriculares têm sido seguidas na sua instituição para implementar o EB?

A implementação do ensino bilingue na minha escola teve início em 2013/2014, a partir da assinatura de um contrato de autonomia. Teve início com uma turma, para a qual foram mobilizados professores de diferentes disciplinas, com uma coordenadora (professora de Inglês da Escola) e a supervisão da Professora Doutora Maria Ellison (da Faculdade de Letras da Universidade do Porto).

Desde essa data até à atualidade, o projeto tem vindo a desenvolver-se em turmas ao longo de todo o terceiro ciclo (duas a três em cada ano letivo, mediante os recursos disponíveis) e numa turma do 5.º ao 9.º ano (2015-2016 a 2019-2020).

Na altura da sua conceção, em 2013, havia muito pouca informação disponível sobre projetos CLIL em Portugal e nenhum *modus operandi* que pudesse servir de *benchmark* ou modelo amplo. Um protocolo com a Faculdade de Letras da Universidade do Porto garantiu a monitorização externa do projeto por um especialista com uma tese de doutoramento nesta área (Professora Doutora Maria Ellison). Os primeiros anos de desenvolvimento revelaram que o projeto constitui um poderoso mecanismo de aprendizagem e de abordagem curricular integrada e flexível.

O desenvolvimento do projeto e o acompanhamento têm consistido nos seguintes aspetos:

- Desenvolver uma compreensão/visão partilhada do CLIL.
- Determinar objetivos e um modelo adequados.
- Assegurar a coordenação dentro da escola e subcoordenação por anos de escolaridade.
- Garantir a colaboração dos professores.
- Monitorizar: observação de lições; gravação vídeo de aulas; incentivo à auto-monitorização através da prática reflexiva e da recolha de dados.
- Incentivar a recolha de dados dos alunos e a recolha de dados dos alunos e dos resultados da aprendizagem.
- Conhecer as perceções dos professores.

- Prestar apoio pedagógico em áreas-chave da metodologia CLIL.
- Planificar aulas de ensino e aprendizagem com base na metodologia CLIL.

Foram desenvolvidos objetivos específicos para o projeto que estavam em consonância com o *ethos* e plano estratégico da escola para criar oportunidades de mobilidade social e académica, bem como o seu sucesso na língua inglesa: em resultado geral e como diferentes avaliações têm demonstrado, é notável a melhoria da proficiência geral dos alunos e a competência linguística cognitiva académica em inglês.

Ao longo dos anos em que o projeto se tem desenvolvido, a prática da formação entre pares, no âmbito do projeto e em regime de voluntariado, tem sido uma das forças impulsionadoras da sustentabilidade do modelo. Para além disso, o planeamento, a monitorização regular e a coordenação ao nível de cada ano de escolaridade têm permitido valioso trabalho colaborativo entre professores e, com alguma frequência, o estabelecimento de regime de co-docência (voluntária) sempre que esta se torne valor acrescentado para a aprendizagem dos alunos neste modelo.

A promoção de uma abordagem integrada e interdisciplinar para a aprendizagem da língua inglesa em oposição à aprendizagem de línguas isoladamente tem vindo a contribuir para a inclusão e o enriquecimento das competências para enfrentar os desafios do século XXI, assim como tem vindo a proporcionar oportunidades para a consciencialização intercultural e a preparar os alunos para a mobilidade social e educativa. Prepara os alunos para irem além dos conteúdos disciplinares, através de interações sociais mais enriquecidas e pela expansão e aprofundamento do pensamento crítico. Os planos de aula têm como base a utilização de um conjunto de pedagogias ativas, mistas e promotoras de colaboração e de comunicação.

6. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?

Os programas de EB constituem já uma possibilidade nas escolas portuguesas. Existem, porém, algumas barreiras (algumas das quais já enunciadas) que podem desencorajar as Escolas a avançar com o modelo.

Para além da inclusão de conceitos e práticas de EB na formação inicial dos professores e da constituição de equipas docentes no interior de cada escola, a formação contínua deveria contemplar o desenvolvimento de competências para o trabalho no modelo EB, com o reconhecimento da sua relevância como formação científica na respetiva área disciplinar e, como consequência, validação para a aquisição do tempo necessário no respetivo escalão para progressão.

No mesmo sentido, retoma-se a ideia da constituição de um grupo de "embaixadores" que teriam como missão encorajar, dinamizar, apoiar e acompanhar o desenvolvimento em escolas da rede pública.

A constituição de uma base de dados com materiais de suporte às aulas no modelo, em diferentes disciplinas e anos de escolaridade, poderia revelar-se um poderoso auxiliar para ultrapassar algumas das barreiras que, eventualmente, pudessem subsistir.

Na organização do tempo de docência dos professores envolvidos, um incentivo possível e necessário seria o da afetação de tempo de preparação e de coordenação nos respetivos horários.

7. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.

Nas circunstâncias atuais, não creio que o EB deva ser obrigatório em todos os níveis de ensino. Em primeiro lugar, porque não seria possível garantir recursos humanos com a qualidade necessária para o efeito; em segundo lugar, porque esta é uma abordagem que deve emergir da vontade de cada Escola, sem que tal obedeça a um modelo imposto central ou, mesmo, localmente. A cultura dos exames nacionais no ensino secundário constitui também um forte motivo de resistência a que se desenvolva um modelo curricular mais flexível, que dilua as fronteiras entre diferentes disciplinas.

Poderão as Escolas desenvolver atividades incluídas, no ensino secundário, em Domínios de Autonomia Curricular (DAC), envolvendo diferentes disciplinas, entre as quais a língua estrangeira 2, num modelo inspirado em princípios pedagógicos e metodológicos do EB. Esta prática é aplicável, sobretudo, nas Escolas cujos docentes não receiam a inovação e que possuem uma liderança pedagógica que encoraja a comunidade escolar a ultrapassar o conforto das rotinas securizantes.

8. A formação de professores para o EB deve ser realizada ao nível da formação inicial, da formação contínua, ou de ambas? Para que níveis de ensino?

Pelo que foi anteriormente enunciado, a formação de professores para o EB deveria ser realizada em ambos os modelos de formação (inicial e contínua), com particular incidência para os docentes de todos os níveis de ensino, considerando que os docentes do ensino secundário são também professores de terceiro ciclo.

9. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?

Na formação de professores em BE, considero que as áreas de formação poderiam ser as seguintes:

- Conceitos e fundamentos para o trabalho docente em EB.
- O modelo EB no âmbito do desenvolvimento de competências dos alunos, considerando Perfil do Aluno à Saída da Escolaridade Obrigatória.
- EB, interdisciplinaridade e trabalho colaborativo entre docentes.
- Metodologias de ensino em EB.
- Práticas de ensino em EB.
- Avaliação dos alunos em EB.

10. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?

O inglês deveria constituir uma área de formação obrigatória de professores não apenas para o 1.º ciclo como poderia constituir uma opção para candidatos a docentes de disciplinas de outros ciclos como preparação e encorajamento à prática EB ao longo da carreira.

No caso do 1.º ciclo, contudo, a existência de um grupo específico de inglês para a docência e a obrigatoriedade do ensino desta língua estrangeira remetem-nos para a desejável colaboração entre o(a) professor(a) titular e o(a) professor(a) de Inglês para que, em conjunto, possam desenvolver a aprendizagem de conteúdos disciplinares feita através do modelo EB.

11. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.

Os diferentes "stakeholders" envolvidos na avaliação do projeto têm sido unânimes em estabelecer uma relação muito positiva entre o projeto e a qualidade de aprendizagens dos alunos, bem como a sua desenvoltura em processos de comunicação em diferentes línguas (incluindo, naturalmente, a língua inglesa). Muito embora a perceção geral se baseie apenas no domínio da língua inglesa, espero que a divulgação de estudos sobre os benefícios cognitivos, relacionais e de competências sociais que resultam da implementação do EB, contribua para um ainda maior reconhecimento das vantagens da metodologia.

Entrevista 6

Ana Cavalheiro

Professora no Agrupamento de Escolas Gardunha e Xisto
envolvida na implementação do projeto bilingue

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?

O Ensino Bilingue está cada vez mais a ganhar terreno nas nossas escolas.

A cada dia, mais docentes estão interessados em implementar o programa, pois sentem que o ensino de uma língua tem de dar uma volta na sua implementação. Existem cada vez mais solicitações para os alunos usarem uma língua estrangeira em todas as suas atividades (videojogos, músicas, comunicação com pessoas de todo o mundo, comunicação social) e por isso, daqui a 10 anos, as escolas em Portugal estarão quase todas, se não todas, a trabalhar em modalidade bilingue. Os professores sentem, na sua prática docente, essa solicitação por parte dos alunos.

2. Entende que deveria existir uma política nacional para o EB?

Sim. No agrupamento de escolas onde leciono o programa bilingue já está a ser implementado há cerca de 12 anos. Ao longo deste tempo, fomos 'projeto', passando por frequentes avaliações tanto do projeto em si como dos professores. Após 4 anos, passamos a programa, pois houve necessidade de implementar o programa ao nível do 5.º ano e não houve diretrizes por parte do ME. Ficamos por nossa conta e, desde então, com o programa bilingue a ser implementado até ao 9.º ano, todo o trabalho tem sido realizado graças à coordenadora que temos e às equipas dos diferentes ciclos, que trabalham sistematicamente em colaboração uns com os outros e fazem os necessários ajustes a tudo o que vamos implementando e vendo onde as arestas têm de ser limadas.

Por outro lado, o fato de não haver uma política nacional para o EB, nas diferentes ações de formação que tenho frequentado pude constatar que as escolas que estão a implementar o programa atuam de forma diversificada, não me parecendo haver uma uniformização.

3. Em que deveria consistir essa política nacional de EB?

A política nacional deveria indicar desde quando deveria ser aplicado o EB, pois alguns agrupamentos iniciam o programa no pré-escolar, outros no 1.º ciclo e outros nos restantes ciclos de ensino. Como, quando, de que forma parece ficar ao critério de quem implementa.

As políticas de EB deveriam definir as horas necessárias para implementar o programa nos diferentes níveis de ensino; quais as disciplinas envolvidas em cada ciclo de ensino; horas de articulação entre os docentes envolvidos.

Deveria promover-se a realização de formação aos professores tanto de conteúdo como de língua no âmbito das diferentes dinâmicas que este programa nos exige. É importante existirem orientações bem definidas sobre o trabalho colaborativo entre o professor de conteúdo e o professor de língua.

O perfil dos professores que deverão integrar este programa deve igualmente ser definido, pois com a experiência que tenho adquirido nesta caminhada, percebi que os professores que estão neste programa têm de ser dinâmicos, ativos, motivadores.

4. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?

Penso que com o que já foi desenvolvido ao nível do EB/CLIL, tanto nos diferentes agrupamentos e no projeto Erasmus+, entre outros, deveriam os esforços ser concentrados em ciclos de conferências e formação de professores para que quem nunca trabalhou dentro desta metodologia a perceba e a possa experienciar experimentando todas as dinâmicas inerentes ao EB: Colóquios; Ciclos de seminários.

A formação contínua deveria abranger tanto professores de conteúdo como os de língua para aprendizagem/reciclagem da língua.

Seria desejável um programa de intercâmbio entre professores já com experiência no EB e professores sem essa experiência para troca de metodologias, incentivos, partilha, pois todos aprendemos uns com os outros e nada é tão positivo como sentir que "estamos todos no mesmo barco".

Penso que os incentivos poderão partir da partilha de experiências entre todos.

5. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.

Sim. A aprendizagem bilingue não só ajuda os alunos a desenvolverem muito mais o seu sentido crítico, estético e argumentativo, como ao nível intelectual, os alunos são muito mais ativos e dinâmicos. E como diz o povo "De pequenino se torce o pepino". Este tipo de ensino é gradual pelo que há necessidade de "scaffolding" das aprendizagens.

6. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?

Língua e conteúdo; língua para os professores de conteúdo, que pode ajudar e incentivar os professores a sentirem-se mais confiantes para implementação de um programa como o é o EB; articulação entre pares; planificação de temáticas (entre pares), etc.

7. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?

Sim. Não só pelo inglês, mas por ser a língua que para todas as áreas da nossa vida está cada vez mais presente.

8. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.

No meu concelho, Fundão, temos apoio das diferentes entidades e parceiros.

É verdade que, por vezes, alguns pais/encarregados de educação de alunos do EB e até mesmo colegas que não estão envolvidos no EB, nem sempre entendem a dinâmica do EB, apesar de o mesmo ser explicado e apresentado (como funciona no nosso agrupamento, como está estruturado nos diferentes ciclos...) e acabam por tecer comentários que nem sempre são favoráveis.

Apesar de tudo, a entidade municipal, junta de freguesia, outros parceiros (biblioteca municipal, rádio, jornais...) apoiam e defendem o EB, sendo o mesmo por vezes apresentado e divulgado em diversos acontecimentos sociais.

Entrevista 7

Fernanda Batista

Professora no Agrupamento de Escolas Gardunha e Xisto
envolvida desde o início na coordenação e implementação do projeto bilingue

1. How do you see bilingual education (BE) developing in Portugal over the next 5-10 years?

Over the next 5-10 years bilingual education will still not have been developed much in state schools in Portugal which is rather worrying and incomprehensible. It still has a long way to go. The Portuguese Educational system is still neither organised nor prepared to have bilingual education. Schools and teachers are still not aware of how to develop it. When some schools and teachers try and do their best to develop it, they simply lack support and understanding from the different departments of education.

2. Should there be a national policy for BE?

It is necessary to have a national policy for BE.

3. What would you like to have as national policy for BE?

I would like much more support from the different departments of education. BE needs to be structured and organised. There should be a specific curriculum for bilingual education to define exactly what we want students to become in the future as multilingual European citizens and what we want a multicultural society to be like. There should be more hours of bilingual teaching. How do you expect a child to learn a foreign language when he/she has just three/four hours a week to learn English and the content? How can bilingual education be successful? Teachers need to be fluent in English to be able to teach the language and the content. They need to be comfortable with the language to be able to teach the content, whether it is science, history or art. They need to be aware of the bilingual/CLIL methodology – know how it is done. Teachers should have a stable job in order to be able to develop the bilingual education programme.

4. What policy issues should be addressed in order to support teachers to adhere to BE programmes? E.g., teachers' level of English? Teaching methods? Incentives for teachers?

Teachers need to feel comfortable and be motivated to be able to develop bilingual education. They need to have a stable job; they need time to prepare and work on their lesson plans, time to work with other teachers, and time to develop materials

and do research. Teachers also need teaching materials for the BE. They just don't have the time to create and build all their teaching materials. This is also time-consuming. They also need their work to be recognised and respected.

Teachers need to have a very high level of English (at least C1) and they need to be fluent. They need to teach not just the content but also the language. They need to feel comfortable with the language, to be open minded and active. They need to be able to work as a team with other content teachers in order to develop project-based learning, which is also part of BE. Teachers also need to know how bilingual education is carried out. They may be fluent in English, but if they do not know how it is done, bilingual education will not be successful. Children will simply hate it and find it very difficult.

5. Should BE be compulsory across educational levels? Why/not?

BE should be compulsory throughout the different levels of education if we want the next generation to be able to speak English or any other language fluently. They should start at a very early stage (Preschool, Primary and Middle school) where they have their first contact with a foreign language, learn the basic vocabulary and language structures through contents, but they need to go on. This is not enough. At a higher level (Secondary school) they will be given the opportunity to improve their language skills by gaining new vocabulary and developing language structures. By the time they get into university, they should be fluent. Some students pick up the language very quickly without difficulties, while others need to learn and practise the language for longer.

6. What should teacher education for BE consist of?
- Developing English language skills to C1/C2 level.
- Bilingual methodology (CLIL).
- Project-based Learning.
- British/American Traditions and Cultures.
- English literature for children for preschool, primary and middle school teachers.
- Erasmus exchange programmes to English speaking countries.

7. Should English be a compulsory subject on bachelor degrees for teaching in primary education?

There are people who are very good at languages and there are others that are terrible, but they can still be great teachers. Therefore, I think that it should be an option. For those who are good at languages, it could be compulsory so that they could develop bilingual education. For those who are not so fond of English, they could develop other skills that are equally important in teaching. In schools, teachers should work as a team and share their skills.

8. What are stakeholders' views on BE? E.g. parents, industry sector, tourism sector, etc.

BE has lots of advantages for stakeholders. They are usually very fond of BE and support it. Perhaps schools could ask for their support more often.

Entrevista 8
Soraya Oliveira
Professora no Agrupamento de Escolas Gardunha e Xisto
envolvida na implementação do projeto bilingue

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?
Penso que estará alargado a mais Agrupamentos de Escolas em Portugal.

2. Entende que deveria existir uma política nacional para o EB?
Sim.

3. Em que deveria consistir essa política nacional de EB?
Devia ter um regime especial de afetação dos docentes, bem como mais apoios financeiros: formação financiada e recursos materiais.

4. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?
Tal como referi, devia haver mais formação e esta devia ser gratuita e com ajudas de custo.

5. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.
Não. Acho que os alunos devem poder ser livres para sair do EB, caso queiram. Além disso, o Agrupamento pode não ter recursos humanos e físicos para dar continuidade ao programa e quando os alunos transitam para outro Agrupamento (ensino secundário) isso não é possível de garantir.

6. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?
Gamificação, tecnologias no EB, experiências e trabalhos manuais.

7. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?
Sim. Não apenas pensando no EB, mas penso que a língua inglesa será imprescindível futuramente.

8. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.
Têm uma participação mais ativa do que num ensino 'regular', e envolvem-se normalmente com facilidade.

Entrevista 9
Susana Esculcas
Chefe de Divisão da Educação, Juventude e Desporto
da Câmara Municipal de Ponte de Sor.

1. Em seu entender, qual será o desenvolvimento do ensino bilingue (EB) em Portugal nos próximos 5 a 10 anos?

O Ensino Bilingue em Portugal tem dado passos consistentes para se afirmar como uma estratégia de inovação pedagógica ao serviço da capacitação das novas gerações e da aprendizagem ao longo da vida.

A capacidade de comunicar em diferentes línguas constitui um dos pilares do projeto europeu que preconiza a diversidade linguística como motor para fomentar a coesão social, cultural e económica entre os estados-membros e fortalecer a competitividade e o papel da União Europeia à escala global.

A Comissão Europeia definiu como objetivo que todos os cidadãos europeus aprendam pelo menos duas línguas estrangeiras e comecem a aprender línguas estrangeiras desde tenra idade. Estes desígnios devem merecer o nosso compromisso e empenho coletivos.

Para que este desígnio tenha uma efetiva concretização, será necessário a adoção de medidas mais fortes e atrativas para que as instituições de ensino possam priorizar as competências multilingues a par das competências essenciais para a aprendizagem ao longo da vida, definidas na Recomendação do Conselho Europeu.

2. Entende que deveria existir uma política nacional para o EB?

Têm sido delineadas estratégias nacionais com o Ministério da Educação (ME), através da Direção-Geral da Educação (DGE), para implementar projetos e programas de ensino de Línguas Estrangeiras e ensino bilingue e/ou CLIL, entre outras iniciativas, com crescente expressão e importância nos nossos ecossistemas educativos.

É fundamental que possamos reforçar as estratégias enquadradoras destes projetos, ambicionando superar as metas definidas para a expansão do ensino bilingue no nosso sistema educativo. Os agentes educativos têm demonstrado a sua resiliência e capacidade de inovação para abraçar novos paradigmas. Num mundo global, temos de continuar a assumir estas valências como um eixo estratégico e de futuro, generalizando estas respostas.

Neste sentido, acrescentaria apenas que devemos reforçar a política existente, tornando-a mais generalizável e mais flexível, de forma a adequar-se aos diferentes ecossistemas educativos, potenciando recursos existentes e reforçando a falta de recursos que muitas vezes limitam a possibilidade de avançar, daqueles que têm vontade e determinação.

O Município de Ponte de Sor aposta na educação bilingue há mais de 15 anos, desenvolvendo um projeto de iniciação à língua inglesa na educação pré-escolar pública denominado "Kiitos". Este projeto referenciado pelo Conselho Nacional de Educação no seu relatório sobre "Integração do ensino da língua inglesa no Currículo do 1.º CEB", foi premiado com o Selo Europeu das Línguas em 2013 e posteriormente deu lugar a um projeto transnacional no âmbito do Programa Erasmus+ KA2 – Cooperação para a Inovação e Partilha de Boas Práticas, denominado "Kiitos@21stCenturyPreschools", o qual desenvolveu uma abordagem pedagógica integrada para a aprendizagem de uma segunda língua e a promoção das competências para o século XXI na educação pré-escolar.

Neste momento, face à necessidade de expansão do projeto a outras áreas de inovação pedagógica, o projeto passou a "Kiitos4all" e está a ser desenvolvido enquanto Programa Integrado e Inovador de Combate ao Insucesso Escolar, sustentado em práticas pedagógicas inovadoras que visam o desenvolvimento socioemocional das crianças, o desenvolvimento de pré-competências para a leitura e escrita, o desenvolvimento psicomotor e a capacidade de expressão numa língua estrangeira. Este projeto abrange todas as crianças da educação pré-escolar pública, com envolvimento mais ativo dos pais e comunidade educativa e está a ser desenvolvido através de um projeto de investigação-ação, com base em evidência científica.

A nossa experiência deve ser um exemplo de como a política nacional deve enquadrar um conjunto de apoios para iniciativas territoriais, que estejam alinhadas com as metas nacionais e europeias ao nível da qualidade dos sistemas de educação e resultados de aprendizagem, salvaguardando que as mesmas apresentem indicadores de eficácia e eficiência e a respetiva demonstração de impacto.

A Política Nacional deve, no nosso entender, enquadrar e potenciar as iniciativas que possam surgir no contexto dos territórios educativos, abraçando a diversidade de recursos e potenciando a sua generalização, no quadro de autonomia e flexibilidade curricular dado aos Agrupamentos de Escolas e escolas não agrupadas e através de pacotes de financiamento que possam garantir a eficiência dessas iniciativas.

3. Em que deveria consistir essa política nacional de EB?

Uma Política Nacional deve estabelecer metas concretas para a expansão do EB, tanto a nível quantitativo (número de alunos, turmas, níveis de ensino a abranger), assim como definir o nível de certificação das competências linguísticas desde a educação pré-escolar até à saída da escolaridade obrigatória.

Deveria ainda definir num horizonte temporal de 5/10 anos um conjunto de medidas que possam de forma progressiva potenciar o EB, até que estejam reunidas as condições estruturais para que o EB se concretize de forma plena e universal na escola pública.

1. Apoiar as iniciativas territoriais de projetos educativos que tenham como objetivo potenciar o EB, possibilitando o acesso a fundos específicos para a concretização das metas nacionais.
2. Flexibilizar alguns pressupostos do PEBI, permitindo que o Ensino do Inglês possa ser ministrado mesmo que os professores generalistas ou de outras disciplinas não tenham as competências linguísticas exigidas no programa; colocando transitoriamente a ênfase no trabalho dos professores de Inglês em par pedagógico e possibilitando que os estabelecimentos de ensino possam alocar outros recursos, próprios ou da comunidade.
3. Integrar na formação inicial de professores a aprendizagem do Inglês como forma de comunicação e de ensino/aprendizagem de outros conteúdos.
4. Estabelecer um modelo de formação contínua de professores que privilegie a aprendizagem de uma segunda língua associada a métodos de inovação pedagógica que tragam benefícios ao nível do desenvolvimento de outras competências transversais.
5. Apostar também na formação linguística do pessoal não docente para potenciar a comunicação bilingue nos espaços de educação não formal e informal.
6. Fomentar a aproximação das Instituições de Ensino Superior aos territórios educativos, nas áreas da formação inicial e contínua dos professores e no apoio aos projetos de investigação/ação, no sentido de garantir uma formação em contexto que permita a inovação pedagógica e a generalização do ensino bilingue.

Considerando que o desenvolvimento e a competitividade de um território assentam na qualificação dos seus recursos, urge tomar medidas que preparem os alunos e alunas para os desafios do mundo global, através de uma generalização mais célere, que garanta a igualdade de acesso a todas as crianças e jovens a uma educação bilingue generalizada e de qualidade em todas as escolas.

4. Que medidas de política educativa deveriam ser implementadas para motivar os professores a desenvolver programas de EB? Por exemplo, ao nível de competência linguística dos professores? Metodologias de ensino? Incentivos?
O envolvimento dos professores e a atitude perante a aprendizagem das línguas constituem fatores que podem potenciar ou inibir a expansão do EB.

O facto de termos um corpo docente bastante avançado em idade e com fracas competências no domínio de uma segunda língua tem inibido a expansão do EB nos níveis de 1.º e 2.º CEB, o que tem atrasado a aquisição de competências linguísticas que seriam expectáveis neste momento.

Para que haja uma mobilização do corpo docente para este novo paradigma será necessário acautelar um conjunto de condições:

1. Valorização do EB no Projeto Educativo dos Agrupamentos de Escolas, com a definição de uma estratégia clara e consequente.
2. Desenvolvimento de um diagnóstico de competências linguísticas dos professores dos quadros de escola no sentido de promover um Plano de Formação para a promoção do EB, de forma progressiva.
3. Possibilitar e potenciar a formação contínua de professores através de formação em contexto que incida nas competências linguísticas e métodos de inovação pedagógica, que tenham aplicabilidade prática nas turmas onde estes professores lecionam.
4. Possibilidade de majoração dos créditos destas formações, para que constituam um aliciante para a progressão na carreira.
5. Possibilidade de atribuição de prémios para professores que integram o Projeto de EB, como forma de discriminação positiva.

A nível nacional existem um conjunto de iniciativas e incentivos como o Selo Europeu das Línguas, Programas de Mobilidade de Pessoal Educativo no âmbito do Erasmus+, entre outros programas, que só terão a sua eficácia se forem enquadrados dentro dos projetos educativos dos agrupamentos ou dos territórios educativos com a respetiva valorização por parte das autoridades nacionais e locais e com consequentes benefícios para os professores envolvidos no âmbito da sua progressão na carreira.

Na nossa experiência, para que o processo de generalização aconteça de forma mais rápida será necessário envolver outros agentes educativos (professores de inglês ou assistentes de ensino de inglês nativos) que possam trabalhar de forma colaborativa com os professores no contexto educativo, proporcionando uma parceria e uma formação em contexto que permita progressivamente a formação destes professores generalistas e a sua autonomização progressiva.

5. O EB deveria ser obrigatório em todos os níveis de ensino? Justifique.
O EB deveria ser generalizado desde a educação pré-escolar e progressivamente ao 1.º CEB, depois 2.º CEB e sucessivamente, de acordo com os projetos educativos de cada território educativo.

A obrigatoriedade encerra em si um conjunto de pressupostos que não nos permite considerar essa hipótese para já. Porém o EB deve ser generalizado, de forma progressiva, mas com maior intencionalidade do que o que tem acontecido até aqui.

O EB tem benefícios inquestionáveis para o desenvolvimento das crianças e jovens, uma vez que é desenvolvido num contexto de inovação pedagógica, que trabalha várias competências transversais em simultâneo. O EB é mais atrativo porque coloca as crianças num contexto lúdico e de imersão, favorecendo o envolvimento da criança com o processo de ensino aprendizagem, constituindo um fator de promoção do sucesso escolar.

Considerando a educação ao longo da vida e o diferencial das competências de comunicação em mais do que uma língua na qualificação dos jovens e na inserção no mercado de trabalho devemos desenvolver esforços para garantir a igualdade de acesso e a equidade face às diferenças entre os diferentes territórios educativos.

Penso que a política de generalização será a mais prudente, mas precisamos ser mais consistentes nesse processo, para não criarmos situações de desigualdade, como as que acontecem neste momento.

A generalização deve procurar ser estabelecida pelas seguintes vias:

1. Continuidade e flexibilização dos programas nacionais existentes;
2. Desenvolvimento de mecanismos que visem potenciar outras iniciativas territoriais de referência, através do financiamento e apoio à monitorização de projetos de EB que tenham demonstrado ou pretendam desmontar a sua eficácia e eficiência;
3. Alavancar o trabalho de colaboração entre as instituições de ensino superior e as escolas na formação inicial e contínua dos professores e no desenvolvimento de projetos de investigação-ação que visem melhorar as práticas pedagógicas de EB.

6. Quais as áreas de formação que deveriam ser incluídas na formação de professores em BE?

O EB é por si uma forma de inovação pedagógica, que traz para o quotidiano da sala de aula uma forma de aprender que coloca a comunicação numa outra língua e a interação entre alunos e professores no centro do processo de ensino/aprendizagem. Neste sentido a formação de professores deve incidir de forma geral sobre as seguintes áreas:

1. Competências linguísticas e de comunicação na língua estrangeira;
2. CLIL e outros métodos inovadores de ensino/aprendizagem das línguas;
3. Competências de comunicação e de relação interpessoal;
4. Linguagem científica e tecnologias de informação e comunicação;
5. Fundamentos de psicologia que sustentem as seguintes áreas: aprender a aprender, estilos de aprendizagem, diferenciação pedagógica, coaching educacional;
6. Cidadania, Inteligência Emocional e Intercultural;
7. Liderança e gestão da sala de aula.

7. Deve-se tornar o inglês uma área de formação obrigatória da formação de professores para o 1.º ciclo?

Tenho a convicção que sim. Será determinante em termos de generalização do EB em Portugal.

Comunicar em Inglês constitui uma ferramenta tão necessária como as competências digitais que constituem a base de comunicação nos nossos dias. Neste sentido, a formação inicial de professores deve preconizar a aprendizagem do Inglês como uma das linguagens de comunicação. O Inglês deve ser aprendido enquanto língua franca e meio de comunicação universal, através do qual se aprende outros conteúdos.

Para além da universalidade da língua, será a única forma de tornar sustentável o processo de ensino-aprendizagem subjacente a um EB de qualidade, que exige uma exposição à língua no mínimo de cerca de 8 a 12 horas semanais.

A formação inicial de professores será a chave para a mudança de paradigma que se pretende na educação inclusiva e multicultural.

8. Em seu entender, como é que os diversos parceiros se posicionam relativamente ao EB? Por exemplo, encarregados de educação, indústria, setor do turismo, etc.

O Ensino Bilingue em Ponte de Sor desenvolve-se na educação pré-escolar pública e tem o reconhecimento dos pais e encarregados de educação, que valorizam e privilegiam a aprendizagem do Inglês como uma competência diferenciadora na educação ao longo da vida e na futura integração no mercado de trabalho.

Numa economia local sustentada pela diversidade de atividades ligadas ao setor do turismo, empresas do ramo da aeronáutica, aeroespacial e tecnológico, a língua inglesa ganha um papel preponderante e faz parte do quotidiano de toda uma comunidade.

O mercado de trabalho é cada vez mais exigente no que respeita ao perfil de competências dos colaboradores e em muitos trabalhos o Inglês é a língua de comunicação oficial, como podemos verificar nas escolas de pilotos e em algumas empresas tecnológicas.

Neste contexto, as exigências dos parceiros económicos apontam para uma necessidade crescente de pessoal qualificado e a certificação do nível

de proficiência numa ou mais línguas estrangeiras, onde o inglês assume um papel preponderante.

Neste sentido, consideramos que o projeto educativo territorial necessita de alinhamento sustentado pelas diferentes forças setoriais para que o Ensino Bilingue ganhe outro significado e obtenha maior acolhimento e desenvolvimento no contexto educativo.