

Introduction

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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.

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_marshall-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. Recommendations 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.