

CLIL across schools in Portugal

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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.

KEYWORDS

CLIL; pre-primary, primary and secondary schools in Portugal; Erasmus+; PEBI.

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.

PALAVRAS-CHAVE

CLIL; educação pré-escolar e ensino básico; programa Erasmus+; PEBI.

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 identify 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.º 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.º ciclo", and to "3.º 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.º ciclo"; to 36% in "3.º 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.

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

Regional distribution	1 st academic year in the PEBI programme	School cluster	School	Education level
North	2017/2018	AE de Penafiel Sudeste	Jl 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	1 st 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	Jl Prof. António José Ganhão
2017/2018		AE D. Filipa de Lencastre	Jl António José de Almeida	Pre-Primary
2017/2018		AE de Paço de Arcos	EB Maria Luciana Seruca	Pre-Primary
2017/2018		AE Alexandre Herculano	Jl da Anacoreta	Pre-Primary
2017/2018		AE Alexandre Herculano	EB do Mergulhão	Primary

Regional distribution	1 st 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	Jl Bairro 25 de abril	Pre-Primary
	2016/2017	AE de Santo André	EB1/Jl 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/Jl 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, Fundação, 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://cli-l4yec.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 participant 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 [Despacho N.º 15847/2007](#), (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 <https://ec.europa.eu/programmes/erasmus-plus/projects>, 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 <https://www.ccpfc.uminho.pt/acoes-formacao/>

(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 PEBl 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)					(2019) Learning and Sharing with CLIL			(2018) Internships in Europe – new skills in a multicultural environment III	(2017) We Are One	(1)
(2017) Hands on CLIL								(2019) Fashion Goes Green		
2					1			2	1	27
Projects that address CLIL as the main topic										
(2016) Go for Content Language and Integrated Learning (GoCLIL)	(2017) English for Hospitality					(2020) Creativity through Content and Language Integrated Learning				(2018) Let's CLIL in Idães
(2016) European survival through CLIL: the rule of 3s	(2019) CLIL for Young European Citizens	(2018) CLIL in VET	(2018) Transcultural Nursing: A European Priority, a Professional Responsibility		(2)					(2018) Cuba CLIL is In II
(2017) Hands on CLIL	(2020) Language Acquisition to Stimulate Cognitive development: theory and practice									(2019) Vidigueira CLIL on It
3	3	1	1		11	1				(2020) CLIL: Mission Possible
										(2020) "CLILING" together, to articulate and improve
										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.

TABLE 5. Broad aims of projects that include CLIL methodology as support.

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 Individuals* 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 It”, 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 It” 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 It (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 perceived 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	<ul style="list-style-type: none"> • Improve language skills • Improve knowledge on CLIL methodology
	CLIL content teachers	
Job shadowing	Headmaster	<ul style="list-style-type: none"> • Foster organisational skills
	CLIL supervisor	
Improvement of teaching and learning methods	Students	<ul style="list-style-type: none"> • Higher motivation • Better results
Further training	Other teachers	<ul style="list-style-type: none"> • 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 / 3 rd cycle Upper Secondary	History, Geography, Science, Educational Technology, Visual Arts, Physics and Chemistry, ICT, Philosophy, Citizenship a quality whole school approach	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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-RQ01-KA201-037159 http://english4hospitality.esy.es/
Hands on CLIL	01-09-2017 – 31-08-2019	Primary (Years 1-6) 1 st cycle 2 nd cycle	Science, Arts and Crafts, Music, PE, Citizenship, Geography, ICT	<ul style="list-style-type: none"> • 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 21 st 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	<ul style="list-style-type: none"> • 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) 1 st cycle 2 nd 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)	<ul style="list-style-type: none"> • 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 3 rd cycle	English (EFL), ICT / Robotics	<ul style="list-style-type: none"> • 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.escolaagustogomes.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 3 rd 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) 1 st cycle 2 nd cycle	European Citizenship, Environmental awareness, Basic Financial Education, English (EFL)	<ul style="list-style-type: none"> • 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) 3 rd 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 21 st Century: skills for the future	01-09-2019 – 31-08-2022	Primary (Years 1-6) 1 st cycle 2 nd cycle	ICT, languages	<ul style="list-style-type: none"> • 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/aalpendorada/	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), 1 st cycle 2 nd 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-RQ01-KA229-063080
Working together: education through new bridges	01-09-2019 – 31-12-2020	Primary (Years 1-6), 1 st cycle 2 nd 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) 1 st cycle 2 nd 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) 1 st cycle 2 nd 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 CCPFP. *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 CCPFP 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 CCPFP 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 in Il" 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 PEBl 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 Portugal²

Reports & MA dissertations

Almeida, M. A. (2017). *Content and language integrated learning in tourism Vocational Education and training in Portugal*. [Master dissertation. Escola Superior de Hotelaria e Turismo do Estoril]. Repositório Comum. <http://hdl.handle.net/10400.26/19731>

Alvarenga, D. M. F. (2012). *Developing young learners' logical/deductive thinking skills and second language skills through a CLIL approach*. [Master dissertation. Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa]. Repositório Institucional da UNL. <http://hdl.handle.net/10362/8651>

Bigodinho, J. F. S. (2021). *O ensino bilingue no 1.º ciclo – Especificidades das práticas pedagógicas*. [Relatório da Prática de Ensino Supervisionada Mestrado em Educação Pré-Escolar e Ensino Do 1.º Ciclo Do Ensino Básico. ISPA – Instituto Universitário]. Repositório do ISPA – Instituto Universitário. <http://hdl.handle.net/10400.12/8366>

Braga, M.T. (2020) *Práticas pedagógicas de promoção do desenvolvimento linguístico no ensino do inglês, em contexto bilingue, na Educação Pré-escolar* [Relatório da Prática de Ensino Supervisionada Mestrado em Educação Pré-escolar. Escola Superior de Educação Jean Piaget de Almada]. Repositório Comum. <http://hdl.handle.net/10400.26/33230>

Braz, A. M. B. D. A. (2013). *Ensino bilingue no 1.º ciclo do Ensino Básico: Experiência organizacional num colégio em Lisboa*. [Master dissertation. ISCTE – Instituto Universitário de Lisboa]. Repositório do ISCTE-IUL. <http://hdl.handle.net/10071/8283>

Cardoso, C. M. F. N. S. (2018). *Geometria em Inglês: Oportunidades para a aprendizagem integrada de língua estrangeira no 1.º Ciclo* [Relatório do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico. Faculdade de Letra. Universidade do Porto]. <https://repositorio-aberto.up.pt/bitstream/10216/111384/2/259603.pdf>

Costa, B. J. F. (2017). *A abordagem CLIL no ensino-aprendizagem de Português e Inglês*. (Master dissertation. Universidade de Coimbra). Repositório Científico da Universidade de Coimbra. <http://hdl.handle.net/10316/85535>

Ferreira, O. C. G. (2016). *CLIL: Uma abordagem diferente na aprendizagem de Inglês no ensino Básico e Secundário*. [Master dissertation. Universidade de Coimbra]. Repositório da Universidade de Coimbra. <http://hdl.handle.net/10316/35161>

Figueiredo, M. V. P. (2022). *CLIL e recursos hipersensoriais personalizados: simbiose perfeita de ensino e aprendizagem de Inglês no 1.º Ciclo do Ensino Básico*. [Master dissertation. Instituto Politécnico do Porto]. Repositório Científico do Instituto Politécnico do Porto. <http://hdl.handle.net/10400.22/20371>

Jesus, A. D. F. D. (2018). *A abordagem CLIL no desenvolvimento da competência intercultural*. [Master dissertation. Universidade do Minho]. Repositório da Universidade do Minho. <http://hdl.handle.net/1822/57885>

² Sources used: RCAA (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.

Logioio, A. J. (2010). *Raising intercultural awareness at primary level through storytelling within a CLIL approach* [Master dissertation. Universidade Nova de Lisboa]. Repositório Institucional da UNL. <http://hdl.handle.net/10362/5699>

Lourenço, M. M. T. (2020). *Avaliação da implementação da abordagem CLIL: Um estudo de caso*. [Master dissertation. Universidade do Minho]. Repositório da Universidade do Minho. <http://hdl.handle.net/1822/74985>

Mêdas, T. S. C. (2020). *Diferenciação pedagógica para uma gestão eco-comportamental eficaz em CLIL, no ensino de Inglês no 1.º ciclo do Ensino Básico*. [Master dissertation. Instituto Politécnico do Porto]. Repositório Científico do Instituto Politécnico do Porto. <http://hdl.handle.net/10400.22/16115>

Oliveira, M. L. A. (2017). *Ensino bilingue precoce no 1.º CEB: Estudo de caso no agrupamento de escolas Gardunha e Xisto – Fundão*. [Master dissertation. Instituto Politécnico do Porto]. Repositório Científico do Instituto Politécnico do Porto. <http://hdl.handle.net/10400.22/10792>

Ribeiro, S. A. M. D. (2016). *Science fair project: O CLIL na educação pré-escolar*. [Master dissertation. Instituto Politécnico do Porto]. Repositório da Universidade do Porto. <http://hdl.handle.net/10400.22/8474>

Ribeiro, T. A. S. (2017). *Perspetiva reflexiva nos percursos da abordagem CLIL no ensino do inglês do 1.º ciclo do Ensino Básico*. [Master dissertation. Instituto Politécnico do Porto. Escola Superior de Educação] Repositório da Universidade do Porto. https://recipp.ipp.pt/bitstream/10400.22/11029/1/DM_Teresa%20Ribeiro_2017.pdf

Silva, C. S. O. da (2020). *Cooperação e regulação da aprendizagem numa abordagem CLIL: uma experiência no ensino de inglês no 1.º ciclo do ensino básico*. [Master dissertation. Universidade do Minho] Repositório da Universidade do Minho. <http://hdl.handle.net/1822/69721>

Silva, I. P. C. (2013). *Projeto de ensino de Inglês articulado/integrado no 1.º Ciclo do Ensino Básico*. [Dissertação de Mestrado. Ensino Precoce de Inglês. Escola Superior de Educação, Instituto Politécnico do Porto]. Repositório Científico do Instituto Politécnico do Porto. <http://hdl.handle.net/10400.22/3999>

Silva, J. M. (2019). *Atividades de tipo Content and Language Integrated Learning na aula de Inglês no 1.º Ciclo do Ensino Básico: Perceções dos alunos*. [Master dissertation. Universidade de Aveiro]. Repositório Institucional da Universidade de Aveiro. <http://hdl.handle.net/10773/29713>

Xavier, A. C. C. M. (2016). *Assessment for Learning in EBE/CLIL: A learning-oriented approach to assessing English language skills and curriculum content at early primary level*. [Master Dissertation. Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa]. Repositório Institucional da UNL. <http://hdl.handle.net/10362/17973>

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>

Lazana, V. L. E. (2020). *Articulação curricular horizontal: um estudo sobre o ensino de inglês no 1.º Ciclo do Ensino Básico* [Tese de doutoramento. Universidade de Aveiro. Departamento de Educação e Psicologia]. Repositório Aberto da Universidade de Aveiro. <http://hdl.handle.net/10773/30315>

Piacentini, V. (2020). *Science education and the integration of English for learning: study of one CLIL approach in a Portuguese lower secondary school*. [Doctoral dissertation. Universidade de Aveiro]. Repositório Aberto da Universidade de Aveiro. <http://hdl.handle.net/10773/28939>

Appendix B

Online Questionnaire

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?