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Editorial

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As a well-deserved holiday present, here comes Issue 2(2) of the CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education. This journal aims to become a space where scholars, teacher educators and teachers invested in improving the quality of language education and disciplinary literacies can present and discuss practice-based research leading to innovation and innovative teaching approaches inspired and justified by theory and research. Issue 2(2) offers five contributions on plurilingual contexts. Five papers aim to shed some light and provide insights into Content and Language Integrated Learning (CLIL) and English-Medium Instruction (EMI) educational settings by approaching them from different theoretical, methodological and pedagogical perspectives, with a focus on either oral or written discourse produced in the classroom, and with teachers or learners (or both) as main participants.

Two of the four articles in the Foundations & Research section present innovative conceptual frameworks for the development of content- and language-related competencies in plurilingual contexts. They also provide both researchers and practitioners with insights into how such approaches can be implemented in real classrooms with the double purpose of gaining understanding and improving the processes of learning and teaching in such educational settings.

The other two articles in this section examine either learner produced written texts or teachers' oral discourse in tertiary EMI classrooms as compared to L1 classrooms, and identify challenges and benefits that participants in EMI contexts may face on a day-to-day basis.

Finally, the A-B-C section presents thoughts and insights on CLIL science education in school settings.

More specifically, the texts cover the following contents:

Bauer-Marschallinger presents the principles of a design-based research (DBR) methodology with the aim to examine the key aspects of a set of teaching materials which were specifically designed for upper-secondary CLIL history education in Austria based on Dalton-Puffer's (2013) construct of Cognitive Discourse Functions (CDFs). Applying the DBR principles, the author examines whether teaching materials support both the acquisition of subject-specific, i.e. historical, competences and language. Findings suggest that students lack awareness of possible connections between content and language learning and struggle with expressing complex historical content. Implications are suggested for a more prominent teacher role in raising students' awareness and more explicit and guided teaching of the CDFs.

Navarro Gil presents a study on learner academic written productions in EMI vs L1 contexts. The author examines the effects of content-based language instruction (CBI) on the production of academic vocabulary in texts written in English by university learners enrolled in two different instruction settings, EMI and L1 courses, over one semester. A pre-/post-test methodology design revealed that both L1 and EMI learners produced more general academic and technical words, while EMI learners also increased their use of academic collocations and academic formulaic language. The benefits of CBI for acquiring academic terminology and for developing disciplinary literacy are discussed in the light of the two settings of instruction under study.

Sánchez-García also examines EMI vs L1 context, yet, with a focus on oral language. The paper analyses discourse strategies employed by two university lecturers in teaching the same disciplinary content in the L2 and the L1 and their communicative potential in Spanish- and English-medium instruction in higher education. Results unveil the impact of the language of instruction on lecturers' discourse strategies and shed light on their pressing linguistic needs. The paper concludes with suggestions on the need to raise teachers' awareness of the appropriateness of diverse discourse strategies and their communicative potential in teacher education programs.

Moore & Llompert introduce the notion of plurilingual competence and propose it as the foundation for and the aim of language teaching and learning. Drawing on such basis, the authors discuss how the didactics of plurilingualism should be organised at three different levels of action: macro, meso and micro, to later present an illustrative example of a plurilingual teaching approach.

In the A-B-C section, **Simon Auerbach** discusses the challenges and benefits of teaching and learning of science through the medium of an additional language in secondary education. ■