

Introduction

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This is the second e-TEALS Special Edition about Content and Language Integrated Learning (CLIL). This edition is a collection of papers and workshops presented at the 3rd International Working CLIL Colloquium held at the Faculty of Arts and Humanities of the University of Porto on 13 and 14 July, 2023. The theme of this Colloquium was *Moving CLIL forward: towards sustainable educational practices*.

After over two decades of exponential growth which have seen CLIL/bilingual education evolve across continents, the 3rd Colloquium was an opportunity to take stock and explore appropriate strategies, ideas, and impactful educational research that is capable of moving CLIL/bilingual education forward and making it a sustainable practice across educational levels. The contributions of this volume are timely responses to our call. They represent CLIL at different levels of education from pre-school to higher education and are written by authors engaged in teaching at these levels.

The first article is from pre-primary education. Nóra Ní Bheaglaoich and T.J. Ó Ceallaigh explore the experiences of three elementary teachers using CLIL to teach Mathematics through Irish in a six-week Community of Practice (CoP) model in an English-medium school in Ireland. The study aims to understand how teachers develop their CLIL knowledge and skills and the key findings point to increased teacher confidence, heightened language awareness, and a greater understanding of professional development needs in CLIL instruction.

The next two contributions are from secondary education. The study of Natacha Diaz investigates the use of digital tools within a CLIL programme for the subject of Social Science with the purpose of developing digital literacy. Although her results suggest that the use of digital tools is not sufficient to significantly

develop digital literacy, their implementation within a CLIL programme which combines project-based and cooperative learning can be highly effective.

The study of Huseyin Ozdemir explores the attempts of this mathematics teacher to develop mathematical literacy in English in a secondary school in Turkey. From the starting point of a needs analysis into students' understanding of target mathematical terms in English within mathematical questions, the author develops a strategy with his students to support their understanding of key terms which allowed them to solve mathematical problems. The experiment paves the way to further ventures into CLIL for this mathematics teacher and others of this subject.

Two contributions from higher education follow. Verónica Alarcón-García and Lola López-Navas explore the implementation of a Pluriliteracies Approach to Teaching for Deeper Learning (PTDL) in a bachelor's program in Translation and Interpreting at a Spanish online university. They propose a "Deeper Learning Episode" which aims at transforming a traditional language course into a content-based program, promoting linguistic mediation, critical thinking, and intercultural communication. The authors conclude that this approach can renew language teachers' sense of identity and enhance students' learning experiences.

Isabele Lavado explores interdisciplinary collaboration in higher education between an English for Specific Purposes (ESP) teacher and a content teacher. Results highlight the importance of sharing clear learning objectives, active engagement in lesson planning and teaching of both practitioners as well as adequate resources. The study provides insights into how teaching practices can be improved to promote successful interdisciplinary initiatives.

The volume ends with a description of a workshop given at the Colloquium. Leonel Fuentes Moncada describes in detail a workshop he led on social emotional learning principles and how they can inform CLIL practice. Practically-oriented, the workshop describes step by step concepts, teacher experiences, lesson demonstrations, assessment, online resources and materials, and student motivation as well as teacher resistance and resource limitations.

We are grateful to all who have contributed to this Special Edition.