

Editorial



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To cite this article:

Evnitskaya, N. (2024). Editorial. *CLIL Journal*, 1(1), i–iv. <https://doi.org/10.60940/cjv1n1id430270>



As the Editor-in-Chief of this new *CLIL Journal*, I am very proud to announce such long-awaited publication of the very first issue and volume. I would like to thank the authors for their endless patience and understanding, and the members of my editorial team for their time, dedication, and enthusiasm. All of you contributed to the making of this first issue!

CLIL Journal is a conceptual offspring of [CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education \(CJ\)](#) led by Dr Cristina Escobar Urmeneta and published by the Department of Language Education at the Universitat Autònoma de Barcelona, Spain, between 2018 and 2022. CLIL Journal proudly adopts its values, principles, and goals for educational knowledge transfer in the field of Content and Language Integrated Learning (CLIL). Having been an Associate Editor of CJ since its very beginning, I learned a lot from and with Dr Escobar Urmeneta and other members of the CJ editorial team: how to launch a new journal, how to keep it going and growing, and how to make sure we support teachers, teacher educators, and especially young researchers in publishing high-quality research and innovation articles.

Now it is my turn to lead the new journal in its journey and maintain CJ's standards high as well as its enthusiasm and thrive for educational research and knowledge transfer. The new *CLIL Journal* is here to continue providing a common ground and interactional space for the educational community devoted to improving the quality of content and language education. The pages of this new journal are a space where teachers, teacher educators, and researchers, individually and collectively, can present and discuss both practice-based research leading to innovation and innovative teaching approaches inspired and justified by current theory and research.

So, this very first issue of the new journal brings together a diverse range of articles from teachers and teacher-educators that explore innovative practices in CLIL contexts and delve into various facets of CLIL and its impact on both students and teachers. The first five articles are an outcome of a teacher professional development program on EFL and CLIL funded by the Catalan Department of Education (Generalitat de Catalunya) and developed and coordinated by the Department of Language Education at the Universitat Autònoma de Barcelona. The main goal of the program was to support and empower teachers and future teacher educators to critically approach teaching practices and conduct classroom-based research.

Four articles present empirical studies on coteaching in primary and secondary CLIL classrooms, two other studies discuss how CLIL can promote intercultural competence, global perspective, and collaborative skills in secondary and university students, while the last article is an asset for teacher education programs.

Novell and Carreres examine the outcomes of a CLIL lesson for primary grade 2 students centred on Shared Reading, demonstrating the benefits of innovative pedagogies such as coteaching in enhancing young learners' comprehension and participation in a CLIL classroom.

Also in a primary education context, Remolà-Elvira and Ramió-Quirk focus on coteaching strategies in a CLIL science lesson aimed to promote grade 5 students' participation and communication in English. Their study sheds light on how collaborative planning and teaching foster student interaction and willingness to communicate, crucial for effective language learning and content knowledge co-construction.

Carrillo López and Boldú Rodríguez bring further insights on young learners. They explore a grade 6 CLIL classroom in a high-complexity primary school. Their study highlights how coteaching combined with a Project-based Learning (PBL) approach boost students' speaking skills in English, promotes group work and develops decision-making skills.

Meanwhile, Calzado Villavecchia and Izcara Cayuela move beyond the walls of the classroom and present findings from an international collaborative CLIL-PBL project in three primary schools (Canada, Colombia, and Spain). Their research shows how integrating Sustainable Development Goals (SDGs) into a CLIL curriculum not only enhances student motivation but also fosters a global perspective and collaborative skills across diverse cultural contexts.

In an article set in the secondary education context, Vergés and Hernández examine coteaching strategies and their effect on grade 10 students' engagement in EFL classrooms. Their study emphasizes the role of coteaching in diversifying instructional approaches and enhancing student engagement, crucial for effective foreign language learning.

At the tertiary level, Byrne and Opello expand on the concept of C-Cultures in CLIL, advocating for a deeper integration of transdisciplinarity, Social and Emotional Learning (SEL), and Service Learning in undergraduate studies. They show how enriching CLIL classes with these elements can promote intercultural awareness, citizenship, and global understanding among university students.

Finally, drawing on the concept of Classroom Interactional Competence (CIC), Escobar Urmeneta provides a classroom observation checklist for EFL and CLIL teachers' professional development. This practical and comprehensible tool is to help teachers and teacher educators identify interactional strategies that promote quality conversations and a supportive learning environment in the classroom, knowledge construction, and content and language learning.

Collectively, these articles showcase CLIL as a transformative educational approach with the potential to enhance language learning, foster intercultural competence, and promote active engagement in diverse learning contexts. We hope that – through the shared research and innovative classroom practices presented in this first issue of *CLIL Journal* – others will be inspired to join us in future issues. I encourage practitioners and scholars to collectively add to the growing shared conceptual and practical knowledge about CLIL and good teaching practices in classrooms and beyond, as well as to explore new avenues in CLIL education. By sharing and learning from each other, we are thus ultimately enriching educational experiences and outcomes for students of all ages globally.

I hope that you enjoy reading this first issue!