Editorial

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It is a pleasure to present issue 3(2) of the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*. This Special Issue is unique due to the correlation to the LETERGR2 project (LEarning, TEaching and Learning to teach in GReek as Second/Foreign Language: Evidence from different learning contexts). The majority of the work presented has been conducted within this framework. This Special Issue attempts to enrich and to contribute further to the journal's purpose of connecting teachers, teacher educators, and researchers interested in language acquisition and education by offering research which comes from an under-explored context.

This Special Issue offers five (5) studies that address a wide range of language and education related topics approached from different theoretical, methodological, and pedagogical perspectives. This edition includes publications from the following authors:

Georgina París Mañas offers a theoretical review on educator preparation-those entering the profession and those training teachers. Although these programs overlap in some areas, there are notable differences regarding training in areas that address the same issues. Furthermore, the author examined practices throughout Europe and concluded that there are challenges due to the different expectations in their educator programs. París Mañas surmises that defining the different professional roles will improve the outlook on the profession and its practices.

Maria Iakovou presents a qualitative study that aims at examining how classroom observation can contribute to pre-service and in-service language teachers' professional learning and development. Data come from second language classrooms in Greece using the LETEGR2 Classroom Observation Protocol. The author explores participants' reflections and beliefs gathered from pre- and post-

observation stages. Iakovou's study shows how classroom observation and teachers' engagement using reflective practices can be an important tool for teacher education.

Cristina Escobar Urmeneta discusses the area of co-teaching in Content and Language Integrated Learning (CLIL) contexts in Catalonia, Spain. The author, firstly, offers an overview which includes the definition, characteristics and modalities of co-teaching. Then, by reviewing data from previous studies on CLIL projects in this area, she shows how co-teaching can become a key component in pedagogy, which may ultimately improve the quality of CLIL lessons. Escobar Urmeneta's paper concludes with some reflections that could inspire future co-teachers and teacher programs.

Athanasia Gkouma, **Maria Andria**, and **George Mikros** offer a mixed-methods study on pragmatics by exploring the possible differences between native and non-native speakers of Greek in the expression of thanking. The authors analyze participants' oral data elicited through a series of role plays that represent formal communicative situations. Results indicate the challenging nature of pragmatic competence acquisition for second/foreign language (L2) learners. The paper concludes by highlighting the importance of explicit sociopragmatic instruction for the development of the communicative competence.

Alberto Rodríguez-Lifante and **Maria Andria** address the issue of motivation in the acquisition of Greek as an L2. The lack of research in the field of L2 motivation calls for more empirical studies that focus on less examined target languages (LOTEs- Languages Other than English). This qualitative study investigates the meanings that learners of Greek associate with the language and how the meanings interact with their motivations towards learning Greek. ■