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Editorial

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I would like to start this Editorial with my best wishes of health, well-being and hope for everyone.

The year 2020 turned out to be an extremely challenging, uncertain, dangerous and unpredictable year in all senses: individual and collective health, work, travel, and personal relations. We spent many weeks in national lockdowns, closely and fearfully watching the spread and the progress of the COVID-19 pandemic worldwide... In the world of education, many of us had to face a steep learning curve in coping with new digital technologies and to discover how to learn, teach, do research, collaborate, socialise, do sports and have fun via screen. Zoom-ing, Team-ing, Meet-ing, Jitsi-ing, Whatsapp-ing and whatever not became crucial for our day-to-day professional and personal lives. However, 2020 was also a year of new learning opportunities, teaching innovation and fruitful collaborations.

As well-deserved good news in the continuing turbulent and difficult times, here comes Issue 4(1) of the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*. Since its very first days, this journal has become a space where scholars, teacher educators and teachers can present and discuss practice-based research leading to innovation and innovative teaching approaches inspired and justified by theory and research. CLIL Journal, thus, contributes to the dissemination of practice-based research and teaching innovation which aims to improve the quality of language education and disciplinary literacies, to develop students' 21st century skills and competences and pre-service and in-service teachers' professional competences.

Issue 4(1) offers five contributions on plurilingual contexts. Five papers aim to provide new and innovative insights into Content and Language Integrated Learning (CLIL) and EFL

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.

Pat Moore and **Sara López Stoelting** present a longitudinal study on the linguistic behaviour of emergent bilinguals in which they explore instances of *translanguaging in CLIL students' written productions*. They compare two datasets gathered at a 3.5-year interval in a secondary school in Spain and discuss the evolution of the students' competence as evidenced in their written texts. Being a partial replication of Celaya (2008) and Agustín-Llach (2009), this study examines three translanguaging features: *borrowing*, *translating* and *foreignizing*. Although these instances of L1-infused language have frequently been treated as errors, Moore & López Stoelting suggest that teachers should rather consider them as *naturally occurring communicative strategies and the snapshots of emergent bilingualism* in their students.

Janine Knight exposes an action research project between primary education English as a foreign language (EFL) pre-service teachers, their university EFL lecturer and a local primary school in Barcelona, Spain. The project was designed to plan and integrate *Education for Sustainable Development (ESD) competencies in primary education* and develop ESD competencies for both trainee teachers and school children, as well as to support self-directed learning and life-long learning skills. The paper describes how, while focusing on sustainable consumption as part of an action-oriented, transformative pedagogy, the project combined three aspects: *content* in terms of what is taught and how it is taught, appropriate teaching and learning *approaches*, and *product* in terms of resource development and usage as sustainability issues.

Berta Torras Vila argues for the necessity to incorporate *music as a tool* for language learning, beyond a mere use of songs, in the English as a Foreign Language (EFL) classroom. The paper provides the theoretical foundations on the connections between foreign language learning and music and highlights the pedagogical possibilities that the use of music encompasses and the benefits it brings to EFL classrooms. Torras Vila also proposes an *innovative CLIL Music program for early childhood education and primary education* named MOVIC (Movement & Music in English) which is illustrated with a sample activity, as well as provides a series of pedagogical implications for foreign language teachers and policymakers.

Eva Alcalà Arxé presents a *teaching innovation project* carried out during the COVID-19 lockdown with low-primary EFL learners which aimed at the development of *learners' oral communication skills*. The paper discusses how to offer effective and motivating distance learning to very young EFL learners, provide all the necessary support in this new teaching and learning situation, scaffold young learners in the use of digital technologies, as well as how to promote the development of oral communication competences at such young ages. Alcalà Arxé shows two oral activities and

explains the strategies and the digital tools used, as well as the procedures followed by the teacher to help her students produce good quality output in a foreign language.

Finally, in the A-B-C section, **Judith López Cancho** reflects on the challenges and benefits of teaching and learning of Physical Education through the medium of an additional language in primary and secondary school settings and presents her *innovative approach to teach CLIL PE* called "*Get you fit through a CLIL circuit!*". ■