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# Editorial

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**CJ** is pleased to release a new issue that explores rather diverse plurilingual scenarios, ranging from English Medium Instruction (EMI) in Teacher Education Degrees and CLIL in Secondary Education or Vocational Education and Training (VET) to issues such as equity or the relationship between teaching, teacher education and educational research. In keeping with the spirit of CJ, the vantage points adopted in this issue's articles are also very diverse, reflecting as they do the views of researchers, teachers, student-teachers, or authors with a dual profile. This variety of viewpoints enriches the overall picture that this issue paints.

The internationalization — or perhaps I should say 'Englishization' — of Primary Teacher-Education Degrees in Spain is growing at a significant rate but this particular area of research is relatively underrepresented. For this reason,

CJ welcomes the work of three qualitative researchers who explore specific cases of EMI teacher education degrees. While in **Sonja Andjelkov's** study EMI is seen through the eyes of a teacher-educator, **Natalia Evnitskaya** and **Berta Torras-Vila** offer the complementary perspective of a group of student-teachers. Both papers are very timely, and it is hoped that they will contribute to promoting further studies on this particular context of multilingual education.

Equity is perhaps the one unavoidable goal in plurilingual education. **Forrest Leah Tompkins** digs into this issue in the context of CLIL programs in the community of Madrid which assign high school students to either high or low English-exposure itineraries based on their proficiency in that language. In an attempt to assess the outcomes of this policy in terms of equity, Tompkins analyses and compares the socioeconomic status, CLIL motivation and exposure to

English of students in both itineraries at a bilingual (Spanish/English) secondary school in a town in Madrid.

The relationship between teacher education and research is represented by two contributions. On the one hand, **Marta Pastor Borràs** reports on the teaching strategies she deployed during her internship period in order to gain closeness to her students. Her work clearly shows how collecting conversational evidence and reflecting on it has helped her to learn and grow as a secondary teacher-in-training. On the other, **Marilisa Birello** has edited a round table discussion involving three teachers who combine employment in primary or secondary education in Catalonia with teaching positions at different Faculties of Education. **Rosa Gil** (inclusive education), **Xavier Planàs** (early childhood education) and **Rosalía Delgado** (secondary education) concur that the relationship between teaching, teacher education and research, however conflictive it may seem at times, is indispensable.

From the vantage point of CLIL as applied to Vocational Education and Training, **Tònia Cladera**, a pharmacist and experienced CLIL teacher, describes how she applies her teaching expertise to VET in the well-known format of an A-B-C on how to teach CLIL in a Pharmacy and Parapharmacy Technician Middle Degree. Her reflections and recommendations will be very useful, not only for specialists in Pharmacy, but also for VET teachers specialised in other subjects and CLIL teachers in general.

Finally, **Anastasia Lovtskaya** reviews *The psychological experience of integrating content and language*, edited by K. R. Talbot, M.-T. Gruber and R. Nishida, which foregrounds the importance of teachers' subjective wellbeing and job satisfaction and discuss how these factors may affect learners.

Putting together a specialised journal issue is always the result of the cooperative effort of authors, reviewers and the editorial team. In the case of this particular issue, this effort has been much greater due to the cyber-attack recently borne by our publishing house. We are deeply grateful to all those who have made it possible for CJ to get back on its feet. ■