

Preface

If we spoke a different language, we would perceive a somewhat different world. - Ludwig Wittgenstein¹

Learning a language is an inherently human act, rooted on an attempt to interact with people from different linguistic and cultural backgrounds. Thus, learning more than one language is essentially where bilingualism and intercultural start.

The main goal of this book is to offer a multidisciplinary view on bilingual and intercultural education around the world. Thus, an ample range of perspectives and analyses can be found herein which, according to our inclusive understanding of the two main areas of this volume (i.e. intercultural and bilingual education), will cover research and practices from varied disciplines such as linguistics, education and technology, just to quote three of the most relevant scientific fields. This volume provides the necessary active dialogue between the practice and theory, needed for both teachers and researchers. Teachers can hardly state what practices work unless guided and research-based tests are implemented *in situ*; researchers, on the other hand, will not be able to improve their theoretical assumptions unless being informed by teachers.

Bilingual education is one of the most exciting educational challenges of the 21st century. The importance that relevant international institutions (e.g. European Commission, OECD and UNESCO, among others) attach to the international implementation of these programs constitutes an unprecedented crossroads in recent decades. Never before in the history of education have so many resources and efforts been devoted to facilitating language acquisition and communication among peoples and cultures. Bowe, Martin and Manns (2017, p. 16) state: “a global world entails the need to communicate across cultures. Language is the means through which we engage with others in global endeavours driven by the economy, educational attainment and personal needs, among other things.” In this light, ubiquity and generalization of bilingual itineraries across the world have impacted our general understanding of education, as nowadays it is more common to find a bilingual than a non-bilingual school in many international contexts.

This book includes innovation and research studies on the latest trends in bilingual and intercultural education across the world, while at the same time it seeks to spark an informed scientific discussion on key concepts that can help teachers, researchers and policymakers move forward on this path. Consistent and informed research on the field can be considered the *sine qua non* condition, thus, to improve classroom praxis and to continue moving forward.

Our perspective, as convinced researchers and practitioners of bilingual and intercultural education at university level, is to keep intercultural at the core of the bilingual approach. This view is supported

by outstanding researchers across the world, who state the importance of culture for language in general (Kramsch, 2000) and for language learning in particular (Byram, 1997). That is, bilingual education does not make sense if the intercultural axis is not found as its backbone. The language component plays a substantial role in the relations that can be established among citizens. To communicate with people from another culture makes us more respectful of otherness, and therefore more human. Here, once again, bilingual and intercultural education can help us reduce the gap (or the culture distance) that separates human beings. Thus, the concept of language and culture, which was already inextricably joined, is now enhanced with the addition of citizenship (Byram, Golubeva, Hui and Wagner, 2017). The authors state as their first words: “This book is about intercultural citizenship, and how intercultural citizenship may be fostered through foreign language education” (Byram, Golubeva, Hui and Wagner, 2017, p. vii). A truly integrated approach, then, of bilingual and intercultural education can only offer a range of opportunities and strengths to support understanding among peoples (Gómez-Parra, 2018). García (2009) persuasively argued that bilingual education is the only option to teach all children in the 21st century in equitable ways. We would add ‘bilingual and intercultural education’ to this statement, making explicit the presence and importance of ‘culture’ in this equation (though are aware of the fact that Ofelia García inextricably includes intercultural in her concept of bilingual education).

This consequently has led to the different approaches considered in this *Handbook of Research*, organized according to four main sections: i) Teaching in Bilingual Education, ii) Intercultural Education, iii) Learning in Bilingual Education, and iv) Content and Language Integrated Learning (CLIL).

The first section, Teaching in Bilingual Education, starts with Chapter 1 “Can a Teaching Method Guarantee Success in L2 Learning?: Study of the Factors that Intervene in the Process” where the author poses this question as the starting point of her research. By offering an in-depth analysis of the wide range of factors which influence the learning process, the author considers that it may be possible to understand better who learns, as well as how and why, especially promoting an individualized and autonomous learning process.

Chapter 2, “Factors influencing Primary Teachers’ Conceptualisation of Literacy: Does bilingual education make a difference?”, also posing a question, aims at discovering how primary school teachers understand what literacy is and to what extent this conceptualisation is influenced by factors indicated by previous literature, such as training, previous experiences, or beliefs, while also considering whether working in a bilingual context or being a bilingual teacher may be influential to produce certain types of definitions.

Sánchez-Torres explicitly addresses the “Needs of the ‘Bilingual Schools’ Program in Andalusia regarding EFL Classrooms and Language Assistants” in Chapter 3. Since the implementation of Bilingual Education in Andalusia (Spain) research has mainly focused on studying ways to improve the quality of this educational model, despite the weaknesses or threats to the programs. This chapter presents findings from a research conducted in this region, and compares them to those of some current studies in others to conclude that some important issues - previously reported but not solved yet - are the lack of linguistic and methodological training for the stakeholders and time for coordination or planning, and confusion regarding specific information (roles, functions, procedures, etc.), paying a special attention to language assistants. Most importantly, this author suggests a number of actions to improve the quality of the bilingual education in Andalusia.

Chapter 4, “The EMAS and Its Role in the ESL Instruction to Immigrants in England”, presents the results of a quantitative research carried out through the administration of a questionnaire to the

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Multilingual Education Assistants who are part of the Ethnic Minority Achievement Service (EMAS) at the Coventry City Council (UK) in order to investigate their importance and impact in the reception of foreign students newly arrived in England. Borelli, Anguita and Sánchez-Verdejo emphasize that EMAS can help encourage dialogue between individuals, promoting the overcoming of linguistic obstacles, and developing the linguistic competence of foreign newcomers.

This section closes with Chapter 5, “Second Language Instruction: Extrapolating from Auditory-Visual Speech Perception Research”, where Erdener defends that it is now firmly established that speech perception is an auditory-visual process in which visual speech information in the form of lips and mouth movements are taken into consideration. Consequently, this chapter presents a general framework of evidence that visual speech information will facilitate L2 instruction, as the author claims that this knowledge will bridge the gap between psycholinguistics and L2 instruction as an applied field.

Section 2, devoted to Intercultural Education, starts with Chapter 6, entitled “Fostering Cultural Awareness for a Global Competence”. Cuccurullo and Cinganotto reflect on how we, as teachers and educators, can stimulate reflexivity about cultural identities and intercultural relations, as well as how we can foster interaction, dialogue, mutual recognition and enrichment of any individual, in respect of the different identities of the other. In order to give answers to these questions, this chapter aims at offering a reflexive analysis of the efficacy of using frameworks and autobiographical narratives for enhancing students’ intercultural awareness.

Jiménez Bernal in Chapter 7, “Teacher Education and Intercultural Awareness: Needs and Tools”, states that in our current globalized world plurilingualism seems to have turned into the only option, leading to the emergence of bilingual education programs worldwide. Nevertheless, intercultural competence also needs to be developed. This chapter presents a panoramic view of the situation of MA studies in Bilingual Education in Spain and, focusing on one of them, tries to describe needs that should be met and the actions that can be taken to foster intercultural awareness in the new generations of teachers.

Chapter 8, “Negotiation of Form among the Displaced: Developing a Corrective Feedback Paradigm for Refugees” addresses the following question: “What does the negotiation of feedback look like among displaced, preliterate learners?”. To offer an answer, this chapter presents a mixed methods study of error sequences in an English as a Second Language (ESL) classroom comprised of refugees from multiple countries. Results show that when content errors occurred among this population, elicitation is not as effective as metalinguistic feedback. Moreover, Jones’s findings also indicate that certain types of feedback (metalinguistic feedback, elicitation, clarification request) lead to self-repair better than others (recast, explicit correction).

Chapter 9 entitled “Intercultural Education: Challenges and Opportunities in a Brazilian University” discusses intercultural education (in general) addressing some of its challenges and opportunities within a local context of a public university in Brazil. The chapter concludes that the use of other languages besides English in approaches such as Content and Language Integrated Learning (CLIL), Collaborative Online International Learning (COIL) and Intercomprehension represent relevant alternatives to foster multilingualism and intercultural education in the context studied by Guimarães and Finardi.

The final chapter of this section, Chapter 10 “Literacies of the Body: Opening the Doors of the Mind through Embodied Learning and Imaginative Processes” starts from the fact that education is at a transitional point, as multicultural, multilingual environments are the norm and diversity a defining feature. Robbie states that a new understanding of identities in multicultural contexts requires pedagogies that teach and practice intercultural competence. In this light, this chapter draws on diverse academic research

from the fields of education, the arts, psychology, medicine, image processing and computer vision to examine present and future pedagogies which foster intercultural competence and the development of literacies.

Focusing on Learning in Bilingual Education, Section 3 starts with Chapter 11, entitled “Learning of English as a Foreign Language and Gifted and Talented Students: The Role of ICT in Educational Innovation”. The importance of this chapter lies mainly in the fact that the current outlook regarding the provision of educational services for students with high intellectual abilities has changed significantly in Spain, increasing both the visibility of these students in the educational environment and teachers’ awareness. Considering that these students may need certain curricular adaptations that are coherent with their pace of learning, a proposal is presented based on the results obtained in an ad hoc questionnaire on the perception that parents have of the English as a second language (ESL) education received by their children. Initial findings reveal the need to promote the implementation of less traditional methodologies in the classroom that are more appropriate to the characteristics of high ability students, so alternatives like gamification and m-learning are proposed as teaching alternatives.

Chapter 12, “Relationships in the Learning Process of Reading Comprehension in Spanish and English”, addresses the process of reading, a complex task that involves mastering a set of strategies aimed at assimilating written information by the reader. Despite different studies have shown that the process of understanding reading in the mother tongue has certain similarities with this same learning in a second or foreign language, there are also several authors who point out that there are distinctions between reading models in both languages. This study was carried out in order to delve into these relationships, focusing on analyzing the variables that most influence the learning of comprehensive capacity in Spanish (mother tongue) and English (foreign language). The results indicate that there is a number of factors that are related in learning to read in both languages.

Vitalaru, in Chapter 13, “Competences in US and Spain. Skills and Strategies in LAs’ Spanish Academic Papers”, focuses on the analysis of teaching strategies that English-speaking Language Assistants (LAs) enrolled as students in the ‘Teach and Learn in Spain’ Program at Instituto Franklin-Universidad de Alcalá (Spain). Specifically, after describing the basic context for developing competences in the Spanish and North American education systems, the chapter includes an analysis of their curriculum designs developed as Master’s Theses between 2014 and 2017, paying a special attention to several aspects: the teaching strategies their academic papers focus on, the proposal of guides and guidelines as a strategy to solve difficulties, and some of the other types of solutions they provide to motivate the students and improve specific skills.

Chapter 14, “The Phenomenon of Bilingualism in Slovakia: Raising a Bilingual Child in a Monolingual Culture - A Family Case Study on Intentional Bilingualism”, closes this section by dealing with the phenomenon of bilingualism in Slovakia in general and the concept of so-called intentional bilingualism in particular. For this purpose, “intentional bilingualism” is defined, and the forms of bilingualism in Slovakia are depicted as well as possible benefits of bilingualism and some prejudices against together with methods of bilingual upbringing in families. The subsequent research part presents a narrative family case study on intentional bilingualism.

The importance of Content and Language Integrated Learning (CLIL) – term used especially in Europe for the approach to bilingual education where an additional language is used as the language of instruction in nonlanguage school subjects while considering the so-called 4 Cs (namely: cognition, content, communication and culture) – has led the editors to consider a specific section in this *Handbook of Research*.

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Chapter 15, “Moving Towards CLIL 2.0: A Proposal for Social Media Integration in Content and Language Integrated Learning”, bears in mind the social and educational implications of the increasing power of technology and the Internet in order to revise the progressive transformation of the World Wide Web from a social perspective since its origins until today, while explaining why integrating social media tools in the CLIL classroom could serve as a way to improve the results of bilingual programs.

“Literacy Development in L1 in Bilingual Education: Evidence from Research on CLIL in Primary School” (Chapter 16) is devoted to exploring literacy development in the mother tongue (L1) in bilingual education programs. In order to explore the impact of Content and Language Integrated Learning (CLIL) on literacy development in L1, a large-scale study was conducted in a monolingual autonomous community (Castilla-La Mancha) located in central Spain. CLIL was not detrimental for literacy development in L1, since no significant differences were detected between both groups in their overall proficiency in written production and reading comprehension. Nevertheless, significant differences were observed in favor of CLIL students in receptive vocabulary, expressive richness and spelling, whereas the non-CLIL group was ahead in critical reading, planning strategies and use of different text typologies.

Ramírez-Verdugo and Gerena, in Chapter 17 “Bilingual Education from Learners’ Perspective” aim to gauge students’ attitudes, perceptions and beliefs on bilingual educational programs in Madrid. The findings revealed important issues related to curricular content, methodology and strategies, challenges and successes of CLIL programs as perceived by students, as perhaps one the main stakeholders in this approach to bilingual education.

Chapter 18, entitled “The Pedagogical Potential of Design Thinking for CLIL Teaching: Creativity, Critical Thinking and Deep Learning”, examines the origins and singularity of Design Thinking as a humanistic discipline that can be successfully exploited in education. Then, it explores the pedagogical potential inherent in Design Thinking strategies to foster creativity, critical thinking skills and deep learning in content subjects taught through the medium of an additional language in CLIL settings. The author’s contention is that Design Thinking will ultimately empower content teachers to rethink their teaching techniques repertoire, to redesign their CLIL practice, to cultivate inquiring minds in their classroom, to give students memorable learning experiences, and to equip them with core 21st-century competences related to creativity, critical thinking, team work and intercultural awareness.

Finally, Chapter 19 deals with a controversial aspect of CLIL: assessment. In “Performance-Based Assessment in CLIL: Competences at the Core of Learning” Otto aims to highlight performance-based assessment in CLIL as a powerful strategy to assess students’ knowledge effectively by means of measuring competences or skills. The chapter presents an overview on the impact of assessment in education, as well as on the conditions for performance-based assessment. After analyzing the necessary competences to express content knowledge in CLIL subjects, attention will focus on the best assessment tools in line with formative assessment, and the need to scaffold tasks and exam questions.

As seen in the presentation of the different chapters, this *Handbook of Research* presents a wide range of approaches to the latest trends in bilingual and intercultural education from both a theoretical and a practical perspective. This is a reality whose benefits we are only just beginning to see despite the long tradition that bilingual education has in the world (let us remind our readers that bilingual and intercultural education can be found since, at least, the 3rd century BC, when Roman children were taught the Greek language and culture in schools) (de León Lázaro, 2013).

Despite the success of bilingual programs worldwide, a reasonable amount of work and research is still needed on the field, as crucial questions about different aspects of their implementation, the most

appropriate teaching and learning methods and approaches, and about their interrelationships with intercultural education still arise in the form of major questions among teachers, researchers and students. This volume therefore places special emphasis on these aspects which we hope will help to shed some light on these issues.

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ENDNOTE

¹ This quote attributed to Wittgenstein occurs in Crafts, L.W., Schneirla, T.C., Robinson, E.E., & Gilbert, R.W. (1950). *Recent experiments in Psychology*. New York: McGraw Hill.