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Editorial

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“La lingua (...) non é una materia separata dalle altre, che abbia confini ben precisi: qui é la lingua e qui é la geografia (...). Senza la lingua non c’è la geografia, senza la lingua non c’è la scienza, senza la lingua non esiste nessuna di queste che noi distinguiamo, classifichiamo e chiamiamo materie. La lingua é l’aria in cui vivono tutte queste cosiddette materie. Non posso fare storia senza la lingua, non posso fare filosofia senza la lingua, non posso fare politica senza la lingua, non posso vivere senza la lingua. Noi siamo nella lingua come il pesce e nell’acqua, non come il nuotatore. Il nuotatore può tuffarsi e uscire, ma il pesce no, il pesce ci deve stare dentro.” **Gianni Rodari***

CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education (**CJ**, henceforth) is a semi-annual refereed practitioner-oriented open access online journal based on current theory and research, which seeks to promote the democratization of plurilingual and pluricultural education.

CJ is the outcome of a long-running university-school partnership project involving academics and teachers centred around the city of Barcelona, a teeming metropolis where true monolinguals are few and far between. It adopts a view of learning of languages and learning through languages which draws from educationalists as varied as Allan Bullock, Bernard A. Mohan, Jay L. Lemke and Helmut J. Vollmer, an approach that is aptly reflected in the quote from Rodari that opens editorial note.

The overarching goal of the journal is to find common ground among practitioners and scholars by promoting a triadic exchange of ideas in which education theory, empirical research and innovative classroom practices all take part, in the hope that the resulting discussion may lead to a better understanding of plurilingual and pluricultural education and

hence to improved educational practices, at the micro- and the macro-level.

Since its emergence in Europe in the 1990s, the acronym CLIL (for Content and Language Integrated Learning) has been associated almost exclusively with the use of foreign languages of European origin—languages that currently bear high symbolic, academic, political and economic value—to teach and learn academic content matter. However, nothing in the locution enforces this restrictive interpretation, as the phrase “Content and Language Integrated Learning” includes no limiting adjectives like ‘European’, ‘foreign’, ‘additional’ or the like. **CJ** takes advantage of this formal ambiguity to use ‘CLIL’ in its broadest possible meaning. Taking Christiane Dalton-Puffer’s definition one step further, **CJ** uses CLIL as an umbrella term that embraces any approach to teaching and learning in institutional settings that envisions language as the primary and most privileged medium of instruction. This sets language at the very heart of the way we—like fish in water—will choose to observe any kind of teaching-and-learning event.

Language has been described as “a system that relates what is being talked about (content) and the means used to talk

about it (expression)” (Mohan, 1986:1). Without disowning Mohan’s characterization of language as “a system”, **CJ** also encourages contributors and readers to observe from a diverse range of perspectives the very cultural construction that makes us humans. That is, language can be seen in multiple ways: as a meaning-making tool; a set of literacy practices; an identity-shaper; a heritage-carrier; a repertoire of cultural practices; a resource; a social tie; a set of symbols; a source of aesthetic pleasure; a political instrument; a mediating tool; or an object of study, among a vast variety of possible approaches.

Hence, it is the intention of **CJ** to open space for discussion on a wide range of issues that emerge from different contexts determined by socio-cultural or sociolinguistic context; by programme typology (dual immersion, sheltered instruction, CLIL, etc.); by educational stage (infant, primary, secondary, vocational, higher education); by competence (discourse competence, interactional competence; interactional competence, etc.); by disciplinary content (history, maths, art, economics, etc.); and so on. Like language, issues may also be approached from different angles, adopting multiple perspectives. In taking this stance, the journal’s ultimate goal is to contribute to overcoming the prevailing tendency in language and/or content learning so concisely critiqued by Mohan: “In subject-matter learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated” (1986:1).

As pointed out above, **CJ** aims to contribute to the cross-fertilization of ideas among theory, research and teaching practice. With this in mind, **CJ** is seeking articles that fall into one of three main categories: (a) articles that report on the outcomes of empirical research, with an eye to applying the results obtained to classroom teaching practice; (b) articles that, based on evidence, report on innovative approaches or experiences and explicitly appraise the transferability of these experiences to other contexts; and (c) articles which reflect on issues of current interest related to plurilingual and pluricultural education which will help to identify existing or potential problems and bring forward possible insights to develop new understandings.

Last but not least, **CJ** holds the view that in education language-related issues need to be democratised. This requires that the voice of non-language experts is projected and listened to and discussed beyond the fields of language teaching and applied linguistics. For this reason, one specific goal of **CJ** is to contribute to an increased dissemination of the ways language and literacy are understood by subject-matter specialists. To this end, each issue will include a section labelled the “A-B-C of Content Learning in L2-medium Settings” in which Frequently Asked Questions will be answered by Pedagogical Content Knowledge (Shulman 1987) specialists and content teachers.

This first issue of the journal contains four regular articles, the presentation of the A-B-C section, and the first contribution to the latter.

Natalia Evnitskaya examines classroom conversational data to show how teachers can use classroom interaction to guide students to a better understanding of subject-specific content and foster the development of students’ communicative competence in a foreign language.

Rachel Whittaker presents Reading to Learn, a genre-based programme for working on literacy across the curriculum and describes the different steps a teacher may take to integrate reading and writing into class activities. The authors illustrate the approach with examples taken from real classrooms.

Neus Lorenzo reflects on varied educational experiences in a hyper connected world and offers practical orientations to initiate, carry out and complete quality international education projects, whether involving student or teacher mobility or otherwise.

Laia Viladot and Albert Casals explore the issue of the integration of music and foreign language learning in the classroom and present a proposal that goes far beyond the traditional singing of pop songs. The authors illustrate the point they make with various samples of well-tested activities.

Cristina Escobar Urmeneta presents the rationale for the “A-B-C of Content Learning in L2-medium Settings” section, identifies a number of key issues for quality CLIL practice that merit attention in this section and invites content specialists to contribute FAQs and answers.

Brogán Tosar takes up the A-B-C FAQ challenge and brings the reader closer to the ins and outs of the teaching of social sciences through the medium of an additional language in primary education.

The editorial team of **CJ** are confident that this journal will become an important platform for evidence-based multi-voiced pedagogical discussion on plurilingual and pluricultural education. We invite you to join us in this venture. ■

Cristina Escobar Urmeneta

Barcelona, July 2018

**“Language (...) is not a discipline that we can separate from other disciplines with very clear-cut boundaries by saying, for example, ‘This is language and that is geography’ (...). Without language there is no geography, without language there is no science. Without language none of those compendia that we set apart, classify and name disciplines exist. Language is the air in which all the so-called disciplines dwell. I cannot do history without language, I cannot do philosophy without language, I cannot do politics without language, I cannot live without language. We are inside language like a fish is in the water, not like a swimmer. The swimmer can dive in and get out, but a fish cannot do that. The fish must stay in the water always.” Gianni Rodari*