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Editorial

CRISTINA ESCOBAR URMENETA

UNIVERSITAT AUTÒNOMA DE BARCELONA

cristina.escobar@uab.cat

It is with great pleasure that we present issue 2(1) of the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*.

In Issue 1(1) we established that one of the goals of this publication was to serve as a forum for research leading to innovation for a diverse group of scholars, teacher educators and teachers invested in improving the quality of language education and disciplinary literacies. Issue 2(1) makes a step in that direction by offering a collection of five texts, where authors with different backgrounds and affiliations present their work.

Two of the five articles (those authored by Coyle and Cánovas Guirao; and Pavón Vázquez and Pérez Costa) are co-signed by university-based researchers, and researchers that make their highly demanding work as teachers compatible with the different but no less demanding chores of an investigative approach to teaching and learning in plurilingual contexts. In

our view, access to the insights of those who spend most of their working time in the field is an asset that we would like to highlight and encourage. It also suggests that “empowering teachers” is a collocation that needs to be rethought, as it is clear that many teachers do not need to be “empowered” any more since they already are.

The A-B-C section takes on this occasion the form of an interview with a philosophy teacher, providing a hint on how future writers submitting texts to this section might also approach it.

The utility of the three articles to help teachers make informed decisions (those authored by Coyle and Cánovas Guirao; Escobar Urmeneta; Otto and Estrada) gives the issue an important dimension. Special mention should be made of Otto and Estrada’s work, which dares to dig into assessment practices in CLIL, a paramount issue that has received less attention from research than needed or desired by teachers.

More specifically, the texts cover the following contents:

Escobar Urmeneta presents an introduction to CLIL for teachers and teacher-educators with little knowledge of CLIL in particular or plurilingual education in general. In it, European policies, school programmes, and classroom practices are brought together. The writer positions herself in defence of a democratic approach to CLIL that overcomes the Matthew effect that which favours students who already have full access to foreign language education, to the detriment of others with few or no opportunities for learning them outside the school.

Coyle and **Cánovas Guirao** illustrate the use of model texts as a written corrective feedback technique with young foreign language learners. The procedure used by the teacher to draw the learners' attention to grammatical, lexical and textual differences between a model story and a draft version written by the children is presented and analysed through excerpts of classroom conversation that illustrate a wide array of teacher's strategies. Implications are suggested for the role of feedback processing in promoting L2 learning.

Otto and **Estrada**, for their part, explore teachers' views on CLIL assessment practices in the Bilingual Sections of the Autonomous Region of Madrid Bilingual Project. The limited instances of formative assessment found in the sample lead the authors to propose a set of recommendations useful for the context examined and for other educational contexts with similar characteristics

Pérez Costa and **Pavón Vázquez** carry out an analysis of teacher-student interactions in science classrooms delivered in L1 (Spanish) and L2 (English) during the teaching of similar content matter with the purpose of identifying how teacher strategies in the two contexts resemble each other and how they differ (if at all) between the two language contexts.

In the A-B-C section **Paul Tompkins** interviews **Jordi Nomen**, a philosophy and history teacher at the Sadako primary school in Barcelona, Associate Professor in the Department of the Didactics of Social Studies at the Universitat Autònoma de Barcelona and the author of the recently published book *El Niño Filósofo*. Here Tompkins and Nomen discuss the possibilities for applying CLIL in the philosophy classroom and the feasibility of a truly Socratic approach to teaching in English. ■