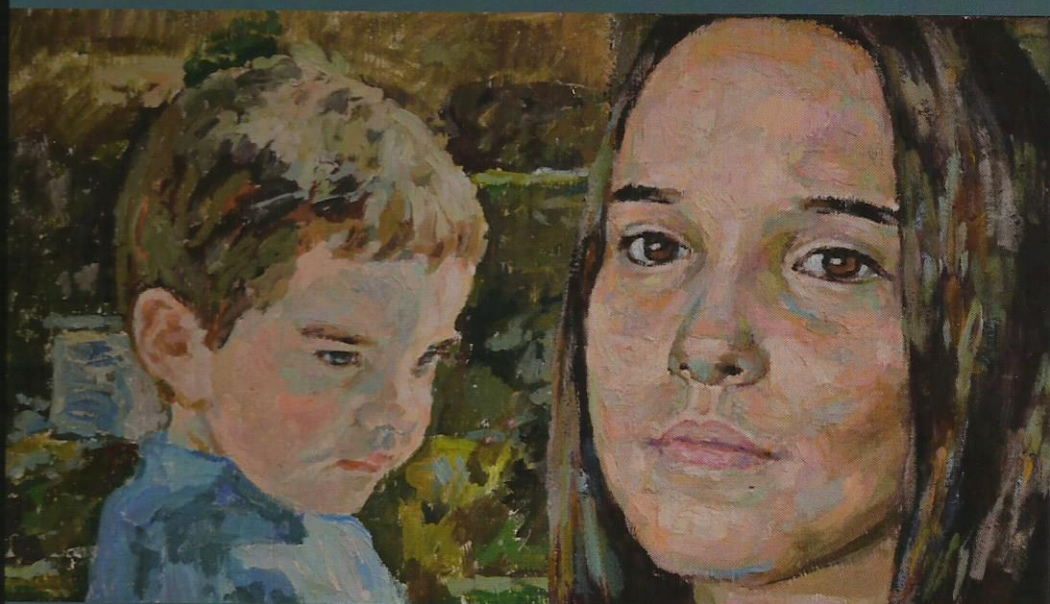


THE MANIFOLD NATURE OF
Bilingual Education



EDITED BY
María Teresa Calderón Quindós,
Natalia Barranco Izquierdo
and Tina Eisenrich

This book shows how formal, non-formal, and informal education play important roles in the shaping of bilingual minds. The contributions gathered here examine how societies influence language education, taking into account different perspectives, as well as foreign language education in schools, native bilingualism, and societal stances towards bilingualism.

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INTRODUCTION

M. TERESA CALDERÓN-QUINDÓS
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 TINA EISENRICH

The Manifold Nature of Bilingual Education follows the plurilingual approach, which believes that a person "builds up a communicative competence through which all knowledge and experience of language contributes and in which languages interrelate and interact".¹ The work also places increased emphasis on the *education* concept in the belief that it is through education that bilingual or plurilingual complex cultures can develop into modern inclusive societies. In our view, native acquisition of languages and second language school education both work toward the same aim: developing flexible minds that are able to communicate through languages and cultures in a multicultural global society.

The Manifold Nature of Bilingual Education is the result of research in the field of bilingual education taking into account different perspectives: foreign language education in school contexts, native bilingualism, and societal stances towards bilingualism; and includes contributions from authors from many different parts of the world such as America, Europe and Asia.

Through the different chapters, the authors examine how societies influence language education: as school contexts regulated by curriculum policies (see chapter by Pérez Cañado and by Sanz Trigueros); as linguistic examiners of the presence of foreign languages in learners and in mother tongue discourse in general (see chapters by Castro-García and by Hosokawa), and as informal family contexts where children are naturally raised bilingually (see chapters by Alvarez and by Tremaglio).

Thus, the following chapters have been arranged in three sections, according to the authors' research contributions on different components of Bilingual Education.

In the first section "Bilingualism in School Education", the authors deal with two different topics which are intrinsically related to formal language education and foreign language teacher training.

Chapter One, *Common CLL (Mis)conceptions: Setting the Record Straight*, by María Luisa Pérez Cañado, explores common CLL myths regarding CLL characterization, implementation or teacher training. She bases her research on two longitudinal macro-studies and presents possible solutions to address such myths.

Chapter Two, *Plurilingual Education from the European Guidelines. The Foreign Language Curriculum in Spain and Teacher Training issues*, by Francisco Javier Sanz Trigueros, attends to teacher training issues concerning the plurilingual and pluricultural competence. He reviews European referential documents and the Spanish curriculum in order to detect absences of attention to this competence in the latter.

The second section, "Reception of Second Languages" focuses on how language learners and society may respond to second or foreign languages. It deals with vocabulary conscious learning as a tool to improve reading comprehension skills, which in turn seems to be a basic activity towards written communicative competence. This section also examines how the rising importance of foreign languages is sometimes perceived in monolingual societies.

Chapter Three, *Receptive Vocabulary Size and its Effects on Reading Ability*, by Damaris Castro García, shows tested evidence that reading skills in a second language are largely influenced by vocabulary enlargement especially in the lower levels. The tests reveal that the 2000 word band seems to be the springboard towards the possibility of applying L1 reading strategies to L2 reading comprehension. The author also emphasizes the importance of developing a wider lexical competence as a cornerstone for second language acquisition and proposes the use of conscious and meaningful vocabulary learning activities to complement reading comprehension activities.

In Chapter Four, "The New Wild". *Thinking Linguistic Globalization through the Ecology of Species*, Naoko Hosokawa refers to the use of loanwords and the controversy this issue generates. The author uses the

¹ Council of Europe 2001, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg: Language Policy Division, 4.

metaphor of biology applied to language in order to explain how loans can be perceived either as a threat of alien languages invading native language "ecosystems", or as an opportunity of renewal from the old systems into newer stronger ones.

In the third and final section, "Native Bilingualism in Context" the authors devote their works to generational differences and how these differences influence attitudes toward bilingualism or even their linguistic competence.

In Chapter Five, *Attitudes and Self-Perceptions of Bilingualism: A Study on Generational Differences*, Gina Tremaglio analyzes the attitudes and perceptions of 75 bilingual adults among three different generations, Baby Boomers, Generation X and Millennials. The author demonstrates the significant relation between generation and attitude toward bilingualism.

Chapter Six, *Partially Schematic Constructions in Multilingual Interaction: A Vector for Intergenerational Transmission?* by Eric Alvarez, offers an analysis between second-generation bilingual parents and their children. He analyzes 22 mixed adult utterances paying special attention to different factors such as context, interlocutor and language dominance.

As we will see, dealing with bilingual education means addressing complex social realities, since today's societies are formed, fortunately, by populations that communicate through different languages and cultures. In this plurilingual world, formal, non-formal and informal education play important roles in contributing to the shaping of our bilingual or plurilingual minds.

CHAPTER ONE

COMMON CLIL (MIS)CONCEPTIONS: SETTING THE RECORD STRAIGHT

MARÍA LUISA PÉREZ CAÑADO¹

Abstract

This chapter will showcase ten of the most common CLIL myths which are currently proliferating in monolingual language teaching contexts and will employ empirical evidence stemming from two governmentally-funded research projects to debunk or substantiate them. It will begin by documenting how the so-called "pendulum effect" which has characterized foreign language teaching history has just made itself conspicuous in the CLIL research arena: we have moved from a celebratory educational rhetoric which saw CLIL as a near-panacea to dwelling almost exclusively on the problematic issues of CLIL. This pessimistic outlook on the feasibility of CLIL implementation has spawned a substantial number of articles, particularly in monolingual contexts, based on opinions and isolated personal experiences, as opposed to solid empirical research, and which have caused a series of potentially very dangerous (mis)conceptions about CLIL to surface which could seriously misguide its implementation process. Ten of these most frequent myths will be foregrounded and examined, pertaining to issues of CLIL characterization, implementation, research, and teacher training. Empirical evidence fresh from two longitudinal macro-studies which have just been conducted will then be furnished in order to dispel or confirm those (mis)conceptions and possible solutions will be ventured to address them. The ultimate aim is to set the

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