

## Editorial introduction

Introducción editorial

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Welcome to Volume 7, Issue 2 of the *Latin American Journal of Content and Language Integrated Learning* (LACLIL). This issue offers insights from researchers on areas related to didactic transposition, vocabulary and gender variation, teacher training, CLIL implementation, vocabulary assessment and CLIL with Spanish as a foreign language. Researchers from a variety of contexts—Argentina, and Spain, as well as different parts of the United States—with a variety of learners (primary, secondary, and tertiary education), share how CLIL has been working in their context. More and more practitioners are increasingly looking at the multiple ways in which CLIL can be implemented in accordance with their contexts, which serves as an indicator that CLIL is starting to make a difference in more educational contexts worldwide.

According to Coyle (2010), Spain is quickly becoming one of the European leaders in CLIL practice and research. This could be in part due to the context of multiculturalism and plurilingualism in which decision makers and policymakers have agreed that a CLIL approach would be beneficial in education as a whole in order to deal with a curriculum that may be delivered in at least two different languages (Frigols Martín, 2009).

However, teacher-training programs in Argentina at the different levels has been paving the way for quality CLIL programs, preparing teachers to deliver their programs according to their context. Argentine researchers such as Banegas, Pistorio, and Ravelo have shared insights as to the importance of integrated CLIL training programs in order to equip teachers with new improved knowledge in areas including theory, methodology, didactics, and material design. However, training at both levels (pre-service and in-service) is of utmost importance so that teachers are equipped with “not merely content-oriented information but also the cognitive skills to make use of that information in



problem-solving and the ability to communicate effectively through different media and cultural spheres” (Anderson, 2011, p. 52), which aids teachers not only by facilitating access to and understanding of what CLIL is but also by empowering them to apply it effectively.

This issue starts with an article from Dario Banegas (Argentina), who discusses an English teacher's experience with didactic transposition with a group of secondary school EFL learners in Argentina. His paper discusses how didactic transposition may become a democratic act, especially when teachers and learners together are able to negotiate topics and materials and create spaces within the curriculum where students can be heard, thereby enhancing the teaching and learning process in L2.

Almudena Fernandez-Fontecha (Spain) looks at receptive vocabulary size and motivation with a group of CLIL primary students. Her main focus was to determine gender variation in receptive vocabulary, gender variation in motivation as well as the relationship between motivation towards the foreign language and scores in receptive vocabulary.

Pilar Cabezuelo Gutiérrez and Raquel Fernández Fernández (Spain) present a case study that analyzes primary teachers in bilingual programs in order to determine whether the language and methodology training received since the program started over ten years ago has been sufficient.

Livia Ravelo (Argentina) provides us with a reflection on why CLIL can and should be implemented in order to keep up with the demands of globalization; providing encouragement to EFL teachers to use CLIL in spite of some of the challenges and/or constraints it may imply.

On a slightly different note, Mahmoud Abdi Tabari (USA) explores the role of context in vocabulary assessment in a study that examined the performance of 40 L2 English university students using a matching test (context-independent) and a C-test (context-dependent), comparing the results to better determine the most appropriate format for vocabulary assessment.

Finally, Pablo Marcelo Oliva Parera (USA) and Maria Pilar Nuñez Delgado (Spain) present a study on graduate-level students from different programs studying Spanish as a foreign language using a CLIL approach. They explain how content and language can be incorporated taking into consideration the students' interest in accordance with their programs that they are studying.



## REFERENCES

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## BIODATA

**Jermaine S. McDougald** holds an M.A. in TEFL from the University of Jaén (Jaén, Spain), a Specialization in Educational Management from the Universidad de La Sabana (Chía, Colombia) and a Specialization in University Teaching from the Universidad El Bosque (Bogotá, Colombia). At present, he is the Director of the Master's Program in ELT and the Managing Editor of the *Latin American Journal of Content and Language Integrated Learning* (LACLIL) at the Department of Foreign Languages and Cultures at the Universidad de La Sabana. His research interests include CLIL, content-based instruction, teacher training, and international education. He is a member of the Research Group LALETUS (Language Learning and Teaching – Universidad de La Sabana).

