

# Editorial

Diane J. Tedick and Siv Björklund

Research that focuses on program stakeholder perspectives has received increased attention in recent decades. Scholars understand the importance of analyzing the beliefs, experiences, and perceptions of those directly involved with educational programs. Focus on stakeholder perspectives is a theme that permeates three of the four featured articles that appear in this issue: those by Lasagabaster, Ó Ceallaigh and colleagues, and Cheng.

The first issue of Volume 5 opens with an invited article by David Lasagabaster, who reports on a study focused on secondary education students enrolled in CLIL (content and language integrated learning) programs in Spain. His study is longitudinal and qualitative in nature, tapping into students' reflections on their motivation, experiences with CLIL, and perceptions of the use of their linguistic repertoire – Spanish, Basque, and English – in CLIL classrooms. Drawing on Dörnyei's (2005, 2009) *Motivational Self System*, Lasagabaster explores how students' motivation to learn a foreign language (English) develops over a three-year period as a result of the CLIL experience. He reports that, in general, students' motivation remained reasonably stable throughout the three-year time frame. He also summarizes student perspectives about their experiences with CLIL and their perceptions about using languages besides English during CLIL instruction.

Also focusing on a CLIL context, Ó Ceallaigh, Ní Mhurchú, and Ní Chróinín examined both student and teacher perspectives as they engaged in a physical education class taught through the medium of Irish. Study participants conveyed that overall their experiences with this CLIL initiative were positive. Both students and teachers gained confidence in using Irish. Nevertheless, teachers reported focusing on less cognitively demanding content in physical education since the class was taught through a language students were just learning. Teachers also found it difficult to integrate language and content in their instruction, a finding that has been reported quite consistently in research on CLIL and other forms of content-based language instruction (e.g., Cammarata & Tedick, 2012; Lyster, 2007).

Indeed, at a recent international conference on Immersion and Dual Language Education (which took place in the United States in October 2016 – <http://carla.umn.edu/conferences/immersion2016/index.html>), one of the most consistent discussion topics was content and language integration. Ó Ceallaigh and his colleagues agree that more CLIL programs (and research on them) should be pursued in Ireland given the urgent need to revitalize the endangered Irish language by all means possible.

The third article that taps into stakeholder perspectives is by Cheng, who investigated university instructors' perspectives on English-medium instruction (EMI) training programs that took place in three English-speaking countries: Australia, Canada, and the United States. Seventy-five Chinese EMI instructors completed surveys and submitted written reports on their experiences. Instructors indicated that EMI training programs that were more focused on pedagogy and supervised teaching practices were more effective (than a focus on English language learning, for example), but lamented that the trainings were not specifically geared toward the unique context of EMI in China.

Another consistent thread at the 2016 conference mentioned above was the topic of first language (L1) use or multi-language use in language immersion and other forms of content-based language education – referred to often (though not exclusively) as translanguaging (e.g., Baker, 2001; García, 2009). Since the very first issue of the *JICB* we have published several articles that have delved into this subject. In our inaugural issue Swain and Lapkin (2013, Vol. 1, No. 1) tackled this theme; Cummins offered his perspectives in 2014 (Vol. 2, No. 1), and the topic has been addressed by others, such as Lyster, Quiroga, and Ballinger (Vol. 1, No. 2); Copp Mökkönen (Vol. 1, No. 2); Hernández (Vol. 3, No. 1); Egaña, Cenoz, and Gorter (Vol. 3, No. 2); and Yoxsimer Paulsrud (Vol. 4, No. 1). Other *JICB* authors have touched on this issue in their articles as well. With the publication of an article by Ballinger, Lyster, Sterzuk, and Genesee in the current issue, we continue the conversation. Using Canadian French immersion as a case in point, the authors argue that researchers should be cautious about encouraging the use of the majority language (English) in minority language (e.g., French) classrooms. Instead, Ballinger et al. recommend crosslinguistic pedagogical approaches that maintain instructional separation of the two program languages.

In our *Perspectives on New Research* feature, we showcase the dissertation research of Dominik Rumlich, who conducted a large-scale study focused on English-based CLIL in German secondary schools. In contrast to some studies that have touted the benefits of CLIL on foreign language proficiency development, Rumlich's work found no CLIL-related benefits for general English proficiency or interest in foreign language study. His study offers a strong argument for longitudinal studies as well as attention to selection, preparation, and class

composition effects for scholars engaged in research on CLIL. David Lasagabaster's voice returns for a second time in this issue, as he offers insightful commentary on Rumlich's research.

With Volume 5, Issue 1 we bid adieu to our North American book review editor, Tara W. Fortune, who solicited her final book review – a review by Joanna McPake of a volume edited by Tina Hickey and Anne-Marie de Mejía titled *Immersion Education in the Early Years*. We thank her for her three years of outstanding service to the *JICB*. David Lasagabaster, who will continue in his role as European book review editor for another three years, solicited a review by Erwin Gierlinger of a book titled *Putting CLIL into Practice*, which was authored by Ball, Kelly, and Clegg.

We hope that you enjoy reading this issue and that you will consider the *JICB* as an outlet for your work.

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**General Editors**

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