

## Foreword

This book we have the honor to preface is a substantial contribution to the discipline.

It deals with both an important and complex subject. This complexity occurs —as it is always the case— in everything related to language, Linguistics in general and the application of research on languages in contact and the need that every human community has of languages. This book has the great merit of interdisciplinarity and comprehensive treatment of the issue. Language in general and every language in particular, neither individually considered nor as a whole, should be viewed as abstract entities lacking of the basic functionality that constitutes their essence; they are a key tool of communication, as well as of the collective (and personal) identity of the community that speaks it, which even confers the consciousness of belonging (to a group) and even the very existence of the individual. History begins with writing, and Humanity begins with the development of language. In fact, the way the Neanderthal Man has been perceived until recently is changing, since it seems that he was endowed with the capacity of language, of speaking, of complex communication and, resulting from this, of abstract reasoning.

It is not a matter of invoking how the Book of Genesis begins, but taking into account the considerations aforementioned, *logos* (the Word, language) is at the origin of Humanity. It is of such importance—even in biblical terms— that, also in the Old Testament, one of the punishments Humanity receives is the destruction of the Tower of Babel and the (linguistic) chaos arising from it. Divine retribution, on this occasion, is the fact that the bridges of interlinguistic communication are destroyed. It would be with the New Testament and with Pentecost when we are told—at least in the Christian tradition—that languages, polyglotism, respect and knowledge of languages, can build and widen bridges.

What this book is about is not a minor issue. This book reaches successfully and precisely its goal with a strategic vision based on building interdisciplinary bridges from a balanced triangulation. It has 15 chapters divided into three parts, which are the following:

**Section 1:** Theoretical Approaches to Bridging the Language Gap

**Section 2:** Digital Competence and Emergent Technologies

**Section 3:** International Experiences to Bridging the Language Gap

The book progresses with a serene and firm rhythm from the theoretical foundation (Section 1), followed by the attention to how much Information and Communication Technologies can provide—and not only processing “musculature”, but also to enhance knowledge— (Section 2) and the analysis of (innovative) experiences in the international arena (Section 3).

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The editors of the volume have also established a serene and adequate order in the sequence of the chapters in each main Part. Thus, in Section 1, in Chapter 1, “CLIL, Bilingual Education and Pluriliteracies: Bridging the Language Gap in the Knowledge Society” (Martínez Serrano) is addressed; from where, in Chapter 2, the importance of “Preserving the Mother Tongue of English Language Learners” (Acosta) is analyzed. In For such purposes it is important to not neglect the cultural component, which may be at the base of the intensification (as an effect or as a cause, or as a catalyst) of “Language Gap”. This is what Chapter 3 deals with: “Language Gap: Cultural Assumptions and Ideologies” (Kuchirko & Nayfeld). Finally, in Chapter 4, “English as a Lingua Franca Approaches to Bridge the Gap between Theory and Practice” (Rahal) is addressed.

Section 2 starts with—Chapter 5—the analysis of “Improving Teachers’ Digital Competence to Bridge the Language Gap” (Caravello, Huertas Abril & Gómez Parra). It is important “to examine the digital skills that foreign language teachers must have in our global interconnected society, and the ways in which they can acquire them” —as the authors say. Chapter 6 discusses the benefits of “Bridging the Language Gap with Emergent Technologies” (Figuerola). Chapter 7, “A Proposal of Evaluation Criteria for the Quality of ESL/EFL Websites for Autonomous Learning” (Aguayo Arrabal & Ramírez Delgado), deals with the requirements of websites for autonomous learning of languages to be effective for the users. In Chapter 8, “TELL, CALL and MALL: Approaches to Bridge the Language Gap” (Palacios Hidalgo), the socio-economic changes affecting the world that have provoked the development of “language gap” are addressed. Finally, Chapter 9 discusses “Social Media Support and the Need of Counseling from Experts in Autonomous Language Learning: Challenges and Strategies for the 21st Century” (Gómez Parra & Huertas Abril).

Section 3 establishes a well-rounded international kaleidoscope, with attention to both contrast/contact languages, the integration of language teaching taking into account personal-sexual-gender diversity, the contrast/bridge of languages in specific uses (economy) and the role of the interpreter—incarnation of the language bridge—in armed conflicts. In Chapter 10, the importance of “Making Language Learning More Inclusive: Introducing Rubrics to Adult Students to Improve Written Performance” (Bobadilla Pérez & Lucía Fraga Viñas) is addressed. Chapter 11 focuses on “Dealing with Language Gap in a Hungarian-English Early Childhood Classroom” (Csillik & Golubeva). Chapter 12 provides a deep insight into “An Approach for Providing LGBTI + Education and Bridging the Language Gap: Integrating ESoPC into EFL Teacher Training” (Palacios Hidalgo). Chapter 13 addresses “Beyond the English Divide in South Korea” (Martinez-Garcia). Chapter 14 discusses “The spelling gap in English: Economy of rules and resolution of puzzles” (Achiri-Taboh). And finally Chapter 15 teaches how to do “Interpreting to Bridge the Gaps in War Conflicts” (Ruiz Mezcua & Valverde Ferrera).

This is a book with a very weighted international participation among universities and organizations specialized in language (teaching):

University of Córdoba, Spain  
University of A Coruña, Spain  
University Pablo de Olavide, Spain  
University of North Carolina, USA  
Brooklin College, City University of New York, USA  
Aix-Marseille University, France  
Mnemosine, Italy  
Texas Woman’s University, USA

NYC Department of Education, USA  
University of Maryland, Baltimore County, USA  
Hankuk University of Foreign Studies, South Korea  
University of Buea, Cameroon

Therefore, this book (its editors and the respective authors of each chapter) is innovative and provides the know-how (as it is the result of great knowledge of the subject by its authors and publishers) to give us role models for future research. This book becomes a reference work in the field.

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