9- Ikastaria

CUADERNOS DE EDUCACIÓN

The Planning and organisation of the plurilingual school

Analytic Summary

Isaacs, David (Univ de Navarra. Fac. de FIlosofia y Letras Dpto. de Educación Campus Universitario. 31080 Pamplona), La planificación de Centros plurilingües (Plurilingual centres planification)(Orig. es)

In: *Ikastaria.* 9, 9-26

Abstract: Planification requires a strict reflection upon the principles that shape the kind of education that is wanted. According to these principles we can make decisions with regard to the general aims and criteria for the selection and grouping of students, to know when to start each language, the selection of staff, to establish the way to teach and to use each language. Then aspects of the teaching cycle, teachers' improvement courses, management duties and departmental organization will be dealt with.

Key Words Plurilingualism. Bilingual education. School planification. Educative organization. School management.

Met, Myriam (14200 Pleasant Meadows Court. North Potomac, MD 20878. USA): Integrating language and content: issues to consider (Orig. en)

In: *Ikastaria.* 9, 27-39

Abstract: To get a correct integration of language and content in the different levels of teaching, the following questions, among others, will be examined in this presentation: What are some of the ways in which language and content have been integrated in the U.S. and elsewhere? What factors influence the design of content-based language course or programs of instruction? What role does explicit language instruction play in the different programs? What do L2 content teachers need to know and be able to do?

Key Words: Language content Integration. Influential factors. Training and planification of teachers.

Duverger, Jean (Ministere des affaires étrangères. Sous-direction de la politique linguistique et educative. 244, Boulevard St. Germain. 75303 Paris 07 SP): De quelques conditions necessaires pour reussir une education plurilingue (Some conditions for achieving success in plurilingual education)(Orig. fr)

In: *Ikastaria.* 9, 41-50

Abstract: A suitably directed plurilingual education results profitable for the child on three levels: linguistic, cultural and cognitive. Three conditions are necessary in order to study these profits: - Environmental conditions: developing a positive concept of the languages (psycho-familiar and sociopolitical level) inside the student. - Psychological conditions: avoiding the linguistic insecurity (before 4 years old). - Institutional and pedagogical conditions: getting a linguistic reception, developing a plurilingual pedagogy, contrastives linguistic approachs, with integrated programmes and creating institutional accompaniment measures.

Key Words: Plurilingual education. Environmental conditions. Psychological. Pedagogical.

Roubinet, Jacqueline (5, Avenue de General Detrie. 75007 Paris): Planification et Organisation d'une École bilingue en France (Planning and organization of a bilingual school in France)(Orig. fr)

In: *Ikastaria.* 9, 51-55

Abstract: *The Bilingual Active School Jeannine Manuel,* an international private grant-aided school from Paris has 2.000 students, 65% of them are French. In Infant and Primary levels, English is taught by native teachers for one and a half hours a day in each level. At the age of the eight the students start learning Japanese for about half an hour a day. In Secondary level, a strong bilingualism is maintained up to the final exams, with Social and Experimental Studies being taught in English. This bilingualism has an influence on the students' development.

Key Words: Bilingual education. Bilingualism. Planification. Organisation.

Valero, Mª Isabel (Colegio Eskibel Ikastetxea Apdo. 1015. 20080 Donostia), Villamor, José Luis (Colegio Erain Ikastetxea. Apdo. 100. 20380 Irun): Experiencia de inmersión trilingüie (Experience of trilingual immersion)(Orig. es)

In: *Ikastaria.* 9, 57-64

Abstract: It is developed in two schools in Guipuzcoa: ERAIN and ESKIBEL, within its own educative research. It started in view of the existing social demand and to continue developing the Early Education which is implemented in their Infant Schools from which their students come. It consists of teaching three languages (Spanish, Basque and English) using them as vehicles in the learning process of other subjects of the curriculum in both Infant and Primary Education, supporting themselves in sensitive periods of infancy and childhood.

Key Words: Erain. Eskibel. Trilinguialism. Early education. Sensitive periods.

Analytic Summary

Arano, Rosa Mª; Berazadi, Elena (Txingudi Ikastola. Jaizubia Auzoa, z/g. 20300 Irun): Departamenduaren antolaketaren eragina hizkuntzen ikas-irakaskuntza prozesuan (Incidence of the Department organization in the process of learning-teaching)(Orig. eu)

In: *Ikastaria.* 9, 65-73

Abstract: In this talk, we want to explain some details relating to the Basque Language Department of the Txingudi Ikastola; we will also inform about the departmental organigram duties and meetings. Once the departmental organization has been described, we will deal with the effects that this kind of organization has on the language learning-teaching process.

Key Words: Organization. Department. Organigram. Teaching-learning, Languages.

Etxabe, Marisol (San Fr. Xabier Ikastola. Otalora Lizenziatua, 8. 20500 Arrasate); Etxeberria, Lurdes (Kurtzeberri eskola. Plaza de España. 20550 Aretxabaleta); Baitlz, Osinaga Matilde (Irakasle eskola. Escuela Univ. de Profesorado. 20540 Eskoriatza): Hizkuntza eta Ingurunearen Ezagutza batera lantzeko programazioa murgiltze ereduan (The programme to develop together the knowledge of the language and environment in the immersion model)(Orig. eu)

In: *Ikastaria.* 9, 75-85

Abstract: In this paper the methodology for an early immersion programme is described. This methodology is based upon four principles: the text is the unit and the texts are different; both language and Science contents are developed; learning is organised in projects; work is done systematically. Besides the description of this methodology, the lecturer will present the didactic instrument used to carry out such methodology, in other words, the didactic sequence. At the end an example of didactic sequence will be shown.

Key Words: Text. Textual typology. Project. Significativity. Systematize. Immersion programme. Didactique sequence. Previous knowledge.

Arnau, Joaquim (Universitat de Barcelona. Dep. de Psicologia Evolutiva y de l'Educacio. Passeig de la Vall d'Hebron, 171. 08035 Barcelona): Aproximación pedagogica, contexto y lenguaje en los Programas de Inmersión al catalán (Pedagogic approach, context and language in the Catalan Immersion Programmes)(Orig. es)

In: *Ikastaria.* 9, 87-110

Abstract: This paper analyses the effect of two different pedagogical approaches on the "context" and "language" in two immersion classrooms in Catalan, and in one classroom teaching mainly in Spanish (L1). The "context" refers to the significant dimension of academic activities. The "language" refers to the communicative uses and the complexity and variety of the code used by the students. The interaction created by three pre-school teachers that teach the same content (calculus) with two different "pedagogical approaches" has been registered, analysed and compared: one is "centred on the student", the other one is "centred on the teacher". The conclusion is that the first one creates a richer learning context and a more active and communicative use of the language by the students.

Key Words: Immersion Programmes. Kindergarten Education. Mathematics.

Abstract: This paper discusses data from a classroom observational study that examines how teachers provide corrective a noncorrective feedback to learners during meningful interaction related to content. The study reveals potential ambiguity from the second language learner's perspective and suggests that teachers in such communicative contexts need to integrate a more systematic focus on language by initiating the "negotiation of form" with their students during substantive interaction (i.e.: by drawing on feedback techniques that encourage learner uptake).

Key Words: Teacher-student interaction.

Abstract: In this paper, the plurilingual teaching carried out in AULA is described. When Aula was founded, besides mastering two languages, Spanish and French, we wanted to add the incorporation of our own language, Catalan, and the reinforcement of a world-wide spoken language, English. It was done starting from the mother tongue, and without sacrifising a high standard education to language learning. In this way we developed a plurilingual education within an international context. This paper analyses the inexcusables conditions necessary for this kind of education to be feasible and values the outcomes which in our opinion are very stimulating.

Key Words: Plurilingual education. Mother language. Conditions.

Abstract: Every school constitutes a special workshop, and its educational system is also shaped by these other factors:

- An architectural unit and some specific areas that give physical support to our methodology. Its own scenery acquired by different aesthetic and iconographic languages integrated together.
- A distribution of contents and a time-table and grouping policy according to the programme designed for the different languages of the curriculum and to encourage a more intense and personalized usage.
- The situation, the environment, and the extra services offered. Nowadays the audio-visual and information technologies are especially relevant.

An adequate articulation of all this is necessary to attain a project of trilingual education.

Key Words: Lauro Ikastola. Trilingualism. Organisation.