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Ikastaria

Analytic Summary

New ways for plurilingual education

Floris, Piero (Assessorat de l'Instruction Publique. Place Deffeyes. 11100 Aoste – Italia): Materiale didattico e formazione degli insegnanti (Teaching materials and teacher training) (Orig. fr)

Abstract: French is hardly used in the social and cultural reality of the Valley of Aosta, as Italian is the predominant language. In the school the use of both languages is imparted as teaching languages. This difference poses problems in the didactic methodologies used by teachers, all of whom are bilingual. The elaboration of specific material is one of the strategies that may be used to approach the problem. The authors of such tools are teachers who have been assigned to this task, the material is presented in "didactic fairs", after which teachers may join classroom experiments and evaluation forums.

Key Words: Didactic material. Didactic sequences. Self-evaluation. Didactic forums.

Sierra Orrantia, Josu (Etxepare, 3. 48960 Galdakao): Hizkuntzak ikasteko benetako esperientziak "chat" edo bideokonferentziaren bidez (Real experiences in language-teaching using chat and video-lectures) (Orig. eu)

Abstract: When learning a second or a third language in a school environment, we can count on the assistance of the new technologies and, above all, the Internet. The author of this article speaks about the learning of a language by means of videoconferences or "chatrooms", in a practical and simple way so that teachers may integrate such experiences in their classes.

Key Words: Videoconference. Internet. Language learning.

Sagasta, Pilar; Usabiaga, Mikel (Mondragon Unib. Humanitateak eta Hezkuntza Zientzien Fak. Dorleta auzoa, z/g. 20540 Eskoriatza): Teknologia berrien erabilpena hizkuntzen irakaskuntzan (Using new technologies in language teaching) (Orig. eu)

Abstract: What are the New Technologies of Information and Communication? What and how are they are formed in current teaching? What use do we give to such technologies in English teaching in our Faculty? The author reviews the way in which use has been made of 30 different CD - ROMs and Internet (www and e-mail) during the 1997-98 period. Furthermore, the author explains how the multimedia CD - ROM "Irakaslea I", which was awarded the Innovalingua 1997 prize and a special mention in the EUR'Innovalangue 1997 prize, was designed. Our Faculty has been producing, publishing and using didactic materials based on such technologies for over 15 years. Finally, the author explains his conclusions and the improvements that are being introduced for the next period (1998-99).

Key Words: New Information and Communication Technologies. New Technologies. English. Multimedia. Internet. Language teaching. Foreign language. CD - ROMS. E-mail. Teaching of Basque.

Manrique de Lara, Saro (CIM. Avda. Alava 4. 20500 Mondragon): Introducción de una lengua extranjera L3 en la etapa infantil (4/5 años) y en el 1. Ciclo de Primaria (Introducing a foreign language (L3) at kindergarden level (4/5 years) and during the first stage of Primary Education) (Orig. es)

Abstract: In AHIZKE/CIM we have been working on the field of the foreign language teaching in schools for over 15 years. In this article we wish to introduce our experience with the various collaborations maintained throughout these years and we describe the Project of Introduction to English, as of ages 4 and 5 and during the First Cycle of Primary Education, which we have been promoting over these last few years. From a pedagogic point of view we are the leaders in various Multilingual Projects in the Basque Autonomous Community like, for example, the Project currently underway in six La Salle schools in Gipuzkoa, the HEZBIDE Multilingual Project and in a Project promoted by the Education Department of the Basque Government.

Key Words: Learning autonomy. Work and observation meetings.

Larringan, Luis M. (Euskal Herriko Unib. Filologia, Geografia eta Historia Fak. Euskal Filologia Saila. 2111 Posta Kutxa. 01080 Vitoria-Gasteiz): Hizkuntzaren kalitatea (Language quality) (Orig. eu)

Abstract: Which are the problems associated with the determination of language quality? What is it that we call "language quality"? and how can it be researched? The author underlines the need to conceive quality not as a state, but as an operation, as something "relative", "open" and "dynamic". It must be established according to "modules", and to avoid an indiscriminate use thereof. The author proposes the notion of a "discursive strategy" as a valid tool from an epistomologic and descriptive point of view.

Key Words: Quality. Evaluation. Grammar and use. Use of codes. Discursive set. Communicative competition. Context.

Abstract: This motion analyses two teachers, "language teaching principles" during the first year of a Catalan language immersion program (Children's education, 3 years). The analysis is based on the approximation designated "teacher cognition". It is an approach "from within", that is to say, it intends to comprehend practice patterns that these teachers apply when teaching a given content. The motion discusses the implications of this type of project for program improvement and the training of teachers.

Key Words: Dip. Teacher cognition. Second language teaching. Kindergarden.

Abstract: In the "ikastolas" (Basque schools), after over 30 years of experience, we have been able to prove the viability of bilingual teaching (Basque - Castilian Spanish) and, from the 1991-92 school year onwards, we have begun the experience of early multilingualism with the introduction of English as foreign language as of age 4. In the first part of this motion, the author introduces some aspects of this experience, such as its general proposals, objectives, organisation, elaboration of materials, training approach and teacher follow-up, and student evaluation. In the second part, starting from our experience and taking into account the positive aspects and difficulties that are encountered, the author describes those requisites that, from an organisational perspective and that of project management, seem to be important to accomplish an experiment like ours. The general idea is that the approach towards an early introduction of a foreign language may be adequate, but that the way such an approach is put in practice is more important.

Key Words: Early multilingualism. Early teaching of English as a Foreign Language. Organisation and project management. Requisites for innovation.

Abstract: How can we carry out the introduction of a third language in a bilingual community when one of the two languages has a limited use and not yet normalized? In our case, how can we introduce English when the objective is to learn Castilian Spanish correctly, when the objective sought is to ensure the appropriation and use of Basque, which is the second language for the majority of people and when the idea is to take firm steps towards the normalization of that language? At what age is one to begin? What methodology should be used? These were, among others, the questions that we asked ourselves in the Txingudi Ikastola during the 95/96 course. It was then when it was decided to initiate the teaching of English in the third course and, in addition to such English classes, to impart another subject - Artistic Education - in that language from the third until the sixth course. In this article we provide the reasons on which such decisions were based and we explain how Artistic Education is imparted.

Key Words: English Teaching. Election of the subject. Educational contents. Didactic sequence.

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Valero, Maribel (Colegio Eskibel Ikastetxea. Barrio Ibaeta, Polígono 50. 20018 Donostia): Lectoescritura en tres lenguas (Reading and writing in three languages) (Orig. es)

Abstract: We work on the reading and writing in the three languages from the first cycle of Children's Education: to avoid an imbalance between function and use, because reading and writing are parallel processes and because they are narrowly related, so that it is real acquisition (and not so much a learning), and because we intend to attain a functional trilingualism, in which the three languages are equally operational. Linguistic, cultural and cognitive benefits: these benefits are optimised with very small children, as we count on the very advantages of those early ages (disinhibition, motivation, sensory periods, etc.). The pupils "only" need models and an opportunity. Below we explain how this is carried out.

Key Words: Functional Trilingualism (the three languages are operational). Balanced trilinguism (function and use). Acquisition versus learning. Optimisation of the process. Cognitive, cultural and linguistic benefits.

Van Lier, Leo (Monterey Institute of International Studies. 425 Van Buren Street. Monterey, CA 93940. USA): Nuevos medios técnicos y necesidades de formación de los profesores (New technical media and teacher training needs) (Orig. es)

Abstract: This motion examines positive and negative aspects of the use of technology in language teaching. We describe how the computers have been converted into an important force in education, and how they are used in the classrooms and in laboratories. We divide the use of computers into three parts: interaction in front of the computer, interaction with the computer by means of interactive materials, and interaction with the computer by means of electronic mail and long distance courses.

Key Words: Technology. Ordering. Interaction. Collaboration.

Walqui, Aída (University of California, Santa Cruz. Education Dept. 1156 High Street. Santa Cruz, CA 95064. USA): Preparación de profesores y lenguas minorizadas (Teacher training and minority languages) (Orig. es)

Abstract: The author presents a structural model of the necessary knowledge for teachers who work in inter-cultural and bilingual contexts. Some important dimensions of this basis are: vision, motivation, knowledge (of oneself, general pedagogic knowledge, knowledge of the area of specialisation, and knowledge of the language), reflection and practice. These dimensions are interrelated in multiple ways to facilitate professional development of teachers and effective teaching in various contexts. The model is illustrated with examples of projects accomplished with bilingual teachers in California.

Key Words: Preparation and updating of bilingual teachers. Teachers' knowledge. Professional development.

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Bilbatua, Mariam (Mondragon Unib. Humanitateak eta Hezkuntza Zientzien Fak. Dorleta Auzoa, z/g. 20540 Eskoriatza): Euskara irakasteko metodologiaren bilakaera (Development of the methodology used in teaching basque) (Orig. eu)

Abstract: The author analyses the evolution of the various approaches in the teaching of the Basque language L2 in school contexts. In the first part, the author exposes the criteria used in the analysis and comparison of methods. The criteria are distributed in three levels: the level of fundaments, the level of decision and the level of performance. In each one of these levels we find different types of options that we use to characterise the various methodological options adopted for the teaching of Basque and their evolution with the passage of time. In the second part, based on such criteria, the materials used for the teaching of Basque L2 are characterised and classified in school contexts.

Key Words: Language teaching. Methodology.

Martín Garrido-Espiga, Begoña (Colegio Eskibel Ikastetxea. Apdo. 1015. 20080 Donostia); **Villamor Urquijo, José Luis** (Colegio Erain Ikastetxea. Apdo. 100. 20300 Irún): Soporte neurológico del aprendizaje de las lenguas (Neurological support in language learning) (Orig. es)

Abstract: The new techniques of scientific research of the human brain have opened a field of research thanks to which it is known that language has its physiological support, which has seldom been known by teachers. These discoveries are in fact a backing for the pedagogic trends that include teaching and learning of several languages from an early age. Knowing the cerebral mechanism of language is a valuable aid in the language didactics and it contributes to the elaboration of new forms of multilingual teaching.

Key Words: Language - neurological support. Function of relationship. Linguistic learning. Multilingualism.

Cenoz, Jasone (Univ. del País Vasco. Fac. de Filología y Geografía e Historia. Dpto. de Filología Inglesa y Alemana. Pº de las Universidades, s/n. 01006 Vitoria-Gasteiz): Plurilingüismo temprano (Multilingual at an early age) (Orig. es)

Abstract: This article starts with a review of the studies of the age factor in the acquisition of a second language in natural and school contexts and then analyses, from a psycho-linguistic and pedagogic point of view, the early introduction of a third language in a school context. The author presents the linguistic and attitude results of the research on an early introduction of the third language in bilingual programs and then specifies the conditions that a model of early multilingualism should fulfil.

Key Words: Multilingualism. Languages acquisition. Third language.

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Madariaga Orbea, José Mª (Escuela Univ. de Magisterio de Bilbao. Avda. Ramón y Cajal, 72. 48014 Bilbao): Educación plurilingüe: hacia una perspectiva social más integradora (Multilingual education: towards a more integrative social perspective) (Orig. es)

Abstract: At the end of compulsory education there is a meaningful proportion of bilingual students who do not use the minority language, or recognise its culture. To analyse this situation the author emphasises the importance of the context and its protagonists. The author suggests, as the axis of psychological analysis, the self-concept, the social and psychological representation of the language, the social and linguistic axis, the linguistic characteristics of families and the social and linguistic areas and the educational axis of the linguistic model. The objective is to interrelate these characteristics in order to attain an integrative vision.

Key Words: Multilingual education. Context. Social representation of the language. Linguistic model. Self-concept. Family language.

Huguet Canalis, Angel (Univ. de Lleida. Dept. de Pedagogia i Psicologia. Complex de la Caparrella, s/n. 25192 Lleida): Tratamiento de las Lenguas en la Comunidad Aragonesa. Hacia una Evaluación (Treatment of the Languages in the Community of Aragon. An eventual evaluation) (Orig. es)

Abstract: In the Spanish State, there are still places in which the curricular treatment of languages is far removed from what the studies undertaken postulate on education in bilingual contexts. This is the case of eastern Aragon, where the Catalan language is in a situation of inferiority with respect to Castilian Spanish, which is the official language, and still we lack a institutional evaluation to explain the effects of the introduction of Catalan as a school subject. This study presents some research that will allow us to advance towards that end.

Key Words: Bilingual education. Linguistic knowledge. Mathematical knowledge. Linguistic attitudes.

Hamers, Josiane F. (Laval Univ. G1K7P4 Quebec Canadá): The influence of Plurilingual education on child development (Orig. en)

Abstract: The state of the art on bilingual development and its consequences for the child's cognitive development are first reviewed. The conditions necessary for the child to develop an additive form of bilinguality are further discussed. A social psychological theoretical model of bilinguality based on additive and subtractive distinction is proposed. The central role played by social factors in bilingual development and education is highlighted with a particular insistence on the mother tongue valorisation processes, both at the individual and at the societal level.

Key Words: Bilingual development. Bilinguality. Languages in contact. Multilingualism. Bilingualism.