

14, 1-145, 2005
ISSN: 1137-4446

Analysis of Basque texts and the teaching of Basque. Research and reflections

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Larringan Arantzabal, Luis Mari; Idiazabal Gorrotxategi, Itziar (UPV / EHU. Filologia, Geografia eta Historia Fak. Hizkuntzalaritza eta Euskal Ikasketak Saila. Unibertsitateko Ibilbidea, 5. 01006 Gasteiz): **Euskararen kalitatea aztertzeko marko teorikoa eta metodologia** (Theoretical and methodological framework for the analysis of the quality of Basque language) (Orig. eu)

In: *Ikastaria*. 14, 9-29

Abstract: In this work, theoretical, methodological and empirical components are given to evaluate and determine the quality of language. We reject the notion of quality considered as unique and total, that is, a notion that would be valid for all language performances. Instead, we emphasise the necessity of a dynamic notion of quality that takes into account textual and discursive factors. We try to make explicit the concepts of description, opinion, decision, metalanguage, and others that are related with the notion of quality of language we would like to promote.

Key Words: Language quality. Language performance. Language activity. Principles, parameters and rules of the quality.

Díaz de Gereñu Lasaga, Leire (Aiztogile kalea, 98 – 1. A. 01001 Gasteiz): **Ahozko kontaketa eta eskolako jarduera** (Oral narration at school) (Orig. eu)

In: *Ikastaria*. 14, 31-42

Abstract: The systematic teaching of oral language is a new challenge for the school, since the precise contents and goals of such a teaching have not been developed as deeply as the abilities dealing with the written language. In relation to the communicative action of narration, its oral aspects have not been so much analysed either in comparison to the same dimensions of the written language. That's why our aim is to propose some bases and criteria as the starting point to work on the oral narration at school.

Key Words: Oral language. Teaching. Narration. Public/Formal language. Performance.

Garro Larrañaga, Eneritz (Iturriotz, 17 – behe A. 20500 Arrasate); **Idiazabal Gorrotxategi, Itziar** (UPV / EHU. Filología, Geografía eta Historia Fak. Hizkuntzalaritza eta Euskal Ikasketak Saila. Unibertsitateko Ibilbidea, 5. 01006 Gasteiz); **Debateak 10 urteko bi ilasle talde elebidunetan. Azterketa eta didaktika** (Debates of two bilingual class-groups of 10 years old. Analysis and teaching) (Orig. eu)

In: *Ikastaria*. 14, 43-54

Abstract: The debates in Basque language of two class-groups are compared in this research work; the language competence is different from one group to another. The way “the other’s word” is integrated in one’s own speech is analysed. The resources to establish differences of attributions are rather elementary. Nevertheless, class-group B members, even if they have more difficulties in Basque language, show a greater discourse competence than class-group D members. This can be due to the fact that debates techniques have been previously dealt with in class within group B. The topic subject to debate also influences its quality.

Key Words: “The other’s word”. Turn taking. Interlocution. Attribution. Reference. Public oral. Discursive competence.

García Azkoaga, Inés M^a (UPV/EHU. Euskal Filologia Saila. Sarriena auzoa, z/g. 48940 Leioa): **Kohesioa ikasleek idatzitako iritzi gutunetan. Zenbait testu aztergai** (Noun cohesion in pupils’ opinion letters. Some texts’ analysis) (Orig. eu)

In: *Ikastaria*. 14, 55-69

Abstract: The general aim of this work is to analyse the use of cohesion mechanisms in arguments. Basque opinion letters written by 12-14 years old pupils will be taken into account for this work observing the following aspects: on the one hand anaphoric expressions used to present and maintain the topic; on the other hand age depending differences that may be found in the use of those expressions. Some examples show us that 14 years old pupils have better discursive strategies than the other age groups giving noun-cohesion to a text because, among other things, their global management and planning of the text are better.

Key Words: Written text. Cohesion. Argument. Anaphora. Teaching. Discourse.

Bilbao Ibarra, Lorea (Eusko Jaularitza. Kultura Saila. Euskara Sustatzeko Zuzendaritza. Donostia-San Sebastián, 1 – Lakua. 01010 Gasteiz); **Ocio Endaya, Begoña** (Begoñako Andra Mari Magisteritza Eskola. Barraincua, 2. 48009 Bilbo): **Abilezia diskurtsiboen bereizketa 9-10 urteko haurrengan** (Discourse abilities on children being nine or ten) (Orig. eu)

In: *Ikastaria*. 14, 71-86

Abstract: This essay presents the results from an analysis carried out among children aged nine and ten in order to verify their capability to use discourse abilities clearly differentiated within the framework of writing narrative and argumentative texts as defined by the model of Geneve (Bronckart). This article also shows the adopted criteria, the tests, and the end results. The didactic guidelines derived from this part approach are gathered in our conclusions.

Key Words: Discourse abilities. Narrative texts. Argumentative texts. Contextualizing. Planning. Connectivity. Discourse position.

Ocio Endaya, Begoña (Begoñako Andra Mari Magisteritza Eskola. Barraincua, 2. 48009 Bilbo): **Mintzaira eta ikasketa jarduerak** (Language and learning activities) (Orig. eu)

In: *Ikastaria*. 14, 87-102

Abstract: Reflections made in this seminar try to replace the role of language in the knowledge building process by going back to the importance and the crucial role the learning activities have. Attending to the different forms of interaction among these three components of the learning process, our reflection concludes with a variety of guidelines bound to shape the different ways of class intervention.

Key Words: Language. Knowledge building process. Learning activities. Communicative activity. Discourse archetypes. Shared discourses in class.

Ugartetxea Arrieta, Arantxa (Eusko Ikaskuntza. Miramar Jauregia. Miraconcha, 48. 20007 Donostia): **Ikasle-irakasleak elkarrekin** (Students-teachers together) (Orig. eu)

In: *Ikastaria*. 14, 103-141

Abstract: Students-teachers together is an experiment carried out, following Paulo Freire's pedagogical views, by a teacher, some assistants and some students at Txingurri Euskaltegi (Herrera-Donostia). The main aim of this study has been to highlight the importance of a perfect relationship between the learner and the teacher, not only while the student is acquiring the Basque language, but also during the whole process of euskaldunization taking place nowadays.

Key Words: Txingurri Euskaltegia.