

Languages and training processes: multilingual teaching

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Álvarez Álvarez, Manuela; Muies, Larry; Uranga Arakistain, Jesus M. (Univ. de Deusto. Fac. de CC. Sociales y Humanas. Dpto. de Lenguas Modernas y Estudios Vascos. Avda. de las Universidades, 24. 48007 Bilbao): **Observaciones sobre la competencia discursiva de estudiantes universitarios multilingües: la respuesta a preguntas de examen en inglés/euskera e inglés/castellano** (Observations on discursive competence of multilingual university students: answers to exam questions in English/Basque and English/Spanish) (Orig. es)

In: *Ikastaria. Cuadernos de Educación*. 17, 9-23

Abstract: This work introduces a series of observations on the discursive competency of a sample of multilingual students who have just arrived at the university. They have started their “Modern languages” degree studies and feel the need to carry out writing tasks in several languages in order to be evaluated and qualified in the curricular contents. In this case, the languages used are English, Basque or Spanish. Some of the traits of the discursive capacity of students are analysed and contrasted while elaborating the answers to exam questions in three subjects which are taught in English, Basque or Spanish.

Key Words: Academic writing. Discursive competency. Multilingual competency. Common underlying competency. Writing quality.

Cenoz Iragui, Jasone (Univ. del País Vasco/Euskal Herriko Unib. Fac. de Filosofía y CC. de la Educación. Dpto. de Métodos de Investigación y Diagnóstico en Educación. Avda. Tolosa, 70, 20018 Donostia – San Sebastián): **El inglés como lengua de instrucción en la Universidad: nuevas tecnologías y multimodalidad** (English as a training language at University: new technologies and multimodality) (Orig. es)

In: *Ikastaria. Cuadernos de Educación*. 17, 25-38

Abstract: This article starts from the idea of multilingualism and multilingual competency as educational objectives and focuses on the situation of multilingualism in university by summarising the main characteristics of the Plurilingualism Plan of the University of the Basque Country, which implies the use of English as a vehicular language.

Key Words: Multilingualism. Multimodality. Moodle. University.

Elorza Alday, Itziar; Muñoa Barredo, Inmaculada (Ikastolen Elkarte. Errotazar bidea, 124. 20018 Donostia): **Euskara sustatzeko eleaniztasuna: ikastolen kasua** (Promoting Basque through multilingualism: the case of the *Ikastolas*) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación*. 17, 39-66

Abstract: This paper presents the bases and results of the scheme “Multilingualism around the hub of Basque” launched by the Basque-medium schools or *Ikastolas*, and deals not only with the consequences of the way paved by the *Ikastolas* in the development of this multilingual school model, but also with the lines for the future.

Key Words: Basque Language. Language project. Multilingualism. Normalisation. Language teaching.

Etxeberria Balerdi, Felix (Univ. del País Vasco/Euskal Herriko Unib. Fac. de Filosofía y CC. de la Educación. Dpto. de Teoría e H^a de la Educación. Avda. Tolosa, 70. 20018 Donostia – San Sebastián); **Elosegi Aduriz, Kristina** (Univ. del País Vasco/Euskal Herriko Unib. E.U. de Magisterio. Dpto. Didáctica de la Lengua y la Literatura. Plaza Oñati, 3. 20018 Donostia – San Sebastián): **Nuevos retos en la escuela con inmigrantes** (New challenges in schools with immigrants) (Orig. es)

In: *Ikastaria. Cuadernos de Educación*. 17, 67-89

Abstract: In this text an analysis is made of the situation of immigrant students in the Spanish State, with certain nuances with regards to the Basque Country. We point out seven problem areas that hinder the integration of such students into schools. With the objective of overcoming this problematic perspective, we finally offer a series of recommendations and changes that should take place within the educational sphere.

Key Words: Immigrant students. Linguistic models. Integration. Assimilation. School performance. PISA 2006. Marginalisation.

Kelly, Keith (77 Rodopi St. Plovdiv. 4000 Bulgaria): **CLIL in Natural Science Subjects: language and task** (Orig. en)

In: *Ikastaria. Cuadernos de Educación*. 17, 91-108

Abstract: The first part of this paper investigates the language of secondary Biology, Physics and Chemistry and suggests ways for identifying this language. The second part of the paper describes the implications for learning these science subjects through a second language specifically in terms of classroom task design.

Key Words: CLIL, Content and Language Integrated Learning. Subject-specific language. Cross-curricular language. Task design. Word frequency. English-medium Science. Academic language. Language support.

Ould Abdesselam, Djamel (Instituto Francés. Campo Volantín, 23. 48007 Bilbao): **Les sections européennes et de langues orientales : une réponse française au plurilinguisme européen** (European section and oriental languages: a French answer to European multilingualism) (Orig. fr)

In: *Ikastaria. Cuadernos de Educación*. 17, 109-120

Abstract: Since the 1990's the French Ministry of Education has developed various language education projects with the aim of encouraging multilingualism in schools, respecting the principle of linguistic diversity. This article focuses specifically on describing and analyzing the mechanism of the "European section" (or dimension), whose national coverage is a reflection of its success in the educational community.

Key Words: Academic device. European language and oriental sections. Non linguistic discipline. Linguistic diversification. School Project. "European Section" Baccalaureat Mention. Teacher training. Emilangues (website).

Pagola Jauregi, Iker (Erain Ikastetxea. Gaintxurizketa gaina. Ap. 100. 20300 Irun): **Hiru hizkuntzen arteko elkarreragina: bigarren hizkuntzatik ama hizkuntzara** (Interaction in three languages: from a second language to the mother tongue) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación*. 17, 121-154

Abstract: In the context of the Integrated Language Approach at the Erain School, this piece of work sets out to verify that interlanguage transfers do in fact take place, and that these transfers are guaranteed through working with didactic sequences. In addition to what is transferred from a second language to the mother tongue through didactic sequences worked on in the second year of Statutory Secondary Education, we have also examined what is transferred from one second language to another second language.

Key Words: Unified Treatment of Languages. Didactical sequences. Linguistic transfer. Project.

Perez Gaztelu, Elixabete; Zulaika Ijurko, Esther; Muñoa Errasti, Ion (Deustuko Unib. Gizarte eta Giza Zientzien Fak. Mundaiz bidea, 50. 20012 Donostia): **Puntua, bi puntu, hiru puntu... Puntuazioa Gipuzkoako gazteen eskola testuetan** (Punctuation in the academic texts of young students from Gipuzkoa) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación*. 17, 155-205

Abstract: Punctuation is an essential mainstay in the written text. Even though it has been relegated to the sphere of spelling, punctuation is directly related to text structure and organisation; and consequently, to text communicability. This paper examines punctuation in school texts produced by students in the first year of the sixth form in Gipuzkoa. A study has been conducted into how these students, who live in a multilingual context, use punctuation marks in written communication in the Basque Autonomous Community's two official languages (Basque and Spanish).

Key Words: Punctuation. Communication ability. Gipuzkoa. Sixth form students. Bilingualism. School texts.

Sagasta, Pilar; Pedrosa, Begoña; Barnes, Julia; Nazabal, Ainara; Madinabeitia, Monika (Mondragon Unib. HUHEZI. Dorleta auzoa, z/g. 20540 Eskoriatza): **Eleaniztasunaren garapena hizkuntza gutxituen testuinguruan: edukiak eta ingelesa (H3) uztartzen irakasleen hasierako formazioan** (Development of multilingualism in the context of Minority Languages: combining contents and English (H3) at the first steps of teacher training) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación*. 17, 207-220

Abstract: Within the context of minority languages, it is necessary to meet a series of requirements to promote complementary multilingualism. On the one hand, at University it will be necessary to reinforce the language with less social presence for the sake of attaining functional bilingualism. This functional bilingualism will help to develop a third language, as long as the teaching is effective. And for it to be effective, this language must also be used to draw up the curriculum material. This is exactly the model that we are developing in the Mondragon Unibertsitatea education department studies.

Key Words: Complementary multilingualism. Integrated learning of content and languages. Initial teacher training.

Sainz Osinaga, Matilde (Mondragon Unib. HUHEZI. Humanitateak eta Hezkuntza Zientzien Fak. Dorleta auzoa, z/g. 20540 Eskoriatza): **Análisis de los gestos didácticos de tres maestras. Estudio de la didáctica bifocal (matemáticas y lengua –euskara–) desde la transposición didáctica en contextos plurilingües** (Analysis of the didactic gestures in three primary teachers. A study of the bifocal didactic (Mathematics and Language –Basque–) from the didactic transposition in multilingual contexts) (Orig. es)

In: *Ikastaria. Cuadernos de Educación*. 17, 221-266

Abstract: In this work a contrast analysis is made of didactic gestures (Schneuwly and Dolz, 2009) of three Kindergarten and Primary School teachers from the same school in the framework of the learning of the oral subject de “euskara” together with mathematics. Also, many people want to know about the effects of a transformation of these master samples.

Key Words: Oral language. Professional gestures. Didactic transposition. Local regulation.