



**HIZKUNTZEN IRAKASKUNTZA BATERATURANTZ:
AHOZKO AZALPENAREN DIDAKTIKA ELEANIZTUNA
DERRIGORREZKO BIGARREN HEZKUNTZAN**

**TOWARDS AN INTEGRATED TEACHING OF
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**PLURILINGUAL DIDACTICS OF THE ORAL
EXPOSITION IN SECONDARY EDUCATION**

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Mundu hobe baten alde, edozein diziplinatan, konpromisoz lan egiten duten guztiei

Hitzek indar handia dute
Hitz egiten dakien batek hitz bat beste
baten atzean jarri eta txast!
Ondokoa lasaitu dezake
Gudak geldiaraz ditzake
Injustiziak kondenatu
Justiziak lege bihurtu
Dena zein hitzen bidez adierazten den.
Isiltasunak ere izan dezake zer esana.

Eta Mikel Laboak abesten zuen moduan,

*Gure hitzak
esan, berriz esan
Ez daitezela ahaztu,
ez daitezela gal.*

Esker ona

Hunkigarria da eskerrak emateko garaia iristen denean, esker onen orria idazteak esan nahi baitu tesia bere amaierara heltzen ari dela. Eta bukaera (edo hasiera berri) guztiek bezala, badu beldur edo pena puntu bat, guzti honen hain parte sentitzen zara... Doktoretzako bide honetan eman dezake tesigileak bakarrik egin duela tesia, baina ez nintzatekeen tesi hau egiteko gai izango, ondoren aipatuko ditudan pertsonengatik izan ez balitz. Zuen guztion bultzada nire oinarria izan da tesi hau burutzeko.

Lehenik eta behin, eskerrik asko, bihotz-bihotzez, nire tesi zuzendari Ibon Manterola eta Itziar Idiazabali. Doktoretzan hain esperientzia polita bizi izana zuei zor dizuet bereziki. Tesi hau egiterakoan askotan sentitu izan dut zuei eskerrak emateko gogoia, eta horrek esan nahi du askotan sentitu izan naizela zorioneko, zuen moduko pertsonekin lan egitea benetan gozamina delako. Eskerrik asko, eta hitz hauek ez dira mila aldiz errepikatuta ere nahikoa izango, nirekin inbertitu duzuen denbora kantitate eta kalitateagatik. Zuengandik ikasi dudana guztiagatik batik-bat, baina baita ezagutza hori transmititzeko moduagatik ere: bide korapilatsu honetan alde pertsonala hain ondo zaintzeagatik, eta zuzendaritzan zehar transmititu didazuen prestutasun, dedikazio, humanitate eta, batez ere, barne-barnean daramazuen eta zoazten lekura zoaztela loratzen duzuen PASIOagatik. Eskerrik asko egiten den horretan bihotza emanez hain gauza politak atera daitezkeela erakusteagatik. Maila akademiko eta pertsonalean pertsona zoragarriak zarete!

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¹ Ikastolaren jatorrizko izena AA izenaren bidez anonimizatu da.

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² The school's original name has been replaced by AA in order to preserve its anonymity.

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INTRODUCTION

Nowadays almost every student in the world lives in contact with more than one language, and having a plurilingual competence can therefore be considered an indispensable condition to meet in order to act effectively in this globalized world (García-Azkoaga & Idiazabal, 2015). In a community where there is a minority language, if that minority language is to survive, it is essential that its members should at least be competent bilinguals, because the two languages that are in contact are vital in order not to be discriminated. Apart from that, having a good command of three languages (the language of the territory, the official language and at least one foreign language) seems to be the most accepted model (Wolff, 2019; Romaine, 2019). As in contexts similar to the Basque one, this principle would involve the minoritized language, the dominant language(s) and a foreign language. Indeed, one of the main features of the Basque education system is that it promotes multilingualism including a minority language, Basque (Cenoz, 2009; Idiazabal et al., 2015).

In the Basque context, immersion education, where students learn all (or almost all) non-linguistic subjects through the medium of Basque has proven to be successful in promoting Basque-Spanish bilingualism, especially when it comes to promoting Basque skills in sociolinguistic contexts where Spanish is dominant, at no cost of students' Spanish proficiency (Manterola et al., 2013).

A criticism that is sometimes raised against immersion education, however, is that while it claims to be promoting bilingualism, it still draws strict boundaries between languages, endeavouring to avoid language mixing; in other words, its view of bilingualism is said to be monoglossic (García, 2009). In the Basque context, this has typically been the case with the teaching of the three languages in the immersion programme being carried out separately. However, in recent years, the idea of integrating languages in the learning process has become a key aim of generic guidelines regarding multilingual language teaching and learning at both Basque and European levels (EHAA, 2016; Europako Kontseilua³, 2001). This perspective was supported long ago by Roulet (1980), and also by Cummins (1979/1981), who proposed the "Linguistic Interdependence Theory". This theory suggests that a shared underlying proficiency exists across languages, thus allowing positive transfer of linguistic skills to occur between languages.

³ *Europako Kontseilua* is the Basque name for "Council of Europe" and it has been expressed in Basque throughout the whole thesis.

The aim of this PhD thesis is to study the impact and the feasibility of a multilingual didactic sequence on the development of trilingual oral expository skills in sixteen-year-old students of Spanish (L1), Basque (L2) and English (L3). The experimentation of a trilingual didactic sequence that integrates Basque, Spanish and English, thus, constitutes a key element of this research project. The main research question that we will try to address is whether or not a trilingual (Basque-Spanish-English) didactic sequence is effective in promoting an improvement of the oral expository skills in Basque, Spanish and English. That is, whether students, after completing the didactic sequence, are able to produce more elaborated and adequate oral expository texts. In order to analyse students' linguistic skills, we will focus on a specific text genre: the oral expository text. We decided to take up the challenge to work on an oral, not written text genre, despite it not counting on such teaching and research tradition as the written language does. Analyzing students' linguistic skills within a specific text genre will enable us to obtain very specific data regarding students' oral proficiency.

Both Basque and European Curricula suggest that a language integrated approach could benefit from interlinguistic transfer and contribute to the development of language skills. The second research question that we will try to address is to what extent is the promotion of language alternation and interlinguistic transfer concerning specific linguistic and discursive items of the text genre practiced in the didactic sequence successful and, consequently, to what extent do students develop the targeted oral skills through language alternation and interlinguistic transfer.

Seeing that we have designed and experimented a new and not very usual trilingual Basque-Spanish-English didactic sequence, we also want to assess its didactic validity (Sénéchal & Dolz, 2019), so we set out the third research question as follows: Can a didactic sequence of this nature meet the criteria for didactic validity?, making reference to the five criteria of didactic validity: legitimacy, pertinence, coherence, feasibility and possibility of progress in learning. The implementation of a didactic device in three languages, one of them being minoritized and L2 for the majority of students, is a challenge that we wanted to approach knowing the difficulties that we would have to overcome.

The title of this dissertation *Hizkuntzen irakaskuntza bateraturantz: ahozko azalpenaren didaktika eleaniztuna Derrigorrezko Bigarren Hezkuntzan* ("Towards an integrated teaching of languages: plurilingual didactics of the oral exposition in Secondary Education") is in accordance with one of the lines of research of ELEBILAB research group, namely,

plurilingual education including a minority language. The research group has contributed to the research field of Basque multilingual education with abundant research, including topics such as the development of Basque-Spanish/ French linguistic competence in children from diverse sociolinguistic backgrounds schooled in Basque-medium education (Díaz de Gereñu & García-Azkoaga, 2016; Manterola et al., 2013; Lascano & Manterola, in press), the experimentation of didactic sequences for the learning of written as well as oral skills (Idiazabal, 2000; García-Azkoaga, 2013), teacher training (Díaz de Gereñu & García-Azkoaga, 2012; Ortega & Anakabe, 2015), and also discursive analysis of oral texts in Basque, based on the socio-discursive interactionism (Larringan et al., 2008; García-Azkoaga, 2007; García-Azkoaga et al., 2010). In this context our thesis focuses more explicitly in the experimentation of a trilingual didactic sequence, in view of the scarce existing research on this subject.

As it can be observed, the implementation of multilingual education with the promotion of the use of the minority language Basque constitutes a basic criterion to meet within the Basque educational context. The above-mentioned research lines have delved into the linguistic, sociolinguistic and didactic factors that favour the encouragement of Basque within the framework of multilingual education, which constitute compulsory references for our study.

This dissertation is divided into seven chapters: the first chapter *Hezkuntza-sistema eleaniztuna Euskal Autonomia Erkidegoan* ("Multilingual education system within the Basque Autonomous Community") contextualises the study by discussing relevant details of the Basque education system. As we have already mentioned, the central idea emphasized is that the Basque education system has to promote multilingualism including a minority language (in this case, Basque). We also provide census data from the Basque Institute for Research and Evaluation in Education concerning language proficiency of students in Basque, Spanish and English, in order to determine where the main gaps and successes of language competence lie. These data are, in sum, valuable to provide objective characteristics of the Basque education system and, specifically, to become aware of its accomplishments and deficiencies. In fact, that data show the relationship that can be found between this dissertation and some challenges of the Basque education system. Didactics of plurilingualism has hardly ever been a field into which much research has been done, and the aim of this dissertation is to prove a practical example of it and to present it, which could also be applied in other contexts.

In chapter 2 *Hizkuntzen didaktikarako marko teorikoa: interakzionismo sozio-diskurtsiboa* (“Theoretical framework for language didactics: socio-discursive interactionism”), as the title itself says, we explain the theoretical perspective we have adopted when it comes to analysing language teaching and learning, in this case, the socio-discursive interactionism (Bronckart, 1996/2004), which understands language as an activity that takes place in a specific communicative context, and oral and written texts constitute empiric forms of the use of language. This perspective defends the idea that in order to analyse students’ linguistic competence, it is essential to do it by means of texts. In this second chapter we also introduce the tool that has been proposed for language teaching and learning through texts and text genres: the didactic sequence (Dolz et al., 2001). Briefly though it may be, we also outline the didactic gestures the teacher can make use of in order to make the teaching object explicit in class.

Chapter 3 *Ikasleen gaitasun eleaniztuna eta hizkuntzen alternantzia ikasgelan* (“Plurilingual ability of students and alternation of languages in the classroom”) draws its attention to the use of more than one language inside the classroom as a didactic resource to promote plurilingual abilities, trilingual in our case. In this chapter we focus on what language alternation is and how it is worked on in some didactic proposals. In order to do that, it revises a selection of didactic proposals designed to develop students’ plurilingual competence: first, didactic proposals that integrate more than one language. Second, some following a translanguaging approach (García & Wei, 2014). The conclusions that can be drawn from the revision of the didactic proposals are the basis around which the choice of working with didactic sequences as an accurate resource is built, and also the reason why in this dissertation we work with didactics of plurilingualism. Pedagogical translanguaging is also presented as a resource to deliberately use more than one language in language teaching, designed with a specific purpose, although socio-discursive interactionism remains our main theoretical reference.

The fourth and last chapter of the theoretical section called *Jendaurreko ahozko azalpenaren didaktika* (“Didactics of the oral exposition”) focuses on the didactics of oral language and its relevance in the teaching of any language, specifically for the teaching of minority languages, in order to encourage their use. In fact, as mentioned before, the written language has a longer tradition as teaching and research unit, but oral language is gaining more and more pertinence and, at the same time, its teaching seems to be more challenging. In this chapter we will also focus on the text genre that we will work on in this thesis and we

outline the main characteristics of the oral expository text. We will also talk about the didactics of oral expository texts: what the Basque curriculum decree declares about what students have to know about oral expository texts, its teachable aspects, and we will also examine some of the didactic sequences that have been designed for its teaching in the Basque context and abroad.

The second part of the thesis covers the empirical content of the dissertation. It is written in English and consists of three chapters. Chapter 5 describes the methodological choices of the study: the didactic sequence we designed is described in detail and the experimental device is presented thoroughly. We also give specific information about the criteria we used for analysing students' oral presentations before and after the didactic sequence. As it will be explained throughout chapter 5, we have experimentally proven a didactic sequence based on a text genre, since in order to study students' oral expository skills, we take into account a control and an experimental group: while the experimental group has carried out the activities in the didactic sequence, the control group has not, and so, that leads us to more efficiently assessing the impact of the didactic sequence.

Chapter 5 starts with the statement of the research questions and the hypothesis. Then, the didactic model based on the text genre used in the experiment will be presented. The text production activity included in the didactic experiment is also described: the contents and the main discursive abilities that the text demands, and the way languages are to be alternated. In fact, the text students have to produce is quite unique, since they have to integrate Basque, Spanish and English within the same oral expository text, which is produced in groups of three; the text is, therefore, a trilingual oral expository text. Texts that integrate more than one language are becoming more and more common in today's multilingual society. In this chapter the school where the trilingual didactic sequence was implemented is also introduced, and students' linguistic profile is described. We also tried to gather some information about whether languages were taught taking an integrated approach in that school. Afterwards, the experimentation of the didactic sequence is described following the structure of didactic sequences, and the analysis criteria for the texts are described. As we will see, we have selected very specific linguistic criteria for analysis in order to assess students' language productions in a precise way.

After carefully describing the experimentation procedure, we move on to the results, where we make a comparison between the production of the initial and final texts of both the

control and the experimental group in chapter 6. The results are presented making reference to each analysis item that was used to analyse students' productions, namely, and based on Bronckart's (1996/2004) text architecture model, the planning, the adaptation to the communicative situation and the textuality, always bearing in mind the set objectives for each category and language. Apart from making reference to the discursive and linguistic topics that were worked on within the modules, we will also bring into focus the results concerning the interlinguistic transfer of skills that was promoted through language alternation, and assess whether it was successful. In particular, we will describe the implementation of two moments of the didactic sequence through the analysis of the didactic gestures employed by the teacher, in order to see how interlinguistic transfer was fostered.

We end in chapter 7 with discussion of our findings and conclusions relating to the effectiveness of trilingual didactic sequences in the Basque context. In this chapter we give details about the fulfillment of the hypothesis and the discoveries we have made concerning the teaching of oral language, integration of languages in trilingual didactic devices, didactic integration of discursive and grammatical features, teachers' gestures within the didactic experiment and the use of the text genre as an effective teaching tool. We also comment on the assessment of students' productions. Besides, we mention the novel contributions of a trilingual didactic sequence and we try to theoretically justify the results found in the final texts. The didactic sequence that was designed and experimented is also assessed following the didactic validity, in order to respond to the third research question.

We should finally provide an explanation about the language use in this PhD dissertation. Seeing that this thesis is international, we decided to use English as the language for scientific communication, in order to comply with the language standards of international thesis, as established by the University of the Basque Country (UPV/EHU); at the same time, we opted for incorporating Basque too in order to give visibility to our home minority language. First of all, the introduction and the empirical part, that is, the methodology, the results and the conclusions (chapters 5, 6, 7) have been written in English, since they constitute the original part considering the content of the research, and we regard it of utmost importance that the people in the jury who do not know Basque should be able to comprehend in detail the new contributions of the thesis. At the same time, we opted for using Basque for the theoretical section (chapters 1, 2, 3 and 4). The theoretical section is not original concerning the content, we do our own original interpretation to provide theoretical justification of the decisions made, and we foresaw that the jury would already be familiar

with the adopted theoretical perspective. In chapter 5 methodology, however, we have tried to justify, based on the literature, the perspective we have adopted by making reference to the theoretical section, but this time in English.

LEHEN ZATIA: ATAL TEORIKOA

I. KAPITULUA

HEZKUNTZA SISTEMA ELEANIZTUNA EUSKAL AUTONOMIA ERKIDEGOAN

Sarrera

Atal honetan EAEko hezkuntza sistemari buruzko aurkezpen bat egingo dugu, tesiaren testuingurua azaltzeko. Azpimarratu behar da batez ere Derrigorrezko Bigarren Hezkuntzan jarriko dugula arreta, maila horretan gauzatu baitugu tesi proiektu hau.

Sarreratxo honetan, 1. atalean, euskal hezkuntza sistemaren zertzelada batzuk emango ditugu, hala nola, haren antolamendua, irakaskuntza ereduak edota matrikulazio datuen bilakaera izango ditugu hizpide, enfasi berezia hizkuntzen irakaskuntzan jarritz, betiere. Eta 2. atalean, euskara, gaztelania eta ingelesaren hizkuntza-kompetentziei buruz egin diren azterketa batzuk aipatuko dira, hain zuzen ere, Irakas-Sistema Ebaluatu eta Ikertzeko Erakundeak (ISEI-IVEI) egindako Ebaluzio Diagnostikoetan jarriko dugu arreta. Izan ere, arreta ikasleen gaitasunetan nahi da jarri, tesiaren ardatz nagusi bat hori delako. Gure ustez, egin diren azterketetan ez dira oso emaitza onak edo lasaigarriak agertzen, uste dugu didaktikak baduela horretan eragiteko gaitasuna, eta gure ikerketan hain zuzen hizkuntza gaitasunak garatzeko baliabide didaktiko bat esperimendatzen dugunez, datu zehatz batzuk eman nahi izan ditugu ikasleek hizkuntzetako bakoitzean duten gaitasunari buruz. Lehen kapitulu honen azken atala EAEko hezkuntza eleaniztunari eta hizkuntzen trataera bateratuari eskainiko diogu.

1. Euskal hezkuntza sistemaren ezaugarri nagusi batzuk

Derrigorrezko Euskal Hezkuntza Sistemaren Oinarrizko Hezkuntza Lehen Hezkuntzan (LH) eta Derrigorrezko Bigarren Hezkuntzan (DBH) banatzen da. Lehen Hezkuntza 6 eta 12 adin-tarteko ikasleei dagokie, eta Bigarren Hezkuntza 12-16 urte bitartekoei. Bigarren Hezkuntza, kasu honetan interesatzen zaiguna, lau mailaz osatzen da.

EAEEn hiru hezkuntza-sare dauzkagu: sare publikoa, pribatua eta itunpeko sarea. Ikasleen erdia baino zertxobait gehiago eskola publikoetan dago matrikulatuta. Hain zuzen ere, 2014-2015 ikasturtean ikasleen %51,2 zentro publikoetan matrikulatu zen, eta %48,8 pribatuetan (Eusko Jaurlaritza, 2016). Eskola publikoak Eusko Jaurlaritzak finantzatzen ditu. Sare pribatua publikoak ez diren baliabideez finantzatzen da: gurasoak, atzerriko estatuen gobernuak, eta abar. Itunpeko sareak finantzazio bikoitza jasotzen du: finantzazio publikoa eta haien seme-alabak itunpeko zentroetan eskolatzen dituzten gurasoen finantzazioa.

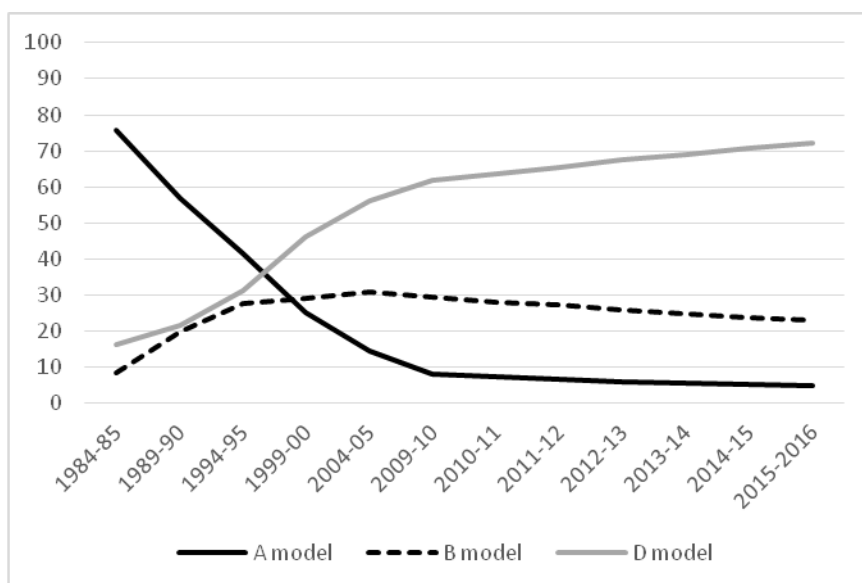
Esan dezakegu EAEko hezkuntza sistema eleaniztuna dela, ikasleek gutxienez hiru hizkuntza ikasten baitituzte: euskara, hizkuntza gutxitua eta bertakoa dena, gaztelania, eta ingelesa, ikasle gehienek lehen atzerriko hizkuntza. Beraz, hizkuntza gutxitu bat barne hartzen duen hezkuntza eleaniztuna sustatzea hezkuntza sistema euskaldunaren ezaugarri bereizgarrietako bat da (Cenoz, 2009; Idiazabal et al., 2015). Horren ondorioz, euskara biziberritu beharrik hizkuntzen planteamenduan eragina izango du. Hala diote García-Azkoagak eta Idiazabalek (2015: 11) ere: “La formación plurilingüe, objetivo para todos y oportunidad para las comunidades con lenguas minorizadas”.

Hala ere, eskolak beste eragile batzuren beharra dauka hizkuntza gutxitua biziberritzeko eta, eskolan egiten den hizkuntzen irakaskuntzaren planteamenduz gain, hizkuntza gutxituek bizirik irauteko legearen aldetik ere babesa behar dute. Euskarak lege babesa jaso zuen urte askotan debekatuta egon ondoren, eta 1979an euskara, gaztelaniarekin batera, ofizial bihurtu zen EAEn, Autonomia Estatutuarekin batera. EAEko hezkuntza sistemaren barruan, 1982ko Euskararen Normalizaziorako Legeak (10/1982 Legea, azaroaren 24koa, Euskararen erabilera normalizatzeko oinarritzakoa) zehaztu zuen eskolek ikasleen hizkuntza gaitasuna bai euskaraz zein gaztelaniaz garatu behar zutela. Aldi berean, lege horrek gurasoei aitortu zien haien seme-alaben irakaskuntza hizkuntza aukeratzeko eskubidea. 1983ko legeak (Uztailaren 11ko 138/1983 Dekretua, Euskal Herriko irakaskuntza ez unibertsitarioan hizkuntza ofizialen erabilera arautuz), euskara eta gaztelaniaren erabilera hezkuntzan arautzen duenak, hiru hezkuntza eredu ezarri zituen, non euskara eta gaztelaniaren rola eta erabilera desberdinak diren: A ereduak gaztelania da irakaskuntza hizkuntza bakarra eta euskara ikasgai soilak; B ereduak euskara eta gaztelania, biak dira irakaskuntza hizkuntzak eta ikasgaiak; azkenik, D ereduak euskara da irakaskuntza hizkuntza bakarra eta gaztelania ikasgai soilak. 1990. urtetik aurrera, ingelesak irakaskuntza hizkuntzaren rola hartu du pixkanaka, nahiz eta euskara (D ereduak) eta gaztelania (A ereduak) diren oraindik ere irakaskuntza-hizkuntza nagusiak (Cenoz, 2009).

Ikasleek Derrigorrezko Bigarren Hezkuntza bukatzean hizkuntza bakoitzean lortu beharreko kompetentzia mailak euskal curriculumak (EHAA, 2016) zehazten dituzten Hizkuntzen Europako Erreferentzia Markoari (Europako Kontseilua, 2001) jarraiki: B2 maila lortu behar dute euskaraz eta gaztelaniaz, eta ingelesez B1 maila.

Matrikulazio-datuak bilakaerak erakusten du D ereduak gurasoen eta gizartearen aldetik irabazi duen babesa. 1. eta 2. grafikoetan ikusten da bilakaera.

1. Grafikoa. EAEko Lehen Hezkuntzako matrikulazio datuak.



Manterola (2019: 119)

Grafikoa 80ko hamarkadatik 2015-2016 arte EAEn egon den hizkuntza-eredu desberdinetan matrikulatutako ikasle kopuruaren bilakaera ikus dezakegu, Lehen Hezkuntzan. Nabaria da denboran zehar A ereduaren matrikulatutako ikasle kopurua nabarmen jaitsi dela; aldi berean, agerikoa da D ereduaren matrikulatutako ikasle kopurua asko indartu dela, izan ere, 2009-2010 ikasturtean ikasleen %60k aukeratu zuten D eredu. Ikasturte berean %30 baino ez zen matrikulatu B ereduaren.

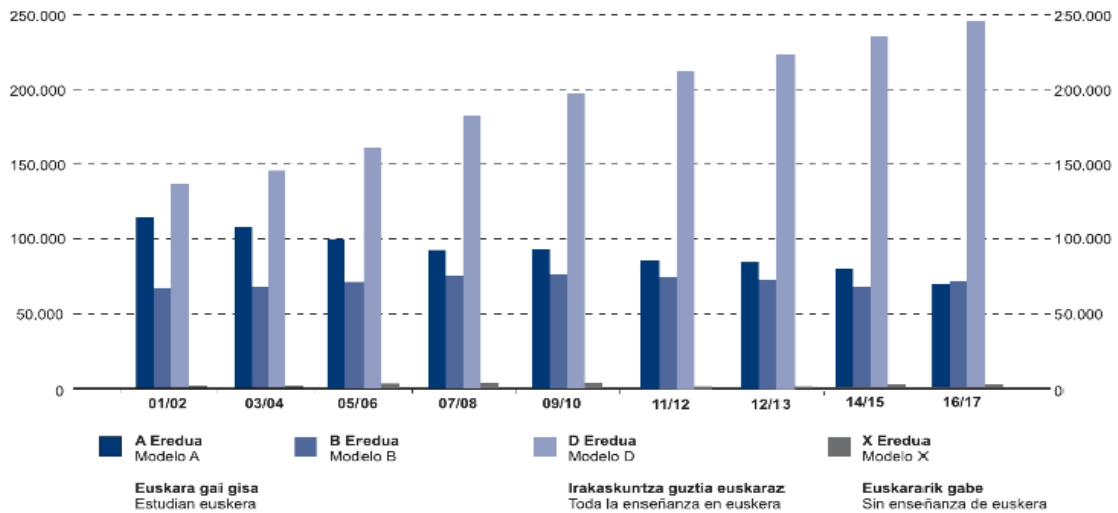
2018ko Eustaten Euskal Urtekari Estatistikoak (Eustat, 2018) ere emaitza berriagoak argitaratu ditu EAE osoari begira, eta joera bera da, alegia, D ereduaren matrikulatutako ikasle kopurua areagotzen doa, A ereduaren kaltetan; B ereduaren matrikulatutako ikasle kopuruak, aldiz, nekez jasan du aldaketarik.

2. Grafikoa: Euskal AE-ko ikaslegoaren bilakaera, irakasteredu elebidunaren arabera.

15 GRAFIKOA / GRÁFICO

IKASLEGOAREN BILAKAERA, IRAKASTEREDU ELEBIDUNEN ARABERA

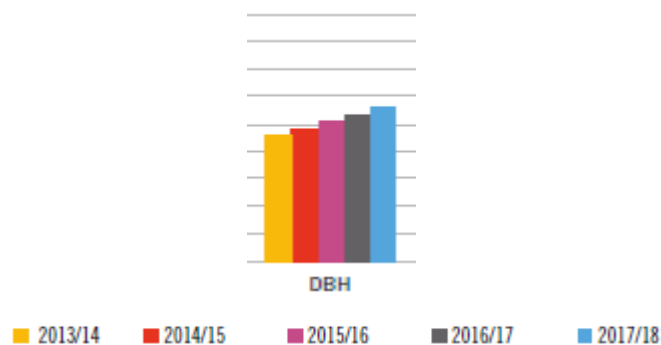
EVOLUCIÓN DEL ALUMNADO POR MODELO DE ENSEÑANZA BILINGÜE



(Eustat, 2018: 216). Moldatua.

Eusko Jaurlaritzak 2017-2018 (Unibertsitatez kanpoko irakaskuntzaren datuak Euskadin) ikasturteko datuak ematen ditu ikasteredu bakoitzean matrikulatutako ikasle kopuruari dagokionez, eta hemen ere joera da 2017-2018 ikasturtean DBHn D ereduan matrikulatutako ikasle kopurua hazten doala.

3. Grafikoa. Ikasleen bilakaera D ereduan. 2013/14 ikasturtetik 2017/18 ikasturtera.



(Eusko Jaurlaritza, 2017/2018: 14).

Etxeko hizkuntza gisa gaztelania duten ikasleentzat, D eredu, euskarari dagokionez, euskararen hizkuntza-konpetentzia garatzeko helburua duen murgilketa programa da (Dolz & Idiazabal, 2013); euskara etxetik dakarten eta, beraz, H1 gisa duten ikasleentzat, aldiz, mantentze programa da D eredu.

D ereduko ikasleek A eta B ereduko ikasleen gaztelania mailan antzeko emaitzak lortzen dituzte (Eusko Jaurlaritz, 1986; 1989; 1990), murgilketak elebitasuna sustatzen du-eta. D eredu jarraitzeak euskararen B2 maila lortua izatea suposatzen du izatez, baina hori ez da beti lortzen, gero ikusiko den bezala. Era berean, Cenoz (1992) eta Lasagabasterren (1998) ikerketek eredu desberdinetan lehen eta bigarren hezkuntzako ikasleek lortutako ingeles-maila ebaluatu zuten; ikerketa horiek erakutsi zuten D ereduan matrikulatutako ikasleek emaitza hobeak lortzen zituztela, gainerako ereduetan matrikulatutako ikasleekin alderatuta.

Euskara eta gaztelaniaz gain, ingelesa da ikasle gehienek ikasten duten beste hizkuntza, atzerriko hizkuntza gisa. Ikasgaia izateaz gain, irakaskuntza-hizkuntza ere bada. Horren adibide da Ikastolen Elkarteak 1991n martxan jarri zuen *Eleanitz* proiektua, 4 eta 16 adin bitarteko ikasleengan eleaniztasuna garatzeko asmoarekin. Proiektu horrek ingelesaren irakaskuntza goiztiarra ezarri zuen, baita Lehen Hezkuntzako azken zikloan eta Derrigorrezko Bigarren Hezkuntzan ikasgai batzuk ingelesaren bidez ikastea ere, CLIL (*Content and Language Integrated Learning*) metodoaren bidez. Gaur egun oso praktika arrunta da Gizarte edo Natur Zientziak bezalako ikasgaiak ingelesez ikastea.

Azken urteotan, hizkuntzen ikas- eta irakaskuntzan hizkuntza bat baino gehiago integratzea gidalerro orokorren oinarritzko printzipio bihurtu da, bai Euskal Herri mailan, zein maila europarrean ere (EHAA, 2016; Europako Kontseilua, 2001). Hala ere, ikasgela barruan integrazio ikuspegi batean oinarritutako inplementazio didaktikoak erronka garrantzitsua izaten jarraitzen du oraindik ere hezkuntza sistema euskaldunean (Manterola et al., onartua; Apraiz et al., 2012).

Hizkuntza bakoitzari eskaini behar zaion gutxieneko ordu kopurua Hezkuntza Sailak zehazten du curriculum lerroetan. Lehen Hezkuntzan, lehen eta bigarren zikloetan, gaztelania eta euskara hizkuntza ikasgaiei eskaintzen zaion ordu kopurua bera da, 4 ordu, alegia. Hirugarren zikloko lehen urtean ere 4 ordu eskaintzen zaizkio ikasgai horietako bakoitzari, eta azken urtean 3,5 ordu. Ingeles ikasgaiari eskaintzen zaion ordu kopurua, aldiz, handitzen doa, lehenengo zikloan 2 izatetik, bigarren eta hirugarren zikloetan 3 izatera.

Derrigorrezko Bigarren Hezkuntzan ere modu berean banatzen da euskara eta gaztelania hizkuntza ikasgaiei eskaintzen zaion ordu kopurua: lehenengo zikloan 4 ordu eskaintzen zaizkio hizkuntzetako bakoitzari eta bigarren zikloan 3. Atzerriko lehen hizkuntzari dagokionez, kasu honetan ingelesari, ordu kopurua txandakakoa da, hain zuzen ere, lehenengo urtetik laugarren urtera 4, 3, 3, 4 ordu.

Ez da ahaztu behar hizkuntza ikasgaiez gain, hezkuntza eredueta (A, B, D) bakoitzean euskarak, gaztelania eta ingelesak hizkuntzazkoak ez diren irakasgaien irakaskuntza hizkuntza gisa ordu gehiago edo gutxiago betetzen dituztela ordutegiaren barruan.

EAEko curriculum dekretuak (EHAA, 2016), bere 10. artikuluan, “Elebitasuna eta eleaniztasuna” deitutakoan, zehazten du hezkuntza-sistemak euskarari emango diola lehenetasuna, eleaniztasuna sustatzen duen heinean, hizkuntzen arten oreka bilatze aldera. Ikastetxe bakoitzak bere Hizkuntza Proiektua eta Curriculum Proiektua tokian-tokiko ingurune soziolinguistikoaren ezaugarrietara egokituko du, eta euskararen normalkuntza prozesuan eragile aktibo izango da.

2. Euskara, gaztelania eta ingelesaren gaitasunaren garapena ISEI-IVEI-ren Ebaluazio

Diagnostikoaren arabera

Lehen aipatu bezala, curriculumak zehazten du ikasleek DBH bukatzean B2 maila lortu behar dutela euskaraz eta gaztelaniaz, eta B1 maila ingelesez. Atal honetan ikusiko dugu, 2017an egindako Ebaluazio Diagnostikoan oinarrituta, zein izan zen ikasleek DBH 2. mailan lortu zuten euskara, gaztelania eta ingeles kompetentzia-maila.

Irakas-sistema Ebaluatu eta Ikertzeko Erakundeak (ISEI-IVEI, 2018), Hezkuntza Ikuskaritzak eta irakasleei laguntza emateko zerbitzuak (Berritzeguneak) elkarrekin garatutako ebaluazio-frogak dira Ebaluazio Diagnostikoak. Ebaluazio Diagnostikoak Euskal Hezkuntza Sistema ebaluatzeko tresnak dira, eta LHko 4. mailan eta DBHko 2. mailan aplikatzen dira bi urterik behin, hau da, etapa bakoitzaren erdian, ikusteko ea ikasleek oinarritzko kompetentziak lortzen dituzten ala ez.

2019koa diseinatuta eta inplementatuta dagoen arren, ez da oraindik emaitzarik argitaratu, izan ere, proben aplikazioa 2019ko maiatzaren 6tik 31ra bitartean burutu zuten. Horregatik, 2017koan oinarrituko gara, eta DBH 2ko euskara, gaztelania eta ingelesaren hizkuntza-komunikaziorako kompetentzietan zentratuko gara.

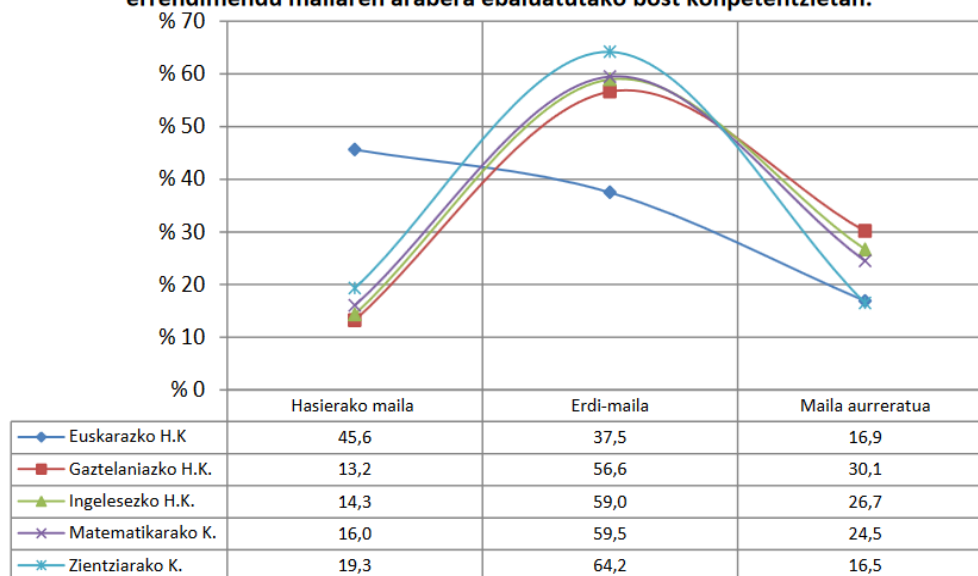
2017ko ebaluazio-diagnostikoan eskola publiko zein itunpeko ikastetxeetako LHko 4. mailako eta DBH 2. mailako ikasle guztiek hartu zuten parte, DBH 2an 21.436 ikaslek, hain zuzen ere. Hizkuntza-komunikaziorako konpetentziak honako dimentsio hauek barne hartzen ditu: ahozkoaren ulermena eta entzumena; idatziaren ulermena eta irakurmena; mintzamina; idazmena; ahozko elkarrekintza.

Ebaluazioa egiteko, hiru gaitasun-maila edo atalase zehazten dira, baxuenetik altuenera: hasierako maila, erdi-maila eta maila aurreratua. Argitaratutako txostenean ez da esplizitatzen maila bakoitzarentzako irizpide linguistikorik, baizik eta modu orokorrean zehazten da maila horietako bakoitzean ikasleek garatu beharko lituzketen konpetentziak. Adibidez, DBH 2. mailan ikasle bat euskara maila aurreratuan kokatzeko, errendimendu mailen definizioan zehazten denari jarraiki, ikasleak komunikaziorako konpetentzia altua izan behar du; maila honetan kokatzen den ikaslea gai izan behar da “mota askotako ahozko eta idatzizko testuetan informazio zehatza interpretatzeko eta erlazionatzeko” (26), baita testu konplexuak ulertzeko ere. Azpimarratu behar da maila bakoitzean euskara eta gaztelaniarako zehazten diren irizpideak oso antzekoak direla, eta betiere ingeleserako eskatzen direnak baino maila altuagokoak. Datozen lerroetan aurkeztuko ditugu hizkuntza bakoitzari dagozkion emaitzak.

Hurrengo grafikoan, nahiz eta hizkuntzazkoak ez diren konpetentziak ere ebaluatzen diren, euskarazko, gaztelaniazko eta ingelesezko hizkuntza-komunikaziorako konpetentzien joera orokorrak ikus ditzakegu, 2017ko Ebaluazio Diagnostikoaren emaitza orokor gisa.

4. Grafikoa: DBHko 2. maila. Ikasleen ehunekoaren banaketa errendimendu mailaren arabera ebaluatutako bost kompetentzietan.

3.1.d. grafikoa: ED17. DBHko 2. maila. Ikasleen ehunekoaren banaketa errendimendu mailaren arabera ebaluatutako bost kompetentzietan.



(ISEI-IVEI, 2018: 43)

Euskarazko hizkuntza-komunikaziorako kompetentziari dagokionez, azken bi ebaluazio diagnostikoetan oso antzeko emaitzak ikusten dira: ikasle kopururik handiena, hots, %45 baino gehiago, hasierako mailan dagoela, hau da, mailarik baxuenean. Halaber, 2010eko Ebaluazio Diagnostikotik aurrera, hasierako mailan kokatzen den ikasle kopuruak gora egin du, eta 2017an %45,6ra iritsi da. Era berean, maila aurreratuan dagoen ikasle kopuruak etengabe egin du behera, eta 2011-2013 eta 2015-2017ko Ebaluazio Diagnostikoetan oso emaitza berdintsuak lortu dira maila aurreratuari dagokionez. Edonola ere, joera konstantea izan da 2009ko Ebaluazio Diagnostikotik 2013kora arte ikasle kopuru handiena erdi-mailan kokatzea. Eta lehen esan bezala, azken bi urteetako ebaluazio diagnostikoetan ikasle kopururik handiena hasierako mailan kokatzen da.

Gaztelaniazko hizkuntza-komunikaziorako kompetentziari dagokionez, egoera oso bestelakoa da euskarakoarekin alderatuta. Hasierako mailan dagoen ikasle kopurua egonkor mantentzen da 2009ko ebaluazio diagnostikotik 2017kora, eta oro har ez da inoiz %15 baino altuagoa. Ikasle kopuru handiena erdi-mailan kokatzen da, eta oro har ehunekoa beti da %55 baino altuagoa. Era berean, maila aurreratuan kokatzen den ikasle kopurua berdintsu mantendu da edo hazi egin da Ebaluazio Diagnostiko batetik bestera, eta beti izan da %25 baino altuagoa.

Ingelesezko hizkuntza-komunikaziorako konpetentziari erreferentzia eginez, 2011n egindako Ebaluazio Diagnostikotik aurrera emaitza hobekak lortu dira, izan ere, hasierako mailan kokatzen den ikasle kopuruak behera egin du (kasu guztietan euskarazkoarena baino baxuagoa da), eta erdi-mailan eta maila aurreratuan dagoen ikasle kopuruak gora egin du. Erdi-mailan eta maila aurreratuan kokatzen den ikasle kopurua kasu guztietan da euskarazkoarena baino altuagoa. Azpimarratu beharra dago hiru atalaseak zehazteko irizpideak H3an ingelesean ez direla gaztelania eta euskararenak bezain altuak.

3. EAEko hezkuntza eleaniztuna eta hizkuntzen trataera bateratua

1. atalean aipatu dugu euskarazko murgilketak denborarekin lortu duen ospe soziala. Murgilketaren hatsarreak Kanadan eman ziren, Montrealen alegia (Genesee, 2006), etxetik ingelesa zekarten haurrak frantsesetik eskolaratzen zirenean. Hori da, hain zuzen ere, murgilketaren definizioa: umeak etxean ikasi ez duten hizkuntzan eskolatzea, helburua hitzun elebidunak heztea delarik. Horrela, etxean euskara ikasi ez duten ikasleek, lehen hizkuntza gaztelania eta atzerriko hizkuntzako ikasgaiak kenduta, hizkuntzazkoak ez diren gainerako ikasgaiak ikasleen H2an ikasten dituzte. Beraz, D murgiltze ereduaren eskolaratzen diren ikasleek, euskaraz ikasten dituzte euskara hizkuntza irakasgaiak gain, ez-hizkuntzazkoak diren beste ikasgai guztiak edo gehienak (posible baita ez-hizkuntzazko irakasgairik bat ingelesez ikastea), hizkuntzazkoak diren ikasgaiak (gaztelania eta ingelesa, behinik behin) izan ezik. Burura etorritako litzaigukeen galdera da ea zer dela-eta lortzen duen murgilketak haurrak hizkuntza gutxituan (kasu honetan euskaraz) eskolatuta ere, hizkuntza nagusian (gaztelaniaz) hizkuntza konpetentzia maila ona erdiestea. Galdera horri erantzuna eman nahian, Cumminsek (1979/1981) *Common Underlying Proficiency* (CUP) edo garapeneraren interdependentziaren teoria iradoki zuen. Cumminsen hipotesi honek proposatzen duen ideia izozmendiaren irudiaren bidez adierazten da: izozmendiaren azpialdeak (bat eta bakarrak) hizkuntzen artean gaitasun komun bat existitzen dela adierazten du, non hizkuntza batak eta besteak konpartitzen dituzten gaitasunak sartzen diren; horrek ez du ukatzen, hala ere, hizkuntza bakoitzak berezko ezaugarriak dituenik eta gaitasun horiek hizkuntza bakoitzaren barruan ikasi behar direnik. Hizkuntza bakoitzaren berezko ezaugarri hauek izozmendiaren tontor desberdinek adierazten dituzte. Hipotesi hau, garai hartan, irakurketa eta idazketa trebetasunen interdependentzia frogatze aldera izan zen esanguratsua, alegia, ikasleek edozein hizkuntzan garatzen dituzten irakurketa trebetasunak erraz transferituko dituztela beste edozein hizkuntzara: "To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate

exposure to Ly (either in school or environment) and adequate motivation to learn Ly (Cummins, 1981: 29).

Horrela, hizkuntzarteko transferentzia izango da murgilketaren bidez ikasleek bi hizkuntzak ikastea ahalbidetuko duena, betiere oinarritzko baldintza hauek betetzen badira: alde batetik, eskolak modu eragikorrean bermatu behar du ikasleek x hizkuntza ikasten dutela; bestetik, ikasleek y hizkuntzarekiko esposizio egokia izan behar dute (eskolan edo eskolaz kanpo); azkenik, y hizkuntza ikasteko motibazio nahikoa ere izan behar dute. Baldintza horien menpe dago, beraz, hizkuntzarteko transferentziaren bermea, eta ondorioz, murgilketak ikasle elebidunak heztearen arrakasta. Hizkuntzarteko transferraz hitz egiteak halaberrez eskatzen du diskurtsoaz eta testuaz aritzea, aipatutako (Cummins, 1979/1981) irakurketa eta idazketa trebetasunez gain, diskurtso alorreko zenbait gaitasunetan ere gertatzen dela frogatu baita (Idiazabal & Larringan, 1996; Idiazabal & Manterola, 2009).

Elebi- edo eleaniztasuna munduan zehar ohikoa dela jakina da (Grosjean, 1984; Idiazabal, 2011), beraz, hizkuntza gutxituak barne hartzen dituen hezkuntza sistemak halaberrez izan beharko luke eleaniztasuna (García-Azkoaga & Idiazabal, 2015). Ingelesaren hiperzentralitateari aurre egiteko irtenbidea ere bada eleaniztasuna: “Le multilinguisme européen n’est donc pas un choix, mais la seule solution possible pour tenter de résister à l’hypercentralité de l’anglais” (Castellotti & Moore, 2011: 292). Hortaz, gurea bezalako komunitate batek hizkuntza gutxitua, kasu honetan euskara, barne hartzen duen eleaniztasuna sustatu behar du.

Hizkuntza bat baino gehiago etengabeko ukipen egoeran egoteak diglosia egoera eragin lezake. Kasu horretan, eskolaren betebeharra garrantzitsua da, garrantzitsua bai baina ez bakarria, hizkuntza gutxituen zabalkuntza eta hizkuntza gutxituekiko nahiz bere hiztunekiko jarrera positiboak bermatzeko. Horrez gain, gaur egun gero eta mundu globalizatuago honetan norberarena ez den beste hizkuntza bat ezagutu eta erabiltzeko gai izateko behar soziala ere existitzen da. Gainera, ezin uka daiteke migrazio fluxuek presentzia sozial eskasa duten hizkuntzak ekarri dituztela eskoletara. Hizkuntza horiek kultur eta identifikazio elementu garrantzitsuak dira ikasleentzat.

Hezkuntza eleanitzaren arrakastak beregain hartzen du besteen hizkuntzak onartzea eta hizkuntza eta kultura horienganako interesa, izan ere jarrera horrek ziurtatzen die geroa hizkuntza gutxituei eta, aldi berean, beste kultura eta pentsaera desberdin batzuk ezagutzeari zabaltzen dizkio ateak (Apraiz, et al., 2012: 121).

Hartara, egungo errealitate eleanitza kontuan hartuz, jada 1973. urtean Europako Kontseiluak gaurkotasun handia duten baieztapenak egin zituen, besteak beste, baieztatu zuten ikuspegi pedagogiko batetik eta hizkuntzalaritzaren teoria modernoek ziotena kontuan izanda, bi hizkuntzen arteko antzekotasunak desberdintasunak baino gehiago hartu behar direla kontuan, eta hizkuntza irakasleek gai izan behar dutela haien jarduera pedagogikoak koordinatzeko eta haien irakaskuntza printzipio linguistiko komunetan oinarritzeko.

Europako Erreferentzia Markoak (Europako Kontseilua, 2001/2018) ere, honen harira, dio hizkuntza baten irakaskuntza beste hizkuntza batzuekin elkarreraginean eman behar dela, hizkuntza bat eta bestearen irakaskuntzarako ekimenak, ariketak antolatzerakoan, beharrezkoak ez diren errepikapenak saihestu behar dituela eta hizkuntza aniztasunak ahalbidetzen duen ezagutzen transferentzia sustatu behar dela. Horretarako, zehazten diren helburuek edota progresio etapek ez dute zertan berdinak izan bi hizkuntzetarako.

1. atalean aipatu bezala, EAEn, ikasleek euskara eta gaztelaniaz gain, atzerriko hizkuntza bat ere (gehienetan ingelesa) ikasten dute. EAEko curriculum dekretuek denbora luze daramate hizkuntzak modu integratuan irakatsi behar direla aldarrikatzen. 1990eko LOGSE Lege Organikoak, Espainiako Hezkuntza Sistemaren Antolamendu Orokorraren Lege Organikoak alegia, jada zehaztu zuen hizkuntzen irakaskuntza ikuspegi integratzaile batetik egin behar zela, hizkuntza desberdinetako irakasleek erabaki partekatuak hartuz eta ikuspegi metodologiko antzekoetan oinarrituz, ikasleek hizkuntza batean ikasitakoa bestean ere eskuragarri izan zezaten.

2/2006 Lege Organikoa, maiatzaren 3koa, Hezkuntzari buruzkoa, hizkuntzen arteko transferigarritasunari buruz dihardu, horrek, hizkuntzen curriculum integratuaren barruan, gorago aipatutako hizkuntzen arteko gaitasun interdependientea garatzen laguntzen duelarik.

236/2015 Dekretua, abenduaren 22koa, Oinarrizko Hezkuntzaren curriculum a zehaztu eta Euskal Autonomia Erkidegoan ezartzen duenak, 11. artikuluan hizkuntzen trataera integratua eta integralari egiten dio erreferentzia, ikasleek komunikatzeko konpetentzia eleaniztun bat lor dezaten. Hemen ere hizkuntzen artean existitzen den konpetentzia komunari egiten zaio erreferentzia, hizkuntza bakoitzak berezkoak dituen ezaugarriak landu eta guztiek berdinak dituztenak partekatu ditzaten ikasleek. Dekretu honek irakasle guztiek, hizkuntza irakasle diren heinean, ikasleengan komunikazio gaitasuna garatzearen garrantzia azpimarratzen du.

Heziberri 2020 Hezkuntza-eredu pedagogikoaren markoak ere hizkuntzen trataera integratua eta integrala du hizpide. Hemen ere, gorago aipatutako lege dekretuetan bezala, berebiziko garrantzia hartzen du hizkuntzak komunikazio tresna gisa ulertzea. Hizkuntzen curriculum integratua egin behar dela aldarrikatzen du eta egin behar horretan eskola komunitate osoa jartzen du erantzule.

Hizkuntzen Trataera Bateratua edo HTB inplementatuko bada, hizkuntza guztien irakaskuntzan, koordinazioa eta koherentzia hainbat mailatan dira beharrezkoak: irakaskuntza programetan (edukiak, helburuak eta ebaluazioa), terminologia linguistikoan, jardueren diseinuan eta ikasgelan jarduerak gauzatzekoan (Cavalli, 2005). Azken helburuak izango lirateke hizkuntza bakoitzaren irakaskuntza helburuak testu-generoen arabera programazio sekuentzia didaktiko bakarrean txertatzea eta hizkuntzarteko transferra ahalbidetuko duen curriculum antolatzea (Ortega & Anakabe, 2015; Idiazabal & Manterola, 2009; Dolz, 2019).

Aipatu bezala, HTB ikuspegian hizkuntzak irakasteko ikuspegi komunikatiboa hobestea gomendatzen da, zeinen barruan, gure aukeran, testu generoetan oinarritutako ikuspegia nabarmentzea hobetsi dugun (Larringan, 2009). Ikuspegi honek aldarrikatzen du konpetentzia komunikatibo eleaniztunak curriculumeko hizkuntza guztien irakaskuntza modu koordinatuan planteatzea eskatzen duela. HTBren barruan Euskal Herrian ezagutzen den hezkuntza elaniztunerako proposamenik ezagunenak, testu generoetan oinarritutako eta egoera komunikatibo esanguratsuetako hizkuntza ekintzak hartzen ditu kontuan. Bestalde, hizkuntzarteko transferentzia (Cummins, 1979/1981) ere kontuan hartzen den beste baliabide didaktiko onartua da.

Hezkuntza sistema euskaldunean koordinazio maila orokor bat existitzen da hizkuntzazkoak ez diren gaietara dagokienez, euskararen bidez bereganatutako edukiak ez baitira gaztelaniaz errepikatzen. Hala ere, koordinazio ikuspegi batean oinarritutako euskara, gaztelania eta ingelesezko material didaktikoak urriak dira (Apraiz et al., 2012). Kasu batzuetan, hizkuntzarteko erreferentzia esplizituak aurki ditzakegu hizkuntzen artean (Aldekoa, prestak.). Beste kasu batzuetan, koordinazio hori hizkuntza bakoitzean testu genero desberdin bat landuta gauzatzen da (Manterola et al., onartuta).

Arestian aipatu dugu eleaniztasuna ukaezineko errealitatea bilakatu dela gaur egun. Hartara, hizkuntzen trataera bateratuaren zeregin nagusienetakoa ikasleengan eleaniztasunaren garapena ziurtatzea da. Baina helburua ez da ikasi beharreko hizkuntza bakoitzean elebazarrek duten gaitasuna lortzea, ezta hizkuntza bakoitzean gaitasun berbera

lortzea ere, hizkuntza bakoitzean gizarte beharrian jakin batzuei aurre egiteko adinako gaitasunak lortzea baizik (Idiazabal & Larringan, 2004). Honen harira, Grosjeanek (1985) ere aldarrikatu zuen hiztun eleaniztunek helburu desberdinekin erabiltzen dituztela hizkuntzak eta gaitasun desberdinak dituztela dakiten hizkuntza eta hizkuntza-abilezia bakoitzean (entzumena, irakurmena, mintzamena eta idazmena). Baker eta Wright-ek (1997) ere *semilingual* deritzon kontzeptua sortu zuen, zeinak hizkuntza berri bat ikasten duen horren hizkuntza-mailari egiten dion erreferentzia, zeina ez baita konparagarria hiztun natibo baten hiztegi, gramatika, gaitasun edota ezagutzarekin, oro har. Europako Erreferentzia Markoa ere (2018: 28) hontaz dihardu, *plurilinguism* kontzeptuaren bidez: "Plurilingualism is presented in the CEFR as an uneven and changing competence, in which the user/learner's resources in one language or variety may be very different in nature to those in another". HTBren oinarri psikolinguistikoetako bat da bigarren edo hirugarren hizkuntza baten ikaskuntzak mintzaira gaitasunarekiko kontzientzia eta kontrola areagotzen dituela (Idiazabal & Manterola, 2009).

Lehen esan bezala, hizkuntzarteko eragina edo transferrari dagokionez, ikasleei askotariko egoera komunikatiboetan hainbat hizkuntzatan jarduteko gaitasunak irakatsi behar zaizkie, eta, horretarako, sekuentzia didaktikoen bitartez, ikasleak testuen/diskurtsoen ekoizpenean trebatu beharra dago. Hizkuntzen irakaskuntza modu bateratuan programatzeko, modu zehatzean identifikatu egin behar da zein diren hizkuntza desberdinetan bateratu daitezkeen edukiak, hizkuntza batean eta bestean eduki berberak errepikatzea edikituko, ekonomia kognitibo (Cavalli, 2008) baten bila; hizkuntzen arteko eduki komunak identifikatzea bezain garrantzitsua izango da hizkuntza bakoitzak berezkoak edo espezifikoak dituen ezaugarriak zehaztea, eta beraz, hizkuntza bakoitzaren barruan landu behar direnak (Idiazabal & Manterola, 2009). Horretarako, ezinbestekoa da ezagutzea zein diren ikasleen hizkuntza-gaitasun eta zailtasunak, baita testu-genero bakoitzarekiko ezagutza-maila ere.

Hezkuntza elebidunari sarritan egiten zaion kritika da elebitasuna sustatzea aldarrikatzen duen arren, hizkuntzen artean muga zorrotzak ezartzen dituela, eta horrela, proposamen didaktikoetan hizkuntzak nahastea ekiditen duela; beste hitz batzuetan, elebitasunari buruz daukan ikuspegia monoglosikoa (García, 2009) izatea aurpegiatu izan zaio. Testuinguru euskaldunean ere, hiru hizkuntzen irakaskuntza modu banatuan egin izan da murgilketa ereduan. Baldintza soziolinguistiko eta didaktiko jakinetan, hizkuntza bakoitza bata bestearengandik bereizita irakastea egokia izan daitekeela ez dugu ukatuko. Baina hizkuntzen irakaskuntza integratuaren alternatiba ere interesgarria iruditzen zaigu, hizkuntza bat ikasterakoan ikasleak dakizkien beste hizkuntzez baliatzea lagungarria izan daitekeen neurrian.

Kasu honetan, proposamen didaktikoetan hizkuntza bakoitzaren papera eta presentzia modu egokian kudeatzea litzateke funtsezko auzia. Auzi honi heldu nahi dio, hain zuzen ere, doktorego tesi honek.

Ikasgela barruan ikuspegi bateratuan oinarrituta hizkuntzak irakastea gidalerro orokorren parte den arren, integrazio ikuspegi batetik bideratzea hizkuntzen irakaskuntza erronka bat da hezkuntza sistema euskaldunarentzat (Apraiz et al., 2012). Hain zuzen ere, euskara, gaztelania eta ingelesa irakasteko material didaktikoen esplorazio azterketa batek erakutsi du hizkuntzen trataera bateratua gelan inplementatzeko zailtasun handiak existitzen direla (Manterola et al., onartuta), izan ere, material horiek sarritan ez dute kontzeptu gramatikal eta testualen oinarritzko terminologia partekatzen, eta testu ekoizpena eta gramatika irakasteko ariketak modu ezberdinean antolatuta egon daitezke hizkuntzaren arabera. Edonola ere, egun nahiko ohikoa da testuinguru euskaldunean hainbat hizkuntza integratzen dituzten esku-hartze pedagogikoak diseinatzea; esku-hartze horien emaitzak erakusten dituzten ikerketak, aldiz, urriagoak dira (Idiazabal et al., 2015). Horrez gain, hizkuntzak modu banatuan irakasteari desafio egitearen ideia ondo planteatu beharreko auzia da, batez ere hizkuntza gutxitu bat existitzen den testuinguruetan. Hain zuzen ere, tesi honetan argudiatzen dugu ikasgela barruan hizkuntza bat baino gehiago integratzea modu kontrolatu eta planifikatuan egin behar dela; are garrantzitsuagoa da hori, hala ere, ikasleek hizkuntza nagusian (kasu honetan, gaztelaniaz) daukatenean hizkuntza-gaitasun handiena eta, inork gidatzen ez baditu, hizkuntza nagusia erabiltzera joko badute hizkuntza gutxituaren kaltetan (Baker & Wright, 2017).

Lehen kapitulua bukatzeko, gogorarazi nahi genuke ISEI-IVEIk egindako Ebaluazio Diagnostikoaren emaitzek argi erakusten dutela zein den euskal hezkuntza sistemak hizkuntzen irakaskuntzari dagokionez daukan erronka zentrala, alegia, ikasleen erreperitorio eleaniztuna sustatzerakoan, euskarako emaitzak hobetzea. Hori ikuspegi integratutik egin beharra dagoela zehazten du euskal curriculumak, baita Europako Kontseiluak ere, 3. atalean aipatu den bezala, hizkuntzen arteko transferigarritasunari etekina ateratzeko. Horretarako, aldiz, irizpide didaktiko fin eta eraginkorrak behar dira, ISEI-IVEI-ren ebaluazio-diagnostikoan ikusi dugunez, hizkuntza bakoitzaren konpetentzia-maila ebaluatzeko existitzen diren irizpideak lausoak baitira oso. Gauza bera ikusi dugu curriculumaren markoan eta irakaskuntza materialen azterketan ere (Díaz de Gereñu & García-Azkoaga, 2012), alegia ez dagoela zehaztasunik edota koherentzia teoriko lausoa ikusi dute adituek. Gure helburua irakaskuntza eleaniztuna eta hizkuntzen trataera integratuan oinarritzen den baliabide zehatz bat sortu, esperimentatu eta

frogatzea da, ikusteko ea didaktika fidagarria, ingeniaritza didaktikoak (Dolz & Idiazabal, 2013; García-Azkoaga & Idiazabal, 2015) aldarrikatzen duen moduan, posiblea den edo ez. Helburu horrekin, hurrengo atalean tesi honetarako oinarri hartu dugun marko teorikoa aurkeztuko dugu.

II. KAPITULUA

HIZKUNTZEN DIDAKTIKARAKO MARKO TEORIKOA: INTERAKZIONISMO SOZIO-DISKURTSIBOA (ISD)

Sarrera

Datorren kapituluan baliabide didaktikoaren esperimentaziorako baliatu dugun hizkuntzen didaktikarako marko teorikoa aurkeztuko dugu, interakzionismo sozio-diskurtsiboaren (ISD) (Bronckart, 1996/2004) printzipioak jarraitzen dituenak. Hainbat arrazoiengatik iruditu zaigu aproposa ISDak hizkuntzen irakaskuntzarako eraikitzen duen markoa tesi honetan baliatzea. Hain zuzen ere, ISDk marko teoriko-metodologiko baliagarria eskaintzen du hizkuntza jarduera espezifikoen irakaskuntza ikertzeko. Ikusiko dugun moduan, hizkuntzaren erabileraren unitate enpirikoak testuak (ahoz zein idatzizkoak) direla aldarrikatzen du ikuspegi honek, hau da, testuetan gauzatzen da hizkuntzaren erabilera, testuak dira unitate komunikatiboak, alegia. Hizkuntzaren erabilera erreal horiek *testu-genero* bidez irakasten dira, testu generoak antzeko ezaugarriak dituzten mintzaira jardueren multzoak direlarik. Testuan oinarritutako hizkuntzaren irakaskuntzari bide emateko, sekuentzia didaktikoa tresna proposatzen da. Hala ere, ikusiko dugunez, interakzionismo sozio-diskurtsiboaren teoriaren arabera egokitzapen batzuk egin behar zaizkio testu generoari irakaskuntza objektu bihurtzeko (transposizio didaktikoa), betiere tresna didaktikoaren balio zientifikoa bermatuko duten irizpideak errespetatuz.

1. Testuak eta testu-generoak

Gaur egun baieztapen argia da, hizkuntza, komunikazio tresna den aldetik, hura ikastea erabileran trebatzea dela. Helburua hizkuntzaren erabilera erreal irakastea baldin bada, interakzionismo sozio-diskurtsiboari (Bronckart, 1996/2004) jarraiki, erabilera erreal hori testuetan islatzen dela defendatzen da, hau da, testuak dira hizkuntzaren erabileraren forma enpirikoak:

“(…) la adhesión a una psicología interaccionista social nos lleva a abordar el estudio del lenguaje en sus dimensiones discursivas y/o textuales. Por una parte, los textos y/o discursos constituyen las únicas manifestaciones empíricamente constatables de las acciones comunicativas humanas (...), y, por otra parte, es en esas unidades globales donde se manifiestan con mayor nitidez las relaciones de interdependencia entre las producciones

lingüísticas y su contexto accional y social”. (Bronckart, 2004: 14).

Hiztunak, hizkuntza erabiltzean, testuinguru sozial eta kulturalako parametroetara egokitu behar du bere diskurtsoa, parametro horiek gizarte eta kultura batetik bestera aldakorrak baitira. Hizkuntza gizartean ematen diren komunikazio-egoera zehatzetan gertatzeak erakusten digu hizkuntzak alderdi soziala duela (Candelier et al., 2007). Vološinovek (1929/1973), García eta Wei-k (2014: 95) zitatutako moduan, zioen hizkuntzak bizia hartzen duela “in concrete verbal communication, and not in the abstract linguistic system of language forms, nor in the individual psyche of speakers”. Larringanen (2009) “mintzaira” kontzeptua ere gramatikarekin baino, erabilera eta komunikazioarekin dago lotuta, gaitasun komunikatiboarekin. De Pietro et al.-ek (2000) aldarrikatu moduan, mintzairaren eskurapena gizartean ematen diren giza-elkarrekintzen barruan ematen da eta, beraz, diskurtso-mailan gertatzen da. Hymesen (1972) “konpetentzia komunikatiboa” kontzeptuak ere erabilera testuinguruaren garrantzia azpimarratzen du.

Lehen esan dugu testua dela hizkuntza erabiltzearen emaitza enpirikoa (Bronckart, 1996/2004). Hizkuntzen ikas- eta irakaskuntza testuen lanketan oinarritzeari dagokionez, Larringanek (2009) Benvenisteren (1974) hitzak dakartza gogora: “(...) Concluimos que con la frase se sale del dominio de la lengua como sistema de signos y se penetra en otro universo, el de la lengua como instrumento de comunicación, cuya expresión es el discurso” (Benveniste, 1974. Larringanen zitatuta, 2009: 514). Beraz, Larringanen (2009) hitzetan: “Testua, esan bezala, ez da unitate linguistikoa, komunikazio-forma baino. Autonomia komunikatiboa duen unitate txikiena da” (Larringan, 2009: 515).

Testuak komunikazio egoera desberdinetan ekoizten direnez, askotarikoak dira testu motak eta horietako bakoitzaren antolaketa. Testu mota horiek gizarteko hiztun komunitate baten ezagutzak eraiki eta transmititzeko dituen modu desberdinak islatzen dituzte (Bronckart, 2005).

Testu enpiriko baten azterketa egiteko, Bronckartek (1996/2004), ISDren barruan testu arkitekturaren eredua proposatu zuen. Hiru dira testu arkitekturaren mailak: testuaren azpiegitura orokorra, testuratze mekanismoak eta ardura enuntziatiboaren mekanismoak. Maila bata besteari gainjartzearen eta hiru mailen arteko osotasun hori adierazteko hostopilaren irudia erabili zuen Bronckartek. Hauek dira testu arkitekturari buruz hitz egitean desberdintzen diren hiru mailak (Bronckart, 1996; 2013): lehenengoa, azpiegitura. Azpiegitura, alde batetik, eduki tematiko edo testuaren gaiaren planifikazio orokorraren ezaugarriek, eta

bestetik, mobilizatutako diskurtso motek eta dagozkien artikulazio motek osatzen dute; bigarrena, testuratze mekanismoak. Mekanismo hauek testuari koherentzia lineal edo tematikoa ematen laguntzen dute, konexio, izen kohesio eta aditz kohesioaren bidez. Konexioa testu antolatzaileen bidez egiten da; izen kohesioa unitate anaforikoen bidez, eta gai edo pertsonaia berriak aurkezteaz eta horiek berrartzeaz arduratzen da; eta aditz kohesioa aditz eta aspektuaren bidez egiten da; azkenik, ardura enuntziatiboaren mekanismoak aurkitzen dira, ahotsen eta modalizazioen kudeaketak hain zuzen ere, hots, testuan esaten dena noren erantzukizuna den eta testu ekoizleak esaten duen horrekiko zer jarrera hartzen duen adierazten duten mekanismoak.

Horrez gain, Dolz eta Schneuwlyk (2006) diote ahozko hizkuntzan testuratzeak gorputzaren inplikazioa ere hartzen duela bere gain: prosodia, erritmoa, arnasketa eta geldiuneak, gorputzaren keinuak, etab.

Orain aurkeztu dugun testu arkitektura hau testuen analisirako ez ezik, testuetan, testu-generoetan oinarritutako didaktikarako ere irizpide nagusia da, eta bereziki sekuentzia didaktikoen egituran ikusiko dugu arkitektura honen baliagarritasuna. Gure ikerketan ere aurrerago ikusiko den bezala, oinarri berbera erabiliko dugu ikertu nahi dugun baliabide didaktikoaren diseinurako eta emaitzen azterketarako.

Gizakiok, hitz egiten dugunean, testuak sortzen ditugu, hitzezkoak zein idatzizkoak. Hitzunek gizarte eta kultura baten barruan komunikazioaren esparruan ekoizten duten mintzaira-jarduera bakoitza testu-genero bata edo bestearen barruan sailkatuko da. Testu-generoak, hala, gizatalde baten hizkuntza-praktika egonkortuak dira:

“La realización efectiva de una acción verbal, en el marco de una formación social, proviene de la explotación de *formas comunicativas* en uso; en otros términos, necesita recurrir al acervo de los **géneros de texto**, que son constructos históricos. Esos géneros, que se encuentran disponibles en el *intertexto*, se adaptan permanentemente a la evolución de las exigencias sociocomunicativas y conllevan múltiples *indexaciones* sociales. Están organizados en *nebulosas*, de fronteras difusas y móviles, y por lo tanto no pueden ser objeto de una clasificación definitiva” (Bronckart, 2004: 68).

Testu oro pertsona batek momentu konkretu batean egindako ekoizpena den arren, “el acto de redacción, construcción de sentido, se inscribe en una época, en una cultura, se escribe en una lengua y de acuerdo con una intención particular.” (Dolz & Gagnon, 2010: 500),

beraz, testu generoak dinamikoak dira denborarekin aldatzen direlako, eta kultura edo hizkuntza batetik bestera desberdinak izan daitezke.

Testu baten ekoizpenean beti agintzen du “printzipio sozial” (Larringan, 2009: 521) batek, hau da, gizarte batean existitzen den gauzak esateko moduak, testu generoak, alegia. “Horrela, ‘testu librea’ espejismo bat litzateke” (Larringan, 2009: 529). Testu baten ekoizleak eskuragai dituen generoen artean testuinguruaren ezaugarrietara hoberen egokitzen dena hautatuko du (Bronckart, 2013). Horrela, eta Bronckartek (2013) dioenez, emaitza testu enpiriko berri bat izango da. “Una vez que ha hecho una elección tiene que someterse a las reglas que rigen la organización del tipo o género seleccionado: éstas ponen a su disposición un elemento de orden y previsibilidad. Aparecen las regularidades.” (Larringan et al., 2015: 150). Are gehiago, generoek duten norma-indarra ere azpimarratzen du Bakhtine-k (1984), hau da, enuntziatu bat, nahiz eta paregabea izan, ez da hartzen hizkuntza formen konbinazio libre gisa, forma batzuk existitzen direlako eta horiek kopiatzearen emaitza gisa baizik. Horrela, eta betiere Bakhtinen (1984) hitzetan, diskurtso-genero zehatz batek gidatzen du gure prozesu diskurtsiboa. Dolz eta Gagnonek (2010) aipatzen dute Jaussi (1975/1978) zor diogula “itxaropen horizonte generiko” (*horizonte de expectativa genérica/ horizon d'attente générique*) baten nozioa.

2. Testu-generoak hizkuntzen irakaskuntzan

Azaldu berri dugun moduan, komunikazioa ahalbidetzeko, gizarte bakoitzak testu-molde nahiko egonkorak sortzen ditu, generoak, alegia, hizkuntza praktiken elementu formalak eta erritualak egonkortzen dituztenak. Beraz, hitz egiten ikastea egoera komunikatibo desberdinetan hitz egiteko baliabideez jabetzea da, hau da, testu-generoek (Dolz & Schneuwly, 2006).

“En relació a l'enorme variabilitat de les pràctiques lingüístiques, els gèneres poden considerar-se com unes entitats intermediàries que permeten establir els elements formals i rituals de les pràctiques. D'aquesta manera, el treball sobre els gèneres dota els alumnes de mitjans d'anàlisi de les condicions socials efectives de producció i de recepció dels textos. A més a més, subminstra un marc d'anàlisi dels continguts, de l'organització del conjunt del text i de les seqüències que el formen, així com de les unitats lingüístiques i de les característiques específiques de la textualitat oral” (Dolz & Schneuwly, 2006: 83).

Ildo honetatik abiatuta, Dolz eta Idiazabalen (2013) ustez, hezkuntza eleaniztunak ikasleak hizkuntzen erabileran gaitzea izango du helburu: “Hablaemos de enseñanza bi/plurilingüe cuando el objetivo perseguido por dicha enseñanza es la capacitación de los estudiantes para el uso de más de una lengua.” (Dolz & Idiazabal, 2013: 12). Gramatika erabileraren mesedetan eta bereziki testu generoak ulertu eta ekoizteko mesedetan irakatsi beharko litzateke, eta ez modu isolatuan (Idiazabal et al., 2015). Izan ere, testu generoetan oinarritutako pedagogian hizkuntza-ezaugarriak modu esplizituan ikasten dira, baina soilik genero bakoitzarentzat pertinenteak diren ezaugarriak, ezaugarri horiez zentzua ematen dieten testuinguruetan jabetzeko (Rose, 2006). Irakasgaietako edukia jorratzen den testu-generoen egitura eta ezaugarrien inguruan planteatuz, irakasleak kontzienteago bihurtzen dira hizkuntzak beraien ikasgaietan jokatzen duen rolaz (Whittaker & García Parejo, 2018). Hymesen duela 40 urtetako aipua ere ildo berean koka daiteke: “There are rules of use without which the rules of grammar are useless” (Hymes, 1979: 14). Hau da, hizkuntzen didaktikan ez da bakarrik hizkuntzaren ikuspegi estrukturala kontuan hartzen, hizkuntzaren erabilera da garrantzitsua.

Eskolan jarduera linguistikoa fikziozkotu egiten da, normalean gertatu ohi den testuingurutik kanpo gertatzen delako eta irakaskuntza/ikasuntza helburuekin ezartzen delako. “Testuinguruaren parametroak -esataria, hartzailea, helburua eta kokaleku soziala-hein batean bakarrik dira ekoiztearen eta berehalako hartzearen instantzia fisiko eta sozialak eta ‘fikziozkotu’ egin behar dira, ekoizpenaren norabidearen oinarri izango badira.” (Schneuwly, 2007: 143). Horrela, Dolz eta Schneuwlyk (1998/2016) diote irakasleak komunikazio egoera esanguratsuetan jarri behar dituela ikasleak, ikasleak komunikazio egoera desberdinak hobeto menperatzeko tresnez baliatzeko.

“La particularité de la situation scolaire réside dans le fait suivant qui complexifie fortement la réalité: il y a un dédoublement qui s’opère, où le genre n’est plus seulement outil de la communication, mais en même temps objet de l’enseignement/ apprentissage. L’élève se trouve nécessairement dans un espace du *comme si*, où le genre fonde une pratique langagière qui est nécessairement en partie fictive puisqu’elle est instaurée à des fins d’apprentissage” (Schneuwly & Dolz, 1997: 30).

Generoen aniztasuna kontuan izanda, askotan zein irakatsi da zalantza. Bakhtine-k (1984) lehen eta bigarren mailako generoak desberdintzen ditu: lehen mailakoak egunerokotasunean erabiltzen direnak dira, eta bigarren mailakoak diskurtso literario, zientifiko edo ideologikoari dagozkio, konplexuagoak dira eta landuagoak. Dolz eta Schneuwlyk

(2006) diote, eta H1eko ahozkoaren inguruan dihardute, eskolak testu genero formalak irakatsi behar dituela, izan ere, testu-mota horiek menderatzeko norbere jokabidearen kontrol kontziente eta borondatezkoagoa behar da.

Eskolan zein testu-genero landu erabakitzeak zalantzak sor ditzake. Dolz eta Schneuwlyk (2006) ahozkoaren irakaskuntzarako genero formalak hobesten dituzte, nolabait lehen hizkuntzan, genero arruntak eskolatik kanpo ikasten direlako, eta, aldiz, formalek gogoeta eta trebatze gehiago eskatzen dutelako; bestalde, hizkuntza idatziarekin ere lotura estua izaten dute, horregatik aipatutako gomendioa. Ortega eta Anakabek (2015), bere aldetik, zenbait irizpide ematen dituzte euskal irakaskuntza eleaniztunerako testu-generoen aukeraketa eta/edo programazioa egiteko orduan:

- diskurtso aniztasuna: testu sozialen lagin adierazgarria izan behar da, ardatz komunikatibo desberdinak dituen: argumentazioa, azalpena, narrazioa, eta abar.
- ziklo eta etapa bakoitzerako zehazten diren helburuen barnean dauden erabilera sozialak, hau da, beharizan akademikoetatik eratorritako erabilera sozialak.
- testuinguru soziolinguistikoak bermatzen ez dituen erabilera sozialak. Gure kasuan, eskola Euskal Herriko zein testuinguru soziolinguistikotan kokatzen den kontuan izanda, testu genero desberdinak landu beharko lirakeke baina, oro har, euskaraz genero akademiko eta pertsonalek hartzen dute garrantzi berezia, inguruak ez duelako bermatzen ikasleek horiek menperatzea; gaztelaniaz erabilera formalak, harreman instituzionaletarako testu-generoak, izan ere, erabilera informalekoak testuinguruak bermatzen ditu; ingelesez, aldiz, bestelako genero motak, ikasleen eguneroko bizitzatik hurbilago daudenak, esaterako.

Testuek hezkuntzako lege dokumentuetan duten lekuari dagokionez, Heziberri 2020 Legearen Hezkuntza-eredu pedagogikoaren markoak ere aldarrikatzen du hizkuntzen i(r)akuntza testuen bidez egiten dela, eta hizkuntzaren alderdi komunikatiboa azpimarratzen du:

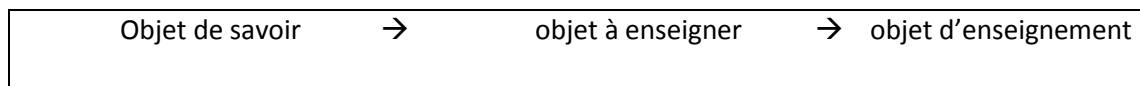
“Printzipio horiek beharrezkoa egiten dute komunikazio-proiektu esanguratsuen bidez irakastea, testua delarik oinarrizko komunikazio-unitatea; ikaskuntza sekuentzia didaktikotan egituratzea, komunikazio-lan zehatz bat lortzera bideraturik, eta prozedurazko edukiak lehenestea, *egiten jakitea*, eta ez adierazpenezko jakintza hutsa” (33).

2.1. Transposizio didaktikoa eta eredu didaktikoa

Testu generoekin eskolan lan egiteak transformazio batzuk kontuan hartu behar izatea eskatzen du: hizkuntza praktikek eskola testuinguruan tratamendu didaktikoa jasaten dute (Schneuwly & Dolz, 1997). “La definición de las dimensiones enseñables de los géneros supone una toma de distancia y una ruptura parcial con las prácticas de referencia para constituir un medio que facilita su apropiación.” (Dolz & Gagnon, 2010: 511), hau da, generoen alderdi irakasgarriak identifikatzeak halaberrez eskatzen du erreferentziatzko hizkuntza praktika sozialengandik haustura bat eta ikaste egoerara egokitze bat. Helburu zehatz batzuk eta hizkuntzaren izaera testuala eta generikoa kontuan hartuz egin behar da irakaskuntza; beraz, testua komunikaziorako baliabidea dela ahaztu gabe, eskolako egoerak eskatzen dituen egokitzapenak egin behar dira. Horri transposizio didaktikoa deritzo.

Transposizio didaktikoa komunitate zientifikoak ekoiztutako ezagutzak irakasgarri bihurtzeko beharrezko egokitzapenak egitea da (Dolz & Tupin, 2011). Hain zuzen ere, Chevallard-ek (1985: 49) eskema honen bidez laburbiltzen du transposizio didaktikoa. Bertan, erreferentziatzko ezagutza teorikoak irakasteko objektu bihurtzeko prozesua laburbiltzen du.

1. Taula: Transposizio didaktikoaren laburpen-taula.



Lehen fase batean, ezagutza zientifikoak eraikitako ezagutzatik (*objet de savoir*) irakaskuntzarako egokiak diren eduki batzuk hautatzen dira (*objet à enseigner*). Bigarren fase batean, eduki hauek irakaskuntza objektu (*objet d’enseignement*) bihurtzeko egokitu egiten dira. Irakaskuntza objektu horiek egingarriak izan behar dute ikasleentzat eta barne koherentzia bat eduki behar dute. Campsi (2005) jarraiki, bi dira ezagutzen transposizio honetan eragiten duten faktore garrantzitsuenak: alde batetik, ezagutza zientifiko eta irakaskuntza objektuaren arteko testuinguru eta helburu ezberdintasuna; kasu honetan, ezagutzen transformazioa bertestuinguraketa bati dagokio; beste alde batetik, ikasleek modu progresiboan bereganatzen dituzte ezagutzak, eta horrek sekuentziazio prozesu garrantzitsua suposatzen du, eta horrek, aldi berean, ezagutza praktika espezializatuetan banatzea. Adibidez, ahozko azalpena testu generoaren inguruko artikulu zientifiko ugari dago (Schneuwly & Dolz, 1997; García-Azkoaga, 2007), baina testu genero hau ikasgelan ezin da besterik gabe

inplementatu, baizik eta egokitzapenak egin behar dira: genero horren eduki irakasgarriak zehaztu eta eduki horiek ariketetan banatu.

Testu generoaren transposizio didaktikoa egiteko, Dolz eta Schneuwlyren (2006) ustez, testu generoaren eredu didaktikoa eraikitzea lagungarria da: “La elaboración de un modelo didáctico del género (Dolz & Schneuwly, 2006) supone la identificación de las dimensiones enseñables que pueden producir actividades y secuencias de enseñanza” (Dolz & Gagnon, 2010: 510-511). Ahozko eta idatzizko generoen osagarri irakasgarriak irakaskuntzarako formalizatzeari egiten dio erreferentzia (Dolz & Gagnon, 2010). Irakatsi daitezkeen dimentsio horiek deskribatzen eta esplizitatzen direnean, horiek irakastea errazago bihurtzen da, baita ebaluatzea ere (Dolz & Gagnon, 2010).

“La modelización didáctica de los géneros textuales tiene como marco de referencia el horizonte de expectativa, es decir, lo que se espera que contenga el texto: las unidades lingüísticas que caracterizan su organización y le dan linearidad, el contexto de comunicación en el que surge y el uso que tiene el texto dentro de una comunidad. El modelo didáctico nos permite identificar los diferentes componentes textuales susceptibles de ser enseñados.” (Dolz et al., 2013: 62).

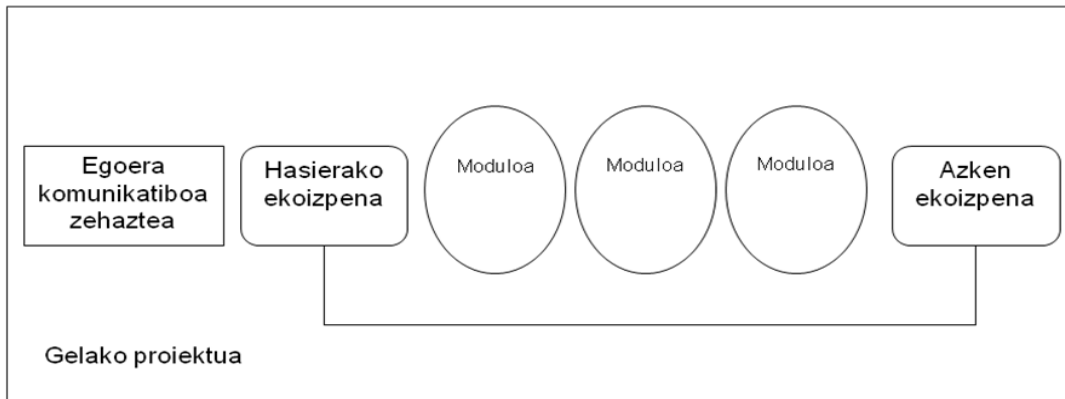
Testu generoa baliabide didaktiko egiteko orduan, Dolz eta Gagnonek (2010) zenbait osagarri edo kategoria proposatzen dituzte, hain zuzen ere, irakaskuntzak behar duen egokitzapena bideratu ahal izateko: egoera komunikatiboa, unitate tematikoak, egituratzea edo planifikazioa, testuratzea eta unitate paralinguistikoak.

3. Sekuentzia didaktikoak (SD)

Aipatu dugu interakzionismo sozio-diskurtsiboan oinarritutako ereduan ikasleei hizkuntza testu generoen bidez irakasten zaiela, testuak baitira hizkuntza jardueraren produktu enpirikoak. Hala, testu-generoak irakasteko baliabide didaktiko zehatza proposatu da: sekuentzia didaktikoa (Dolz & Schneuwly, 1998/2016). Hona hemen sekuentzia didaktikoaren egitura:

1. Irudia: Sekuentzia didaktikoaren osagaiak.

Sekuentzia didaktikoa



(Dolz et al., 2001: 7). Egileak egokitua.

Honela definitzen du Bronckartek sekuentzia didaktikoa:

“La secuencia didáctica se puede definir como un conjunto de periodos de enseñanza (o de “lecciones”), agrupados en el tiempo y organizados de manera sistemática alrededor de una **actividad lingüística erigida en proyecto de clase explícita**, y articulados en torno a una finalidad de aprendizaje común y homogénea”. (Bronckart, 2013: 40).

3.1. Sekuentzia didaktikoaren faseak

Sekuentzia didaktiko batek hainbat etapa ditu (Dolz et al., 2001):

1. Egoeraz jabetze etapa: ikasleek komunikazio egoeraren eta egingo duten hizkuntza jardueraren irudikapena eraikitzen dute. Bi oinarritzko dimentsio ditu:

- Ondo definitutako komunikazio egoera bat aurkeztea. Ikasleei oso modu esplizituan proposatu behar zaie proiektua, komunikazio egoera zein den ahalik ondoen uler dezaten. Galdera hauei erantzuteko informazioa ematen zaie ikasleei: zein izango da landuko dugun testu generoa?, nori zuzentzen da ekoizpena?, ze forma hartuko du ekoizpenak?, nork hartuko du parte ekoizpenean?. “En altres paraules, es tracta de definir un projecte de comunicació tan precís com siga possible i que cal realitzar al final d’una seqüència” (Dolz & Schneuwly, 2006: 119).

- Ekoiztuko diren testuen gaia eta moldea, hain zuzen ere, testu generoa, prestatzea. Ikasleek jakin behar dute zein gairen eta nolako testu molde, edo egituraketaren gainean egingo duten lan. Adibidez, eredu gisa funtziona dezakeen testu bat irakurri edo entzun dezakete ikasleek eta testuaren gaiaren eta testuaren gaineko lanketa bat egin.

Egoeraz jabetze etapak, beraz, proiektu komunikatiboa ezagutzeko eta horri lotuta doan hizkuntz ezagutza ikasleei aurkezteko aukera ematen du. Ahal den neurrian, sekuentzia didaktikoak klaseko proiektu baten barruan sartzen dira, izan ere, horrek emango die esanahia eta pertinentzia ikaskuntza jarduerari. Proiektu batek asmo komunikatibo argi bat daukan ekoizpen ariketa bat hartzen du beregain; hori dela eta, ekoizpenaren egoera komunikatiboaren parametroak zehaztu behar dira. Proiektu batek helburu zehatzak eta esplizituak ditu, eta helburu horietan oinarritu daitezke ekoizpena ebaluatzeko irizpideak (Camps, 1996).

2. Hasierako ekoizpena:

Ikasleek irakaskuntza objektu izango den testua ekoiztuko dute. Hasierako ekoizpena sekuentzia didaktikoaren lehen ikaskuntza unea da: ikasleek ikaskuntza objektuari dagokionez gainditu behar dituzten arazoengatik inguruan ikasten dute. Ikasleek haien mugen aurrez aurre jartzean, haien arazoengatik inguruan are kontzientzia handiagoa hartuko dute. Ikasleen hasierako testua sekuentzia didaktikoaren elementu erregulatuak izango da (Dolz & Schneuwly, 2006; Larrigan & Idiazabal, 2012), izan ere, hasierako ekoizpen horren bidez ikasleek jada dakitenaren inguruan eta hobetu beharreko alderdien inguruan kontzientzia hartzen dute (Dolz eta Schneuwly, 2006).

De Pietro eta Dolzek (2007: 159) diote hasierako ekoizpen horrek “jakintzen hasierako egoera kokatu eta esku-hartze didaktiko baterako arlo pertinenteak definituko” dituela. Irakaslearentzat, hasierako ekoizpen hauek behaketa momentu pribilegiatuak dira, irakasleari sekuentzia ikasleen benetako gaitasunetara egokitzea ahalbidetzen baitiote. “Sekuentzia didaktikoak errorearen identifikazioa errazten du eta, batez ere, bere aprobetxamendua ikaskuntzak garatzeko eta ezagutza eraikitzeko” (García Parejo, 2011: 22).

Hasierako ekoizpena irakaslearen kontsigna batek bideratzen du. Beharrezkoa da kontsigna ondo formulatzea eta bertan egoera komunikatiboaren ezaugarriak ondo zehaztea, hasierako ekoizpena asko baldintza baitezake. Honela definitzen dute Garcia-Azkoaga eta

Manterolak (2016: 16) kontsigna: “Entendemos la consigna como un conjunto de instrucciones en las que se expresan claramente cuáles son los objetivos y el contexto de la actividad comunicativa, incluidos los parámetros de la situación de comunicación.”

3. Moduluen fasea:

Modulu edo tailerren aukeraketa sekuentziaren helburuak lortzeko ikasleek dituzten zailtasunen arabera egin behar da, hau da, proiektuaren helburuen arabera aukeratu behar dira tailerrak, alegia, landu beharreko ariketak (García-Azkoaga & Idiazabal, 2015). Idatzizko edo ahozko testu bat ekoiztearen jarduera modulu desberdinetan banatzen da, elementu desberdinak banan-banan lantzeko. Moduluetan zehar landu beharreko arazoek testu ekoizpenaren mailekin dute zerikusia, hain zuzen ere, ISDaren ardatz den testuaren arkitekturaren mailak hartzen dira erreferentzia gisa:

- ✧ Komunikazio egoeraren irudikapena: ikasleak ikasi behar du testuaren hartzailearen, helburuaren, bere estatusaren eta generoaren ahalik eta irudikapen zehatzena egiten.
- ✧ Testuko edukien eta informazioen lanketa: ikasleak edukia bilatzeko, lantzeko edo sortzeko informazio iturriak ezagutu behar ditu.
- ✧ Testuaren planifikazioa: testu genero bakoitzak zurrunagoa edo malguagoa izan daitekeen egitura konbentzionala dauka.
- ✧ Testuratzea: ikasleak bitarteko linguistiko eraginkorrenak hautatu behar ditu testuari koherentzia tematikoa eta pragmatikoa emateko. Gramatika unitateak ere lantzen dira testuratze moduluetan: aditz formak, testu-antolatzaileak, eta abar.

Diseinatu ohi diren ariketen artean, hauek aipa daitezke: ereduzko testuen behaketa eta azterketarako ariketak; testuen ekoizpenerako ariketa sinplifikatuak: testu elaborazioaren zati konkretu batean zentratu daiteke, testu batean falta den zati bat sartu, eta abar. Modulu bakoitzaren bukaeran, modulu horretan testu-generoaren inguruan landu diren nozioak biltzen dituen oharren koaderno modukoa erabiliko da sintesi eran, kontrol zerrenda, hain zuzen ere.

Ikasleek moduluetan egiten dituzten ariketen bidez testu ekoizpenaren alderdi batzuk kontzienteki kontrolatu ditzakete, baita testu baten ekoizpenak eskatzen dituen gaitasun

linguistiko-diskurtsiboak automatizatzea ere posible da (Dolz & Schneuwly, 2006). Agostok eta Picók (2011: 79) azalpen testuak lantzeko sekuentzia didaktikoen inguruan halaxe diote:

“Es decir, que a lo largo de todo el proceso, los alumnos pueden adquirir una mayor conciencia de las particularidades de la escritura de los textos expositivos, y esto se ha debido al esfuerzo de explicitación y de instrucción alrededor de todos los elementos que intervienen en el proceso de escritura a nivel cognitivo y textual”.

Horrek ikasleen autoerregulazioarekin du lotura.

4. Azken ekoizpena:

Ikasleek modulu

Amaierako ekoizpenean hartzen du garrantzia lehen aipatu den kontrol zerrenda horrek:

✦ Bertan, lortu beharreko helburuak aipatzen dira, eta horrela, norberaren ikaskuntza prozesuaren kontrola izatea ahalbidetzen du.

✦ Berrikuspenean eta berrekoizpenean testu ekoizle gisa norbere jokabidea erregulatzeko eta kontrolatzeko tresna gisa balio du.

✦ Egin diren aurrerapenak ebaluatzea ahalbidetzen du.

3.2. Sekuentzia didaktikoak: bermeak eta erronkak

Larringan eta Idiazabalek (2012) propietate teoriko eta epistemologikoak aitortzen dizkiote SDari, horrek ziurtasuna ematen diolarik harekin lan egiten duenari. Sekuentzia didaktikoaren barruan ikaslearen esku jartzen diren ariketen pertinentzia uneoro ebaluatu ahal izateak ematen dio oinarri zientifikoa sekuentzia didaktikoa tresnari. Hasiera eta amaierako ekoizpenen arteko konparaketaren bidez ikus dezakegu ikasle bakoitzak zer ikasi duen, baita ere zein punturaino izan diren egokiak sekuentzia didaktikoaren barruan planteatutako ariketak (Díaz de Gereñu, 2017). Zentzu horretan, sekuentzia didaktikoak ematen duen fidagarritasuna aipatzen du Díaz de Gereñuk, gero ikusiko dugun moduan.

3.2.1. Testu generoetan oinarritutako sekuentzia didaktikoa eta irakasleen prestakuntza

Ohiko irakasle batek testu generoetan oinarritutako sekuentzia didaktikoak gelaratzeko orduan aurkitzen dituen erronkak zein izan daitezkeen ikusiko dugu ondorengo lerroetan.

Mielgok (2012) Bizkaiko hiru zentro desberdinetan, HHn, LHn eta DBHko hizkuntza ikasgaietan sekuentzia didaktikoekin egindako esku-hartzearen emaitzak aurkezten ditu, ikasleek metodologia hori jarraitu ondoren bereganatu zituzten testu-mailako edukiei dagokienez. Sekuentzia didaktikook gelan inplementatzeko irakasleek formakuntza saioak jaso zituzten. Hain zuzen ere, ikerketa honek berretsi zuen sekuentzia didaktikoak eduki testual eta linguistikoen jabeakuntzari dagokionez eraginkortasun-maila altua frogatzen duela, baita ere azpimarratzen du emaitzen gaineko kontrol fidagarria izatea ahalbidetzen duela.

Sekuentzia didaktikoak epe luzean arrakastatsuak eta eraginkorrak izango dira ala ez, irakasleek sekuentzia didaktikoen metodoa testuinguru didaktiko bakoitzaren ezaugarriak kontuan hartuz inplementatzeko duten abileziaren arabera (Bronckart, 2013). Horrek lotura dauka aurrerago aipatuko ditugun balio didaktikoaren printzipioetako batekin, egingarritasunarekin alegia, irakaslea gai izan behar baita tresna didaktikoa ikasgelan martxan jartzeko.

Sekuentzia didaktikoen metodologiak eskatzen duen zehaztasunarekin inplementatzeko beharrezkoa da irakasleak testuen azterketa sozio-diskurtsiboan formatzea (Anakabe et al., 2013). Irakasleen etengabeko prestakuntzaren barruan egindako behaketa oinarrituta, Anakabek et al.-ek (2013) lau ardatzen inguruan sailkatzen dituzte irakasleek SDen metodologiarekin dituzten erronkak:

1) Testuak eta ikaskuntza eduki linguistiko eta diskurtsiboak hautatzea. Honen barruan beharrezkoa aipatzen dute irakasleak diskurtsioen analisisan trebatzea, testuen genero diskurtsiboa zein den eta testu genero hori ekoizteko beharrezkoak diren estrategia eta abilezia diskurtsiboak ezagutzeko.

2) Testu ekoizpenerako kontsignak diseinatzea: arazo-egoerak sortzen ikastea, ikasleen zailtasunetatik abiatuta.

3) Ezagutza berriak barneratzeko ariketak proposatzea. Ikaskuntza ariketak modu sekuentziatuan programatzen ikasi behar dute irakasleek: irakasleek testu genero bakoitzaren berezgarri diren gaitasun diskurtsiboak identifikatzeko abilezia garatu behar dute. Aldi berean, horiei buruz hitz egiten ikastea ere aipatzen dute.

4) Ebaluazio irizpideak zehaztea.

García-Azkoaga eta Manterolak (2016) LHko zenbait irakaslek, formakuntza saio batzuen ondoren, diseinatutako zazpi (sei euskaraz eta bat ingelesez) sekuentzia didaktikoren egokitasuna ebaluatu zuten. Trebetasunen artean, irakasleek badakite sekuentzia didaktikoak proiektu komunikatiboetan ardaztu behar direla eta hizkuntza ekoizpena irakasteko proiektu komunikatiboak sortu behar direla, horrek hizkuntzaren lanketari norabide komunikatiboa ematera bideratzen ditu. Baita ere aipatu behar da SDak osatzen dituzten elementu guztiak agertzen direla aztertutako SDetan. Hala ere, irakasleen ezagutzan hainbat hutsune identifikatu zituzten: besteak beste, ez da modu zehatzean esplizitatzen zein den sekuentzia didaktikoaren barruan ekoizteko proposatzen den testu generoa; proiektu bidezko irakaskuntzaren funtzionamendua ezagutzen duten arren, proiektu komunikatiboa ez da beti modu esplizituan formulatzen; maiz kontsigna falta da edo kontsigna partzialak edo kontsigna ez nahikoa zehatzak ekoizten dituzte; ereduak testu gisa testuinguru komunikatiboaren ezaugarriak agertzen ez dituzten testuak aurkezten dizkiete ikasleei; sekuentzia didaktikoko ariketen eta testu generoaren ezaugarri testual eta linguistikoaren artean lotura falta da; testu arkitekturan oinarritutako ariketak diseinatzeko zailtasuna nabarmena da.

Sekuentzia didaktikoen esperimentazioa ikertu ahala, kontzeptu eta ikergai berriak garatu dira ISDren barruan, ondorengo atalean aipatuko dugun moduan: batetik, irakaskuntzarako baliabideen balio didaktikoaren azterketa; eta bestetik, irakaslearen keinu didaktikoen azterketaren bidez, sekuentzia didaktikoen gelaratzean objektu irakatsiaren ikerketa.

3.3. Sekuentzia didaktikoen balio didaktikoa

Testu generoaren ereduak generoaren ezagutza teorikoak sistema didaktikoaren lehenetasunetara egokitzen ditu (Bronckart, 2013), betiere irakaskuntza baliabideen balio didaktikoaren hiru irizpideetan oinarritzen delarik (Dolz & Schneuwly, 2006):

1. Legitimazioa: arrazoizkoa da testu generoa lantzea, testuak izaera generikoa dauka.
2. Pertinentzia: testu generoa lantzeko ariketek lotura estua dute generoarekin.
3. SDaren atalek elkarrekiko solidarioak izan behar dute, elkarrekin osotasun bat eginez.

Sénéchal eta Dolzek (2019) beste bi printzipio gehitzen dizkiote balio didaktikoari, alde batetik, egingarritasuna, hau da, testuinguru didaktiko batean irakasleak sekuentzia didaktikoa inplementatzeko izan ditzakeen zailtasun eta erronkak, eta bestetik, sekuentzia didaktikoak

ikasleei beraien ikaskuntzan aurrera egiteko ematen dien aukera.

Balio didaktikoaren printzipioak kontuan hartzeak lotura estua dauka transposizio didaktikoarekin (Schneuwly et al., 2009). Espezifikoki, egingarritasunaren printzipioak, izan ere, irakasleak bere baliabideen bidez –tresna eta diskurtsoak- irakatsi beharreko objektua objektu irakasgarri bihurtzen du, beraz, objektua irakasteko beharrezko egokitzapenak egiten ditu, lehen aipatu dugun moduan, bere tresna eta diskurtsoaren bidez sekuentzia didaktikoaren inplementazioan aurkitzen dituen zailtasun eta erronkei aurre egiteko.

3.4. Irakaslearen jardunaren analisisa keinu didaktikoen bidez

Esan bezala, tresna didaktikoen balio didaktikoaren barruan, egingarritasunak irakasleak sekuentzia didaktikoa inplementatzerako orduan dituen erraztasun eta zailtasunei egiten die erreferentzia, eta horrek, aldi berean, irakasleak irakaskuntza objektua irakasgarri bihurtzeko erabiltzen dituen estrategia edo diskurtsoarekin du zerikusia:

“Chaque objet à enseigner se présente en effet, à l’intérieur de la discipline, comme un ensemble de dispositifs et de discours –les outils de l’enseignant- qu’actualisent, que rendent vivant les gestes dans une situation réelle, transformant ainsi l’objet à enseigner en objet enseigné” (Schneuwly, 2009: 42).

Hau da, eta Schneuwly (2009) jarraiki, irakaslearen keinu didaktikoei irakaskuntza objektuaren transposizio didaktikoa egiten laguntzen dute. Irakaslearen keinu didaktikoen analisisa irakaslearen jarduna ulertzeko ikerketa saiakeren barruan kokatzen du Wirthnerrek (2017). Tardif eta Lessard-en (1999) oinarrituta, Wirthnerrek (2017) dio irakasleak lan estrukturalaz gain (lan instituzionala, errutina ofizialak), lan intuitiboagoa ere egiten duela (lan inprobisatua, ikasleekin elkarrekintzak); autore berak, Leroi-Gourhan-en (1964) oinarrituta, esaten du tresna didaktikoa ez dela existitzen, teknikoki eraginkorra egiten duten keinuen bidez baizik.

Irakaslea, prozesu komunikatibo baten bidez, irakaskuntza objektua ikasleentzat ulergarri egiten saiatzen da, irakasle-ikasle-objektu interakzionaren bidez. Schneuwlyk et al.-ek (2009) hiru tresna-mota bereizten dituzte: lehenik eta behin, diziplina espezifikoko bati ere ez dagozkion tresnak, eskolari orokorrean baizik; bigarrenik, eskolako materiala: ariketak, manualak, eta abar; eta, azkenik, eskolak irakasle objektuari buruz eraikitako diskurtsoak: nola hitz egiten den objektuari buruz, nola aurkezten den, horri buruzko galderak egitea, etab.

Wirthnerrek irakasleak gelan ekoizten duen diskurtsoa testu genero gisa hartzen du:

“(…) si de nombreux outils sont matérialisés par des supports tels que le manuel, la fiche, le cahier, d’autres le sont par la parole et peuvent être considérés, selon nous, comme des genres de texte (oraux et écrits) de l’enseignement: le questionnement, l’explication, la présentation, etc. Au sein de la classe, utilisés par l’enseignant, au service de l’enseignement et de l’apprentissage d’objets disciplinaires bien définis, ils acquièrent ainsi des caractéristiques particulières qui en font justement des genres de la profession enseignante.” (Wirthner, 2017: 30).

Schneuwlyk (2009) irakaslearen lanaz hitz egiten du irakaskuntza objektuaren eraikuntza gisa, eta esaten du irakaslearen lanaren helburua ikasleen prozesu psikikoak sustatzea dela, hau da, irakasleak ikasleek objektuari buruz dituzten ezagutzak transformatzeko baldintzak sortzen ditu. Eta irakasleak ikasleen sistema psikikoan eragin dezake soilik ikasleekin elkarreraginean.

Irakasleak erabil ditzakeen keinu didaktikoen artean, Schneuwlyk (2009) lau bereizten ditu: tresna didaktikoa gelan martxan jartzea, erregulazioa, instituzionalizazioa eta memoria didaktikoa sortzea. Tresna didaktikoa gelan presente egiteak esan nahi du irakaskuntza objektua klasean aurkeztea. Hori kontsigna, instrukzio edota galdera baten bidez egiten da, adibidez; erregulazioa irakasleak zuzentzea da, objektuaren eraikuntzan aurrera egin dezaten: “Obstacles et apports influencent, par les interactions qu’elles suscitent avec l’enseignant, le déroulement de la construction de l’objet enseigné en classe” (Schneuwly, 2009: 38); instituzionalizazioa da ikasleei erakustea ikasi duten hori diziplina baten barruan ikasi behar dituzten ezagutzei dagokiela; azkenik, memoria didaktikoa sortzea da objektuaren elementu guztiak erlazionatzea, osotasun bat osatzeko, ikaskuntzari zentzua emateko, adibidez, gogorarazpena eta antizipazioa. Irakasleak ikasgelan erabiltzen dituen keinuak ez ezik, ikasgela barruan hizkuntzak nola kudeatzen dituen eta hizkuntza alternantziak egiten duen erabilera ere irakaslearen jardunaren beste aztergai bat da (Dolz, 2011).

Testu-generoen irakaskuntzarako sekuentzia didaktikoak teorizatu eta esperimendatu ahala, interakzionismo sozio-diskurtsiboan garatu den ikerketa ildo bat *objet enseigné*ren ikerketa da eta, horren barruan, irakaslearen keinu didaktikoak aztertzen dira (Schneuwly et al., 2009; Gagnon et al., 2019). Tesi honetan arreta nagusia ikasleen gaitasunetan jarri den arren sekuentzia didaktiko hirueledun baten esperimendazioaren bidez, baita ere, modu

xumeagoan, irakaslearen keinuen analisi bat egingo da ikasgelan hizkuntzen trataera integratuaren eta hizkuntzen arteko elkarreraginaren gauzatzea aztertzeko asmoz.

Bigarren kapitulua borobiltze aldera, azpimarratuko genuke kapitulu honetan hizkuntzen didaktikarako marko teorikoa eraiki dugula, interakzionismo sozio-diskurtsiboan (ISD) oinarritzen dena. Hiru printzipio nagusi atera ditugu ISDtik: testua da unitate komunikatibo oinarrizkoena, beraz, hizkuntzaren irakaskuntzarako baliabide zentrala; testu-generoa testuak irakatsi ahal izateko heldulekua da, mugagabea den testu aniztasunean ez galtzeko; testu generoan oinarritutako sekuentzia didaktikoa da testuaren arkitektura eta baldintza didaktiko nagusien bermea dituen tresna. Sekuentzia didaktikoen esperimendazioan aurrera egin ahala, bi ikergai berri sortu dira ISDren barruan: balio didaktikoa eta sekuentzia didaktikoen inplementazioan irakaslearen keinu didaktikoak aztertzeko.

III. KAPITULUA

IKASLEEN GAITASUN ELEANIZTUNA ETA HIZKUNTZEN ALTERNANTZIA IKASGELAN

Sarrera

Gure tesiaren helburua, aipatu bezala, irakaskuntza eleaniztunerako baliagarria izan daitekeen baliabide didaktiko bat esperimentatu eta baliabidearen ekarpena aztertzea da. Esan bezala, euskara ardatz hartzen duen eleaniztasuna da gure testuingurua, eta hori da EAEko hezkuntza legediak arautzen edo hobesten duena. Europan ere irakaskuntza eleaniztunaren aldeko gomendioa egiten dela ikusi dugu, eta gure ustez, hizkuntza gutxituetako komunitateek ere bide hau izan dezakete bere hizkuntza propioa biziberrituz eleaniztasunaz aberasteko. Ugariak dira irakaskuntza eleaniztuna bideratu ahal izateko egin izan diren proposamen didaktikoak (Candelier, 2010; García-Azkoaga & Idiazabal, 2015). Horietako batzuk aurkeztuko ditugu, dela sekuentzia didaktiko eleaniztun batzuk erreparasatuz edota translanguaging ildoak (García & Wei, 2014) eskaintzen dituen aukerak gogoratuz. Modu kritikoa egiten ahaleginduko gara, alegia, arestian ikusi ditugun printzipio teorikoen argitan behatuko ditugu, zenbaiteraino baliagarriak iruditzen zaizkigun adieraziz.

Aipatu da EAEko legediak hizkuntzen irakaskuntza integratua edo HTB proposatzen duela. Integrazio hori bideratzeko hizkuntzen txandakatze edo alternantzia bat gertatuko dela irudikatzen dugu, baina alternantzia hori oso era ezberdinetan gerta daiteke edo antolatuta daiteke. Nolabait sinplifikatzearen, pentsa dezakegu era espontaneoan emango dela, ikasleak eta irakasleak ere hein handi batean hirueledunak-edo badirelako. Bertako bi hizkuntzen artean, alegia euskara eta gaztelaniaren artean txandakatzeak (edo nahasteak) modu espontaneoan ematen direla gauza ezaguna da, bereziki egoera ez formaletan, ikasleen arteko solasetan esate baterako. Baina irakaskuntza eleanitza eta tartean hizkuntza gutxitu bat indartu nahi bada, ez dugu uste espontaneitateak izan behar duenik aukera didaktikoa. Translanguaginga, García eta Weik (2014) proposatzen duten moduan, esate baterako, ez dugu uste gure egoerarako ildo egokiena denik. Agian Cenoz eta Gortterrek (2017b) proposatzen duten translanguaging pedagogikoa bide interesgarriagoa izan daiteke, eta horren barruan, aitortu ere egiten dugu kontuan izanda hizkuntzetako bat hizkuntza gutxitua delako, arreta berezia eskaini behar zaiola, hizkuntza horren erabilera murriztagoa baita ikasleen artean.

García eta Weik (2014) diotenez, murgilketa ereduak harrotasunez defendatzen dute hiztunen hizkuntza erabileran muga zehatzak ezartzen dituztela eraikitzen dituzten espazio desberdinen bidez. Horrela, ohikoa izan da murgilketa eredueta helburu-hizkuntza ez den beste hizkuntzarik gelan ez integratzea (Baker & Wright, 1997), helburua delako H2/H3a ahalik eta ondoen ikastea. Horretarako, helburu-hizkuntza bakarrik erabiltzearen aldeko apustua egiten da, baita ere jakina delako ikasleen H1aren ikaskuntza gizarteak eta eskolak bermatzen dutela (García-Azkoaga & Idiazabal, 2015).

Ezaguna den bezala, egun, hizkuntza bat baino gehiago irakasten den ikastetxeetan ohikoa da hizkuntza bakoitzari espazio, denbora, irakasle, eduki desberdina atxikitzea, baina García eta Weik (2014) diotenez, ikasle eta irakasleek etengabe urratzen dute arau hau, eta hizkuntza praktika konplexuak gertatzen dira ikasgela barruan. Horren adibide gisa Martínezen lana (2010: 24) dakarte gogora, Los Ángeleseko *middle school* (Lehen eta Bigarren Hezkuntza bitarteko eskola) bateko ingeles klasean gertatutako hizkuntza txandakatzea erakusteko:

2. Taula: Los Ángeleseko *middle school* bateko ingeles klasean gertatutako hizkuntza txandakatzea:

Zulema: Page what?
Caroline: Um.
Zulema: Twenty-something, <i>no</i> ?
Caroline: Wait. This one? <i>¿Cómo está?</i>
Zulema: <i>Sí</i> , circle. <i>¿Cuál es?</i>
Caroline: <i>¿Como ésta, mira. Como ésta. Ésta está bien bonita.</i>
Zulema: <i>Sí</i> , pero <i>¿qué page?</i>
Caroline: <i>A ver, ¿qué page? Twenty-one.</i>

(García & Wei, 2014: 55)

Cenoz eta Gortterek (2014) ere baieztatzen dute ikasgai bat hizkuntza batean irakastea denean helburua, ikasle-irakasle hartu-emanetan hizkuntza bat baino gehiago erabiltzea ohikoa dela; horren adibide izango litzateke, ingeleseko klasean, ikasleek testu bat ingelesez entzutea, entzun bitartean irakurri ere egin dezaketena. Irakasleak ideia nagusiak ingelesez errepikatzen ditu, eta zati batzuk euskaraz eta beste batzuk gaztelaniaz azaltzen ditu, ikasleek ulertu dutela ziurtatzeko. Irakaslea ikasleei ingelesez zuzentzen zaie gehienetan baina ikasleek gaztelaniaz erantzuten dute eta batzuetan euskaraz (Cenoz & Gorter, 2014).

Beraz, esan dezakegu hizkuntzen alternantzia ohikoa dela eskolan (Garcia & Wei, 2014; Cenoz & Gorter, 2014), baina beste kontu bat da alternantzia hori irizpide didaktikoekin planifikatzea. Hori benetan irizpide didaktiko zehatzekin nola planifikatzen den ikusteko, alde batetik sekuentzia didaktiko eleaniztunak (edo sekuentzia didaktikoen antzeko proposamenak) eta translanguaging pedagogikoaren barruko proposamenak izango ditugu aztergai.

1. Hezkuntza eleaniztunerako zenbait baliabide didaktiko

Atal honetan hizkuntza bat baino gehiago beregain hartzen dituzten baliabide didaktikoak izango ditugu aztergai. Orintxe aipatu dugun bezala, irakaslearengandik kontrolatua edo erregulatua izateko beharra duen praktika gisa definitzen da hizkuntzen integrazioa tesi honetan (Idiazabal et al., 2015), hizkuntza gutxitu bat, euskara, dagoelako tartean (Cenoz & Gorter, 2017a) eta kasu honetan hezkuntzak paper garrantzitsua jokatzen duelako euskararen sustapenean. Beraz, hizkuntza bat baino gehiago integratzea ikasketa prozesuan bai (Cummins, 2008) baina nola, hori da auzia.

Bronckartek (2013: 48) Aostako bailarako hezkuntza elebidunerako diseinatutako sekuentzia didaktikoei dagokienez, honakoa dio: “las secuencias constituyen los primeros instrumentos concretos que organizan formalmente la alternancia de la lengua enseñada y que podrían conducir al establecimiento progresivo de un equilibrio más lógico entre fases centradas en el francés y fases centradas en el italiano”. Aurreko atalean ISD ikusmoldean oinarritutako sekuentzia didaktikoen aldeko aukera egin dugunez, atal honetan molde berarekin edo gertukoarekin sortu eta erabili edo espermentatu diren zenbait sekuentzia didaktiko elebi- edo eleaniztun aztertuko ditugu. Izan ere, guretzat erreferentzia garrantzitsua dira. Hauek dira aukeratu ditugun sekuentzia didaktikoak, nahiz eta hauez gain, ikastetxeren batean egiten den proiekturen bati ere egiten diogun erreferentzia: Alegriak (2015) espermentatutakoa; Andaluziako Kontseilaritzak “Currículo Integrado de las Lenguas. Propuesta de secuencias didácticas” izenburupean sarean argitaratutako HTB lantzeko proposamenak; Badiola et al.-en (2013) lana; Berritzegune Nagusiaren webgunean argitaratutako hizkuntzen irakaskuntzarako HTBn oinarritutako ikasgelarako proposamenak; Decandio eta Dolz-ek (2015) argitaratutakoa; Floris et al.-ek (1988) argitaratutakoa; Getxoko Berritzegunearen HTB lantzeko proposamen didaktikoak; Idiazabalen (2000) lana; Nafarroan ahozko hizkuntza irakasteko Esther Mugertza eta Yolanda Olasagarrek diseinatutako online materiala; Ortega eta Anakabek (2015) argitaratutakoa; Pagolaren (2010) lana.

Azterketa xehea egiten hasi aurretik, komeni da zehaztea aurkeztuko ditugun proposamen didaktikoak oro har oso perfil antzeko ikasleentzat diseinatu zirela, hau da, gaztelania nagusi den testuinguruetan inplementatzeko, ikasleen lehen hizkuntza gaztelania izanik, euskara bigarrena eta ingelesa, ikasle gehienek ikasten duten lehen atzerriko hizkuntza. Adibidez, Alegriaren (2015) lanean ikasle gehienek D eskolatzere-ereduan ikasi dute euskara, ez familia testuinguruan, beraz, haien H1 gaztelania da eta H2 euskara. Ortega eta Anakabek (2015) aurkezten duten proiektuan ere ikasleek murgilketa egiten dute euskaraz. Aipatutako bi testuinguru soziolinguistikoetan gaztelania da nagusi. Aztertutako proposamen didaktiko gehienak DBHn landutakoak dira, DBHn egin baitugu guk-eta esperimendazioa. Hala ere, Lehen Hezkuntza eta Batxilergoko proposamen batzuk ere ekarriko ditugu.

Proposamen didaktiko horien berrikusketa egiteko, ondoko irizpide hauek zehaztu dira:

1) Materialaren helburuak: lehenengo aztergai honetan begiratuko dugu ea proposamen didaktikoak hizkuntzazkoak ez diren edukiak, edo propioki hizkuntzazkoak ez diren edukiak eta hizkuntzak integratzen dituen, ala hizkuntzak bakarrik; ea zer gaitasun lantzeko sortutako materiala den: ulermena, ahozko/ idatzizko ekoizpena...

2) Proiektu komunikatibo eleaniztuna eta aurre- eta ondo-testuen ekoizpena: hemen aztertuko dugu, alde batetik, ea sekuentzia didaktiko osoak diren, hau da, ea ikasleek aurre- eta ondo-testua ekoiztu behar duten, eta ea zein hizkuntzatan ekoiztu behar dituzten proposamen didaktikoan zehazten diren testuak.

3) Hizkuntza alternantzia proposamen didaktikoko moduluetan: hirugarren aztergai honetan ikusiko dugu ea modulu guztiak elebakarrak diren ala, aldiz, modulu elebidunak ere tartekatzen diren. Baita nolako planteamendua / hipotesia dagoen transferrari dagokionez.

4) Emaitzak: emaitzen atalean garatzen saiatuko garen erantzuna da ea baliabide didaktiko elebidun/eleaniztunek zenbateraino erakusten edo frogatzen duten hizkuntza edo hizkuntzen gaitasunetan aurraperen zehatzak lortu diren, edo ez den zehaztasunik ematen.

1.1. Berrikusitako proposamen didaktikoen helburuak

Berrikusi ditugun baliabide didaktikoak hiru helburu nagusi hauen arabera sailka daitezke: hizkuntzen eta edukien ikaskuntza sustatzea, bien integrazioaren bidez, hizkuntzak soilik integratzea eta tipologikoki gertu dauden hizkuntzen arteko ulermena sustatzea.

- Hizkuntzen eta edukien ikaskuntza sustatzea, bien integrazioaren bidez

Ortega eta Anakabek (2015), Pagolak (2010) aurkeztutako sekuentzia didaktikoek, baita Berritzegune Nagusiaren webgunean argitaratutako hizkuntzen irakaskuntzarako HTBn oinarritutako ikasgelarako proposamenek ere hizkuntzak ez ezik, edukiak ere integratzea dute helburu. Adibidez, Berritzegune Nagusiaren proposamenetan proiektu globalen bidezko metodologiaren bidez egiten da lan. Berritzegune Nagusiaren proiektuetan testu-tipoak eta gai tematikoak ardatzen du proiektua, horrek ematen dio batasuna. Elkarren osagarri diren bi edo hiru unitate didaktikok osatzen dute proiektu bakoitza: hizkuntza bakoitzean bat, testu-genero bat lantzeko. Adibidez, DBH 4. mailan programazio elebiduna egiten da euskaraz eta gaztelaniaz “Kirolak gora eta behera” gaia lantzeko, testu-tipoa azalpen testua delarik: ahozko azalpena lantzen da euskaraz, eta txostena gaztelaniaz. Beste adibide bat Ortega eta Anakaberen (2015) lana da, hizkuntzen eta hizkuntzakakoak ez diren edukien integrazioarako programazio osatua proposatzen da, Lehen Hezkuntzako 4., 5. eta 6. mailetarako. Bertan, euskara, gaztelania eta ingelesa integratzen dira eta gai bera lantzen da hiru hizkuntzetan, adibidez, “Gure dieta eta gure osasuna” izeneko proiektu osatuan. Ondoko azpigaiak eta testu-generoak landu ziren proiektu horretan: euskaraz, “Nolakoa da nire dieta”, eta txostena; gaztelaniaz, “Haurren obesitatea”, eta zuzendariari gutuna; eta ingelesez, “Euskal Herriko eta beste toki batzuetako dieta”, eta gutun-lagunari eskutitza.

Horiez gain, ikastetxe batean, J.C. Baroja ikastetxean⁴ hain zuzen ere, DBH 4. mailan bidaiei buruzko gaia lantzeko proposamena egiten da hiru hizkuntzatan: gaztelaniaz, bidai-ohiturei buruzko galdetegi batzuk egin ondoren, emaitzak grafiko eta testu konparatiboetan adierazi zituzten eta haien ikaskideei horiei buruzko aurkezpen bat egin zieten. Ingelesez, bisitatu edo bisitatzea gustatuko litzaielkeen tokiei buruzko iragarkiak grabatu zituzten. Euskaraz, turismo-gidak power point bidez prestatu eta ahoz aurkeztu zituzten. Horrela, magazine hirueledun bat ekoiztu zuten DBH 4koek.

⁴ Sarean: <http://juliocbaroja.blogspot.com/>

- Hizkuntzak soilik integratzen dituzten proposamen didaktikoak

Badaude hizkuntzak bakarrik integratzea helburu duten sekuentzia didaktikoak ere. Badiola et al.-en (2013) lana, Idiazabal (2000), Alegria (2015), Andaluziako Kontseilaritzak “Currículo Integrado de las Lenguas. Propuesta de secuencias didácticas” izenburupean sarean argitaratutako HTB lantzeko proposamenak, Nafarroan ahozko hizkuntza irakasteko Esther Mugertzak eta Yolanda Olasagarrek diseinatutako online materiala, Getxoko Berritzeguneak sarean argitaratutako “HTB mintegia” lantzeko sortutako materiala eta Aostako bailarako egindako material didaktikoa (Floris et al., 1988). Esaterako, Badiola et al.-en (2013) lanak biografia linguistikoa testu-generoa lantzen du euskaraz, gaztelaniaz eta ingelesez; Alegriak (2015) foro birtuala euskaraz eta gaztelaniaz; Idiazabalek (2000) aldizkari baterako gutuna euskaraz eta gaztelaniaz. Badiola eta besteren lanean, hiru hizkuntzetan ziren aurre eta ondo testuak, eta moduluetan ere hirurak lantzen ziren, euskara nagusi bazen ere. Alegria eta Idiazabalen lanetan, integrazioa egiten da transferraren hipotesia baieztatzeko.

- Tipologikoki gertu dauden hizkuntzen arteko ulermena lantzea helburu duten proposamen didaktikoak

Izenburuan ageri den helburua daukaten proposamen didaktikoez hizkuntza-familia bereko hainbat hizkuntza integratzen dituzte. *Erlazionatutako hizkuntzen elkar-ulertzea* modura ere ezagutzen dira baliabide didaktiko hauek (Candelier, 2010). Hizkuntza horiek ikasleen ama hizkuntzarekin edo irakaskuntza hizkuntzarekin dute lotura, edota jada badakiten hizkuntza batekin, “as the development of comprehension is the most tangible way of using knowledge of a related language to learn a new one”, (Candelier, 2010: 3). Hizkuntza desberdinak hitz egiten dituzten pertsonak elkar ulertu ahal izateko, hitz egiten duten hizkuntzan konpetentzia errezeptibo partziala izatea nahikoa da (Clua, 2019).

Decandio eta Dolzek (2015) jarraitzen duten ikuspegia erlazionatutako hizkuntzen elkar-ulertzearen barruan sartzan dela esan dezakegu, izan ere, esperimintatutako sekuentzia didaktikoan parte hartu zuen ikasle-talde bakoitzak bere hizkuntza erabiltzen du, hau da, Ginebrako ikasleek italiara eta Brasilarrak portugesa, eta bestearena ulertzen du eskolako posta-truke elektronikoa lantzeko proposamen didaktikoan.

1.2. Proiektu komunikatibo eleaniztuna eta aurre- eta ondo-testuen ekoizpena

Berrikusitako baliabide didaktiko guztietako proiektu komunikatiboetan hizkuntza bat baino gehiago hartzen da kontuan. Hau da, proiektuen bidez hizkuntza batean baino gehiagotan ekoiztu behar izaten dituzte testuak ikasleek. Azpialt honetan aztertuko dugu ea sekuentzia didaktiko osoak diren, hau da, aurre- eta ondo-testuak dauden, eta zenbat hizkuntza hartzen dituen proiektu komunikatiboak beregain, alegia, zein hizkuntzan ekoizten dituzten ikasleek testuok.

Proiektu gehienak eleaniztunak dira, euskaraz, gaztelaniaz eta ingelesez. Hortxe, bi motatakoak bereiz ditzakegu: alde batetik, aurre- eta ondo-testuak biltzen dituzten sekuentzia didaktikoak: Pagola (2010), Badiola et al. (2013), eta Mugertza eta Olasagarren materiala. Badiola et al.-en (2013) proiektuan, adibidez, biografia laburra testu-generoaren ekoizpena lantzen da hiru hizkuntzetan, fikziozko egoera komunikatibo bati jarraiki: *Berrian* euskal pertsonaia gazte eta famatuz biografiak idazteko deiari erantzuteko. Decandio eta Dolzen (2015) proiektua ere eleaniztuna da, izan ere, lau hizkuntza erromaniko konbinatzen ditu irakurmenaren ulermenari dagokionez (gaztelania, frantsesa, italiara eta portugesa), eta italiara eta portugesa ekoizpen idatziari dagokionez. Ikasleen artean eskutitz-trukaketa bat hasi nahi izan zuten proiektu honen bidez, non ikasleek bere burua aurkezten duten, baita herrialdea eta bizitokia ere, eta ikasleen toki eta kirol gustokoenak, eta gustu kulturalak. Ikasleek lau testu ekoizten dituzte: bi italiaraz (aurre- eta ondo-testua) eta bi portugesez (aurre- eta ondo-testua), italiaraz Ginebrakoek eta portugesez Brasildarrek.

Euskara, gaztelania eta ingelesa barne hartzen dituzten sekuentzia didaktikoen barruan, batzuetan ondo-testuen ekoizpena bakarrik proposatzen da, eta ez aurre-testuena, beraz, suposatzen dugu ikasleek ariketak egiten dituztela, eta ondoren, ondo-testua ekoiztu. Hemen sailkatuko genituzke Ortega eta Anakabe (2015), eta Berritzegune Nagusia eta Getxoko Berritzegunearen proposamen didaktikoak. Adibidez, Getxoko Berritzegunearen "HTB mintegia" material didaktikoari dagokionez, material guztiak eleaniztunak dira euskaraz, gaztelaniaz eta ingelesez, eta gutxi batzuetan, frantsesa ere integratzen da. Hizkuntza guztietan testu mota eta ardatz tematiko bera lantzen da, baina testu-genero desberdin bat hizkuntza bakoitzean. Ikasleek ekoizpen bat egin behar dute hizkuntza bakoitzean. Ondoren, azken ekoizpenak izaera integratzailea du, hau da, hizkuntza desberdinetan ekoiztutako testu-generoak biltzen ditu. Adibidez, 2006-2007 ikasturtean diseinatutako materialean narrazioa lantzen da. Testu mota horren barruan, ingelesez edo frantsesez eskutitz informala lantzen da; gaztelaniaz irakaspena duen alegia; euskaraz kontaketa.

Andaluziako Kontseilaritzaren sekuentzia didaktikoen proposamenak ere eleaniztunak dira batik bat. Material horretan ere ez da aurre-testuaren ekoizpenik ageri. Ikasleen perfil linguistikoari dagokionez, ikasleen H1 gaztelania da eta atzerriko hizkuntza gisa ingelesa, frantsesa eta alemana dituzte. DBH 1. mailan, adibidez, ikasleen H1 gaztelania, H2 ingelesa, frantsesa edo alemana, eta H3 ingelesa lantzeko proiektua aurkezten da, deskribapen-narrazio testua lantzeko. Hizkuntza guztietan gai bera lantzen da, ingurunearen behaketa hain zuzen ere, baita testu-genero bera ere, testu narratibo-deskriptiboa, alegia. Ikasleen H1 gaztelaniaz haien inguruari buruzko deskribapen testu bat idatzi behar dute “A través de mi ventana” izeneko sekuentzia didaktikoaren barruan; H2 ingelesez “Looking out of the window” da gaia, alemanez “Mein Stadtviertel” eta frantsesez “Fenêtre sur cour”, eta ahozko eta idatzizko deskribapen testu bat ekoiztea da helburua ikasleen H2an; ikasleen H3an, ingelesez, “My neighbourhood” da gaia, eta helburua ikasleek ahozko zein idatzizko testu narratibo-deskriptibo bat ekoiztea.

Badaude aurre-testua euskaraz bakarrik ekoiztarazten duten proiektu komunikatiboak ere (Alegria, 2015; Idiazabal, 2000). Moduluetan zehar jarduerak euskaraz egin ondoren, ondo testuak euskaraz eta gaztelaniaz ekoizten dira, nolabait hasierako proiektu komunikatiboa moldatuz. Modu honetara, sekuentzia didaktiko hauek aukera ematen dute euskaratik gaztelaniarako trebetasun diskurtsiboen transferentzia aztertzeko. Zehazki, Alegriaren lanean eztabaidarako foro birtuala testu generoaren euskarazko lanketak ikasleen euskarazko zein gaztelaniazko trebetasunetan izan dezakeen eragina aztertzen da.

Uribe Kosta BHIIn ere HTBn oinarritutako proiektuak jartzen dira martxan. Horietako bat “Fotosalaketak”⁵ da, HTBn oinarritzen dena. Proiektu honen helburua inguruan dauden gauza, egoera, leku salagarriak ezagutzera ematea da. Hiru hizkuntzak inplikutzen dira proiektuan eta hiru testu genero barne hartzen ditu: azalpen testua, testu deskriptiboa eta iritzi testua, izan ere, ikasleek hizkuntza bakoitzean egin behar dituzte fotosalaketak: gustatu ez zaiena azaldu behar dute, horri buruzko xehetasunak eman (deskribatu), iritzia eman eta konponbide bat proposatu. Kontrakoa ere egiten da, alegia, fototxaloketa⁶, hau da, inguruan txalogarriak diren egoerak kameraz harrapatzea. Lantzen diren testu generoak fotosalaketan lantzen diren berdinak dira.

⁵ Sarean: <http://fotosalaketak.uribekostabhi.com/>

⁶ Sarean: <https://sites.google.com/a/uribekostabhi.com/fototxaloketa/>

1.3. Hizkuntza alternantzia moduluetan

Atal honetan ikusiko dugu ea aztertutako proposamen didaktikoetako modulu edo tailerretako ariketetan hizkuntzak bereizita ala nahastuta lantzen diren.

Aztertu ditugun proposamen didaktiko gehienetan moduluetao ariketak elebakarrak dira: Ortega eta Anakabe (2015), Pagola (2010), Idiazabal (2000), Alegria (2015), Andaluziako kontseilaritzaren sekuentzia didaktikoetan eta Getxoko Berritzegunearen materialetan. Esaterako, Ortega eta Anakaberen lanean (2015), “Gure dieta eta gure osasuna”, modulu elebakarrak lantzen dituzte hizkuntza bakoitzean, testuinguratzea, planifikazioa eta unitate linguistikoei dagokienez: euskaraz, txostena lantzen dute; gaztelaniaz, zuzendariari gutuna, eta ingelesez, “letter to a penfriend”. Ikus daitekeen moduan, hizkuntza bakoitzean testu genero desberdin bat lantzen dute. Hala ere, hizkuntzarteko transferentzia kontuan hartzen dutela esan daiteke, izan ere, ingelesean egiten den lanari dagokionez, adibidez, esaten dute ingeleseko testuak gaitasun linguistiko eta diskurtsiboak konpartitzen dituela euskaraz jada landu duten testuarekin, eta beraz, gaitasun horiek ingelesera transferituko dituztela. Ingelesa ikasleen H3 izanik, ingelesean lantzen diren eduki linguistikoak alde aurretik ikasleen H1 (eta H2an) lantzearen garrantzia azpimarratzen dute.

Pagolaren (2010) lanean ikasleek azalpen testu idatzia lantzeko euskaraz modulu elebakarrak landu ondoren, euskaraz, gaztelaniaz eta ingelesez ekoiztu zuten ondo-testua. Moduluetan landu ziren alderdiak testuinguraketa, planifikazioa/egitura eta unitate linguistikoak izan ziren. Testuinguraketari dagokionez, adibidez, azalpen testuen helburu informatiboa kontuan hartzea; planifikazioaren barruan, testuaren garapena argi geratu dadin azpigituluak erabiltzea; azkenik, unitate linguistikoei dagokienez, erlatibozko perpausak ondo erabiltzea. Lan horrek ikusi nahi zuen ea moduluak euskaraz soilik landu ondoren, hobekuntzak hiru hizkuntzetan ikus zitezkeen. Idiazabal (2000) eta Alegriaren (2015) lanetan, Idiazabalen lanean argudio testuak, eta Alegriarenean eztabaidarako foro birtuala lantzeko trebetasunak euskaraz jorratu zituzten sekuentzia didaktikoko ariketetan. Ikerlariak ondoko alderdi hauek aztertu zituen ikasleen ekoizpenetan: Idiazabalen (2000) lanean, testuen hitz eta paragrafo kopurua, argudiozko gutunaren atalak eta, azkenik, testuratze baliabideak. Alegriaren (2015) lanean, aldiz, bestearen hitzaren berrartzeak aztertu ziren.

Pagola (2010), Idiazabal (2000) eta Alegriaren (2015) sekuentzia didaktikoetako moduluen barruan ez dago hizkuntza alternantziarik, moduluak elebakarrak baitira euskaraz. Aipatutako lan horiek Elkarmenpekotasun Linguistikoaren Printzipioaren inguruan egindako

ikerketak dira. Hain zuzen ere, Idiazabalen lanean ondo-testuak euskaraz ez ezik, gaztelaniaz ere ekoiztu zituzten, ikusteko ea euskaraz landutako trebetasunak gaztelaniaz ere erabiltzen zituzten. Transferrari dagokionez, beraz, aurreikusi zuten nahiz eta sekuentzia didaktikoko ariketak euskaraz soilik landu, atal nagusien egitura gaztelaniaz ere hobetuko zutela, baina testuratzeko-elementuak hizkuntza bakoitzaren barruan landu behar zirela (kohesio, konexio eta modalizazioa). Alegriaren lanean ere ondo-testuak euskaraz eta gaztelaniaz ekoiztu zituzten, ikusteko ea ikasleek euskaraz garatutako gaitasunak gaztelaniara transferitzen zituzten.

Badaude moduluetan zehar une batzuetan hizkuntza bat baino gehiago erabiltzen dituzten baliabide didaktikoak: Berritzegune Nagusiak argitaratutako proposamenak, Badiola et al.-en (2013) lana, eta Mugertza eta Olasagarrek "Ahozko hizkuntza irakastea" izenburupean online argitaratutako materiala. Berritzegune Nagusiaren materialean, oro har, unitate bakoitza hizkuntza batean lantzen da, nahiz eta proiektuak, normalean, euskara, gaztelania eta ingelesa integratzen dituen. Hala ere, adibidez, DBH 3. mailan azalpen testuak lantzeko materialak osasuna du hizpide, eta glosario bat egiten ikasten dute gaztelaniako unitatean ("Salud para todos. Glosario"). Unitate horretan, euskara, gaztelania eta ingelesa konparatzeko ariketak daude, adibidez, erlatiboak zein baliabide linguistikoren bidez egiten diren hizkuntza bakoitzean. Moduluetakoa ariketak egin eta gero, ikasleek unitate bakoitzean landu duten testu-generoa ekoizten dute, unitatea landu duten hizkuntzan. Hizkuntzarteko eragina kontuan hartzeari dagokionez, unitateetan zehar hizkuntza batean lantzen dena beste hizkuntzarako ere baliagarri zaiela esaten zaie ikasleei, eta hizkuntzen arteko loturak esplizitatu egiten dituzte, adibidez DBH 2. mailan "Literaturan murgildurik. Ahozko azalpena" euskarazko unitatean:

"Jarduera honetan azalpen testuen ezaugarriak gogoratzen saiatuko gara. Gogoratu gaztelania arloan landutakoa azalpen testuen ezaugarriei buruz (13., 14. eta 15. jarduerak). Badakizue zein diren idatzizko zein ahozko azalpenen ezaugarri orokorrak? Zeintzuk dira azpimarragarrienak? Nolako hizkuntza ezaugarriak dituzte azalpen testuek?" (50. or.).

Badiola et al.-en (2013) lanean ere nahiz eta modulu gehienak elebakarrak izan euskaraz, modulu batean euskara, gaztelania eta ingelesa txandakatu ziren. Hain zuzen ere, lau saio egin zituzten honako alderdi hauek lantzeko: egoera komunikatiboa, egitura/paragrafoak, ortotipografia/antolatzaileak eta izen kohesioa. Alderdi horien lanketa euskaraz egin zen. Hala ere, antolatzaileak lantzeko ariketetan euskara, gaztelania eta ingelesa erabili ziren, ikasleek testu antolatzaileak erabili behar direlako kontzientzia garatzeaz gain, hizkuntza bakoitzean hizkuntza baliabideak ere eskuratzea zelako helburua. Lan horrek ere, Idiazabal (2000) eta

Alegriaren lanean (2015) bezalaxe, hizkuntzarteko transferentziaren hipotesia frogatu nahi izan zuen.

1.4. Hizkuntza alternantzia lantzen duten proposamen didaktikoen emaitzak

Atal honetan galdera honen erantzuna garatzen saiatuko gara: hizkuntza bat baino gehiago kontuan hartzen dituzten proposamen didaktikoen zenbateraino erakusten dute hizkuntza gaitasunak hobetzen dituztela, eta zein hizkuntzatan hobetzen diren?

Aztertutako hainbat lanetan, emaitza hobeak lortzen dira ikasleek sekuentzia didaktikoa egin ondoren: Pagola (2000), Badiola et al. (2013), Idiazabal (2000), Alegria (2015), Mugertza eta Olasagarreren proposamenak, eta Decandio eta Dolz (2015). Hain zuzen ere, aurre- eta ondo-testua dagoenean beti dago emaitza hobe sekuentzia didaktikoa egin ondoren, aurre-testurik ez badago, aldiz, ezin da jakin emaitzak hobeak diren, horregatik defendatzen dugu sekuentzia didaktiko osatuen erabilera. Badiola et al.-en (2013) lanean, sekuentzia didaktikoko ariketak euskaraz soilik burutu ondoren, talde esperimentalak euskaraz, gaztelaniaz eta ingelesez hobetu zuen biografia laburrak testuen ekoizpena, batez ere, egoera komunikatiboa, planifikazioa, ortotipografia eta izen kohesioari dagokionez. Testu-antolatzaileei dagokienez, ez zen alde handia nabaritu aurre-testurik ondo-testura, antolatzaile aniztasuna gaztelaniaz nabaritu zen batez ere. Beraz, argi ikusten da euskaraz barneratutako gaitasunak gaztelania eta ingelesera transferitu dituztela maila askotan.

Idiazabalen (2000) lanean ere, sekuentzia didaktikoko ariketak euskaraz soilik landu ondoren, argudio testu hobeak ekoiztu zituzten, ez euskaraz bakarrik, gaztelaniaz ere. Testuaren antolaketan eta planifikazioan oso agerikoa izan zen euskaraz egiten zuten lana gaztelaniazko testurako baliatzen zutela. Testuratzeko baliabideei dagokienez, batez ere polifonia markatzean ikusten da euskarazko lanketak gaztelaniazko testuan izan zuten eragina: hizkuntza batean ikasi denez esku-hartze enuntziatiboak markatzen direla, gaztelanian ere horretarako baliabideak bilatu dituzte. Alderantziz, hizkuntza batetik bestera gutxien transferitu duten alderdia modalizaziorako baliabideak izan ziren. Idiazabalek (2000) dio horiek hizkuntza bakoitzaren baitan landu behar direla. Decandio eta Dolzen (2015) lanean ondorioen artean aipagarriena da ikasleen arteko posta trukeen bidez ikusi dutela ikasle batek kide batek aipatutako edukia berrartzen duenean, elkar ulertzen dutela, izan ere, bakoitzak bere hizkuntzan idazten du. Hori baldin bazen ere ikerlarien interes foko garrantzitsuena, sekuentzia didaktikoaren eragin positiboa ikus daiteke ondoko elementuen azterketaren bidez ere: gutunaren aspektu formalei dagokienez, ikus daiteke ikasleek modu eraginkorrean bereganatu

dituztela generoari dagozkion trebetasun linguistikoak, izan ere, tokia, data eta agurtzeko formulak erabiltzen dituzte. Eduki tematikoari dagokionez ere, aberastasun handia nabari da ekartzen dituzten gaietan, hau da, sekuentzia biografiko (bere buruak aurkezteko) zein deskriptiboetan (bere ingurua aurkezteko) gai anitzei buruz dihardute.

Beste kasu batzuetan, ikasleek ondo-testua soilik ekoizten dute: Ortega eta Anakaberen (2015) lanean eta Berritzegune Nagusiak argitaratutako materialean. Berritzegune Nagusiaren proposamen didaktikoetan, adibidez, material hauek martxan jarri diren ikastetxe desberdinetan ikasleek ekoiztutako ondo-testuak agertzen dira, baina ez da emaitzarik ateratzen. Getxoko Berritzegunearen proposamen didaktikoetan ikasleek ondo-testua ekoiztu behar dutela aipatzen da, baina sekuentzia didaktiko horien espermentaziorik ez da agertzen. Gauza bera gertatzen da Andaluziako Kontseilaritzak HTBren barruan diseinatutako materialekin, adibide gisa azaltzen dira.

Atal honen helburua HTB egiteko baliagarriak diren hainbat proposamenen berrikuspen bat egitea izan da: ekarri ditugun batzuk sekuentzia didaktiko osoak dira, aurre- eta ondo-testuekin. Beste batzuk, aldiz, testu ekoizpena sekuentzia edo unitate didaktikoaren bukaeran bakarrik proposatzen dute. Ikusi dugun bezala, baliabide didaktikoetan hizkuntza bat baino gehiago kontuan hartzeko ahalegina egiten da, bai Euskal Herrian, baita kanpoan ere. Hala ere, gehiago dira alternantzia proiektu-mailan bakarrik daukatenak, eta ez ariketa zehatzetan, hau da, alternantzia sekuentzia didaktikoaren barruan dagoen baliabide gutxi dago eta horien espermentazioa nekez garatu den alorra da. Horrez gain, transferraren hipotesiari begira egindako proposamenak aurki ditzakegu gehienbat. Aurre- eta ondo-testuak agertzen diren proposamenetan argi ikusten da ikasleen hobekuntza; batzuetan, aldiz, ondo-testuari soilik egiten zaio erreferentzia, eta ezin daiteke zehaztasunez esan zein alderdi hobetu dituzten eta zein ez.

2. Translanguaging

Ikasgelan hizkuntza desberdinak integratzearekin lan egiten duen eta gaur egun hezkuntza eleaniztunean oso entzutetsua den beste kontzeptu bat translanguaging da. Translanguaging-ek paradigma aldaketa bati erantzuten diola esaten da, hizkuntzen irakaskuntzan *the multilingual turn* (Conteh & Meier, 2014; May, 2014) deritzonari, hain zuzen ere. Translanguaging terminoa ezagunena izan arren, badaude kontzeptu bera adierazten duten beste zenbait termino: polylingualism (Jørgensen, 2008); metrolingualism (Otsuji &

Pennycook, 2009); flexible bilingualism (Creese & Blackledge, 2010); translingual practice (Canagarajah, 2013); holistic bilingualism (Soltero-González et al., 2012); focus on multilingualism (Cenoz & Gorter, 2011). Ikuspegi honek hizkuntzen ikuspegi tradizionala, hizkuntzak entitate zurrun eta bereizi gisa ikusten dituen, zalantzan jartzen du, ikuspegi holistikoago baterantz, zeinak hizkuntza erreperitorio guztiaren erabilera sustatzen duen. Honela definitzen dute García eta Weik translanguaging (2014: 2):

“(...) translanguaging is an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages”.

García eta Li Weiri (2014) jarraiki, orain arte, hizkuntzaren ikuspegi tradizionalak bi pertsona elebkarren batura gisa ikusi izan ditu pertsona elebidunak, hau da, hizkuntza bakoitza sistema autonomo bat balitz bezala. Translanguaging ikuspegiak, aldiz, hizkuntza erreperitorio bakarra dugula aldarrikatzen du. Hala ere, beste zenbait autorek ere elebitasunaren ikuspegi elebakarra kritikatu izan dute (Grosjean, 1989; Herdina & Jessner, 2002). Moore-k (2007) ere, García (2009) eta García eta Li Weik (2014) bezala, hizkuntza erreperitorio bakarraz ziharduen:

“Cette compétence ne se caractérise pas par la supersposition ou la juxtaposition de compétences toujours distinctes. Il s’agit d’une compétence plurielle, complexe, composite, hétérogène, qui inclut des compétences singulières, parfois partielles, mais qui constitue un tout en tant que répertoire disponible pour le sujet concerné.” (Moore, 2007: 211).

Translanguaging ikuspegiak elebitasuna dinamikoa dela aldarrikatzen du, alegia, hiztun “elebidunak” hizkuntza erreperitorio bakarra dauka eta egoera bakoitzean dituen behar komunikatiboen arabera, gizartean “aparteko” hizkuntza gisa irudikatzen diren sistema bateko edota besteko hizkuntza baliabideak erabiltzen ditu. Ikuspegi honek elebitasun tradizionalari elebitasuna elebakartasun paralelotzat hartzea aurpegiratzen dio. Horregatik elebitasunari “gehigarria” deitu dakioke ikuspegi tradizionalan, eta dinamikoa, translanguaging ikuspegiaren arabera:

“These separate structures of bilingual education, and the continued use of the terms L1 and L2 reveal an ideology of bilingualism that is *monoglossic* (Del Valle, 2000; García, 2009). In other words, bilingualism is seen as ‘parallel monolingualism’ (Heller, 1999)” (García & Wei, 2014: 55).

Translanguaging ikuspegiaren aburuz, hizkuntzak asmakuntza sozial eta politikoak dira, hau da, erralitate sozial gisa existitzen dira. Horren ordez, García eta Weik (2014) dioten moduan, *languaging* (Maturana & Varela, 1998) kontzeptua proposatzen du teoria horrek, hizkuntzari gizartean gertatzen den ekintza gisa erreferentzia egiteko, kontzeptu horren interesa hitzunen hizkuntza praktikak direlarik, alde batera utzirik, horrela, hizkuntzak sistema bakan gisa ikusten dituen ikuspegi tradizionala.

Translanguaging ikuspegiak hizkuntzen ikuspegi tradizionalari egiten dion beste kritika bat da honen helburua eleaniztasun orekatua dela egoera guztietarako, erreferentzia hitzun natibo elebakarrak direlarik. Translanguaging ikuspegiaren, aldiz, hitzun natibo idealaren ideia zalantzan jartzen da (Ruiz de Zarobe, & Ruiz de Zarobe, 2015), eta beraz, Baker eta Wright-ek (1997) sortutako *semilinguals* deritzen hitzunak izango genituzke, besteak beste. Baina hitzun natiboa helburutzat ez hartzearen ideia hau aspalditik jarri zen mahai gainean. Grosjeanek (1984) elebitasunak bi hizkuntzak modu parekoan jakitea esan nahi duen ideia mitifikatua zegoela esaten zuen, esanez bi hizkuntzen ezagutza orekatua izango dela bi hizkuntza horiek erabiltzeko beharra bera baldin bada. Castellottik eta Moorek ere (2011), Hizkuntzen Europako Erreferentzia Markoan (2001/2018) esaten denaren harira, onartzen dute konpetentzia eleaniztunak esan nahi izatea hitzunak ezagutzen dituen hizkuntzen artean konpetentzia-mailari dagokionez desoreka egotea. *Multicompetence* kontzeptuak (Cook, 1992) burmuin berean bi hizkuntza edo gehiagoren ezagutzari egiten dio erreferentzia eta hitzun elebidun baten hizkuntza gaitasuna hitzun elebatar batenarekin alderaezina den ideia adierazten du. Zentzu berean, Europako Kontseiluak (2001) proposatutako *plurilingualism* kontzeptuak ere modu ez-uniformean garatutako hizkuntza gaitasunei egiten die erreferentzia (Cenoz & Gorter, 2013; Coste et al., 2009; Piccardo, 2013), eta hizkuntza erreperitorio bakarra daukagula aldarrikatzen du.

Hizkuntzen Europako Erreferentzia Markoaren liburuki erantsi berrian (Europako Kontseilua, 2018) konpetentzia eleaniztunerako eta kulturantzera deskribatzaile eskalak zehazten dira, baita erreperitorio eleaniztuna eraikitze eskala ere. Hori horrela, translanguaging ikuspegiak hizkuntza-maila desberdina duten ikasleak ikasgelan integratzea bidera dezake (Lewis, Jones & Baker, 2012).

Hizkuntzak entitate bakar gisa hartzearen ideia baztertzen den arren, onartu egiten da hitzunek beti hitz egiten dutela testuinguru sozialetan, beraz, hizkuntzek eraikuntza sozial gisa garrantzitsuak izaten jarraitzen dute: "It can be argued that the boundaries between different

languages represent social constructions, but it is nevertheless legitimate to distinguish languages in certain contexts and for certain purposes in order to make sense and act our worlds" (Cummins, 2017: 112).

García (2009) translanguaging eta kode-alternantzia desberdintzen ditu, esanez translanguaging hizkuntzen definizio tradizionalaz haratago doala eta ez dela hizkuntza batetik bestera salto egitera mugatzen, hizkuntza erreperitorio osoa erabiltzea dela baizik. Bata eta bestearen atzean dauden oinarri teorikoak ezberdinak izan arren, beste zenbait autorek (García-Mateus & Palmer, 2017; Jones, 2017; MacSwan, 2017) translanguaging barruko estrategia gisa ulertzen dute kode-alternantzia. Adibidez, Jonesen (2017: 206) lanean kode-alternantzia eta itzulpena translanguaging barruko estrategia gisa hartzen dira. Sakariak eta Priyanak (2018) kode-alternantzia pedagogikoaren barruan sailkatzen dituzte García eta Weik (2014) translanguagingen barruan sailkatzen dituzten estrategiak. Hain zuzen ere, Sakaria eta Priyanaren (2018) ustez, kode-alternantzia (eta ez translanguaginga) erabiltzen dute irakasleek ulermena bermatzeko, klasea kudeatzeko, ikasteko aldami gisa, afekzioa edo edukazioa adierazteko, besteak beste. Ikasleen aldetik, kode-alternantziara jotzen dute ikasten ari diren hizkuntzan esan nahi duten hitza ezin dutenean aurkitu, adibidez, elkarrizketak aurrera jarrai dezan. Ikus daitekeen moduan, oraindik ere nahasgarria dirudi kode alternantzia eta translanguaging bereiztea.

2.1. Translanguaging pedagogikoa

Translanguaging praktikari erreferentzia egin diezaikegu praktika espontaneo gisa, hizkuntza bakoitza noiz eta zertarako erabili zehazten ez denean, hizkuntza bat baino gehiago dakitenean artean fenomeno naturala delako hiztunek erreperitorio osoa erabiltzea (Leonet et al., 2017; Mazzaferro, 2018). Translanguagingen beste korronteak zentzu pedagogikoa dauka, hain zuzen ere, translanguaging terminoa zentzu pedagogiko batekin sortu zen: ikasgai berean input (irakurketa eta/edo entzumen) eta outputerako (hitz egitea eta/edo idaztea) galesa eta ingelesa txandakatzen zituen praktika pedagogiko bati egiten zion erreferentzia bere esanahi originalak, *trawsiethu* (translanguaging) (Williams, 1994). Translanguaging pedagogikoa terminoak esan nahi du ikasgelan hizkuntza bat baino gehiago integratzea helburu pedagogiko batekin (Lewis et al., 2012), hau da, irakasleak alde aurretik modu kontzientean erabakitzea ikasgelan translanguaging martxan jarriko duela:

“We argue that the concept of pedagogical translanguaging should be reserved for contexts where teachers have made a deliberate decision to include students’ flexible language uses, and where the multilingual practices employed in pedagogy harmonize with the teachers’ ideologies of language” (Ganuza & Hedman, 2017: 210).

Beraz, alde zuzenetik ikasgela barruan hizkuntzak nola kudeatuko diren planifikatzeari egiten dio erreferentzia (Cenoz, 2017). Zenbait autorek diotenez (Canagarajah, 2011; Cenoz & Gorter, 2017b), translanguaging pedagogikoa oraindik ere garatu gabe dago.

Datorren atalean aipatuko dugun moduan, ohikoa da ikasgela elebidunean hizkuntza bat baino gehiago erabiltzea, baina ikusiko dugun moduan, hori modu ez-sistematikoan egin ohi da, hau da, jarraibide zehatzik gabe. Hala ere, hainbat lanek erakusten dute munduan zehar eta Euskal Herrian translanguaging pedagogiaren adibide batzuk ere badaudela, eta atal honetan horietako zenbait adibide ekartzen saiatuko gara.

Galeseko testuinguruan translanguaging praktika gehienetan, hizkuntza nagusia, hau da, ingelesa, hizkuntza gutxitua, galesa, garatzeko erabiltzen dela esaten da (Jones, 2017). Lehen Hezkuntzan, esaterako, ikasleei galesez eta ingelesez hiztegi elebiduna aurkezten zaie matematika ikasgaiari, hiztegi elebiduna aurkezteak ikasleen hizkuntzarteko kontzientzia garatzea eta ikasleek edukia ikastea bermatzen duelako. Historiako eskolan, berriz, irakasleak ikasleei *translanguaging cues* bidez zehazten die hizkuntza bakoitzaren rola. Translanguaging pedagogiaren barruan, *translanguaging cues* (Jones & Lewis, 2014) deritzenek hizkuntza bakoitza noiz eta zertarako erabili zehazten duten argibideak dira.

2. Irudia: Lehen Hezkuntzako historia klasean aurkeztutako translanguagingerako instrukzioak.

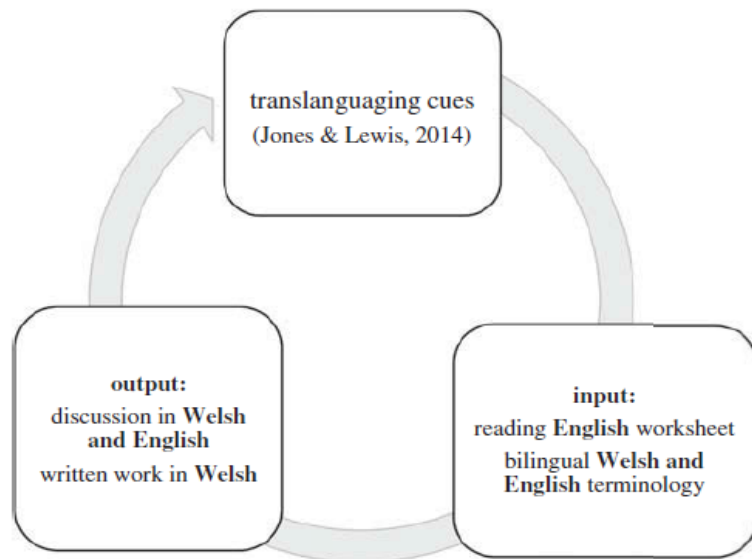


Figure 5. Translanguaging cues presented in a primary school history lesson.

(Jones, 2017: 209)

Jonesek (2017) Roberts et al.-en (2017) oinarrituta, esaten du Bigarren Hezkuntzako irakasleek ikasgelan elebitasuna sustatzeko gehien erabiltzen dituzten estrategiak hiztegi elebiduna, eta maiztasun gutxiagorekin translanguaging eta itzulpena direla. Hala ere, irakasleen artean ikasgela barruan bi hizkuntzen erabilera kudeatzeari dagokionez formakuntza falta nabaria dela ere esaten du (Roberts et al. 2015).

Testuinguru euskaldunean, Leonet et al.-ek (2017) Lehen Hezkuntzako 5. eta 6. mailako ikasleekin euskara, gaztelania eta ingeles ikasgaietan translanguaging inplementatu zuten ariketa batzuetan. Autore horiek esaten dute ondoren aipatuko ditugun bi ariketak ikerketa proiektu zabalago baten parte direla, zeinaren helburua translanguaging pedagogikoaren bidez ikasleen kontzientzia linguistikoa eta metalinguistikoa garatzea den. Ariketa horiek inplementatuz lortu zuten, alde batetik, eskola testuinguruan dauden hizkuntza desberdinen gaineko kontzientzia garatzea eta, bestetik, herriko testuinguruan erabiltzen diren hitz-elkartu eta eratorriak euskaraz, gaztelaniaz eta ingelesez nola sortzen diren alderatzea, kontzientzia metalinguistikoa garatzeko, adibidez: liburudenda-bookshop alderatu daitezke, baina gaztelaniazko “librería” hitzetik desberdinak dira; “librería” “library” hitzaren sasi-adiskidea da. Aipatzen den translanguagingen bigarren adibidean helburua euskaraz, gaztelaniaz eta ingelesez narrazio testuak idaztea da. Ikasleei narrazio testu baten egitura euskaraz irakatsi ondoren, narrazio testu propioa idatzi behar dute euskaraz, eta elementu

berberak dituen narrazio testu bat gaztelaniaz, eta beste bat ingelesez. Horrela ikasten dute euskaraz ikasi duten narrazio testuen egitura gaztelaniaz eta ingelesez ere aplika daitekeela, eta aldiz, gramatika edo lexikoari dagozkion alderdiak hizkuntza bakoitzak espezifikoak dituela.

Bestalde, Cenoz et al.-ek (2019) ikerketa proiektu beraren beste zati bat azaltzen dute, hain zuzen ere, "Irratia eta telebista" moduluaren adibide bat. Modulu horretan ikasleek hiru paragrafoz osatutako azalpen testu batekin egiten dute lan, paragrafo bakoitza hizkuntza batean idatzita dagoelarik: bat euskaraz, beste bat gaztelaniaz eta beste bat ingelesez, hirurak testu beraren parte direlarik. Testua irakurri ondoren, hiru hizkuntzak konparatzeko ariketak proposatzen dira, hala nola, hitz sustraikideak eta hitz eraketarako estrategiak. Leonetek (2019) frogatu zuen translanguaging pedagogian oinarritutako esku-hartze honek ez zuela eragin negatiborik izan ikasleen euskara mailan; hori neurtzeko, ikasleen euskarazko irakurmenaren ulermena neurtu zen esku-hartzearen aurretik eta ondoren.

Azken urteotan asko ugaitu dira munduan zehar translanguagingen ikuspegian oinarritutako hizkuntzen irakaskuntzako ikerketak. Adibidez, Velasco eta Fialaisen (2018) lanean ikusi zuten Frantziako Alsace eskualdeko Haur Hezkuntzako bost-sei urteko ikasle batzuk frantsesa eta alemanaren arteko hitz sustraikide, eta sustraikide faltsu identiko eta ez-identikoen inguruan hausnartzeko gai zirela, aztertutako hitz horiek irakurriz, entzunez edota horien esanahiaren inguruan hausnartuz.

Afrika Hegoaldean, Charambak eta Zanak (2019) translanguaging ikuspegian oinarritutako ikerketa bat burutu zuten, zeinetan zientzia fisikoak ikasgai DBHko ikasleek hartu zuten parte. Emaitez erakutsi zuten ikasleen H1a, kasu honetan *sesotho*a, ingelesarekin batera integratzeak irakaskuntza-prozesuan eta, ondorioz, ikasleei testu paraleloak edo zientzia hiztegi elebidunak emateak, ikasleek kontzeptuak hobeto ulertzea zekarrela.

Schulzek eta Ittnerrek (2019) lau hizkuntza gaitasunak (irakurmena, idazmena, mintzamina eta entzumena) lantzeko translanguaging ikuspegian oinarritutako estrategiak aipatzen dituzte, betiere ingelesa irakasteko Estatu Batuetako testuinguruan. Adibidez, oraindik ingeles maila altua ez duten ikasleekin ingelesezko narrazio testu bat irakurri aurretik, testu horren laburpena beraien H1ean irakurtzea; edota entzumena lantzeko, irakasleak testu elebidun edo eleantiztunak irakurtzen dizkie ikasleei, hala nola, testu paraleloak edo hizkuntza bat baino gehiago tartekatzen dituen testu bat.

New Yorkeko testuinguruan, translanguagingek barne hartu ohi dituen bi hizkuntzak hizkuntza nagusi dira mundu mailan, ingelesa eta gaztelania, nahiz eta gaztelania hizkuntza gutxitua izan testuinguru honetan. Amerikako Estatu Batuetako Erroldaren Bulegoaren inkestaren arabera (2017), New Yorkeko biztanleen %51k ingelesa bakarrik hitz egiten du haien etxeetan; gainerako %49ak beste hizkuntza batzuk. Gehien erabiltzen diren bigarren hizkuntzak gaztelania eta gaztelania kreolera dira, hain zuzen ere, New Yorkeko gaztelania hiztunak biztanleen %25 dira, hau da, 1,9 milioi gutxi gorabehera. Testuinguru horretan, ingelesa irakasterakoan, ikasleek etxetik dakarten gaztelaniaren ezagutzaz baliatzen dira. Bigarren Hezkuntzan matematika ikasgai, adibidez, ingelesez idatzitako jarduerak gaztelaniazko ohar batzuk daukate eta batzuetan gaztelaniara itzulita daude jarduerok; edota irakasleak hizkuntza batean eta bestean egiten den izenordainen erabilerei buruz hausnartzera bultzatzen ditu ikasleak (García & Wei, 2014).

Mexikoko testuinguruan, López-Gopar et al.-ek (2014) ingeleseko klase barruan, ingelesa, irakaskuntza-hizkuntza dena, erabiltzeaz gain, ikasleen beste hizkuntzak, hau da, gaztelania eta Mixtec hizkuntza indigena ere erabiltzeko proiektu bat martxan jarri zuten. Horren bidez frogatu zuten ikasleek etxetik zekarzkitzen hizkuntzak ikasgelan balioan jartzeak ikasleek norbere identitatea baloratzea eragiten duela.

Lin eta Hek (2017) Hong Kongeko Bigarren Hezkuntzako institutu batean ikasle pakistandar eta indiarrekin egindako ikerketa batek berretsi zuen, ingelesa irakaskuntza hizkuntza zen ikasgela batean, translanguagingek hizkuntza eta edukia integratzen dituen esku-hartzeak egitea errazten duela, translanguaging aldazio pedagogikoa egiteko estrategia gisa (adibidez, hitz tekniko baten esanahaia emateko ikasleen H1a erabiltzea) eta identitatea berresteko estrategia gisa (ikasleek beraien kulturako elementuak ezagutzea) erabiltzen denean.

Celic eta Seltzerrek (2012) translanguaging inplementatzeko gida bat aurkezten dute. Translanguagingen estrategien barruan, alde batetik, *Designing Units around Multilingual Culminating Products* aurkezten dute, hau da, proiektu eleaniztun bat helmuga izango duten unitateak sortzea. Proiektu horiek guztiek testuetan oinarrituta egon behar dute. Horrez gain, testuaren hartzailak eta helburua kontuan izanda, testuak hizkuntza bat baino gehiago tarteka dezakeela zehazten da. Bestalde, sekuentzia didaktikoei antz handia hartzen dieten atazak deskribatzen dira bertan: "Introduce the culminating product early in the unit and plan scaffolding that will help students to best create the product by the end of the unit."

Beste estrategia bat “Translanguaging with Multi-genre Writing” da, testu generoekin irakastea eta generoen ekoizpenean translanguaging sustatzea, alegia. Hemen zehazten da genero bakoitzaren ezaugarriak modu esplizituan irakatsi behar zaizkiela ikasleei, baita ere zilegi dela genero batzuetan ingelese eta ikasleen ama-hizkuntzak erabiltzea.

Dirudienez, translanguaging pedagogiaren barruan izaera diferenteko baliabide didaktikoak sartzen dira: hiztegi elebidunak, metahizkuntza gramatikala, generoen ekoizpena, edukiak eta hizkuntza integratzeko baliabideak, hizkuntza hegemonikoak, gutxituak..

2.2. Ikasgelan hizkuntza desberdinak integratzea: zenbait ondorio

Hizkuntza gutxitu bat dagoen tokietan translanguaging inplementatzeari errespetua zaio, izan ere, ikasleek hizkuntza nagusira jotzea eragin lezake (Cenoz & Gorter, 2017a). Era berean, beharrezkoa dirudi ikasgela barruan helburu-hizkuntza ahalik eta gehien erabiltzea ikasleek hizkuntza horrekiko esposizio gutxi daukatenean eskolaz kanpo (Turnbull, 2001), baita hizkuntza horrekiko atxikimendua sustatzeko (García-Mateus & Palmer, 2017), eta erabilera esparruak errespetatzeko ere (Idiazabal & Dolz, 2013; Idiazabal et al., 2015). Galeseko testuinguruan, esaterako, translanguagingen ikuspegia adoptatzea kontu handiz egiten da hizkuntza nagusia lehenestea eragin dezakeelako (Jones, 2017: 224). “(...) a suitable didactic intervention based on pedagogical translanguaging needs to be purposefully adapted to the context and to the students’ language profile”. Beraz, hizkuntza ezberdinek irakaskuntzan izango duten pisua testuinguruaren arabera izango da (Etxezarraga, 2016).

Horren harira, Bakerrek (2017) ere badu zeresana: kodeak nahastea edo banatzearen arrazoa eskola bakoitzean elebitasunak duen helburuaren arabera da: hezkuntza elebidunaren helburua hizkuntza nagusirako igarobidea izatea bada, hizkuntzak nahastera joko da, horrela, hizkuntza nagusiaren erabilera sustatzeko, eta ondorioz, hizkuntza gutxituarena higitzeko; aldiz, helburua hizkuntza gutxitua mantendu eta garatzea bada, hizkuntzak banatzea garrantzitsua izango da (Baker & Wright, 2017). Hain zuzen ere, hizkuntza gutxituak curriculumean presentzia zabala izan dezan, ikasgelako jarduerak espazio eta denbora bereizita sortu behar dute (Baker, 2017). Gainera, kode nahasketa dela-eta, hizkuntza gutxituekin dagoen beste arazo bat kode nahasketa ez-egonkorra da, adibidez *Spanglish* delakoa: aleatorioki hizkuntza bata eta bestea erabiltzeak hizkuntza gutxituarengandik urrundu, eta hizkuntza nagusira aldatzea eragin dezake. Hori dela eta, hezkuntza profesionalek hizkuntzak banatzearen garrantzia aldarrikatu dute (Baker, 2017).

Hirugarren kapitulu honetan translanguaging ikuspegiak hizkuntzen irakaskuntzari egiten dizkion ekarpenak edo planteatu diezazkiokeen erronkak ekartzen saiatu gara. Ikusi dugun bezala, translanguagingen erronka nagusietarikoa da hizkuntza gutxituan gaitasuna bermatzen duten translanguaging pedagogien ebidentzia zientifikoa eskasa dagoela (García & Wei, 2014). Hain zuzen ere, translanguaging pedagogikoaren adibide gehienetan beste hizkuntzak ingelesa garatzeko erabiltzen dira. Ikusi ditugun adibideetatik bitan soilik (Jones, 2017; Leonet et al., 2017) erabiltzen da ingelesa hizkuntza gutxitu bat garatzeko.

Beraz, mundu zabaleko ikerketen arabera, ikasgelan hizkuntza bat baino gehiago integratzeko egiten ari diren askotariko saiakerak kontuan izanda, eta EAEko hezkuntza sistemaren kasuan, hezkuntzaren erronka garrantzitsuenetako bat ikasleengan gaitasun eleanitza garatzea dela (Heziberri, 2020), uste dugu aurrerapauso handiak eman direla hizkuntzak ikas- eta irakasteko moduari dagokionez, eta horrek berarekin egokitzapen metodologiko bat eragin duela: hizkuntzak ez dira sistema isolatu gisa hartzen, modu integratuan irakasten baizik.

Aipatu ditugu baita ere sekuentzia didaktikoen eskaintzen dituzten abantailak, hala nola, hizkuntzen ikas- eta irakaskuntza sistematizatzen dute, emaitzen gaineko kontrola izatea ahalbidetzen dute eta ikasleak komunikazio egoera esanguratsuetan jartzea bultzatzen dute. Ikusten da, beraz, arazo batzuei konponbidea ematen zaiela. Hala ere, batez ere idatziaren lanketari begiratu diogu, ahozkoaren lanketa oraindik ere eskolan baztertuta dagoela ikusten da, idatzizkoa lantzeko tradizio luzeagoa dagoelako beharbada, hurrengo kapituluan azalduko den moduan. Gainera, nahiz eta aipatutako sekuentzia didaktiko batzuen ekoizpenek hiru hizkuntzetan ekoiztutako produktu bakarra sortu duten, normalean testu ekoizpena hizkuntza bakar bati dagokio. Hizkuntza bat baino gehiago integratzen dituen testu-ekoizpen bat, besteak beste, ikas- eta irakas-objektu bihurtzeak erronka bat suposatuko luke. Baker eta Jonesek (1998: 591) ere azpimarratzen dute: “ (...) the use of bilingual materials, particularly when they are built in a non-repetitive, non-parallel, but incremental and well sequenced manner, can be valuable, particularly in high schools. However, the production and availability of materials in many minority languages is difficult to achieve”.

Eta dauden material horietan hizkuntzen didaktika bateratua egitea zaila dela nabaria da. Hain zuzen ere, lehen kapituluan aipatu moduan, euskara, gaztelania eta ingelesa irakasteko materialen analisi esploratorio batek erakusten du hizkuntzak modu integratuan irakasteko zailtasunak daudela (Manterola et al., onartuta).

Hirugarren kapitulu honetan, beraz, teorikoki urrun dauden bi ikuspegi aurkeztu dira: alde batetik, hizkuntza alternantzia proposamen didaktiko ezberdinen bidez, eta bestetik, translanguaging pedagogikoa. Bata eta bestea gelartzeko orduan, ikusi den ezberdintasun nagusia da sekuentzia didaktikoen bidezko hizkuntzen trataera bateratua egiteko proposamen didaktiko gehienek aurre- eta ondo-testuak ekoizten dituztela hizkuntza desberdinetan, eta ez ariketa solteetan hizkuntza desberdinak integratzen dituztela; translanguagingek, aldiz, jarduera solteetan bakarrik egiten du alternantzia; sekuentzia didaktikoen, berriz, eginkizun komunikatiboaren mailan, eta kasu askotan ariketa solteetan ere bai (Badiola et al., 2013). Beraz, ezberdintasun handiena ez litzateke izango alternantzia egin ala ez, baizik eta noiz eta nola, alternantziari etekin didaktiko handiena modu fidagarrian ateratzeko.

IV. KAPITULUA

JENDAURREKO AHOZKO AZALPENAREN DIDAKTIKA

Sarrera

Ahozko hizkuntza izango dugu hizpide hurrengo kapitulu honetan, zehazkiago, jendaurreko ahozko azalpena, testu genero hori aukeratu dugu-eta tesi proiektu honetan aurkeztuko den esperimentazio didaktikorako. Ahozko hizkuntza landu nahi izan dugu erronka bat izango zela jakin arren, izan ere, idatziaren irakaskuntza izan da eskolaren zeregin tradizionala, ahozkoa ikasleek “egitearen egitez” ikasiko zutelakoan. “Saber hablar es una competencia fundamental poco enseñada porque arrastra una doble problemática: la falta de una tradición pedagógica sobre su enseñanza en nuestro país y las dificultades prácticas de su aplicación en clase.” (Vilà i Santasusana & Castellà, 2014: 19).

Planek (2015) ahozkoaren hiru funtzio bereizten ditu: alde batetik, modalitate pedagogikoak. Irakaslearen ahozkoa da hau, eta beraz, bitarteko gisa erabiltzen da, irakatsia izan gabe, ondoko funtzio hauetarako, besteak beste: gela kudeatzeko, ariketak azaltzeko edota galderak egiteko; ahozkoaren bigarren funtzioa jakintza eraikitzea da (ahozko gogoetatsua – Chabanne eta Bucheton, 2002). Horrela, ahozkoak jokatzeko duen roletako bat da, adibidez, potentzial kognitiboa eta pentsamenduaren funtzionamendua egituratu, findu eta ustiatzea (Gaussel, 2017) edota mediazio metakognitiboari bide ematea (Colognesi & van Nieuwenhoven, 2016; García-Azkoaga, 2015); azkenik, ahozkoak ikaskuntza objektu funtzioa dauka: hizkuntza behaketa- edo azterketa-objektu bihurtzen da, ahozko ekoizpenen kalitate eta eraginkortasuna hobetze aldera, eta komunikazio abileziak garatzeko (Plane, 2015). Azken funtzio honen barruan ideia da ikasleek ahozko komunikazioan gertatzen diren prozesuen gaineko kontzientzia hartzea, horien gaineko kontrola izateko, eta horrela, ikasleek haien portaera autoerregulatu dezaten. Lan honetan azken horri egingo diogu erreferentzia, ahozko hizkuntzaren irakaskuntzaren helburu gisa.

1. Ahozko hizkuntza eta bere irakaskuntza

Ahozko hizkuntzaren lanketari dagokionez, Dolz eta Schneuwlyk (2006) aipatzen dute ahozkoa ez dagoela ondo mugatuta objektu irakasgarri gisa, horregatik, oraindik idatziaren menpe dago hein handi batean. Hain zuzen ere, irakasleentzat erronka bat suposatzen du

ahozko hizkuntza irakasteak, ahozko hizkuntza irakaskuntza objektu gisa definitzea zailagoa delako (García-Azkoaga, 2015), eta beraz, idatziarekin alderatuta, konplexuagoa delako modu zehatzean identifikatzea zer den irakasgarria (Manterola, argitaratzeko onartua).

Ahozkoaren irakaskuntza dela eta, Dolz eta Schneuwlyk (1989) batez ere genero formalak lantzea hobesten dute, izan ere haien xede hizkuntza frantsesa ama hizkuntza da, eta gehien bat irakaskuntza elebakarra da eskuartean dutena. Gure kasua nahiko ezberdina da, euskara H1 edo H2 da eta irakaskuntza eleaniztuna dugu testuingurua. Nolanahi ere, gure ikerketarako testu genero formal bat aukeratu dugu ikerketaren ardatz gisa, ahozko azalpena, hain zuzen ere.

Aipatu dugu ahozko hizkuntza lantzeko hainbat zailtasunekin egiten dutela topo irakasleek. Dolz et al.-ek (2001) hizkuntza idatzia eta ahozkoa lantzearen desberdintasunen artean, hauek aipatzen dituzte: alde batetik, berrikuspenerako aukera: hizkuntza idatzia berrikusi daiteke, testua berriz hartu, landu, zuzendu daiteke. Ahozko testua denean, aldiz, ekoizpen prozesua eta produktua gauza bera dira. Norbere portaeraren gaineko kontrola ekoizpenean bertan egin behar da, hortaz, garrantzitsua da automatismoak sortzea, hitza prestatzea. Hizkuntza idatzia gero zuzentzen da; ahozko hitza, aldiz, lehenago, prestaketa sakon baten bidez. Bestetik, norbere jokabidea behatzeko aukera ere desberdina da modalitate batean eta bestean: testu idatziak denboran irauten du; hori dela eta, posible da norberak ekoiztu duen testuaren inguruan hausnartzea. Ahozko hizkuntza behatzeko, aldiz, grabatu egin behar da, grabazioak hitza objektu bihurtzen baitu. Hala ere, idatzizko erabilera batzuk (chat-ak) ahozkoaren antzeko izan daitezke.

Larringanek (2007) ahozkoan egiten den errearen tratamenduaren inguruan dihardu. Berak dioenez, akats gehiago dago ahozkoan ahozko hizkuntza berrikusi gabe aurkezten delako, eta hanka-sartzerik eginez gero, enuntziazioaz baliatu behar da.

Errorea, hizkuntza idatzian, nozio estatikoa da: enuntziatu oro zuzena da edo gaiztoa, eta errorea zuzentzeko eta berridazteko aukera du hiztunak. Edo halakotzat jotzen dugu. Ahozko hizkuntzan, errorea nozio dinamikoa da: hiztunak hanka-sartzea eginez gero, mezua luzatuz soilik eta aurrera joaz zuzen dezake (Larringan, 2007: 95).

Kontuan hartuta ahozko hizkuntzak eta idatzizko hizkuntzak ez dutela modu berean funtzionatzen, batean eta bestean akatsa nola tratatzen den, eta bata eta bestea nola ebaluatzen den ezberdina izan beharko litzateke (Larringan, 2007). Era berean, Dolz eta Schneuwlyk ere (2006) diote ahozkoaren ezaugarri diren erreformulazioak, berrasteak, hasiera

faltsuak, erdizka uzten diren esaldiak, eta abar zabor gisa hartzen direla baina “zabor” horrek kasu bakoitzean “funtzio” ezberdina bete dezakeela.

Ahozko hizkuntza elkarreragin sozialen bidez ikasten den ustea dago, baina De Pietro eta Dolzi (2007) jarraiki, eskuhartze didaktikoak diseinatu behar dira ahazko hizkuntza irakasteko, “Izan ere, ikasleek ez dute ia aukerarik, eguneroko elkarrekintzaren bidez, konbentzio sozialek tinko egituratzen dituzten komunikazio formak menderatu ahal izateko beharrezko diren gaitasunak garatzeko. Adibidez, elkarrizketa, hitzaldia edo debatea” (De Pietro & Dolz, 2007: 153). Beraz, ikasleek komunikazio modu desberdinei leku ematen dieten baliabide komunikatibo espezifikoei buruzko ezagutza bereganatu behar dute, ikasleen testuinguru sozialak ez baitu beti ziurtatzen komunikazio modu guztietarako sarbidea. Hizkuntza gutxitua presente dagoen egoeretan, esku hartze didaktikoa are funtsezkoagoa da, eskolaz kanpo ahazko hizkuntza praktikatzeko aukera gutxi egoten delako.

Ahozkoaren lanketa sistematiko baten bidez, ikasleek beraien mintzaira-portaera propioarekiko erlazio kontziente eta borondatezkoa garatuko dute, eta hitz egiteko (eta idazteko) gaitasunak hobetzeko tresna eraginkorrek emango zaizkie ikasleei (Schneuwly et al., 1996).

Gure ikerketan, esan bezala, ahazko aukezpena landuko dugu, baina hiru hizkuntza ezberdin integratuz osatzen dena, euskara, gaztelania eta ingelesa, hain zuzen ere. Irakaskuntza eleaniztunerako baliabide didaktikoa da diseinatu eta esperimendu nahi duguna. Helburu hori kontuan izanik, eta 3. kapituluari ikusi duguna gogoratuz, erabili nahi dugun testu generoa, sozialki ezaguna, erabilera nahiko arrunta duena izatea nahi dugu, eta hala dela uste dugu.

Ondoren datorren kapituluari, eta jarraian, jendaurreko ahazko azalpenaren ezaugarriak zehaztuko ditugu. Izan ere, atal honen helburua da ikustea ea zein ezaugarri diren pertinenteak ahazko azalpena irakasteko sekuentzia didaktiko batean lantzeko. Bestalde, hizkuntza bat baino gehiago tartekatzen dituzten eta gizartean aurki daitezkeen ahazko azalpenen zenbait adibide (testu sozial) ere emango ditugu, aukeratu dugun testu generoaren irudikapen argiagoa eta errealagoa egite aldera.

Horrez gain, jendaurreko ahazko azalpenaren didaktikari begira, curriculum dekretuak ahazko azalpenaren lanketari dagokionez esaten duena zehaztuko dugu alde batetik, eta bestetik, ahazko azalpenak lantzeko sekuentzia didaktiko batzuk aurkeztuko ditugu.

2. Jendurreko ahozko azalpenaren oinarritzko ezaugarriak

Eskola testuinguruan oso gutxitan da ahozko azalpena ikaskuntza objektu, ikasleek ezagutu beharreko jakintzagai (Colognesi & Deschepper, 2019; Dolz & Schneuwly, 2016; Simard et al., 2010) eta, ondorioz, gehienetan ez da egiten genero horren lanketa sistematikorik (García-Azkoaga, 2007); horren ordez, ahozko azalpena jakintza transmititzeko eta ikasleek ikasgai baten edukia bereganatu duten ala ez ebaluatzeko tresna gisa soilik hartzen da (García Azkoaga, 2007), eta ikasleek jada testu genero hori ekoizten jakingo balute bezala jokatzen da.

Honela definitzen du García-Azkoagak (2007) ahozko azalpena:

Azalpen-testua monologala edo bakarriketazkoa da eta “mintzajardun horren helburua dela eta, azalpenaren ekoizlea behartuta dago entzuleen ezaugarriak kontuan hartzea, eta horiek dituzten edo ez dituzten jakintzak aurreikustera, eta jakina, horren arabera testua modu jakin batean lantzea, edukia egituratzera eta helburua lortzeko egokienak diren baliabide diskurtsiboak erabiltzea” (García-Azkoaga, 2007: 182).

Bestalde, ahozko azalpena testu luzea izan ohi da: horrek eskatzen du gai eta azpigaien antolaketa egokia egin behar duela hizlariak, eta horretarako hizkuntza baliabide egokiak erabiltzen jakin behar du, entzuleak azalpena ondo ulertu dezan. Era berean, gai aldaketak modu esplizituan markatu behar dira, tematizatzaile edo markatzaile diskurtsibo baten bidez (Arriola et al., 2006; Battaner et al., 1997). Dolz eta Schneuwlyk (2006: 179) azpimarratzen dute ahozko azalpen batean zeharo garrantzitsua dela modu esplizituki egituratuan zuzentzea hartzaileei. Horretarako, metadiskurtsoaz baliatu behar da, alegia, ahozko azalpenari buruzko metahizkuntza sarri erabili behar da, adibidez, ‘hitzaldi honek lau atal izango ditu’ edo ‘nire azalpenean zehar hainbat gai eta azpi-gai bereiziko dira’. Testua modu egokian kudeatzeko, alde batetik, kohesio tematikoa zaindu behar du hizlariak; bestetik, ideia nagusiak eta bigarren mailakoak ondo bereizi (Battaner et al., 1997). Idatzian puntuazioak betetzen du zeregin egituratzailea hori, hau da, puntuazioak informazioa hierarkizatzen du (Battaner et al., 1997), baita testu antolatzaileek ere, esaterako, ‘lehenik eta behin’, ‘lehenengo hariari jarraituz’, ‘era berean’, ‘esate baterako’, ‘izan ere’.

Hizlariak entzuleen ezaugarriak kontuan hartuko ditu, aldi berean, entzuleen interesa pizten saiatuko da eta entzuleek gaiari buruz dituzten aurrezagutzak eta gaiari buruz espero dutena kontuan izango du. “Horretarako, edukiaren berritasuna ebaluatu behar du eta azalpenean egon daitezkeen zailtasunez jabetu behar da ondoren horiek gainditzeko.” (Mujika,

2013: 3). Vilà i Santasusanak (2005: 40) dioenez, igorlea hartzailearen lekuan jartzen da eta hartzailearentzat ulertzeko zaila izan daitekeena baloratzen du, eta zenbait estrategia komunikatiboren bidez, informazio berri hori ulergarri egiten saiatzen da: “(...) compartir los significados entre los participantes es un elemento clave de la eficacia comunicativa”.

3. Jendaurreko ahozko azalpen elebi/eleaniztunen praktika sozialak

Ahozko azalpen testu elebi/eleaniztunak gizarteko hizkuntza praktika nahikoa ohikoak edota geroz eta ohikoagoak direla uste dugu, adibidez, kongresuetan (Cenoz & Gorter, 2017a), emanaldi politikotetan, kultura eta merkataritzan, ikuskizun edo ekimenen aurkezpenetan aurkitu ditzakegunak.

“Un aspecto muy destacado de las prácticas discursivas en nuestra sociedad es el del plurilingüismo: en muchas de ellas se utiliza de forma simultánea y alternativa más de una lengua (tanto en la interacción entre los participantes como en el apoyo gráfico y audiovisual de los textos más o menos extensos de los cuales disponen” (Martín, 2018: 11).

Hain zuzen ere, bi eta hiru hizkuntza ekitaldi berean erabiltzea geroz eta arruntagoa da, bertako hizkuntza ofizialen presentzia indartzeko, nazioarteko harremanak eraginda, edota ekitaldiaren nazioarteko izaera azpimarratzeko. Zenbait hizkuntza ekoizpen berean integratzeak modalitate desberdinak har ditzake: eduki bera hizkuntza guztietan adieraziz eman daiteke edo hizkuntza bakarrean; ahozkoan hizkuntza batean aritu bitartean, PPTan bestean aritzea ere ohikoa dela dirudi.

Eta hori horrela dela frogatzeko, hurrengo atal honetan gizartean aurki daitezkeen eta hizkuntza bat baino gehiago integratzen dituzten ahozko azalpenen praktika sozialen adibideak aurkeztuko ditugu, 2017-2019 urte bitartean jaso ditugunak. Horretarako, gizartean aurkitutako praktika horien zenbait ezaugarri emango ditugu: hizkuntza alternantzia zein egoera komunikatibotan egiten den, zein helbururekin eta zein modalitate edo estrategia erabiltzen den hizkuntza bat baino gehiago integratzeko. Ikusiko dugunez, beraz, hizkuntza desberdinak integratzen dituen ahozko azalpena ez da genero ez-ohikoa, are gehiago, Euskal Herrian ohiko hizkuntza praktika da. Hori guztia kontuan hartuta, testu-genero interesgarria dirudi HTBren bidez lantzeko. Hain zuzen ere, ikerketa honetan aztertu den sekuentzia didaktikoan ikasleek egin behar duten testu-ekoizpen ariketa ahozko azalpen hirueleduna da, hau da, euskara, gaztelania eta ingelesa konbinatzen dituen ahozko azalpen bat, 5. kapitulan azalduko dugun bezala.

3.1. Hizkuntza alternantziaren egoera komunikatiboa

Testuinguru komunikatibo anitzetan aurki ditzakegu hizkuntza bat baino gehiago integratzen dituzten ahozko azalpenak. Aurkitu ditugun adibide gehienak kongresu zientifikoak, edo oro har, biltzarretako hitzaldienak izan dira, testuinguru formal eta akademikoetan egindako ahozko azalpenak, hain zuzen ere. Baina ikusiko dugun moduan, badira bestelako adibideak ere, eta Euskal Herrian bertan gainera. Aipatu egin behar da tesigilearen lekukotza zuzenaren bidez jasotako adibideak direla batzuk.

Ottawan, 2018ko maiatzaren 3an eta 4an ospatu zen “Translanguaging: Opportunities and Challenges in a Global World” kongresura (hemendik aurrera CCERBAL⁷) tesi honen egilea joan zen. Bertan, hitzaldi gonbidatu bat baino gehiagotan ingelesa eta frantsesa tartekatzen dira, adibidez. Beste adibide bat Euskal Herrian bertan ikusitakoa da: “Jendaurreko euskarazko komunikazioa: praktikatik ikasten” 2018ko EHUko uda ikastaroan hitzaldietako bat “Hizkuntzen kudeaketaren eredu konplexu bat: Donostia Zinemaldia⁸” izenekoa izan zen. Bertan azaltzen da, besteak beste, Donostia Zinemaldiaren amaierako galako diskurtsoan euskara, gaztelania eta ingelesa integratzen direla; Donostian 2016ko abenduaren 15 eta 16an ospatu zen Europako Hizkuntza-Aniztasunaren foroan ere, hizkuntza alternantzia gertatzen da hainbat momentutan: adibidez, UNESCO Etxearen zuzendariak ekitaldiaren aurkezpena egiten duenean euskara, gaztelania eta ingelesa tartekatzen ditu, edota foroaren aurkezleak foroa ospatu zen egunetako batean egindako aurkezpenean ere euskara eta ingelesa tartekatzen ditu; 2016ko urriaren 28an ospatu zen 2015/2016 ikasturteko Letren Fakultateko Graduazio Ekitaldi⁹ osoa elebiduna da, euskara eta gaztelania txandakatzen direlako; “Líneas de trabajo en relación al desarrollo atípico del lenguaje en niños bilingües euskera-castellano/ francés y plurilingües” Nafarroako Unibertsitate Publikoak 2017ko irailaren 29 eta 30erako antolatutako uda ikastaroan¹⁰ ere ikusi dugu nola hizlari batek euskara eta gaztelania tartekatzen dituen bere diskurtsoan.

⁷ CCERBAL 2018. Translanguaging: Opportunities and Challenges in a Global World. 2018ko maiatzak 3-4. Sarean: <https://ccerbal2018.sciencesconf.org/?forward-action=index&forward-controller=index&lang=en>

⁸ Sarean: <http://www.soziolinguistika.eus/es/node/6765>

⁹ Sarean: <https://ehutb.ehu.es/video/58c672fcf82b2b782f8b456d>

¹⁰ Sarean: <https://www.cursosveranoupna.com/curso/lineas-de-trabajo-en-relacion-al-desarrollo-atipico-del-lenguaje-en-ninos-bilingues-euskera-castellano-frances-y-plurilingues/>

Ikergazte kongresuan¹¹ hizlari batek euskaraz ematen du bere diskurtsoa, PPTa ingelesez idatzita daukan bitartean; *youtube* plataforman ere topa daitezke antzeko praktika sozialak. Adibidez, liburu baten kritika¹² egiten dute ikasle bik, alemana, ingelesa eta gaztelania tartekatuz.

Ahozko azalpenaz gain, bestelako askotariko testu-generoetan ere topa daiteke hizkuntza alternantzia. Adibide gutxi batzuk aipatuko dira jarraian: irratan, webguneetan eta sare sozialetan ere aurkitu ditugu hizkuntza alternantziaren adibideak: hasteko, “El bertsolarismo y el rock de la mano” elkarrizketa elebiduna 2018ko urtarrilaren 17an Euskadi Irratian¹³, non elkarrizketatzaileak gaztelaniaz egiten duen eta elkarrizketatuak euskaraz erantzun (erantzun bakoitzaren amaieran elkarrizketatzaileak elkarrizketatuak esaten duena gaztelaniaz laburbiltzen du); *Pint of Science* festibalaren webgunea da beste adibide bat, non webguneko testuan euskara, gaztelania era ingelesa tartekatzen diren (2019ko edizioko webgunea jada ez dago erabilgarri, 2020koa ari dira prestatzen-eta; hala ere, adibidea beherago azaltzen da); Ezker Anitza alderdi politikoaren udako kanpainako eslogan elebiduna ere aurkitu dugu, “No ezetz da”¹⁴; Iñigo Urkullu Lehendakariak Twitterren¹⁵ 2019ko otsailaren 4an idatzitako txio batean ere euskara eta gaztelania tartekatzen ditu, 1. eranskineko pantaila-irudian ikus daitekeenez: “Lankidetzako 2018ko Ignacio Ellacuría saria Mikel Ayestaranek jaso du gaur. @mikelayestaran ha demostrado ser un activista por la solidaridad y la cooperación; es más que un periodista, es un ‘cooperante periodista’”.

Telesail eta abestietan ere aurkitu dugu hizkuntza alternantzia. *How to get away with murder* telesaila, esaterako, ingelesez egin da, eta episodio batean, mexikar jatorriko bi pertsonaik gaztelania erabiltzen dute elkarri zuzentzeko ingelesez ari diren elkarrizketa baten erdian; NØGEN musika taldearen “Gertu” abestian euskara eta ingelesa tartekatzen dira: kanta

¹¹ Sarean: <https://www.unibertsitatea.net/aktualitatea/azken-ikergazte-kongresuko-hitzaldi-nagusiak-osorik-ikusgai>

¹² Sarean: <https://www.youtube.com/watch?v=OVK2kxP8SzA>

¹³ Sarean: <https://www.eitb.eus/es/radio/radio-euskadi/programas/graffiti/audios/detalle/5341526/audio-el-bertsolarismo-rock-mano-----/>

¹⁴ Sarean: <http://ezker-anitza.org/blog/tag/ez-ezetz-da-eu/?lang=eu>

¹⁵ Sarean: <https://twitter.com/iurkullu/status/1092424130400579584>

ingelesez da, errepika euskaraz. Bai telesailaren transkribapena, zein kantaren letra 2. eranskinean bildu ditugu.

Azkenik, hainbat karteletan aurkitu dugu hizkuntza alternantzia, besteak beste, *Summer in the USA, Kids & Us* edo *Surfing Zumaia* kartel hirueledunak, non ingelesa, gaztelania eta euskara tartekatzen diren; *Excellence in Basque Studies VIII* udako ikastaroko hitzaldi baten izenburua elebiduna da ingelesez eta euskaraz *Creativity is seeing what same as the others... eta beste era batera pentsatzea*; *toureko* kartela ere hirueleduna da euskaraz, frantsesez eta ingelesez. Kartel horiek guztiak 3. eranskinean aurki daitezke.

3.2. Hizkuntza alternantziaren konbinaketa modu ezberdinak

Hizkuntza alternantziaren ondoko lau konbinaketa modu hauek aurkitu ditugu aztertutako praktika sozialetan: agurrean hizkuntza bat baino gehiago integratzea; eduki edo informazio ezberdina ematea hizkuntza bakoitzean; beste hizkuntzan informazioa errepikatzea; beste hizkuntzan informazioa laburbiltzea; ahozko/idatzizko alternantzia. Aukera bakoitzaren barruan aurkituko ditugun adibideak tesigileak transkribatutakoak dira.

- Hasierako zatian hizkuntza bat baino gehiago integratzea:

Hainbat adibide aurkitu ditugu hasierako zatian hizkuntza desberdinak integratzen direnekoak: CCERBAL kongresura bertaratzeaz gain, azterketa hau egiteko hitzaldi nagusien bideoak¹⁶ youtube plataforman ikusi ahal izan ditugu.

Lehenengo egunean kongresuko arduradunek kongresuari hasiera emateko ingelesa eta frantsesa tartekatzen dituzte, ia lehen 3 minutuetan (Ofelia Garcíaren hitzaldia hasi aurretik ikus daiteke hori). Hizkuntza bakoitzean informazio desberdina ematen dute. Kongresuko agurrean ingelesa eta frantsesa tartekatu ondoren, Kevin Kee-ri, Letren Fakultateko dekanuari, ematen diote hitza. Beraz, kongresuaren hasierako ongi-etorri ekitaldia elebiduna dela esan daiteke.

madames et monsieurs / bonjour et bienvenue sur le campus bilingue de la université d'Ottawa / et au colloque de CCERBAL deux mille dix-huit / je m'appelle Nicola Slavkov / and I'm the director of the Canadian Centre for Studies and Research on Bilingualism and Language Planning de CCERBAL // and I am Jeremie XX (=?) director of the Official Languages and Bilingualism Institute and Associate Team of

¹⁶ Sarean Ofelia Garcíaren hitzaldi nagusia:

<https://www.youtube.com/watch?v=6237bAOa0MM&feature=youtu.be>; Danièle Moore-ren hitzaldi nagusia: <https://www.youtube.com/watch?v=6BlK6z48L0&feature=youtu.be>; Guillaume Gentilen hitzaldi nagusia: <https://www.youtube.com/watch?v=lJ7A17bUye0&feature=youtu.be>

the Faculty of Arts // as conference chairs we would like to thank you for being with us here today / The Canadian Centre for Studies and Research on Bilingualism and Language Planning promotes active research in form of dialogue as well as expertise on current issues in language teaching and learning assessment and policy / on réalise le projet de reserche au cour de chercheur invite en provenance de X (=?) international (...)

Kongresu berean, hitzaldi gonbidatueta batean, hizlariak gaztelaniaz, frantsesez eta ingelesez agurtzen ditu entzuleak, eta hortik aurrera ingelesa eta frantsesa tartekatzen ditu bere hitzaldiaren gaia aurkeztu, hitzaldian zehar erabiliko duen hizkuntza zein izango den esateko eta eskerrak emateko. Beraz, hitzaldiaren sarreran hizkuntza desberdinak integratzen dituztela esan daiteke. Hizkuntza bakoitzean informazio desberdina ematen du:

bueno / buenos días a todos / a: a: bonjour a: good morning a: it's really a wonderful pleasure to be here with you today avec mes amis canadiens et a: tous les autres mes amis a: who are deaf / a: and I'm so happy that the deaf community is here also /

perhaps we struggle and we grapple with our bilingualism but there is some hope maybe / a: of things a: coming together / aujourd'hui ça que je vais faire ce d'essayer d'expliquer le translanguaging / à de ma point de vue c'est ne pas le point de vue de tout le monde mais c'est **ma** point de vue / a : a : et je vais parler en anglais parce que on m'a dit de parler en anglais / mais a : je vais a: simplement a : remercie tout les francophones qui sont ici / e a : spécialement a : Nicola et Jeremie a : who have really welcomed me Je- e: Nicola picked me up from the airport and gave me a big hug after that immigration officer XXX (ez da entzuten) / as I said keeps you very humble /

Hortik aurrera hitzaldi osoa ingelesez egiten du eta PPTko diapositibak ere ingelesez daude.

Lehenago aipatu dugun 2016ko Europako Hizkuntza-Aniztasunaren Foroan, Iñigo Urkullu Lehendakariak ere ematen duen hitzaldian euskara erabiltzen du gehienbat, baina ongietorria emateko euskara eta gaztelania tartekatzen ditu, hizkuntza bakoitzean antzeko informazioa emateko.

Herri Agintariok / UNESCO Erakundeko arduradunok / jaun-andreok arratsalde on / ongi etorri / bienvenidas y bienvenidos al Foro de la Diversidad Lingüística de Europa / Donostia dos mil dieciséis / Donostia bi mila hamasei / Donostia bi mila hamasei Europako Kultura hiriburuaren ibilbidearen amaierara hurbiltzen ari gara / egitasmoa erralitate bihurtuta ikusteko aukera izan dugu eta gaur kulturaren kateari jarraipena eman diogu Aaruseko eta Pavoseko ordezkariekin batera / elkarrekin bizitzeko kultura zabaldu dugu /

Hizkuntza alternantziak arrazoi sentimentala ere izan dezake, hurrengo adibidean ikus dezakegunez. Europako Hizkuntza-Aniztasunaren Foroan, hizlari batek, galeskoa izan eta galesa bere lehen hizkuntza izan arren, euskaraz egiten du agurra, entzuleenganako hurbiltasuna lortzeko.

Eskerririk asko / e: egun on denoi e: Ellin Jones naiz eta e:m Galesen bizi naiz eta e: e:m eu- e: u- e: Aberystwytheko Unibertsitatean egiten dut lan eta oso pozik nago hemen e: egotea eta eskerririk asko kon- kon- gon-bi-da-pe-na-ga-tik gonbidapenagatik bueno / baña (*jendeak txalotu egiten du eta berak barre egiten du*) bueno barkatu gaur ingelesez hitz egingo: hitz egingo dut / e:m // we have with us today for very e: knowledgable a: commentators on the charter / (...)

- Eduki edo informazio ezberdina ematea hizkuntza bakoitzean.

CCERBAL kongresuan, adibidez, hitzaldi gonbidatueta batek, hasi aurretik, hitzaldian zehar egingo duen hizkuntza kudeaketa azaltzen du ingelesez eta frantsesez. Hain zuzen ere, esaten du bere hitzaldian zehar ingelesa eta frantsesa tartekatuko dituela, eta ingelesez hitz egiten duenean frantsesez egongo direla idatzita diapositibak, eta alderantziz:

so in the spirit of translanguaging / I will try to alternate english and french / a: providing a: french support while talking in english and vice versa / a: and also providing a lot of visual supports a: even though the whole meaning of the conference will be bilingual so a: the hope is that a: even if you're more at ease with english a: you will get the gist of the talk / in french and aussi en français meme si vous puisse allez en français comme en anglais / j'espère que vous allez quand meme comprendre suivre meme si un peu de nuances qui vont vous échapper e / a:m as you know a situation of bilingualism is rarely balanced and symmetrical / and that's why the: you will hear more english / (...)

Bere hitzaldian zehar hizkuntza bakoitza eduki desberdina transmititzeko erabiltzen da, ondoko adibide honetan, esaterako, itzulpengintza ikasketek egindako ekarpenez dihardu ingelesez, eta frantsesera pasatzerakoan, itzultzaile batek hartu dezakeen lehen erabakiaren gaineko azalpenak ematen hasten da:

there's a very long history a: a: a very rich contribution of translation studies in addition to terminology / work in comparative stylistics like XXXXX (=?) clasique / a: theoretical work a: as well as practical work like manu- a: textbook manuals for a: professional translation training / and from that you find a wealth of of strategies what they bring is a: a number of options and strategies that you can use / dunque e la premier choix qu'un traducteur peut faire ce de quel degré il va naturalisé le text source dans dans la langue simple (...) / and what's interesting to know is that to a: these options that translators have available often they are also situated historically and ideologically and they reflect the X (=pair?) relationship between languages /

Ondoren, Donostiako zinemaldiaren amaierako galaren une bati erreparatuko diogu. Bertan, hizkuntzak txandakatzen dira. Hasieran, ongi etorria euskaraz, ingelesez eta gaztelaniaz errepikatzen da, baina gero informazio berria ematen da hizkuntza bakoitzean.

gabon eta ongi etorri Donostia Zinemaldiaren hirurogeita bosgarren edizioari amaiera emango dion gala honetara / good evening and welcome ladies and gentlemen / buenas noches y bienvenidos a la gala de clausura de la sesenta y cinco edición del Festival de Cine de San Sebastian / azken bederatzi egunotan erabatekoa izan da inbasio zinematografikoa / bertan parte hartzen gozatu dezazuela espero dugu / aunque todavía queda disfrutar de uno de los momentos más importantes y emotivos del festival / la entrega de premios / over these last days students from film schools around the globe have shown their first works in public / zinema ikasleen hamaseigarren nazioarteko topaketaren epaimahaiko presidentek / Jose Luis Torres Leivak / eta baita ikasleak ere erabaki dute Panavisión sariaren irabazlea Boas Franckle zuzendarriaren berrehun eta hamabi film laburra dela /

UPV/EHUko 2015/2016 ikasturteko Graduazio Ekitaldi osoa ere elebiduna da, hau da, euskara eta gaztelania txandakatzen dira, informazio desberdina emateko. Lehenengo 10 minutuetatik egindako transkribapena da ondoko hau. Ekitaldiaren aitabitxiak esaten duenaren zati labur bat soilik transkribatu dugu, adibide gisa, hizkuntza bakoitzean egiten duen interbentzioa nahiko luzea delako. Ikus daitekeenez, hizkuntza bakoitzean informazio desberdina ematen du. Hasieran, mahaikideak eta bertan daudenak deitzeko interbentzio laburra egiten du euskaraz, eta jarraian bere lana bere pasioa dela adierazteko gaztelania erabiltzen du. Transkribatu dugun zatiaren bukaeran EHU lan egitearen ohorea euskaraz azaltzen du eta gaztelaniaz bere ikasle garaia ekartzen du gogora.

Egresados de la Facultad de Letras, como padrino vuestro que soy, os debo una explicación (...) Ni poz-pozik nago letren fakultateko dekanok taldeak neu hautatu izanarekin (...) Si querían elegir a alguien alto, guapo, glamuroso, elegante y sofisticado, deberían haber elegido a George Clooney (...) serio hitz egingo dut. Ohorea da ekitaldi berezi honetako aitabitxi izatea (...) Mi relación con la facultad de letras, antes conocida como facultad de filología, geografía e historia, comienza en 1986 (...)

María Solana Nafarroako hezkuntza kontseilariak euskara eta gaztelania tartekatzen ditu "Líneas de trabajo en relación al desarrollo atípico del lenguaje en niños bilingües euskera-castellano/ francés y plurilingües" 2017ko uda ikastaroan ematen duen hitzaldian informazio desberdina adierazteko.

Hablar de carácter preventivo es hacer mención a la necesidad de detectar de forma temprana / y esto lo mencionaba antes también / distintas situaciones de desarrollo atípico / creemos que es importante esa detección temprana / como se establece en el título de este curso / y contemplar / las medidas educativas que den respuesta a la necesidad detectada de manera temprana / en este

aspecto de detec- de detección precoz creemos que es necesario contar con pruebas objetivas que nos informen del desarrollo del lenguaje en cada una de las lenguas //gzteleraz eta frantsesez esaterako izan badira era horretako frogak / euskaraz aldiz bide luzea dugu egiteko oraindik / hori da daukagun errealidadea eta hori da aurrean duguna / iaz Nafarroako Unibersitate Publikoak antolatutako udako ikastaroa eta gero / zuek biek e: aipatu duzue / hemen zareten askok seguru eta beste: beste zenbaitek lan-talde bat antolatu: zenuten / hain justu euskararen garapena / hori nola ematen den neurtzeko froga espezifikoak lantzeko /

A Union of Diversity deitutako liburuaren kritika hirueleduna¹⁷ ere aurki dezakegu youtuben, non bi elkarrizketatzaileek alemana, ingelesa eta gaztelania tartekatzen dituzten, hizkuntza bakoitzean informazio desberdina emateko.

Pint of Science Festibalaren webguneko testuan euskara, gaztelania eta ingelesa tartekatzen dira, hizkuntza bakoitzean informazio ezberdina adierazteko:

“How can bilinguals switch between their languages fluidly? Nola? How? Comme? Zein da garunak egoera horri ematen dion erantzuna? Let’s have a look of this! Then, we will answer to an even deeper question: How are languages stored at our brain?”

- Beste hizkuntzan informazioa errepikatzea.

Aurreko adibideetan, hizkuntza bakoitzean informazio ezberdina ematen dela ikusi dugu. Orain, berriz, informazioa itzuli egiten dela ikusten dugu, alegia, informazio berdina ematen da bi (edo hiru) hizkuntzetan.

Lehenik eta behin, Europako Hizkuntza-Aniztasunaren Foroa ekarriko dugu (Donostia, 2016). Erakutsiko dugun lehen adibidean, ikusiko dugunez, ez da guztia beste hizkuntzan errepikatzen, informazio berria ere ematen baita. Hizpide dugun adibidean, Aran Atxak, UNESCO Etxearen zuzendariak, foroaren aurkezpena egiten du. Bertan, euskara, gaztelania eta ingelesa tartekatzen ditu. Foroaren aurkezleak euskaraz egiten du ongiatorria; ondoren, euskaraz eta ingelesez ari da: euskaraz esaten duena, gero ingelesez errepikatzen du, alegia, hizkuntza gutxituak biziberritzeko estrategia komunak bilatzeko bilgune izango dela foroa.

(...) egun on / (...) eta hizkuntza guztiak guztion altxorra dira / biziberritu eta normalizatu egin nahi dugu hizkuntzen egoera / eta horretarako estrategia komunak ezarri nahi ditugu / horretarako elkartu gara hemen / sektore publiko eta pribatuak / lankidetzan aurrera egiteko / erakunde sozialak ikerketa eta kultur eragileak eta gobernu erakundeak / asko dugu egiteko eta asko dugu Europako eraikitzen- eraikuntzari ekarpen- ekarpenak eg- egiteko / izan ere hemen ordezkatu

¹⁷ Sarean: <https://www.youtube.com/watch?v=OVK2kxP8SzA>

dagoen aniztasuna aberastasuna da Europarentzat / eta hori aldarrikatzea ere g- geure lana da / (...)
this forum brings together partners organizations and specialists from civil society on a european
level / as well as organizations from the world of research and culture and government bodies to
reflect on and debate the different aspects of the development minoritized languages in Europe /
we are very satisfied that worldwide experts have accepted the invitation to participate in this
forum / researchers and experts from top european institutions / practitioners that work every day
to promote language diversity and minority languages politicians representatives of the civil society
and Unesco delegates / we all have gathered in this forum to discuss and most of all to identify
specific strategies that allow vulnerable languages to be revitalized and normalized /

Ekitaldia aurkezten ibili zen hizlariak ere foroa ospatu zen egun batean egiten duen
aurkezpenean aurrekoaren antzeko adibidea ikus dezakegu: aurkezleak euskara eta ingelesa
tartekatzen ditu, hain zuzen ere, euskaraz hasten da, ingelesez euskaraz esandakoa
laburbiltzen du, eta ondoren informazio berria ematen du ingelesez; azkenik, eskerrak ematen
ditu ingelesez eta euskaraz:

Espero dut hemen egun hauetan egingo den lanak esan bezela aurrera egiteko balioko duela izan ere
/ programa honetan ikusiko dugu batetik eragileei dagokienez hizkuntza politikan beti aldarrikatzen
dena // herri aginteak / beraz e: hizkuntzak politikan planifikatzeko erabakiak har ditzaketanak /
adituak / eta gizarte eragileak / eta egunero hizkuntza politika horretan ez bakarrik goikoek
erabakitakoa aplikatu behar dutenak baizik eta behetik gora hori sustatu behar dutenak
proposamenak egin behar dituztenak / eta hizkuntza politikan beti aldarrikatzen den hori / goitik
beherakoa eta behetik gorakoa / horren uste dut ispilu zoragarria dela gaur hemen bildutako multzo
haundi hau // I welcome all of the experts practitioners come from other parts of Europe / I was
saying in euskera that I think that this is a wonderful forum a: to practice and to a: share the
knowledge / the worries we all have / around education / around use of the language by youth / we
all know that minoritized languages in Europe are in a very different situation / as regard as a:
officialization / as regard as protection by a: governmental bodies / but at the same time we all
share more or less the same worries / and more or less a: we share the same problems / I really hope
that these three days will be a wonderful opportunity and forum to share to learn from each other /
and a: to have a Europe a little bit more / pushing towards a: the use protection of the minoritized
languages a: to strengthen all the effort made here and there to protect each of us our own language
/ so a: thank you everybody for your participation for your contribution and I really hope that this will
not be a forum that will last just three days but will be an opportunity to organize a net that will go
and last long after the finishing of this forum / eskerrik asko eta ongi etorri guztioi bihotzez
Donostiara /

3. eranskinean azaltzen diren kartelen kasuan, *Summer in the USA* eta *Kids & Us*
karteletan, hain zuzen ere, non ingelesa atzerrian ala akademia batean ikasteko informazioa
azaltzen den, informazio gehiena errepikatu egiten da hizkuntza ezberdinetan, baita hirugarren
kartelean ere, *Surfing Zumaia*, Zumaian uretako kirol ezberdinak praktikatzeko aukera azaltzen
den horretan ere.

- Beste hizkuntzan informazioa laburbiltzea

El bertsolarismo y el rock de la mano Alberto Irazu kazetariari Euskadi Irratian egindako elkarrizketa elebiduna da. Elkarrizketatzaileak gaztelaniaz egiten du eta Alberto Irazuk euskaraz erantzun. Hasieran, egingo duten hizkuntzen kudeaketaren berri ematen dute: elkarrizketatzaileak esaten du Irazuk euskaraz erantzungo dituela galderak eta erantzunen sintesi bat egingo duela berak gaztelaniaz. Erantzun bakoitzaren amaieran elkarrizketatzaileak Albertok esaten duena gaztelaniaz laburbiltzen du.

Elkarrizketatzaileak euskal kulturarekin – batez ere bertsolaritzarekin- zerikusia duten euskarazko termino asko sartzen ditu gaztelaniazko diskurtsoan, beltzez adierazi direnak ondoren emango ditugun adibideetan: “de **Negu Gorriak**; “campeonato de **bertsolaris**; los **bertsos** eran; aquella **txapela** la ganó; el **bertsolarismo**; un **saio**; como **gaijartzaile**; relacionado con el **baserri**, el caserío; en aquella época, el **euskaldun-fededun**, ese binomio...; el mundo que proviene del **baserri**; en los **bertsosaioz**...; era más por su **euskara**; empiezan las **bertso eskolaz**; en un **gaztetxe**; de lo costoso que es ser **euskaldun**; a todo lo que era la **euskal kultura o la kultura euskaldun**; experiencias como **Gu eta Gutarrak**; la época de los sesenta, la del **txistu y el tamboril**”.

- Ahozko/ idatzizko alternantzia

Kongresuen kasuan, hizkuntza alternantzia ahoz egiten da batik bat. Hala ere, bai CCERBAL kongresuan, baita Iker gazteko aurkezpenean ere, hizlariak hizkuntza batean ari direla, PPTa beste hizkuntza batean dago, hain zuzen ere, CCERBAL kongresuan hizlari batek ingelesez hitz egiten duen bitartean, PPTa frantsesez dago, eta alderantziz; “Bizitza eta karrera ikerkuntzan: Nire esperientzia” Arkaitz Carracedo CIC BioGUNEko Onkologia Molekularra ikerketa taldeko buruak hitzaldi nagusietako bat ematen du 2017ko Iker gazte kongresuan. Berak euskaraz egiten duen bitartean, PPTa ingelesez idatzita dago: *A career in research: Pitfalls, drawbacks and perspectives*.

Aurkeztu ditugu hizkuntza alternantzia gertatzen den ahozko azalpenak, eta ikusi dugu gizartean egiten den praktika dela. Jendaurreko ahozko azalpen formal baten barruan hizkuntza bat baino gehiago konbinatzea gizartean hedatzen ari den hizkuntza praktika da.

4. Jendaurreko ahozko azalpenaren didaktika

Ahozko azalpenaren didaktikak helburu bikoitza du: hizkuntzazkoa alde batetik, ahozko azalpena ekoizteko ezaugarri linguistikoez jabetu behar delako ikaslea, eta zeharkakoa bestea, ahozko azalpenaren eduki erreferentzialaz, hau da, ahoz transmititzen den gai tematikoaz jabetzea ere bai (García-Azkoaga, 2007).

Kapitulu honen 1. atalean ahozkoaren irakaskuntzak dituen ezaugarriak eta zailtasunak aipatu ditugu, hain zuzen ere didaktikarako hainbat erronka irudika daitezke bertan: tradizio falta, deskribapen linguistiko eskasia, lanketarako zailtasunak, transkribaketak eta material audioa erabili beharra, eta abar.

Atal honetan DBH 4. mailan “Euskara eta literatura, eta gaztelania eta literatura” eta “Atzerriko lehen hizkuntza (ingelese)” ikasgaietan ahozko azalpenaren lanketarako ebaluazio-irizpide eta lorpen adierazleen inguruan arituko gara. DBHko bigarren zikloko azken urtean zentratuko gara, urte horretako ikasleek hartu baitzuten parte proiektu honetan.

Egun EAEn indarrean dauden curriculum dekretuetan zentratuko gara, hain zuzen ere, 236/2015 Dekretua, abenduaren 22koa, Oinarrizko Hezkuntzaren curriculum zehaztu eta Euskal Autonomia Erkidegoan ezartzen duena (EHAA, 2016-01-15) eta 236/2015eko Dekretuaren II. Eranskina osatzen duen curriculum orientatzailea.

4.1. Euskal curriculum dekretuak ahozko azalpenaren lanketari buruz zehazten duena

DBH 4. mailan ahozko azalpena ikasleek euskaraz, gaztelaniaz eta ingelesez ekoizten ikasi behar duten testu genero gisa aurkezten da. Euskaraz eta gaztelaniaz, hau da, EAEko bi hizkuntza ofizialetan, ingeleserako baino hizkuntza konpetentzia-maila altuagoa ezartzen da.

Euskara eta gaztelania ikasgaietan, testua aldeztatik aurretik planifikatzearen beharraz hitz egiten da. Testu horiek konplexutasun-maila jakin batekoak izango dira, “eraginkorrak”, “argiak” eta “egituratuak”, hain zuzen ere. Ingelesez, aldiz, testu laburrez eta hizkuntza arruntekoek hitz egiten da. Ikus daiteke ebaluazio irizpide bezala balorazio lausoak ageri direla. Gai aldetik ere desberdintasun nabariak azaltzen dira: euskaraz eta gaztelaniaz gai mardulagoak agertzen dira, gizartea, politika edo kultura; ingelesez, aldiz, ikasleentzat ezagunagoak diren gaiak, eguneroko gaiak, interes pertsonalekoak edo akademikoak proposatzen dira. Komunean daukaten ezaugarrietako bat da hitzezko baliabideez gain, ez

hitzezkoak ere baliatu behar dituztela. Ahozko azalpena egiterakoan, hizlaria gidoi batean oinarritu daitekeela zehazten da euskara eta gaztelania ikasgaietarako; ingeles ikasgaian ikasleak aldez aurretik landutako gai bati buruz arituko direla aipatzen da.

236/2015 Dekretuaren II. Eranskina osatzen duen curriculum orientatzaileak gehiago zehazten ditu orain aipatu ditugun ebaluazio-irizpide eta lorpen-adierazleak. Euskara eta gaztelania ikasgaietan, informazioa modu logikoan antolatzeari egiten zaio erreferentzia, baita testua modu egokian egituratzeko testu antolatzaileak erabiltzeari ere. Hartzailearengan ere jartzen da arreta, eta hura inplikatzeko, baita testuaren ulergarritasuna bermatzeko ere hizkuntza baliabideak erabiltzean, horren barruan, besteak beste, galdera erretorikoak eta birformulazioak. Hitzezkoak ez diren elementuak ere ekartzen dira, hain zuzen ere, doinua, keinua edo gorputzaren jarrera.

Ingelesari dagokionez, ahozko azalpena komunikazio egoeraren parametroen arabera planifikatzeari egiten zaio erreferentzia. Testua planifikatzeko ohar edo eskemaren erabilera ere aipatzen du, baita informazioa modu logikoan egituratzeko testu antolatzaileen erabilera ere. Irakasleak zein ebaluazio irizpide erabiliko dituen jakiteari garrantzitsua deritzo, baita informazio bilaketan autonomiaz aritzeari ere.

Curriculumean hizkuntzen arteko transferentziaren ideia ere nabarmentzen da. Gehienetan modu positiboan egiten zaio erreferentzia transferrari, baina batzuetan transfer okerra ere agertzen da. DBH 4. mailako edukien barruan, curriculum orientatzailean (305), adibidez, esaten da: "Hizkuntzen arteko kalko eta transferentzia okerrak identifikatzea eta zuzentzea".

Derrigorrezko Bigarren Hezkuntzan Euskara eta Literatura, Gaztelania eta Literatura eta atzerriko lehen hizkuntza ikasgaietarako, etapako helburuen artean hizkuntzaren sistemari buruz gogoeta egitea zehazten da eta hizkuntzarteko transferentzia helburutzat hartzea.

DBHrako ebaluazio-irizpide eta lorpen adierazleen artean ere honako hau agertzen da, atzerriko bigarren hizkuntzaren irakaskuntzari dagokionez: "Hizkuntza-alderdiei buruz eta testu-tipologiari buruz beste hizkuntzetan ikasitakoa erabiltzen du atzerriko hizkuntzaren ulermena eta idazmena hobetzeko" (388). Curriculum orientatzailean ere, atzerriko bigarren hizkuntzaren irakaskuntzari dagokionez, hizkuntzen arteko konparaketak egitea aipatzen du.

4.2. Jendaurreko ahozko azalpenaren alderdi irakasgarrien aukeraketa

Aurreko azpiatalean ikusi dugu ahozko aurkezpena irakasgai garrantzitsua dela Euskal Herriko Curriculumean. Hainbat ebaluazio-irizpide eta didaktikarako kontuan hartu beharreko ezaugarri aipatzen dira. Nolanahi ere, nahiko irizpide lausoak direla ikusi dugu.

Gure ikerketa bideratzeko, 2. kapituluuan aurkeztu dugu gure norabide teorikoa, ISD deiturikoa, eta bertan aurkeztu dugu Bronckartek (2004) proposatzen duen testuaren arkitektura eredua. Alegia, testuen azterketarako nahiz irakaskuntzarako argibide zehatza eta koherentea ematen digun eskema. Ikusmolde horren barruan, hain zuzen, Dolz eta Schneuwlyk (2006) ahozko aurkezpena irakasteko hiru mailatako eskema proposatzen dute: komunikazio egoera, azalpenaren planifikazioa eta testuratzeko mekanismoak. Ahozko azalpena objektu irakasgarri bihurtzeko, ahozko azalpenaren ezaugarriak izango dira irakasgaiak.

1) Egoera komunikatiboa. Komunikazio egoeraren barruan ikasleek “aditu” izatearen nozioa eraiki behar dute. “Aditu” horren egitekoa entzuleen ezagutzak handitzea da, hasierako ezagutza disimetria gainditzeko. Dolz eta Schneuwlyk (2006) diote, hori lortzeko, enuntziatzaileak suposatuta behar duela entzuleek gaiak jada dakitena, beraien itzaropenak zein diren, eta memento orotan kontuan izan behar duela azaltzen dabiren hori zein punturaino izan daitekeen berria edo zaila entzuleentzat eta ahal bada beste era batera esan, erreformulatu edo definitu entzuleak ulertuko ez duela uste duena. Horrez gain, hizlariak entzuleen arreta erakarri behar du. Bere diskurtsoa ondo igorri dela ziurtatzeko, hura bermatzen duten baldintzez kontzientzia hartu behar du: elokuzio argia eta zehatza eta azalpenaren alderdi metalinguistikoak esplizitu bihurtzea (egitura, gai eta atal aldaketa, etab.), besteak beste.

2) Azalpenaren planifikazioa edo barne antolaketa. Dolz eta Schneuwlyk (2006) ondoko fase hauek desberdintzen dituzte:

a) Irekiera fasea: fase honetan enuntziatzailea entzuleekin kontaktuan jartzen da, enuntziatzaileak enuntziatzaile izaera hartzen du eta aditu gisa definitzen du bere burua, eta entzuleek ere entzule izaera hartzen dute. Ahozko azalpenaren sarrera zatian igorleak hartzaileen arreta erakarri behar du.

b) Gaiaren sarrera egiteko fasea: hizlariak egindako hautuen arrazoiak, bere ikuspuntuak, motibazioak defendatzeko unea da. Entzuleekin ezartzen duen lehen kontaktu honek entzuleen jakinmina piztu behar du (Dolz & Schneuwly, 2006). Atal honetan baita ere

gaia zergatik izan daitekeen entzuleentzat interesgarria esan behar du, eta azalpenean zehar zeri buruz hitz egingo den aipatzen da (Vilà i Santasusana, 2005). Katzenbergerrek (2005) dio atal honetan hizlariak gaia esplizitu egiten duela.

c) Azalpenaren egituraren aurkezpena: fase honek funtzio metadiskurtsiboa dauka. Hitzaldia egituratzeko estrategiak esplizitatzen dira.

d) Gai desberdinen garapena eta lotura.

e) Laburbiltze eta sintesi fasea: azalpenaren informazio garrantzitsuena laburbiltzen da fase honetan eta azalpena bera denaren eta ondoren etorriko den ondorioaren arteko trantsizio fasea da.

f) Ondorioa: fase honek entzuleei amaierako mezu bat uztea du helburu. Horrez gain, arazo bat planteatu diezaike entzuleei edota debate bat hasi.

g) Itxiera: azalpenaren gorputzean azalpenak oro har izaera monologala duen arren, fase honetan elkarrekintza ematen da, izan ere, maiz, bitartekari lana egiten duten pertsonak edo entzuleek esku hartzen dute, galderak planteatuz, adibidez.

Testuan zehar markatzaileak erabiltzea ere planifikazioaren ezaugarrietako bat da, eduki tematikoen barruan ondoko hauek desberdintzeko: ideia nagusiak eta bigarren mailakoak, azalpenak eta deskribapena, ondorioak eta laburpena, eta abar. Hori egiteko markatzaile diskurtsiboak, denbora antolatzaileak eta aditz denborak erabiltzen dira. Dolz eta Schneuwlyk (2006: 193) diote “(...) dominar la tècnica de l’ exposició és en bona part aprendre a estructurar-la correctament”. Gaiaren garapenean metahizkuntzazko lokailuak erabiltzen direla Vilà i Santasusanak (2005) ere aipatzen du, baita Bäcklund (2008) eta Kaakinen et al.-ek (2011) ere. Testuaren egitura zuzenak eta gai desberdinen artean lotura esplizitua markatzeak hartzaileei testuaren ulermena errazten die (Akhondi et al., 2011; Dymock, 2005), baita testuaren koherentzia bermatu ere (Welie et al., 2017).

3) Ezaugarri linguistikoak. Ahozko azalpen batek izan ditzakeen askotariko ezaugarri linguistikoen artetik, hauek aipatuko ditugu:

- Eduki tematiko ezberdinen artikulazioa ziurtatzeko kohesio tematikoa (Dolz & Schneuwly, 2006).

- Birformulazioak (parafrese edo definizio eran), hartzaileentzat zailak edo berriak izan daitezkeen hitzak argitzeko (Dolz & Schneuwly, 2006). Birformulazioak eta definizioak terminologia konplexua argitzeko estrategia diskurtsibo gisa erabiltzea García-Azkoagak (2013) ere aipatzen du. Informatzearen helburuarekin egindako testua denez, informazioa gehitzen duten estruktura gehitzen zaizkio esaldiari, alegia, erlatibozko perpausak eta aposizioak. Horiek bigarren mailako informazioa gehitzea ahalbidetzen dute, zeina sarritan informazio unitate berri bat den (Battaner et al., 1997). Aipatutakoez gain, ahozko azalpenen bestelako marka linguistiko eta testualen barruan ondoko hauek aipatzen dira: adibideak, informazio dentsitatea kudeatzeko birformulazio parafrastikoak, baliabide analogikoak (konparazioa, metafora eta adibide analogikoa), zerrendaketa, deskribapenak, konparazioak eta azalpenezko aposizioak (Berman & Nir-sagiv, 2007; Vilà i Santasusana, 2005; Agosto & Picó, 2011; García Parejo, 2011).

Álvarez eta Renék (2011: 36) diotenez, deskripzioak eta definizioak “proporcionan conocimientos de un tema, de un objeto o de un fenómeno por los accidentes, las partes, las características, las propiedades, etc. que le son propios y que lo determinan con relación a otros”. Bi baliabide horiek testuaren ulergarritasunari mesede egiten diote. Bäcklund-ek (2008) elaborazioa, adibideak ematea eta birformulazioa ahozko azalpenen ezaugarri linguistikotzat hartzen ditu.

- Objektibotasuna. Ahozko azalpena testu erreferentziala da, oro har 3. pertsonan kontatua, eta informazioa modu objektiboan kontatzen da bertan. García Parejok (2011), hala ere, modalizatazailak ere ahozko azalpenen ezaugarri testual gisa sailkatzen ditu: igorlearen ikuspuntua diskurtsuan sartzen dute. Berman eta Nir-sagiv-ek (2007) objektibotasuna azpimarratzen dute ahozko azalpenen ezaugarri gisa, eta horrek dakarren, besteak beste, izen abstraktuen erabilera.

Ahots pasiboaren erabilera ere sartzen da ahozko azalpenen ezaugarrien artean (Berman, 2008; Nir-sagiv, 2007).

Ahozko hizkuntzaz ari garenez, ezin daitezke albo batera utzi elementu suprasegmentalak (intonazioa, erritmoa, geldialdiak, bolumena, tonua eta abar), ezta ez-hitzezko elementuak ere (gestuak, begiradak, mugimenduak).

Battaner et al.-ek (1997) diotenez, ahozko azalpen testuetan deskribapen eta argudio sekuentziak gailentzen dira. García-Azkoagak (2013: 368) ere ideia bera berresten du: “(...),

cuando nos referimos al texto expositivo lo hacemos en un sentido amplio y teniendo en cuenta que puede estar constituido por fragmentos discursivos que lo pueden hacer más o menos explicativo, argumentativo, etc.”.

Ahozko hizkuntza lantzerakoan, ikasleen maila eta irakaskuntza beharrianetara egokitzen diren erreferentziako testu sozialak aurkitzeko zailtasunaren aurrean, Dolz eta Schneuwlyk (2006: 131) “documents autèntics” sortzea ere posible dela diote, beharrian didaktikoetara egokitutako testuak, alegia. Azkenik, helburu espezifiko bat duten hots bidezko dokumentuak sortzea ere posible dela diote.

Marko teorikoaren 2. kapitulan aipatu dugu hizkuntza erabiltzeko hiztun komunitate edo gizarteek nahiko forma egonkorak sortzen dituztela, hau da, testu generoak. Hori dela eta, kultura bera elkarbanatu, eta beraz, ezagutza kultural bera konpartitzen duten pertsonen elkarren arteko ulermenak funtzionatu egingo du; aldiz, informazio orokor hori ez konpartitzeak elkar-ulermena zapust dezake (Gumperz & Cook-Gumperz, 2012: 75): “(...) culturally specific knowledge acquired through early socialization experiences is a part of differences in discourse conventions”.

4.3. Jendaurreko ahozko azalpena lantzeko proposamen didaktikoak

Atal honetan ahozko azalpena lantzeko zenbait proposamen didaktiko bildu ditugu. Gehienbat DBH eta unibertsitaterako direnak ekarriko ditugu hona, DBH izan da-eta tesian aurkeztuko den esperimenterako erabilitako maila. Proposamen didaktiko bakoitzaren kasuan, ahozko azalpenaren zein alderdi lantzea proposatzen den azpimarratuko dugu.

Dolz et al.-ek (2001) LH 5. eta 6. mailan frantsesa lantzeko sekuentzia didaktiko bat aurkezten dute. Proiektu komunikatiboaren barruan ikasle bakoitzak animalia bati buruzko ahozko azalpen bat egin behar du. Landutako alderdien artean, ondokoak aipa daitezke: birformulazioa, zailak izan daitezkeen hitzak beste era batera esateko, eta ahozko azalpenaren planifikazioa (ahozko azalpenaren zati desberdinen arteko lotura).

Dolz eta Schneuwlyk (2006) Lehen Hezkuntzan frantsesa lantzeko beste sekuentzia didaktiko bat proposatzen dute. Ikaskuntza objektu izandakoen artean, hauek azpimarra daitezke: generoaren ezaugarriez jabetzea (komunikazio egoera, helburuak eta egitura), kontzeptu zailak birformulatzea, generoak eskatzen dituen hizkuntza baliabideak ezagutzea,

testua planifikatzen ikastea (azalpena egituratzeko formulak eta azalpen baten atal nagusiak-azalpenaren atal desberdinen arteko lotura).

Zabalak (2018), bere aldetik, DBH 3. mailan euskara lantzeko sekuentzia didaktiko bat proposatzen du. Proiektu komunikatibo horretan, ikasleek ikastetxean ikasten ari diren gai edo ezagutzak beste kideei azaltzeko, horren inguruko azalpen zientifiko bat egingo dute. Hauek izan ziren langaiak: testuingurua (egoera komunikatiboa), egitura/ planifikazioa -testu antolatzaileak-, hizkuntzaz kanpoko elementuak (irudiak eta gorputza), hartzaileen ulermena bermatzeko estrategiak (erreferentziak ematea, adibideak, konparazioa), baliabide berbalak (aditzaren erabilera, hiztegi teknikoa, instrukzio aditzak), deskribatzen eta sintetizatzen ikastea. Zabalaren (2018) informazio hau ikastaro batean emandakoa da.

Cros eta Vilà i Santasusanak (2005) DBHn ahozko azalpena katalanez lantzeko sekuentzia didaktiko bat dakarte, non ikasleek beraien ikaskideei gai curricular bat azaldu behar dieten modu argi eta interesgarrian. Ahozko azalpenak nola egin ikasteko, ondoko eduki linguistikoak lantzen dituzte: egitura (atalak), markatzaile diskurtsiboak, ulermena errazteko baliabideak (definizioak, adibideak, etab.) eta entzuleen interesa pizteko baliabideak: galdera erretorikoak, eta ezagutza eta esperientzia partekatuak. Sekuentzia didaktiko hau adibide gisa aurkezten da.

Arriola et al.-ek (2006) aurkeztutako materiala unibertsitatean ahozko azalpena euskaraz lantzeko sortutako materiala da. Ikasleek gai nagusi bati arlo edo ikuspuntu ezberdinetatik heltzen diote, horren inguruko ahozko azalpen bat emanez. Lantzen diren ahozko azalpenaren alderdiak ondoko hauek dira: testuinguraketa (igorleak, hartzaileak, toki sozialak eta helburuak duten garrantzia), eta planifikazioa (hasierako zatia, garapena eta amaierako zatia; testu antolatzaileen funtzioa). Hemen ere ez da inplementazioari buruzko informaziorik ematen.

Mujikak (2013) unibertsitate-mailan jendaurreko ahozko azalpena euskaraz lantzeko sekuentzia didaktikoa aurkezten du. Ikasleek alde zuzenetatik idatzitako "Kalitatea eta euskara" gaiari buruzko txosten batzuk hautatuko dira jardunaldi batean ahoz azaltzeko, eta ikasleek ahozko azalpen horren sarrera idatzi behar dute. Honako hauek dira proiektu horretan landutako alderdiak: ahozko azalpenaren berezitasun komunikatiboez ohartzea (ahozko eta idatzizko azalpenen arteko ezberdintasunak hautematea; bi ahozko azalpenen komunikazio egoerak alderatzea, hizlariei, entzuleei eta gaiari begira), eta planifikazioa (sarrera, batez ere-sarreraren atalak, haien funtzioak eta sarrera atalaren gaitasun linguistiko eta diskurtsiboak).

Kasu honetan, bai esperimentatu zen sekuentzia didaktikoa, aurre- eta ondo-testuen transkribapenak agertzen baitira.

Garro eta Perezek (2010) ere unibertsitatean ahozko azalpena euskaraz lantzeko sekuentzia didaktikoa aurkezten dute. Ikasleek zein proiektu komunikatiboren barruan ekoiztu zuten ahozko azalpena azaltzen ez den arren, landutako gaiak bai agertzen dira: eredu on baten azterketa, eta testuingurura egokitzearen garrantzia. Kasu honetan ere sekuentzia didaktikoa esperimentatu egin zen, emaitzak agertzen dira-eta.

Grauk (2005) DBHn ahozko azalpena katalanez lantzeko sekuentzia didaktikoa aurkezten du. Ikasleek, binaka, gaurkotasuna duen gai baten inguruan ahozko azalpen bat prestatu behar dute. Ahozko azalpenaren alderdi irakasgarrien artean, hauek landu ziren, besteak beste: zerbait norbere gain hartzeko eta ez hartzeko prozedurak erabiltzen jakitea, norbere diskurtsoan besteen ahotsak txertatzeko baliabideak erabiltzen ikastea, eta baieztapenei indar edo garrantzi gehiago emateko baliabideak ezagutzea. Sekuentzia didaktiko hau adibide gisa agertzen da.

García-Azkoagak (2013) medikuntza eta magisteritza ikasleek unibertsitatean euskaraz ahozko azalpena lantzeko sekuentzia didaktiko bat aurkezten du. Ikasleei eman zitzaien ataza izan zen haien espezialitateko gai bat prestatu behar zutela, ondoren haien ikaskideei aurkezteko. Behin ikasleen aurre-testuak transkribatuta, ikasleek genero honen ekoizpenean dituzten abilezia eta zailtasunak identifikatu ziren, eta horietan oinarrituta, lan-proposamen didaktiko bat aurkezten da. Lehenengo moduluaren helburua ahozko azalpenaren antolaketa hobetzea da, batez ere sarrera zatia eta aurkezpenaren egitura; bigarren moduluarena birformulatzen ikastea; eta hirugarren modulua behin-betiko ekoizpena izan zen. Ondo-testuari buruzko xehetasunik ez da ematen.

Ozaeta et al.-ek (2010) ahozko azalpena ekoizten ikasteko programazio bateratu bat aurkezten dute, hitzaldia euskaraz, gaztelaniaz eta ingelesez, hiru hizkuntzetan aldi berean lantzeko, helburuak honako hauek izanik: ahozko eta idatzizko testuen ezaugarriak ezagutzea eta ahozko eta idatzizko testuak desberdintzea; jendaurrean ahozko azalpena ekoizteko metodo bat eskuratzea; hizkuntza-erregistro desberdinak bereiztea (formala/informala) eta testuinguru bakoitzari ondoen egokitzen zaiona aukeratzea; nor bere ahozko ekoizpena erregulatzen ikastea. Sekuentzia didaktikoko ariketetan euskara, gaztelania eta ingelesa tartekatzen dituzte. Adibidez, 2. saioan ahozko eta idatzizko azalpen testuak alderatzen dira euskaraz: errepikapena eta erredundantzia instituzionalizatu egiten dira eta entzulearekiko

interakzioa lantzen da; 3. saioan ikasleek ahozko testuen inguruko ezaugarriez hausnartzen dute, oraingo honetan gaztelaniaz, aurreko saioan euskaraz landu dena berrartuz. Sekuentzia didaktikoaren aurkezpenean ez da zehazten zein ezaugarriren inguruan hausnartzen den; 5. saioan hitzaldiaren egitura hiru hizkuntzetako bakoitzean lantzen da, eredu bat emanez euskaraz, beste bat gaztelaniaz, eta beste bat ingelesez. Hiru eredu horiek konparatzen dituzte horien inguruan hausnartuz. Ezin jakin dezakegu hiru hizkuntzetako ahozko azalpenen artean alderik dagoen, modu eskematikoan baino ez da egiten-eta sekuentzia didaktikoaren deskribapena, eta beraz, ez da zehaztapenik ematen.

Aurkeztu ditugun proposamen didaktikoetan argi ikusten den moduan, testuinguraketa (testuinguru komunikatiboaren ezaugarriak ezagutu eta hari egokitzeari, alegia) eta planifikazioa maiz lantzen diren alderdiak dira. Planifikazioaren barruan sartzen da ahozko azalpenaren atalak bereiztea, baita horien arteko lotura zaintzea ere, testu antolatzaileen bidez. Testuratzeari dagozkion ezaugarriak ere agertzen dira langai gisa: entzuleen arreta pizteko esapideak, beraien ulermena bermatzeko baliabideak, baita hizkuntzaz kanpoko elementuak ere. Bestalde, DBH eta unibertsitate garaian ahozko azalpena lantzeko zenbait sekuentzia didaktiko aurkeztu ditugun arren, sekuentzia didaktiko bakarra aurkitu dugu, eleaniztuna dena. Hain zuzen ere, Ozaeta et al.-en (2010) lana.

Guzti hau kontuan hartuta, azpimarratu egin behar da gutxi direla sekuentzia didaktikoaren esperimentazioaren berri ematen duten ikerlanak (Garro & Pérez, 2010), hau da, inplementazioa ez da aipatzen, sekuentzia didaktikoaren deskribapen soila baizik. Garro eta Pérezen (2010) sekuentzia didaktikoaren barruan ikasleek ahozko azalpenaren lanketa sistematiko bat egin ondoren, hobetu dituzten alderdien artean aipa daiteke ikasleek hasiera eta bukaerako formulak baliatzen dituztela, eta testu barneko loturak hobeto markatzen dituztela; zailtasunen artean, komunikazio egoerara egokitzeko zailtasuna aipa daiteke, baita entzuleak bere azalpenaren parte egiteko ere.

Euskal hezkuntza sistemak hizkuntzen irakaskuntzari dagokionez daukan erronka nagusia ikasleen euskarazko trebetasunak hobetzea dela ikusi dugu, eta hori hizkuntzen trataera bateratuaren ikuspegitik egin behar duela, hizkuntza desberdinen irakaskuntza modu integratuan planteatuz. Izan ere, egun, herrialdeko hizkuntza ofizialak irakasteaz gain, atzerriko hizkuntza bat behintzat ikasteko beharra ere existitzen da-eta. Hizkuntzen irakaskuntzarako irizpide didaktiko zehatzak behar dira, eta guk interakzionismo sozio-diskurtsiboaren planteamenduaren barruan aurkitu ditugu irizpide zehatz horiek, hizkuntzak ikuspegi

komunikatibotik irakasteko, testuen bidez eta testuen ekoizpena bideratuta, hain zuzen ere. Testuen irakaskuntzan, hala ere, tradizioak idatzizkoak lehentsi ditu, ahozko hizkuntzaren lanetaren konplexutasunaren aurrean. Horrez gain, nahiz eta curriculumak hizkuntzak modu integratuan landu behar direla zehazten duen, proposamen didaktiko zehatz gutxi aurkitu dugu testu ekoizpenean edo ekoizpenean trebatzeko ariketetan hizkuntza bat baino gehiago kontuan hartzen duenik. Beraz, eta orain arte esandakoa oinarri gisa harturik, hurrengo ataletan tesiaren zati enpirikoari ekingo diogu: DBHn jendaurreko ahozko azalpena irakasteko sekuentzia didaktiko eleaniztun baten diseinua, inplementazioa eta analisisa nola egin den azalduko dugu.

BIGARREN ZATIA: ATAL ENPIRIKOA

**SECOND PART: EXPERIMENTATION OF THE TRILINGUAL DIDACTIC
SEQUENCE: METHODOLOGY AND RESULTS**

CHAPTER V

METHODOLOGY

Introduction

In the second part of the thesis the empirical part of the study will be presented, that is, the experimentation of the trilingual didactic sequence: the methodology that was followed and the results that were obtained. This second part will be written in English.

As it has been mentioned in section 3. of chapter 1, recent curriculum decrees in the Basque Autonomous Community (BAC) advocate for an integration of languages, following the linguistic interdependence hypothesis (Cummins, 1979/1981). As it has been pointed out in sections 1.4. of chapter 3 and section 4.3. of chapter 4, however, in the Basque context, didactic proposals that adopt an integrated approach to language teaching are but an exception (Apraiz et al., 2012), and experimental research on them is scarce. Furthermore, the teaching of written language is still given preference over oral language (Vilà Santasusana & Castellà, 2014), even if oral language is equally important in developing language proficiency.

The current study reports on a didactic sequence *Gure ikastola en tres languages*¹⁸, based on the integrated teaching of languages, which was designed to enhance students' language skills in L2 Basque, L1 Spanish and L3 English. The focus is on oral expository skills taught through the above-mentioned didactic sequence, which involves alternation between the three languages, but puts a stronger emphasis on Basque as the minority language. In order to identify how this intervention in fact fostered improvement in oral presentation skills in all three languages, we compared the trilingual presentations given by students before the trilingual didactic sequence and those they gave after it. Two groups of students took part in the study: the control group, which produced the initial and final texts of the didactic sequence but did not complete the exercises, and an experimental group, which, after producing the initial text of the didactic sequence, carried out some exercises and afterwards produced the final text. Apart from analysing students' productions, we will also look at the didactic gestures that the teacher employed at two specific moments of the didactic implementation, more specifically, the two moments where interlinguistic transfer was promoted, so as to be able to

¹⁸ We called the didactic sequence *Gure ikastola en tres languages*, which is a name made up of different words from the three languages that constitute the didactic sequence, and means "Our school in three languages."

assess the feasibility principle within the didactic validity (Sénéchal & Dolz, 2019), that is, the ease or the difficulty of the teacher to implement the didactic sequence. The principles of didactic validity have already been mentioned in section 3.3. of chapter 2.

Chapter 5 is then divided into four main parts: first of all, the research questions and hypothesis of the research are stated. Then, the context of the didactic experimentation is explained, where the school in which the research took place and its participants are introduced. Afterwards, within the presentation of the didactic experimentation, the didactic model of the text genre is specified. Lastly, the process of the didactic experimentation is explained, and the analysis criteria for both the trilingual oral expository texts and for analyzing the feasibility of the didactic sequence are described.

1. Research questions and hypothesis

Taking into account that didactic sequences can be considered efficient resources for the promotion of multilingual education including a minority language and also for text-genre-based teaching (Dolz et al., 2001; Dolz & Schneuwly, 2016; García-Azkoaga & Idiazabal, 2015), the three main research questions addressed in this dissertation are the following:

1. Is a trilingual (Basque-Spanish-English) didactic sequence effective in promoting an improvement of oral discourse skills for the production of an expository text in Basque, Spanish and English?
2. To what extent is the promotion of language alternation and interlinguistic transfer concerning specific linguistic and discursive items of the text genre practiced in the didactic sequence successful and, consequently, to what extent do students develop the targeted oral skills through language alternation and interlinguistic transfer?
3. Can a didactic sequence of this nature meet the criteria for didactic validity?

Our hypothesis regarding the first research question is that our didactic sequence *Gure ikastola en tres languages*, which integrates Basque, Spanish and English, and which aims at teaching oral expository skills, will, through the alternation of the three languages, promote the learning of Basque, Spanish and English oral expository skills. The discourse skills that will show an improvement deal with a more complete organization of the oral exposition, and a more accurate use of diverse discursive and linguistic resources.

We foresee, concerning the second research question, that the language alternation and interlinguistic transfer that are promoted in this didactic sequence will be successful to lead to the progression of students' oral expository skills in the three languages. We will be able to prove this hypothesis by making a comparison between students' initial and final texts.

With reference to the third research question, our prevision is that the didactic sequence will meet the five criteria for didactic validity (legitimacy, pertinence, coherence, feasibility and the gain of knowledge of students after the implementation of the didactic sequence), in order for the didactic sequence to be effective from a didactic point of view. We argue that complying with the five criteria for didactic validity is a guarantee of quality for any didactic tool, since it assesses the value of the didactic tool, in this case, the didactic sequence, and not only the results obtained by students.

2. Context of the didactic experimentation

In this section we will provide some relevant information about the school where our research was undertaken, by commenting on the sociolinguistic context of the school, describing the participants of the study and their sociolinguistic profile, and introducing how language teaching is planned in this school.

2.1. The school where the project was carried out: AA Ikastola

The school where the project was carried out is located in a context where Spanish is the dominant language in the family transmission as well as in the social use. AA Ikastola is a semi-private school located in Bilbao, Biscay, which covers all the educational stages: Pre-School (ages 0-6), Primary (ages 6-12) and Secondary School (ages 12-16), and Highschool¹⁹ (ages 16-18). Pupils are taught predominantly in the Basque language, because the teaching is entirely in model D (total immersion model in Basque).

It is a catholic school and therefore, it promotes values of Christian faith; it also fosters the maintenance of the biscayan dialect of the Basque language, *bizkaiera*, which is the dialect taught and given preference within the school at both education and communication level. In higher levels, however, the teaching of *batua* (the standardized form of Basque) is also offered. It has to be remarked that the *Ikastola* type of schools were founded during Franco's

¹⁹ Non-compulsory studies before university.

dictatorship as clandestine schools for the teaching of the Basque language, since the law only acknowledged the Spanish language.

Concerning the promotion of the Basque language at school, on the school's website, where there is a description of the methodology that is used at this school, the following is said:

“Schooling in model D and the command of Basque is enriching for all students. Given Basque's social situation, it is of essence to carry out some actions which are of a priority:

- Look after and intensify Basque didactics as well as an improvement in resources.
- Take the necessary steps to intensify the use of Basque, not only during school hours but also during extracurricular activities.”

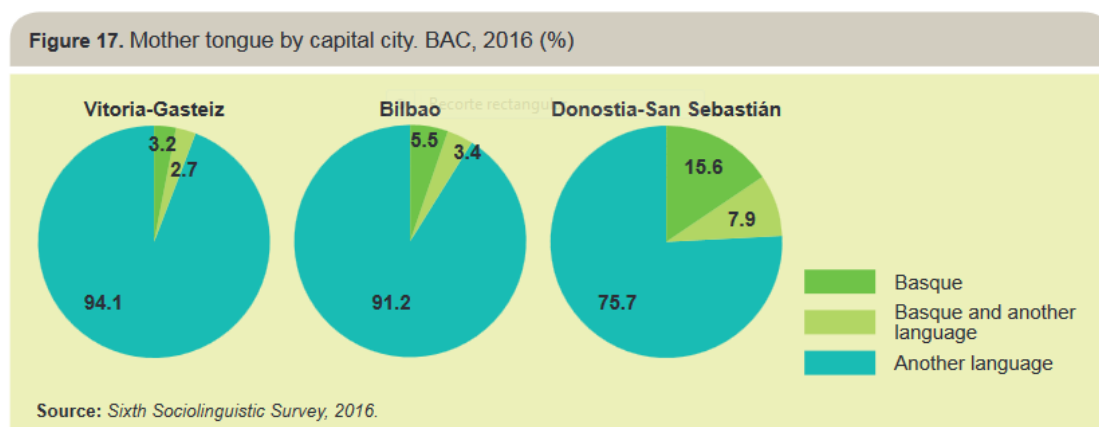
Therefore, it can be deduced that, in this school, they are aware of the disadvantageous social situation of Basque in this sociolinguistic context and take measures to promote its use.

2.2. Sociolinguistic context of the school

In the following paragraphs we will provide information about the sociolinguistic context in which the study takes place.

In graph 5 we can see the data from 2016 on the first language of people who are 16 or more in the BAC. We will focus on Bilbao, which is at the heart of our research.

Graph 5: Mother tongue by capital city. BAC, 2016 (%).



Eusko Jaurlaritza²⁰ (2019: 97)

As we can see, the first language of the population of Bilbao who are 16 years or more is a language other than Basque²¹ (91.2%), which in most cases is Spanish; Basque and another language for 3.4% of the population and Basque for 5.5%. The percentage of the population for whom Spanish is the first language is higher in Bilbao than overall in the BAC: Spanish is the first language for 76.4% of the population in the BAC, Basque for 17.5%, and Basque and Spanish for 6.0% (Eusko Jaurlaritza et al., 2016).

As far as Basque proficiency in Bilbao is concerned, 18.6% of the population in Bilbao are Basque speakers and 21.1% at least understand Basque (Eusko Jaurlaritza et al., 2016).

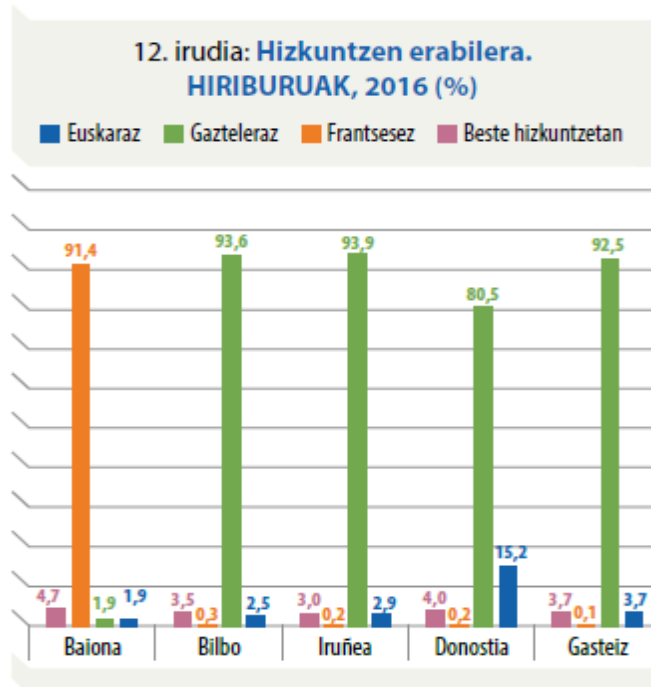
In the last thirty years the number of the population of five years or more in the BAC that are Basque speakers and people who at least understand Basque has increased, and the number of monolingual Spanish, however, has decreased (Eusko Jaurlaritza, 2014). In fact, concerning the linguistic competence of Basque among the population above 16 years in the BAC, 33.9% are Basque speakers, 19.1% at least understand Basque and 47.0% Basque-Spanish bilinguals (Eusko Jaurlaritza et al., 2016).

²⁰ *Eusko Jaurlaritza* is the Basque name for “Basque Government” and it has been expressed in Basque throughout the whole thesis.

²¹ “By ‘other language’ we refer to any language other than Basque, mainly (although not exclusively) Spanish in the BAC and Navarre and French in the Northern Basque Country” (Eusko Jaurlaritza, 2019: 22)

In order to show the usage data from Bilbao, we will resort mainly to the measurement of the street usage in the Basque Country (Soziolinguistika Klusterra, 2017).

Graph 6: Use of languages. CAPITAL CITIES, 2016 (%).

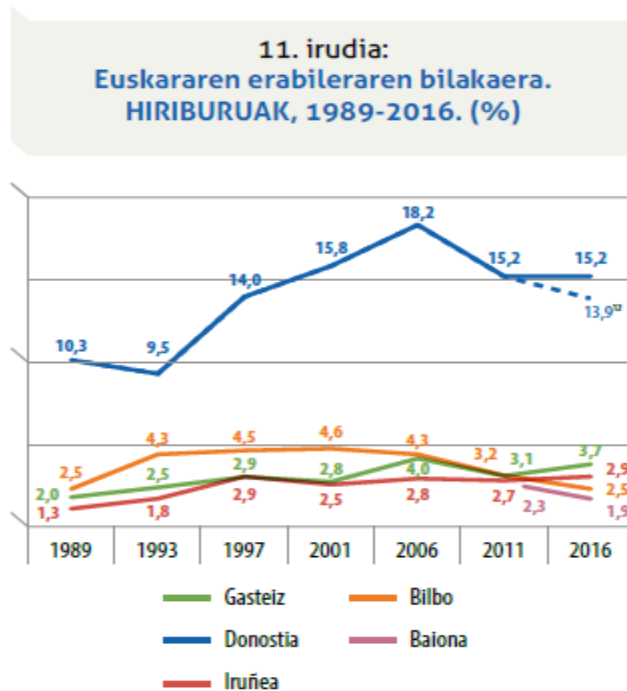


Soziolinguistika Klusterra (2017: 9)

As we can see in the graphic, in Bilbao other languages (3.5%) are used more than Basque (2.5%) and the use of Spanish is prominent (93.6%). In fact, the use of Basque in Bilbao in the last fifteen years has decreased. Even more, the use of Basque is lower in Bilbao than in the whole BAC; in fact, in the BAC 63.3%²² of the population speak always Spanish; 6.1% very little Basque; 10.1% Basque less than Spanish; 7.1% as much Basque as Spanish and 13.4% Basque more than Spanish (Eusko Jaurlaritza et al., 2016).

²² These data do not correspond to street usage, but to declared knowledge.

Graph 7: Development of the usage of Basque. CAPITAL CYTIES, 1989-2016 (%).



Soziolinguistika Klusterra (2017: 9)

When it comes to the use of languages in Bilbao in 2016 of people who are 16 or more (see graph 8 below), we can observe that there is a clear trend towards using a language other than Basque which, as it has been pointed out before, is Spanish in the majority of the cases (78.8%); 7.5% of the population use very little Basque; 9.2% speak less Basque than Spanish; 2.9% speak as much Basque as Spanish and 1.7% speak more Basque than Spanish.

As we can see, the increase in the knowledge of Basque among the population has not meant an increase of the use of Basque.

Graph 8: Basque use, by province and capital city. Territory of the Basque language, 2016 (%).

Table 12. Basque use, by province and capital city. Territory of the Basque language, 2016 (%)

	Vitoria-Gasteiz	Bilbao	Donostia-San Sebastián	Pamplona	BAB
Basque more than other language	1.2	1.7	8.3	0.7	—
Basque as much as other language	3.5	2.9	11.4	2.4	0.8
Basque less than other language	7.8	9.2	13.3	6.6	4.2
Very little Basque	6.9	7.5	6.7	2.4	3.0
Always a language other than Basque	80.5	78.8	60.2	87.9	92.0

Source: Sixth Sociolinguistic Survey, 2016.

(Eusko Jaurlaritza, 2019: 51)

Overall, it can be concluded that the social context of Basque and Spanish is very unequal in Bilbao. The presence and use of Spanish is far stronger than that of Basque. This situation is reflected in the sociolinguistic profile of the student participant in our study, as we will explain in the following section.

2.3. The participants of our study

The population of our study consists of 47 students of fourth grade of Secondary Education, aged 15-16. They were divided into two groups: the control group of our study is made up of 26 students (10 boys and 16 girls), and 21 students constitute the experimental group (9 boys and 12 girls). Both groups produce an initial and a final text, but while the experimental group completes the activities of the didactic sequence, the control group does not.

2.3.1. The sociolinguistic profile of participants

In section 2.2. of this chapter we have presented some data about the sociolinguistic context of the school. In order to dig into students' linguistic background, we designed a survey for students on the use of languages and the attitudes towards languages. Our survey was based on the questionnaire found in *Arrue Proiektua 2011-2015* (Eusko Jaurlaritza, 2018). To see the sample of the survey in Basque and English, see Annex 4.

The first three questions deal with the language use of students, first, within their family, then, their group of friends and, lastly, in their daily life. The second part focuses on the attitudes students have towards Basque, Spanish and English. More specifically, students are asked about the value that they attribute to Basque, Spanish and English and also about the relevance of knowing Basque. In this section we will present the results of the survey of both the control and the experimental group.

Regarding the language use within the family, the majority of students (56% in the control group and 50% in the experimental group) were raised in a "Spanish only" home, the second most often chosen option being having used "Spanish more than Basque", with 16% in the control group and 20% in the experimental group. At the same time, the percentage of students that points out to have been exposed to both Basque and Spanish at the same time from an early age is low, 12% in the control and 20% in the experimental group. To have been raised in a Basque-only home was only declared by 12% in the control group and 5% in the experimental group; lastly, the option "Basque more than Spanish" was chosen by 4% in the control group and 5% in the experimental group.

With a predominance of Spanish in the family sphere, it seems to be expected that the conversations in the everyday family life are conducted in Spanish. In fact, Spanish is the only language in which their parents talk to each other, with 80% in each group. Most students communicate in only Spanish with their parents, 64% in the control and 50% in the experimental group. The second most chosen option to talk to their parents is "Spanish more than Basque", with 16% in the control and 20% in the experimental group. Spanish is the one language that the brothers and sisters use when they talk to each other for 65.2% students in the control group and 50% in the experimental group; 13.01% of students in the control group and 27.2% in the experimental group declared using more Spanish than Basque with their siblings. On the other hand, the percentage of students who declared using only Basque or both Basque and Spanish in those everyday family situations is very low: as the language

students use to communicate with their parents, the use of only Basque was non-existent within the control group, and only 5% in the experimental group declared using only Basque; the option “Basque and Spanish” was chosen by 16% of the control group and 15% of the experimental group to talk with their parents. No student chose the option “only Basque” as the language to talk with their siblings in the control group, and only 5.5% of the students in the experimental did; 17.3% of students in the control group claimed to use Basque and Spanish for brother-sister interaction and 11.11% in the experimental group. Although Basque was not the main means of communication at home during their childhood, Basque was only “present enough” by other means (games or tales) within the control group (28.5%), although the answers of students were very similarly divided into “very present” (21.4%), “present enough” (28.5%) and “a little bit present” (21.4%); Basque was only “a little bit present” (50%) within the family environment of the experimental group, followed by “present enough” (30%). Students started learning Basque in kindergarten or pre-school and the majority started learning English at pre-school.

When it comes to the language use among friends, Spanish is, again, the only language that most students use for their relationships both inside and outside school. In fact, 64% and 50% in the control and the experimental group respectively declared using only Spanish at school, followed by “more Spanish than Basque”, with 32% in the control group and 45% in the experimental group; 72% and 75% in the control and the experimental group respectively affirmed using “only Spanish” outside school. At the same time, no student claimed using “only Basque” or “more Basque than Spanish” for peer interaction. As far as language use to carry out daily activities such as surfing the net, talking on whatsapp or reading, Spanish is the only language that the majority of students uses, the second option to perform the three above-mentioned activities being, in most cases, “Spanish and English”. For instance, 72% of students in the control group and 55% in the experimental group only consume Spanish TV. Similarly, %76 in the control group and %50 in the experimental group claimed using “only Spanish” for chatting on social media, the second most chosen option in the experimental group being “Spanish and English” (20%). The only situation for which students choose the option “only Basque” over the other languages is talking with the teacher at school (72% in the control group and 65% in the experimental group).

With reference to the attitudes students have towards Basque, Spanish and English, it can be stated that students attribute more value to Spanish and even to English than to Basque regarding their personality, and also the work opportunities. The percentage of

students that attribute a high personal value to each language in the control group is the following: to Basque 40%, to Spanish 64% and to English 56%; in the experimental group to Basque 25%, to Spanish 50% and to English 50%. It is for relationships that Basque is considered more important than English; even so, the majority of students contemplate that Basque has an average importance for their relationships (48% of the control group and 47.3% in the experimental group). Most students, in fact, show a tendency to be in favour of learning more English than Basque.

As a conclusion, we could say that the students are mainly L1 Spanish speakers, some are two L1 Basque/Spanish speakers and there are only a few L1 Basque speakers. Very often the use of Basque is limited to the school context and Spanish is predominant in the relationships outside the school, and, in their spare time, they usually conduct their activities in Spanish or, to a lesser extent, English and Basque. Regarding the attitudes towards the languages, most students do not feel attached to Basque emotionally and give the language little relevance as an asset for the job market or to hang out with their friends; they even cast some doubt on prioritizing its teaching over other languages’.

The population that has been studied in this dissertation is quite similar to one of the profiles of young new speakers of Basque that has been identified in other works, most importantly, Ortega et al., (2016), but also Eusko Ikaskuntza (2018): regarding the learning process, we are talking about young people who have studied through the immersion model and live in obstructionist contexts and relationships, which means that the lack of presence of Basque in the context prevents people from using it. Regarding the use of Basque, they hardly use any Basque, they have learnt through D immersion model but speak Spanish with their classmates, and they are not aware of the social situation of Basque; concerning the language ideology and identity, they are happy about having learnt it but lack a clear commitment towards Basque, or they assign several values to Basque but mostly the instrumental one. As shown by Ortega et al. (2016) this profile of young speakers is very relevant within the Basque community, both from the quantitative and the qualitative point of view.

2.4. Planning of language teaching in AA Ikastola

In this section we will mainly look at how language teaching is planned throughout third and fourth grades of Secondary Education, seeing that the didactic sequence was experimented in those grades.

Table 3: Language subjects.

Academic year	Language (Nº of hours)	
1 Secondary Education (age 12-13)	Basque, Spanish, English (3 hours/week)	French (optional) (2 hours/week)
2 Secondary Education (age 13-14)		
3 Secondary Education (age 14-15)		
4 Secondary Education (age 15-16)		
1 High School (age 16-17)	Spanish (4 hours/week) Basque/English (3 hours/week)	French (optional) (3 hours/week)
2 High School (age 17-18)	Spanish (4-5 hours/week) Basque/English (3 hours/week)	

In third and fourth grades of Secondary Education (ages 14-16) students are taught each language (Basque, Spanish and English) three hours a week. Apart from that, from first grade of Secondary Education until second of High School they have the chance to study French as an optional subject. Students can choose between French or Basque workshop; the later is intended to reinforce Basque. Although teachers usually guide students in their choice, French is the most widely chosen option, and Basque workshop is chosen only by those who are not very good at languages and may feel that learning four languages at the same time may be a burden. If they choose to study French, in Compulsory Secondary Education they learn French two hours a week, and in High School three hours a week.

In High School, the number of Spanish hours increases. In first grade they teach four hours a week of Spanish, and in second grade they teach four or five. Despite Spanish being most students' first language, Spanish teaching is intensified in High School in order to work on what they will be asked to do at the university entrance exam.

Table 4: English-medium content subjects.

Academic year	Subject (Nº of hours)
3 Secondary Education (age 14-15)	Science (4 hours/ week)
	Technology (2 hours / week)
	Science (2 hours / week)

4 Secondary Education (age 15-16)	Robotics (optional)
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Regarding the teaching of English, apart from the English language lessons, there are also other non-linguistic English subjects, and attendance is compulsory: in third of Secondary Education, they do Science four hours a week and Technology two hours a week; in fourth of Secondary Education, they do Science two hours a week. In fourth grade, those who choose the scientific-technological path have robotics as optional subject, which is part of the technology lesson, in English. The rest of the subjects are taught through Basque. In High School English is only a subject.

Now we will focus on the projects that are carried out in third and fourth of Secondary Education.

Table 5: Use of languages within school projects.

Academic year	Name of the project	Aim
3 Secondary Education	<i>t</i> ²³	Make oral presentations in English
4 Secondary Education	<i>Bilbo's Day</i>	Make an oral presentation in English
	<i>Leonardo</i>	Make an oral presentation in Basque
	<i>Zientzia Azoka (Science Fair)</i>	Make an oral presentation in Basque or English

As it can be observed in Table 5, there are also some other projects that allow students to practise languages in third and fourth of Secondary Education: in third of Secondary Education there is a project called *t*, which mixes disciplines such as robotics, science and technology, and is developed in English, since one of the tasks is to make oral presentations in public. In fourth of Secondary Education they do a scientific project called “*Bilbo's Day*”, in which they work on the project in English and they also make an oral presentation in English, and another humanistic project normally in collaboration with a museum, called “*Leonardo*”, in which both the preparation and the presentation are in Basque. In fourth of Secondary Education they also have another big project called *Zientzia Azoka* or “*Science Fair*” project, which is a research or technological project that can be developed and presented in Basque, Spanish or English, but students at AA Ikastola usually do it in Basque or English. At AA Ikastola

²³ The name of the project has been anonymized because it is very similar to the name of the school.

that project is developed in two subjects: Science and Social Sciences; in Science lesson in English and in Social Sciences lesson in Basque. This project can be interesting in order to build bridges between the two languages, since the oral expositions have to be produced in Basque or English. In fact, there are specific moments in which the Science and the Social Sciences teachers work together on the project both at the same time on the same place.

So, as we can see, there are various moments throughout the course in which they have to make oral expository texts in Basque or English. In Spanish, however, they do not have any occasion to work on it in any project. We assume that the difference between how much Basque and English productions are requested, and how little in Spanish responds to making up for the social status of each language in this certain sociolinguistic context, more specifically, to making up for the dominant use of Spanish.

The language teachers of 4 Secondary Education of AA Ikastola were interviewed on the management of plurilingualism and the opportunities and challenges for an integrated teaching of languages at AA Ikastola. To see the questions of the interview in Basque and English, see Annex 5. We observed that an approach that was shared among teachers was that they all worked with texts. One of the different strategies that was identified is that in both Basque and English they work on oral language. In Basque lessons oral language is covered within the course by means of an interview, an explanation, by giving students a topic to talk about. In English they do debates, role playings, oral expositions, and so on. As it has been explained in section 2 of chapter 4, no systematic work is carried out around oral expository texts overall, in fact, at schools they act as if students already knew how to produce them without having received any kind of instruction. At AA Ikastola too oral expository texts are used for projects or in order to show that they have learnt the content of a specific subject (as an assessment tool). In Spanish, the main focus is on written language, more specifically, expository and argumentative written texts. Regarding oral language, in fourth grade it is more common to work on debates in Spanish.

The reason for adopting a similar approach in language teaching for both Basque and English may respond to the fact that these are students' second and third languages respectively and students have limited exposure to these languages outside school, while for Spanish, oral usage may be taken for granted, since its use is widespread in this sociolinguistic context. Also, when students are doing exercises on their own, as teachers say, regardless of the subject, they speak in Spanish between them, not Basque.

As far as coordination between languages and adopting an integrated approach is concerned, all language teachers and the Head of Studies agreed on the fact that on the period of time when we carried out the study it did not exist at school, although it used to. Despite that, some of the projects that are carried out at school lead to a coordination between different grades and languages to a certain level: for example, if they work on the scientific text in third grade of Secondary Education in English because they need it for *t* project, they work on it in fourth grade too for *Zientzia Azoka* project, but based on what has already been learnt the previous year. Even so, they do not work on the same text genre in every language at the same time. However, at the time of the didactic experimentation, an effort to establish a framework for an integrated approach to language teaching was being made, in order to work on the same text genre through different languages and to benefit from the interlinguistic transfer.

3. The didactic model of the text genre chosen for the didactic sequence

In this section, we will focus on the text genre that was experimented in AA Ikastola in this dissertation. We will specify the didactic model or the didactic transposition of the text genre worked on in this project, that is, its communicative context, the thematic units and organization of content, its linguistic features or textuality and paralinguistic aspects. We will also focus on other important features of the didactic model and of the text genre chosen for the study, where the main topics will be the language alternation in the text genre, the contents, and the discursive abilities and linguistic units that its production requires.

In order for the knowledge produced by the scientific community to turn into a teachable object, it is necessary to make some modifications. The didactic model of the text genre is a tool which describes the teachable aspects of a given text genre, as it has already been explained in chapter 2, section 2.1. In this section, we will show the didactic model we have elaborated for the experimentation of the trilingual didactic sequence referring to each of its components: the communicative situation, the organization of content, the textuality and the paralinguistic aspects.

3.1. The communicative situation

A didactic sequence has to carefully take care of the communicative context of the text that is produced, and that communicative situation is presented to students by means of instructions, so that it is clear for students what kind of linguistic activity they have to perform, as it has been explained in chapter 2, section 3. That is, the existence of a communicative project that has been agreed on beforehand is mandatory.

The communicative situation of the text production activity is that within two weeks (from the moment the text production activity was presented to students), some exchange-programme Irish students are coming to the Basque Country, so two weeks before, they will have to introduce the school to the Irish students by means of a presentation carried out in groups of three. The presentation will be uploaded to the school's website, therefore, locals (the students' parents) and foreigners will both listen to the presentations. Seeing that the addressee masters different languages (the Irish students English, and the students' parents Basque, Spanish or both), the school has to be presented combining Basque, Spanish and English.

The reason why students are told that their oral expository texts will be made available on the school's website is so that the text production activity has credibility. In this fictional communicative situation, students were asked to invite the audience to participate in the forum available on the school's website. This invitation required that students added interactive features to their oral expository texts, i.e. questions or suggestions.

3.2. The organization of the content

As it will be explained below in section 3.2.1., students produced the trilingual oral expository text in groups of three. The expository text genre included some specific thematic or content features, which are represented in Table 5, together with the language in which each content had to be produced. Apart from the model shown in Table 5, two more models of content organization were elaborated, as it will be detailed below. As we can see in Table 5, the oral exposition that students are asked to produce is a presentation of their school, AA Ikastola. The table of contents of group A has been taken as an example in order to illustrate the thematic contents and the languages that students have to include in their presentations.

First of all, every student makes his introduction: there is the greeting, student's presentation and linguistic biography, the presentation of the contents that will be explained and of the languages that will be used. Afterwards, each speaker focuses on a different aspect

of the school, depending on whether they are speaker 1, 2, or 3, and that aspect of the school will be the main topic: the history of the school, the school projects or the general characteristics of the school. Finally, each speaker has to mention the most interesting aspect of the school or what should be improved. Apart from that, the third speaker, at the end, has to do the farewell and invite the addressee to take part in the forum.

Table 6: The organization of the contents in group A.

1st speaker	GREETING, SHORT PRESENTATION OF THE GROUP, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	GENERAL CHARACTERISTICS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
2nd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	HISTORY OF THE SCHOOL
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
3rd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	SCHOOL PROJECTS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
	FAREWELL AND INVITATION TO TAKE PART IN THE FORUM

BASQUE	ENGLISH	SPANISH
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3.2.1. Explanation of the text production activity throughout groups A, B and C

In this section we will explain how the thematic contents are suggested to be presented throughout groups A, B and C. In order to see the table of each group, see Annex 6. As it has already been said, students made the oral exposition in groups of three, and each group was assigned table A, B, or C.

Throughout groups A, B and C, the order of the languages remains the same from one group to the next, that is, the colours are not altered, only the order of the main topics is different (the main topics are highlighted in yellow through the tables of Annex 6): for example, in groups A, B and C the first speaker always starts his oral exposition in Basque, continues in English and finishes, again, in Basque; in groups A, B and C the second speaker always starts in English, follows in Spanish, and goes back to English to finish; finally, the third speaker, in groups A, B and C starts in Spanish, moves to Basque, goes back to Spanish, and finishes in Basque.

But the main topic of the first speaker in group A, which is general characteristics in English, will be the main topic of the second speaker in group B, but this time the second speaker in group B will talk about the general characteristics in Spanish. Finally, in group C, it is the third speaker who will talk about the general characteristics, in Basque. So, the main topic, that is, the topic in the middle goes from the first speaker to the second, from the second to the third, and from the third to the first.

Following that way of organizing the contents and the languages in groups A, B and C, we will have all parts of the oral exposition in each language, so that, for example, the initial part of the oral exposition is explicated in the three languages in every group, regardless of whether it is A, B, or C; or the main topics, for example, the general characteristics, will not only be expressed in English throughout the different groups, but also in Basque and Spanish; the most interesting aspect or what should be improved will also be conveyed in the three different languages within the same group. It is only the farewell and the invitation to take part in the forum that they always have to do in Basque, in groups A, B and C.

3.3. The features of the text genre chosen for the research

Oral expository texts can be characterised by a range of discursive and linguistic features (Battaner et al., 1997; Dolz & Schneuwly, 2006; García-Azkoaga, 2013). Although

other aspects of the text genre too could have been taken into account, for instance, the paralinguistic aspects, for this dissertation we have limited our research to the features that will be presented in Table 7. As it has been explained in chapter 2, section 1., we will classify those discursive and linguistic aspects following Bronckart's (1996/2004) text architecture model.

Table 7: The features of the text genre chosen for the research.

Thematic units
<ul style="list-style-type: none"> • To mention, within the initial part of the oral expository text in Basque: <ul style="list-style-type: none"> - the aim of the oral exposition: <i>azalpenaren bidez gure ikastolari buruzko hainbat informazio emango dizuegu</i> [we will give you some information about our school through this exposition] - to place the oral expository text within the project: <i>orain azalpen bat emango dizuegu Gure Ikastola en tres Languages proiektuaren barruan</i> [now we will give you an explanation within the project <i>Gure Ikastola en tres Languages</i>] • The invitation to take part in the forum in Basque: <ul style="list-style-type: none"> - to specify how to take part in the forum: <i>azalpen honetan atera diren gai desberdinen inguruan edozein zalantza edo iruzkin egin nahiez gero, ikastolak webgunean foro bat daukala gogorarazi nahi dizuegu, www.xxx.org²⁴ webgunean hain zuzen ere. Bertan aurkituko duzue fororako linka. Nahi baduzue sartu bertan eta horrela guk zuek idazten dizkiguzuen iruzkinak edo zalantzak irakurriko ditugu eta atsegin handiz erantzungo dizkizuegu</i> [if you have any doubt or comment on the different topics that have arisen in this presentation, we want to remind you that the school has a forum on its website, www.xxx.org. You will find there the link to the forum. If you want to, participate in it and that way, we will read the comments and questions that you write and we will answer them with much pleasure].
Adaptation to the communicative situation
<ul style="list-style-type: none"> • To show, from an enunciative point of view, that the oral exposition is made by a group, in Basque: <ul style="list-style-type: none"> - to talk on behalf of the group both at the beginning and at the end of the oral exposition: <i>gure ikastola aurkeztuko dizuegu</i> [we will present our school]; <i>amaitzeko, gustatuko litzaiguke gogoraraztea edozein zalantza argitzeko, forora jo dezakezuela</i> [to finish, we would like to remind you that in order to resolve any doubt, you can resort to the forum] • Addressee: <ul style="list-style-type: none"> - to reflect on the characteristics of the addressee, in order to adapt the text to them - to make reference to the addressee (fictionalize the communicative situation) - to take into account what the addressee knows and what may be new or difficult to

²⁴ The name of the school's website has been replaced by "xxx", in order to preserve its anonymity.

understand for them
Planning
<ul style="list-style-type: none"> • Parts of the text: <ul style="list-style-type: none"> - Introduction → to set an initial contact with the addressee: <i>iruditzen zaigu Irlandatik etorriko zaretenontzat interesgarria izan daitekeela</i> [we think that for those of you who will come from Ireland it can be interesting] - To make explicit the structure of the text – metadiscursive function → to make use of topic introducers in Basque, Spanish and English - Development of the different topics → attract the listeners’ attention in English: ‘Do you too...? You will tell us when you come here / We would really like to know about that’
Textuality
<ul style="list-style-type: none"> • Connection <ul style="list-style-type: none"> ➤ Connections / transitions among the different segments → topic introducers in Basque, Spanish and English (metadiscourse). 2 types of topic introducers: <ol style="list-style-type: none"> 1. Short topic introducers: <i>dagokionez; d(ir)ela eta; ...-i begira; erreparatuz gero;</i> ‘concerning’, ‘regarding’, ‘with reference to’; <i>en lo que se refiere/ concierne a, en cuanto a.</i> 2. Long topic introducers, where students use different verbs, make reference to the addressee and use modalizers regarding the amount of information they provide the addressee with: <ul style="list-style-type: none"> In Basque: <ul style="list-style-type: none"> - <i>aipatuko di(zki)zuet gainetik</i> - <i>...-ri egingo diot erreferentzia xehetasunetan sartu gabe</i> - <i>-(e/a)z arituko natzaizue apur bat</i> - <i>...-i buruzko aipamen bat egingo dizuet/buruzko hitz batzuk ekarriko dizkizuet</i> - <i>ekarriko dizuet /dizkizuet</i> - <i>...-ra pasako naiz</i> - <i>...-i buruzko zerbait kontatuko dizuet</i> In English: <ul style="list-style-type: none"> - ‘now I’m going to talk to you a bit about’ - ‘now I’m going to tell you something about’ - ‘now I’m going to briefly explain to you’ In Spanish: <ul style="list-style-type: none"> - <i>ahora me referiré brevemente a</i> - <i>os comentaré por encima</i> - <i>haré una mención de</i> - ... ➤ Final marker in English: ‘that was all’
<ul style="list-style-type: none"> • Noun cohesion <ul style="list-style-type: none"> ➤ Structures that add information and give continuity to the information chain → relative clauses in English: ‘which/ who + to be’: ‘we study in batua, which is the standardized form of Basque’.

- Verb cohesion
 - To consistently use past verb forms in English to refer to the past when talking about students' linguistic biography and the history of the school: 'when I was five, I started learning English and I spoke Basque at home'.

- Enunciative responsibility
 - Within the topic introducers in Basque, Spanish and English:
 - Concerning the amount of information:
In Basque: *azaletik; xehetasunetan sartu gabe; zerbait; apur bat*
In English: 'a bit', 'something', 'briefly'
In Spanish: *por encima, brevemente, en dos palabras*
 - Within the invitation to take part in the forum in Basque: *ilusio handiz erantzungo dizuegu* [we will be excited to answer to you]; *gonbidatu nahi zaituztegu* [we want to invite you]; *interesatzen bazaizue, sartu zaitzekete* [if you are interested, you can go into];

3.4. Other important features of the didactic model and of the text genre experimented

In this section, we will refer to some additional features of the didactic model.

3.4.1. Justification of the strict control over the languages

As we have seen in section 3.2.1. of this chapter, the way languages are alternated in this communicative project is quite strict. We argue that from a linguistic point of view, that rigorous control can be excused. To start with, knowing when exactly students will be using each language allows us to exert a reliable control over the analysis of students' utterances. Secondly, it is a way of reinforcing the minority language, in this case, Basque, that is, of making sure that students use it. Thirdly, setting such confined limits between the languages contributes to building the teaching object, to confine what they have to learn to do in each language.

3.4.2. Contents and main discursive skills: a text of a pluridiscursive nature

A conscious effort has been made so that in each part of the oral exposition diverse discursive skills are demanded: regarding the general characteristics of the school, students were expected to include school data and numbers as to how many students, teachers, buildings... there are in the school. When it comes to the history of the school, students were expected to narrate about the facts of its history. In the school projects we could expect students to add a sort of classification of the projects, using discourse markers such as 'firstly', 'in addition (to)'...or name the projects and describe what each of them consists on. Finally, each speaker had to mention what is the most interesting aspect of their school, or what they would like to change: in this part, students not only had to mention which one it is, but also

argue why they like it or they would like to change it. The different contents and the main discursive abilities that the text requires have been summarized in Table 8 below. Therefore, we argue that, from an enunciative point of view, the text that is suggested for students to produce is very complex, since they have to successfully move between the different discursive skills that can be found in this text and master the linguistic resources that each one of them demands. As Bronckart (1996: 77) states “un texte relevant d’un même genre pouvait être composé de plusieurs segments distincts” and that is the case of this text. We can therefore state that it is, as Sainz Osinaga (2000) puts it, a heterogeneous text.

Table 8: The contents and main discursive skills that the text production activity requires.

CONTENTS	MAIN DISCURSIVE SKILL
Linguistic autobiography General characteristics of the school School projects	Exposition/description
History of the school	Narration
The most interesting aspect or what should be improved at school	Exposition + argumentation

3.4.3. A monological and dialogic text genre

Based on the classification that Grandaty (1998) makes following Roulet et al. (1985), the trilingual oral expository text genre elaborated for our research is monological, since it is each speaker’s responsibility to give the explanation, the explanation is given one by one; it is also dialogic, seeing that, as it happens with every other verbal production, it is targeted to an audience and takes into account what the audience already knows; searches an interaction with them, but the management of the presentation falls to each speaker, there is no room for interruption. We admit that the discourse is not built upon the interlocution of other people’s words directly, such as, for example, happens in debates (Dolz et al., 2004; Garro, 2007), where the different positions or points of views of people are brought to the table to build up the discourse. However, we believe that, in this particular text, that interaction is understood in a different way: students are taught to produce the text taking the addressee into account and, in this case, for example, the text genre requires that speakers consider what might need

a clarification for the audience to understand or that speakers refer to the audience. This way of constructing the discourse taking the addressee into account may give way to some sort of interaction between the knowledge of speakers and that of the addressee, and its consideration for the construction of the discourse.

Lastly, we argue that the text production activity presented in this project could be *polygéré* or *monogéré*; *polygéré* being the co-construction of an explanation, for example, and *monogéré* individual construction of an explanation (Grandaty, 1998). Most of the times, our text is monomanaged, since each student handles the discourse by himself, there is no interaction between the different speakers in the construction of the text; in those cases in which some kind of reference is made to what has been said by another member of the group, the text is indeed co-constructed to some point, that is, *polygéré*.

3.4.4. Why a trilingual oral expository text?

In the previous sections we have explained that the chosen text genre requires the combination of the three languages: Basque, Spanish and English. Among the reasons to combine several languages within the same project, we argue that alternating among different languages on a single text is a common social practice nowadays in our context (e.g. in international, bilingual countries' conferences, written announcements, interviews), despite not being a fully consolidated one (yet). This issue has already been explained in this dissertation in section 3. of chapter 4, on social practices of oral expository texts.

Another reason why we decided to combine three languages in the same text was that, that way, we would implement a didactic proposal relatively closed to the translanguaging approach (García & Wei, 2014), but in a controlled way, that is, working on a text genre that is socially justified, with set objectives in each of the languages and assessment criteria, more in accordance with sustainable translanguaging (Cenoz & Gorter, 2017a). Combining three languages in the target text would also facilitate the design and experimentation of didactic sequences based on the integrated teaching of languages. A third reason responds to considering the communicative situation itself: the fictional addressee knows different languages, so combining three languages in a text does not seem so odd taking the target addressee into account.

It is true, though, that the text production activity that is being suggested in this project does not respond to a fully natural form of communication that can normally happen in society, since in our project, we argue that the role of each language is very precise and well

defined. The reasons lying behind such precise alternation of languages are that it allows to exert specific and reliable control over the results, and the lack of control over the results in any form of didactics is an aspect that is often criticised by didactics engineering (García-Azkoaga & Idiazabal, 2015), and also that research based on experimentation demands accuracy.

In this sense, we support the principle that, in order to teach and learn languages, students need to be exposed and have access to real texts, texts that can be found in real social practices (De Pietro & Dolz, 2007), that is why we argue that our text responds to a real social practice that has been brought to school in order to be taught. It is, in fact, a text that has undergone a didactic transposition (Dolz & Tupin, 2011) so as to be taught at school, that is, to identify its teachable dimensions.

Following section 3. of chapter 4 where some examples of oral expository texts integrating more than one language were brought, we found one, an example in the Etwinning project, which is very similar to the text production activity students were asked to produce in this dissertation. These students who take part in the Etwinning project, who study in an Italian Highschool, present their highschool to other international students in English, more specifically, they explain some characteristics of the school, and talk about the history of the school and the projects. Etwinning²⁵ is a platform that enables different education centres in Europe to communicate, cooperate, share projects, and so on. Once students have recorded the presentation of their school, they upload the video to the platform *youtube*, where others taking part in the Etwinning project and also any other user can watch it. The Etwinning project promotes friendship and understanding among people from different cultures. Within this project, students can practise languages, become conscious of other cultures or learn how the same things are expressed in different languages.

4. Experimentation of the trilingual didactic sequence

In this section we will explain the didactic and experimental device that is used in this thesis: the didactic sequence based on the text genre, employed in L1 teaching (Dolz et al., 2001), and bilingual teaching (García-Azkoaga & Idiazabal, 2015). The didactic sequence, as it

²⁵ Sarean: <https://www.youtube.com/watch?v=uumfFLnzqTI>

has been pointed out in section 3. of chapter 2 of the theoretical section, consists of three parts: the initial situation, the modules or exercises and the final production.

In this section we will present how the experimental device was implemented. We will give details about the didactic sequence that has been presented at the beginning of this chapter: we will show in how many days were the productions and the exercises carried out, the different stages of its implementation, the analysis criteria for the oral expository texts, and we will also focus on the analysis of the teacher's didactic gestures in the implementation of the modules. In short, we will explain how students' texts were gathered, before going into their analysis.

AA Ikastola's director was informed about the research project that we would like to experiment in this school²⁶ and we set up a date with the Head of Studies of both Compulsory Secondary Education and High School. During the collaboration of the school, we worked with the tutor of fourth grade of Secondary Education.

In this project, the principal researcher plays two different roles: she is, in fact, a researcher, since she will study to what extent the experimentation of a trilingual didactic sequence leads to the development of students' plurilingual competence. But she is also the teacher who implements the modules.

4.1. Timeline of the experimentation

Table 9 illustrates the different stages of the implementation of the trilingual didactic sequence, from the start until the end: how many days lasted the implementation and the tasks that were carried out each day. As we can see in Table 9, the experimentation can be divided into three main stages: first, the presentation of the communicative situation and the recording of the initial text production with both the control and the experimental group; second, the implementation of the modules of the didactic sequence with the experimental group; lastly, the final production with both groups.

The didactic experimentation took many months for several reasons: before designing and implementing the exercises of the didactic sequence, we needed to take time to transcribe the initial texts and analyse them. Besides, the dates of the experimentation had to adapt to

²⁶ Our project was assessed and granted positive evaluation from the Ethics Commission of the University of the Basque Country (UPV/EHU). The positive assessment can be found in Annex 7.

the school calendar (e.g. the experimentation could not take place during the period of evaluation).

Table 9: Timeline of the experimentation procedure.

Stage	Date	Duration	Task
Initial test with the control group	25/04/2016	4h	Presentation of the project Presentation of a model oral expository text Preparation of the oral expository text
	29/04/2016	4h	Recording of the initial texts of the control group
Initial text with the experimental group	30/09/2016	4h	Presentation of the project Presentation of a model oral expository text Preparation of the oral expository text
	04/10/2016	4h	Recording of the initial texts of the experimental group
The implementation of the trilingual didactic activities (Only in the experimental group)	13/02/2017	45'	Implementation of the modules of the didactic sequence
	17/02/2017	2h 40'	
	20/02/2017	45'	
	21/02/2017	55'	
Final text with the experimental group	06/03/2017	45'	Reminding of the task and of what was learnt in the modules
	10/03/2017	4h 10'	Recording of the final texts
Final text with the control group	14/03/2017	1h 5'	Reminding of the task
	17/03/2017	3h 30'	Recording of the final texts

In the following pages, we will provide the details of the didactic sequence experimented as well as the details of its implementation.

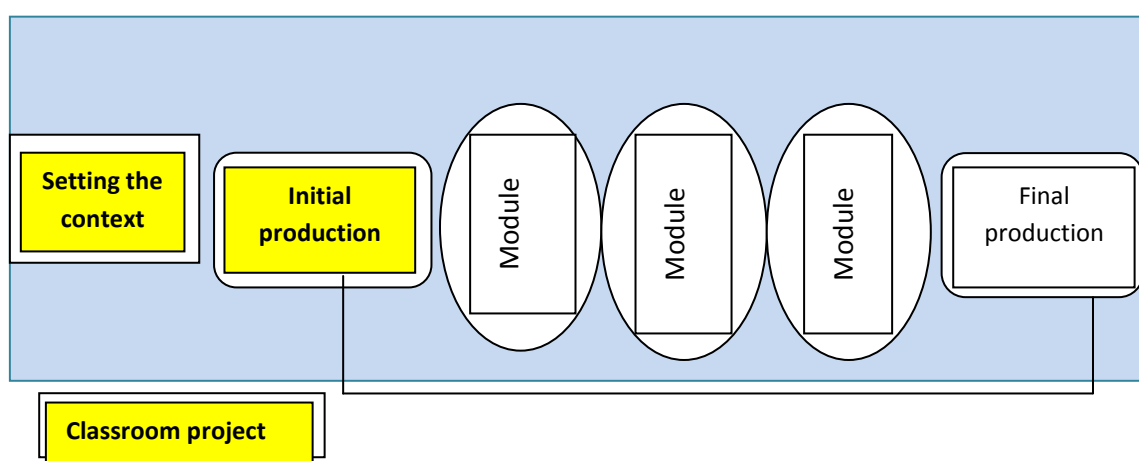
4.2. Introduction of the classroom project and the production of the initial text

In Graph 9 below we can see the schema of a didactic sequence, which we are mentioning throughout our research. As it has been introduced in section 3 of chapter 2, a

didactic sequence is composed by an initial production, which is produced after the context has been set, some modules to overcome the difficulties that have been encountered in the initial production, and a final production, where students put into practice what has been learnt within the modules. All that is part of a classroom project. We will highlight in yellow the different stages of the didactic sequence that we will refer to.

We will introduce how the three different stages of the didactic sequence *Gure ikastola en tres languages* mentioned above were implemented.

Graph 9: Schema of a didactic sequence.



(Dolz et al., 2001)

In the next section we will focus on the first part of the didactic sequence *Gure ikastola en tres languages*. The initial part of the didactic sequence has been highlighted in yellow in Table 8, that is, how the context was set and the initial text produced.

The explanation of the task was divided into two different sections: “aim” and “how to produce the expositions?”. Apart from the explanation of the teacher, students were provided with a sheet of paper where the aim and the explanation of the task were stated in written, as can be seen in Annex 8 in Basque and English.

In the *aim* section, students were informed that the goal would be to give information about their school to a group of students from an Irish school by means of an oral expository text which would combine Basque, Spanish and English. Within the student exchange programme, some Irish students would come to get to know the school and the Basque Country. Students were told that their oral expository texts would be recorded and, even if it was a fictional situation, that they would be uploaded to the school’s website so that parents

too would have the chance to watch them. So, since the text was fictionally addressed to an addressee that mastered different languages, they would have to use Basque, Spanish and English in their oral expository texts. In the “how to produce the expositions?” section, students were told that the oral expositions would last between seven and ten minutes, that they would gather together in groups of three and that each person would use two different languages during the exposition. They would rely on an outline and their notes. They were also told that the outline and those notes would be used as support and that it was not allowed to read them, since it was not a reading activity.

Afterwards, we divided the students in groups. In the control group there were eight groups of three and one group of two; and the experimental group was constituted by 21 students who were divided into seven groups of three. We did not use any specific criteria to make the groups, they were randomly chosen, depending on the place where the students were sitting.

Students were provided with some instructions to help them prepare the initial oral expository texts, which can be found in Basque and English in Annex 9, and also which have been shown in section 3.1. and 3.2. The instructions included the topics and the languages students would have to use for each topic, where some groups would have table A, others B and others C, the kind of information they had to give in each part of the oral expositions and some important advice. We tried to give the details of the instructions as specific as we could, so that they would position themselves in this fictional communication situation as effortlessly as possible.

Before students proceeded to produce the oral expository text, they were shown a model oral expository text. It was an oral expository text in Basque, Spanish and English, so that they would have a model of how to switch between languages in a single text. The recording that was shown to them was a model in terms of language switching strategies. The model was recorded by the principal researcher and a workmate, following the text organization shown in 3.2. The notes that had been used in order to produce that text were also shown to students.

The teacher also asked some questions related to oral expository texts. Most students stated that they had never heard an oral exposition that combined different languages. To the question of whether or not they were used to making oral expository texts, in what subject, language, in what language they did better, they answered that they were used to making oral

expository texts mostly in Basque and English, not so much in Spanish, although they also used to make oral expository texts in subjects other than language subjects. Nevertheless, according to them, they assured that they had no difficulty to produce them in Spanish.

The last task was for students to look up for information and prepare their notes. They did it with their computers, in the sheet of paper that they were given for that, which can be found in Basque and English in Annex 10.

On the next session we did the recordings of the initial text of the didactic sequence. Students were attending their regular lessons and we took them out in the corresponding groups of three. Before recording students' oral expository texts, we reminded them of the communicative situation (to see how we reminded students of the communicative situation, see the transcription of the explanation of the teacher on the first table of Annex 12) or we would ask them to explain it, and we also recalled the task. Afterwards, they had five minutes to read through their notes, talk to each other, and so on.

It should be noted that both with the control and the experimental group, the memory work *créer la mémoire didactique* (Schneuwly, 2009) was very present during the whole implementation, so students were constantly reminded, for example, of the communicative situation they were in: to whom they were speaking, how long the oral exposition should last; or other important aspects of the text production activity such as to pay attention to the languages they had to employ, to make sure that, when mentioning the aspect they liked best or the worst aspect of the school, each student in the group referred to something different.

The transcriptions of the initial texts of the control and the experimental group were made by hand by the principal researcher. The transcription criteria have been included in Basque in Annex 11, and to see an example of a transcription of an initial text, see the second table of Annex 12.

4.3. Analysis criteria for the trilingual oral expository texts

The analysis criteria for the trilingual texts were established based on Bronckart's (1996/2004) text architecture model and other works about oral expository texts (Dolz & Schneuwly, 1998; Dolz et al., 2013; Battaner et al., 1997). Out of the four categories stated in section 3.3. of Bronckart's text architecture model, three categories were defined, namely, the planning, the adaptation to the communicative situation and the textuality, as can be seen in

Table 10 below, which also includes the analysis criteria that are going to be considered. Those analysis criteria turned to be the aims of the activities of the didactic sequence to be experimented. The results of the analysis of the initial texts will be given in chapter 6.

We carried out the analysis of the initial texts of both the control and the experimental group, so as to be able to say which were the most prominent difficulties that could be encountered in the initial texts and to decide which were going to be the aims of the didactic sequence.

It should be highlighted that we had no reference with regards to how to analyse a text like ours: an oral expository text that combined Basque, Spanish and English. Therefore, we started guessing from the transcriptions which could be the aspects that students had most difficulty with in the production of oral expository texts, and we conducted a thorough analysis of the initial texts following the analysis criteria on Table 10.

Table 10: Analysis criteria for the trilingual oral expository texts.

THE THREE ANALYSIS FIELDS FOR THE ORAL EXPOSITORY TEXT	ANALYSIS CRITERIA
1. PLANNING	1. The introduction in Basque: <ul style="list-style-type: none"> • The objective of the text is mentioned at the beginning of the presentation. • The listeners' attention is sought by establishing an initial contact with the addressee. • The project is introduced.
	2. The introductory and final sections are presented on behalf of the group.
2. ADAPTATION TO THE COMMUNICATIVE SITUATION	3. The target addressee: <ul style="list-style-type: none"> • The words whose meaning may be difficult to grasp for Irish students are explained. • Explicit interactions with the audience are produced.
	4. The invitation to take part in the forum is addressed correctly.
3. TEXTUALITY	5. Connection among the different segments: topic introducers are used.
	6. Verb forms are consistently employed to refer to the past when talking about the history of the school and the students' linguistic biography.

As it can be observed in Table 10 above, within the "Planning" category, we looked at two aspects. The first one was the introductory section of the oral expository text in Basque:

whether the objective of the text was mentioned at the beginning of the presentation, whether the listeners' attention was sought by establishing an initial contact with the addressee, and the project presented. The second aspect was whether the introductory and final sections were presented on behalf of the group, and not as if the oral expository text had been done by only one person.

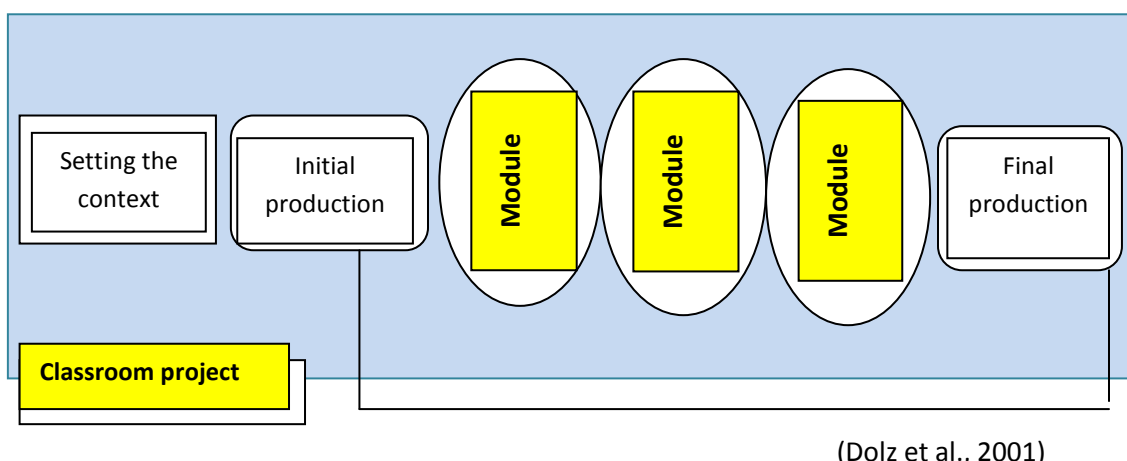
Within the "Adaptation to the communicative situation" we focused on, first, the addressee: whether or not the words whose meaning may be difficult to grasp for Irish students were explained and whether explicit interactions with the audience are searched by means of questions; second, whether the invitation to take part in the forum was addressed correctly.

Finally, within the "Textuality" level, we brought into focus two aspects. To begin with, the connection among the different segments: whether or not topic introducers were used. Secondly, whether past verb forms were consistently employed to refer to the past when talking about the history of the school or students' linguistic biography.

4.4. The trilingual modules of the didactic sequence

In this section we will focus on the second part of the didactic sequence, which is highlighted in yellow in the outline below, and concerns the trilingual modules or set of exercises of the didactic sequence. We identified four main aims to work within the modules, taking into account the characteristics of the oral expository text, a formal text genre, and also the weaknesses found on students' initial texts.

The modules are set of exercises that have been designed in order for students to overcome the difficulties that they have encountered in the production of the initial text. Besides, each module is part of the text production and text architecture. The modules of the didactic sequence *Gure Ikastola en tres languages* are three, namely, "Ensuring overall coherence in the oral exposition", "Taking the target audience into account" and "Talking accurately about events in the past".



4.4.1. The main and specific aims of the modules

These are the main and specific aims of the modules of the didactic sequence:

Module 1. Ensuring overall coherence in the oral exposition.

➔ Ensure overall coherence in the oral exposition

- The introductory section in Basque: bring up the objective of the text, seek the listeners' attention by establishing an initial contact with them and present the project at the introductory section of the text
- Present both the introductory and final sections of the text on behalf of the group in Basque
- Anticipate the information using topic introducers to connect the different segments of the text (use of metadiscourse) in Basque, Spanish and English

Module 2. Taking the target audience into account.

➔ Take the target audience into account

- Make sure that the audience understands the words that belong to Basque culture and language in English, and address the audience in English
- Address the invitation to take part in the forum kindly in Basque

Module 3. Talking accurately about events in the past.

➔ Recount past events using past verb forms

- Consistently employ past verb forms to refer to the past to narrate past events when talking about their linguistic biography or the history of the school

To see the outline of the aims of the didactic sequence, see Annex 13.

4.4.2. Linguistic topics of the trilingual didactic sequence. Complementary clarification.

Some of the aspects of oral expository texts that were taught to students need further clarification, especially, the specific linguistic forms that students were taught within the modules.

Within the first module “Ensuring overall coherence in the oral exposition” students learnt to anticipate the information using topic introducers to connect the different segments of the text (use of metadiscourse) in Basque, Spanish and English. Students were taught two types of topic introducers: on the one hand, short phrases to let the audience know what they are going to talk about next, such as ‘concerning’ or ‘regarding’, in English; *...-i dagokionez* or *...-ak direla eta*, in Basque; and *en lo que se refiere / por lo que concierne a*, in Spanish. We consider it important to teach students how to introduce new topics, seeing that, as we have seen in chapter 4 section 4.2., we have included, within the linguistic characteristics of oral expository texts, the use of discourse markers as elements to indicate explicitly the changes of topic (Battaner et al., 1997) and, at the same time, connect the different parts of the text together.

The second type of topic introducers were more complex topic introducers such as ‘now I’m going to tell you something about the characteristics of the school’; *orain azaletik aipatuko dizkizuet ikastolaren ezaugarriak*, in Basque, or *ahora expondré las características de la escuela sin entrar en detalles*, in Spanish. In the second, more complex type of topic introducers, students learnt to do three different things. First, we focused on the *verba dicendi* they used within the topic introducers, and they learnt to use a wide range of *verba dicendi*, especially in L2 Basque and L1 Spanish, where they were expected to develop a higher level of linguistic competence than in L3 English (Heziberri, 2020). In English they learnt to address the audience grammatically with a limited set of verbs. Within the second type of topic introducers, students also learnt how to use modalizers to indicate the amount of information they were providing and to address the audience directly (e.g., ‘I’m going to talk to you a bit about’; ‘I’m going to tell you something about’). Finally, they learned to use a text organiser (e.g. ‘that was all’) to indicate the closing of their presentation.

We argue that using a wide range of *verba dicendi* within the topic introducers is an interesting teaching item, since their use helps students make it clearer what they are going to

talk about next. Apart from observing the different verbs that students employed, we also looked at whether or not they used any modalizing forms within the topic introducers and also whether or not they referred to the audience. Modalizing forms so as to express that some things would be left unsaid about the main topics of the presentation, for example, characteristics of the school. Seeing that involving the audience in the speech is one important characteristic of oral expository texts, and also learning how to soften the discourse by using modalizers is an important part of oral discourse, we thought it might be interesting to look at those two aspects too.

Secondly, as part of the second module “Taking the target audience into account” we included two different aims: the first one was addressing the invitation to take part in the forum kindly in Basque. Students learnt to specify to the audience what they should do in order to take part in the forum, make reference to the audience within the invitation and use modalizers to express politeness.

The second aim within this second module was making sure that the audience understands the words that belong to Basque culture and language in English. Rephrasing the words that may be new or unknown is also a linguistic feature of oral expository texts (Dolz & Schneuwly, 2006), as mentioned in chapter 4 section 4.2. In order to teach students to clarify the words whose meaning may be difficult to grasp for Irish students, the phrase that was taught to them was ‘which/who + to be’.

Also within the second module, a different aim was to produce explicit interactions with the audience. Although in formal contexts the audience asks questions at the end of the speech, in this fictional situation it is through the forum that that interaction can happen, and students pose questions throughout their speech. Students learnt to address questions to the audience by using the phrase: ‘Do you too...? We would really like to know about that / You will tell us when you come here’, whenever there could be a comparison between the Basque and the Irish context.

4.4.3. General overview of the trilingual modules

In this section we will summarize the tasks students carried out in each module. For further details on the description of the modules, see Annex 14. To see the modules of the trilingual didactic sequence, see Annex 15.

Three introductory exercises (0.a., 0.b., 0.c.) are included before students start completing the modules, in which students are reminded of the task to be accomplished, and

the main and specific aims of the modules are stated. There are four main exercises within the first module:

- the first exercise “The introductory section of the oral expository text in Basque” consists of an introductory exercise (1.0.) and three sub-exercises (1.a., 1.b., 1.c.);
- the second exercise “The text architecture of the oral expository text: the initial and final sections in Basque” contains a sub-exercise (2.a.);
- the third exercise “Anticipating the information: using topic introducers in Basque and English” is composed by four sub-exercises (3.a., 3.b., 3.c., 3.d.);
- the last part of the first module is the check list, which involves three exercises that summarize what students have worked on within the first module.

The second module “Taking the target audience into account” starts with an introductory exercise (0.a.) and there are three main exercises within the second module:

- the first exercise “Taking the target audience into account: making sure that the audience understands the words that belong to Basque culture and language in English” contains one sub-exercise (1.a.);
- the second exercise “Taking the target audience into account: addressing the audience in English” consists of two sub-exercises (2.a., 2.b.);
- the third exercise “The invitation to take part in the forum in Basque” is composed by three sub-exercises (3.a., 3.b., 3.c.);
- the last part of the second module is the check list, which involves three exercises that summarize what students have worked on within the second module.

The third module “Talking accurately about events in the past” starts with an introductory exercise (0.a.) and there is one main exercise within the third module:

- the only exercise that contains the third module is “Telling past events using past verb forms in English” and it is composed by four sub-exercises (1.a., 1.b., 1.c., 1.d.);
- the last part of the third module is the check list, which involves a single exercise that summarizes what students have worked on within the fourth module.

The exercises that have been pointed out in the general overview of the trilingual modules described above are described more in detail in Table 11.

Table 11: Summary of tasks included in the modules.

<i>Module 1: Ensuring overall coherence in the oral exposition.</i>
0.a. Students are reminded of the communicative situation (B) ²⁷ .
0.b. Students are reminded of the topic they have to talk about and the language they have to use (B).
0.c. The main and specific aims of the modules of the didactic sequence are explicitly stated (B).
1. The introductory section of the oral expository text in Basque.
1.0. The topics that a good introductory section should have are stated (B).
1.a. A model introductory section is presented and students learn to convey the information at the introductory section in different ways (B).
1.b. Students review an introductory section that they produced previously and reflect on its appropriateness. They improve it by rewriting it (B).
1.c. Students are encouraged to say the written introductory section of exercise 1.b. out loud (B).
2. The text architecture of the oral expository text: the initial and final sections in Basque.
2.a. Students are made aware that both at the introductory and final sections they have to talk on behalf of the group (B).
3. Anticipating information: using topic introducers in Basque and English.
3.a. Students are made aware that topic introducers should be used. They learn various short ²⁸ topic introducers and a text organiser to indicate the end of the presentation (B).
3.b. Students familiarise themselves with short topic introducers and a text organiser to indicate the end of the presentation in English (E).

²⁷ The language in which each exercise was carried out has been pointed out using the first letter of the language: (B) for Basque, (S) for Spanish and (E) for English.

²⁸ The definitions of what “short” and “long” topic introducers mean have been provided in section 4.4.2.

3.c. Students learn to use more complex 'long' topic introducers (B).

3.d. Students learn to use more complex 'long' topic introducers (E).

CHECK LIST

Module 2: Taking the target audience into account

0.a. Students are reminded that the audience of the text has different linguistic and cultural background (B).

1. Taking the target audience into account: making sure that the audience understands the words that belong to Basque culture and language in English.

1.a. Students are made aware that the words that can be difficult to understand for foreign students should be defined and they learn a way to do so (E).

2. Taking the target audience into account: addressing the audience in English.

2.a. Students are taught to address the audience by asking them questions (E).

2.b. Students rehearse orally how to define the difficult words and address the audience (E).

3. The invitation to take part in the forum in Basque.

3.a. Students are made aware that the invitation to take part in the forum has to be addressed kindly, specifying how to take part in it. They learn ways to do so (B).

3.b. Students review an invitation to the forum they produced and improve it by rewriting it (B).

3.c. Students are encouraged to say the invitation to take part in the forum aloud (B).

CHECK LIST

Module 3: Talking accurately about events in the past

0.a. Students are reminded that in certain parts of the oral exposition they had to use the past tense (B).

1. Telling past events using past verb forms in English to be used.

1.a. Students are made aware that switching between present and past to refer to the past is incorrect in this context (B).

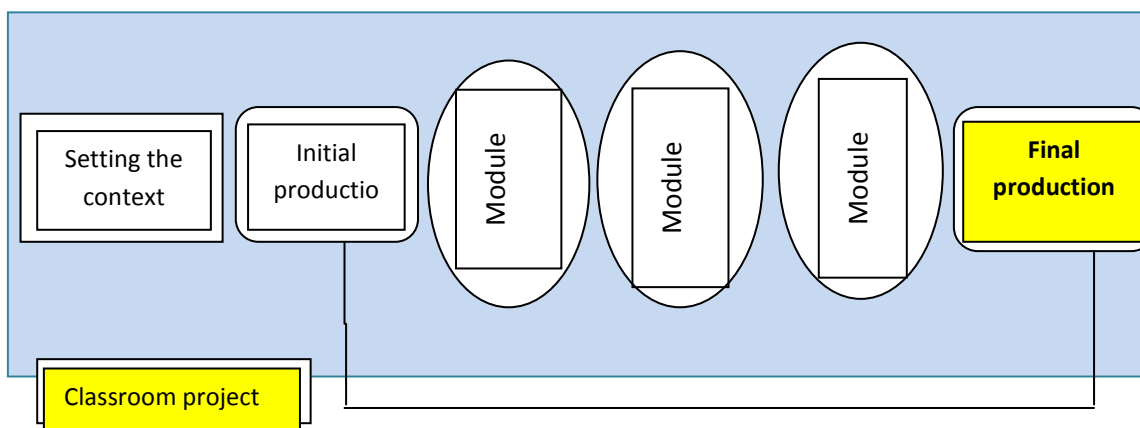
1.b. Students are made aware that switching between present and past to refer to the past is incorrect in this context (E).

1.c. Students fill in the gaps with the correct form of the verb in the past (E).

1.d. Students have to say aloud the part of the presentation where past verb forms have

CHECK LIST

4.5. The final text production of the didactic sequence



(Dolz et al., 2001)

In the last phase of the didactic sequence students produced the final text. The final production was made by both the control and the experimental group, although the control group did not carry out the exercises of the didactic sequence included in the modules. It should be mentioned that the groups remained the same both in the initial and the final texts, and the order in which each speaker talked was the same in the initial and in the final text, so, for example, a student who was the first speaker that followed the table for an A group explained in 3.2. and 3.2.1. in the initial text was also the first speaker of an A group in the final text, and his groupmates were the same in both texts.

Before producing the final texts, we showed them a Prezi presentation in which the whole communicative project consisting of the production of a trilingual oral expository text was summarized in the form of a didactic sequence²⁹.

The instructions for the text production activity were the same both in the initial and in the final text, the only difference being that in the instructions of the final text students were told that they would use a PPT presentation when doing the oral expository text (it has been highlighted in yellow in Annexes 16 and 17), as was not the case for the initial text.

²⁹ In order to see the Prezi presentation, press the following link:

http://prezi.com/3jpdwba0vngh/?utm_campaign=share&utm_medium=copy&rc=ex0share

The instructions and the table were mainly also the same from the initial to the final text. The only thing that was different on the table is that, for the final text, the first speaker of groups A, B and C was asked to mention that a PPT would be used in Basque and English and, at the end of the table, students were provided with an example of how to do it, followed by a star (*), as can be seen below. The example is in Basque and English. Students were told that they did not have to copy it word by word, but say something similar. The reason students were given to mention both in Basque and English that in their oral expositions they would use a PPT was that although the first part of the oral expositions was in Basque for all three groups, the PPT was primarily aimed for Irish students, so they had to understand what the PPT was for.

**example: bueno aipatu behar dizuegu ohartuko zinetenez aurkezpenean zehar PPT bat erabiliko dugula euskaraz edo gaztelaniaz ari garenean esaten duguna ingelesez laburtzeko / Irlandako ikasleek esaten duguna uler dezaten / so I just said that in our presentation we will use a PPT presentation so that you Irish students can understand what we are talking about in Basque and Spanish /*

The instructions also remained the same from the initial to the final text, but a fifth point was added:

5. How do you have to make the PPT?

- You will make the power point in English, so that, when you talk in Basque or Spanish, Irish students can follow your oral exposition. So, in the power point, you will summarize what you say in Basque or Spanish, and will write the most important ideas and keywords. Pay special attention to the concepts that may be difficult to understand for Irish students and define them in English (remember *which/who + to be*). You will make that PPT on your own for Friday. Always remember that you will do the oral exposition in groups, so, be careful that the colour, font and so on are the same.

As we can see, in the final text the use of a PPT was introduced, where a summary of what was said in Basque or Spanish was included. From a communicative point of view, the understanding of the text by Irish students was not fully guaranteed in the initial text and we decided to revise the instruction of the communicative project: the Irish students would not be able to fully understand the parts of the oral expository text that were either in Basque or Spanish. Students were also asked to define in English in the PPT the concepts that were mentioned in the Basque or Spanish sections of the text, whose meaning could be difficult to

grasp for Irish students. That way, we would ensure the comprehension of the text as a whole by the Irish students.

Even if we modified the instructions and the table from the initial to the final text by adding the power point element, the aim of the text production activity remained the same.

Although in the initial text without the PPT, the comprehension of the text by the Irish students would not be fully assured, throughout groups A, B and C the topics of the oral exposition were explained in different languages (for example, the school projects were mentioned in Basque by the third speaker in group A, but in group B the first speaker would talk about them in English). Therefore, if the Irish students were not able to understand the Basque and Spanish sections, they would find that same aspect but explained in English in the oral exposition of another group. So, although in a different way, Irish students were provided with the means to understand the whole text.

Another aspect that changed from the initial to the final text is the wording of an element on the table. As we already mentioned, each speaker had to comment on “the most interesting aspect or what should be improved” as the final part of the speech. On the table for the final text, the verb “should” was changed into “could”, so that the modalization was taken care of. One of the aspects that students were taught to improve within the modules was to modalize in certain parts of the oral exposition, so, we thought it was a contradiction to ask them something that the task itself was not complying with.

For the text production activity, students were asked to have around both the check list that summarized what they had learnt throughout the modules (Annex 18, in Basque and English) and the check list at the end of each module.

For the production of the final texts, we followed the same procedure with every group: first, we reminded them of the aim and the task, then we read through the coloured table and the instructions, and finally, we focused on the check list to remind them of the aspects that they had worked on within the modules. As we can see, the memory work was constantly underlined, in order to make sure that the students both in the initial and the final production belonged to the same group (A, B or C) and were the same speaker in both productions.

After each group had produced the oral exposition, they would go outside and, in the corridor, they would take the survey about language attitudes and values with the other researcher.

The instructions to make the PPT could be a little bit confusing for the control group, seeing that they had not completed the modules: "Pay special attention to the concepts that may be difficult to understand for Irish students and define them in English (remember *which/who + to be*)." Since they had not worked on that phrase ('which + to be'), we had to provide the students in the control group with some examples so that they knew how to use it.

The students in the control group had more time than those in the experimental group to prepare their notes (the students in the experimental group had five minutes, and the students in the control group around half an hour, so, they also had more time to resolve their doubts).

The final texts of the didactic sequence were also hand-transcribed by the principal researcher.

4.6. Teachers' didactic gestures to foster interlinguistic transfer

In the preceding pages we have explained the methodology we have used in order to study students' oral expository skills, which is the main focus of this dissertation. However, as it has already been mentioned, we also consider it important to know how the teacher acts during this didactic experience. Therefore, a preliminary analysis will be carried out about the teacher's didactic gestures following Sénéchal & Dolz's (2019) criteria concerning the didactic validity of the didactic sequence.

In order to assess the feasibility, we will draw our attention to those moments in the modules of the didactic sequence in which interlinguistic transfer was promoted, in order to see what kind of didactic gestures the teacher employed when fostering interlinguistic transfer: the teaching of topic introducers and past verb forms. In the first module "Ensuring overall coherence in the oral exposition", within the check list, where students reviewed the topic introducers in Basque and English, they were asked about the corresponding forms in Spanish. In the third module "Talking accurately about events in the past" presented in section 4.4.3. of this chapter, in exercise 1.a. and 1.b., students were made aware that switching between present and past in Basque and English for recounting past events is wrong; then, in

exercise 1.c., in order to incorporate this knowledge into English, a gap-fill activity was included in English.

As it has been explained in section 3.4 of chapter 2, the teacher employs four didactic gestures in order to make the learning object teachable: the establishment of the didactic device, the regulation, the institutionalisation and the creation of the didactic memory (Schneuwly, 2009). The establishment of the didactic device means presenting the teaching object in class; regulation means correcting students so that they can move forward in their learning; institutionalization stands for showing students that what they are learning is part of the knowledge they are supposed to acquire within a subject; by creating the didactic memory we recall what has been studied or anticipate what is going to be learnt.

In the two specific moments of the implementation that have been already specified above, we will analyse the presence of the four didactic gestures in the teacher's discourse. The goal of the analysis is not just to provide a taxonomy of the didactic gestures employed by the teachers, but to study which specific aspects of the topic introducers and past verb tenses were taught in the classroom, and how.

CHAPTER VI

RESULTS

In chapter 6 we will focus on the analysis of the impact of the didactic sequence on the development of students' trilingual oral expository skills. For this purpose, we are going to compare the initial and final texts of both the control and the experimental group throughout the didactic sequence. Although analyzing students' oral productions will be the main focus, attention will also be drawn to the teacher's didactic gestures at some specific stages of the implementation, so as to know from a didactic point of view how provoking interlinguistic transfer was managed.

We will provide the results of students' texts by focusing on the planning, the adaptation to the communicative situation and the textuality, the three areas of discursive and grammatical analysis (Bronckart, 1997), which have been already mentioned in section 4.3. of chapter 5. As far as the planning is concerned, we will be looking at the contextualization of the oral expository text in the introductory section, which refers to mentioning the principal contextualizing contents of the oral exposition. The use of the first person plural both in the introductory and final sections constitutes the second analysis item within the planning. Considering the adaptation to the communicative situation, we will focus on, first, the target audience, whether or not the understanding of the oral exposition is assured from the point of view of the audience, and whether explicit interaction with the audience occurs throughout the exposition; and second, the correct form of expression in which the invitation to take part in the forum is addressed. Under the heading "Textuality", we identified two areas of language use associated with structuring the oral exposition: the use of topic introducers to link the different sections of the exposition and the use of a text organizer to indicate the end of the presentation, and the consistent use of the past tense in recounting personal linguistic history and the history of the school. Seeing that the text production activity includes Basque, Spanish and English, the results will also take into account the three languages. As it will be noticed, the analysis of expository texts produced by students only includes the aspects that were worked on in the activities of the didactic sequence.

In order to present the results, we will look at each analysis item in the initial and final text: when we mention the results in the initial text, the results of both the control and the experimental group will be given at the same time, making a comparison between both

groups; as far as the final text is concerned, the same procedure will be followed. We shall bear in mind that while the experimental group carried out the activities of the didactic sequence, the control group did not.

1. The planning

The planning of the trilingual oral expository text constitutes the first analysis item. Within the planning, first, we focused on the introductory section in Basque; second, on the use of the first person plural both at the beginning and at the end of the oral exposition in Basque, too.

1.1. The introduction in Basque

The first analysis item concerns the introduction of the oral exposition in Basque. We shall remember that the introductory section of the oral expository texts was only produced in Basque. In this section we will look at whether or not students give any contextual information about the oral presentation. Three key elements will be taken into account: we will observe whether or not the aim of the text is set out at the beginning of the presentation, an initial contact with the audience is established, or what is the same, whether the listeners' attention is sought, and the name of the project stated.

1.1.1. The introduction in Basque in the initial text

As it can be observed in Table 12, in the control group 4/9 or 44.4% of the groups name the project, only 1/9 or 11.11% groups specify the aim of the project and no group refers to the audience in the introductory section. It should be highlighted that no group introduces more than one of the contextualizing elements that the oral expository text may require; in the experimental group 2/7 or 28.5% of the groups mention the project and only 1/7 or 14.2% specify the aim of the project. As in the initial text of the control group, no group makes reference to the audience. There is only one group which includes more than one key element to contextualize the oral exposition.

Table 12: Number of groups and percentages including the core elements in the introductory section of the control and the experimental group. Initial text.

	Project		Aim		Audience	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Initial	4 (44.4%)	2 (28.5%)	1 (11.1%)	1 (14.2%)	0 (0%)	0 (0%)

In example (1) we can see that only the project is mentioned:

- (1) (B³⁰) 2kPRE³¹ bueno kaixo / gure e: gu gara x³² y eta z / eta: / e: / gure ikastola en tres languages proiektua: / e: egin dogu /
- well hello / our a: we are x y and z / a:nd / a: / we will a: do the proje:ct / gure ikastola en tres languages /

In the initial text of the control group, in 4/9 groups (44.4%), that is, in almost half of the groups there is no complete introductory section, seeing that the introductory section misses some of its core elements, that is, mentioning the objective of the exposition, setting an initial contact with the audience and mentioning the project within which the oral exposition takes place; in the initial text of the experimental group too, 4/7 groups (57.1%), that is, more than half of the groups include no complete introductory section. That means that in those groups the introductory section is limited to mentioning the topics that the students are asked to include in the table of contents, which are highlighted in yellow in Table 13, although all 9 groups do not always cover all the topics in the table:

³⁰ In the extracts quoted, the different languages being used are indicated by (B), (S) and (E) at the beginning of each utterance.

³¹ The identifying details of each group have been provided at the beginning of each utterance by the number of group, *k* or *e* depending on whether it belongs to the control (*k*) or the experimental (*e*) group, followed by PRE or POST, which refers to an initial (PRE) or a final (POST) text.

³² The identifying details of the participants and the school, its location or people who founded it have been removed by using *x*, *y*, *z* [names of the participants], *d* [name of a neighborhood nearby the school], *m* [name of a neighborhood nearby the school], *n* [name of the school], *p* [name of the avenue where the school is located], *r* [name of a neighborhood nearby the school], *s* [name of the street where the school is located], *v*, *w* [names of the founders of the school].

Table 13: The topics of the introductory section.

1. speaker (Basque)	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
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As we can see in example (2), the introductory section is limited to briefly introducing the group, there is a very simple greeting *egun on* “good morning”, and then the topics included in Table 13 are stated, but there is no contextualization of the text, and therefore, the speaker does not point out the objective of the text, bring up the project or set an initial contact with the audience:

(2) (B) 7kPRE e:m / egun on gu: x y eta z gara / eta n Ikastolako / e: DBH hirugarren mailako: ikasle batzuk gara / e: nire izena z da e: Bilbon bizi naiz eta hamalau urte dekodaz / e: nire etxean euskaraz mintzatzen naiz eta: ika- eta lagunekin erdaraz egiten dot eta: / ikastolan txikitatik e: ingelesez ikasten dot i- ingelesa ikasten dot / eta: e: orain dala hiru urte frantsesa / frantsesez hitz egiten e: ikasten hasi nintzan / e:m gure azalpenean ingelesez erderaz eta euskeraz hitz egingo dogu / eta nik e:m / e: euskeraz eta ingelesez egingo dot / e: / azaltzen // ay XX (=?) e: eta: azaltzen e: / ikastolako ezaugarri batzuk eta: i- eta: alderdi interesgarriren bat aipatuko dot /

➤ a:m / good morning we: a:re x y and z / and we are some students o:f a: third grade of secondary education / of n Ikastola / a: my name is z a: I live in Bilbao and I am fourteen years old / a: in my house I speak in basque a:nd with schoo- and with friends I speak in spanish a:nd / at school since I was a child a: I study in english I- I study english / a:nd a: over the past three years french / I started studying to speak french / a:m in our explanation we will speak in english spanish and basque / and I a:m / a: will speak in basque and english / a: / and explaining // ouch XX (=?) a: a:nd explaining a: / I will mention some characteristics of the school a:nd some i- interesting aspects /

1.1.2. The introduction in Basque in the final text

The results of the control group are very similar to those in the initial texts: 3/9 or 33.3% of the groups name the project; 2/9 or 22.2% mention the aim of the oral exposition, but no group refers to the audience. It is only one group that mentions two of the three elements to contextualize the oral exposition. At the same time, 4/9 or 44.4% of the groups do not mention the project, the aim, or set an initial contact with the audience; instead, they only talk about the topics in Table 13.

In the final text of the experimental group, however, there is a clear improvement in how they produce the introductory section: the project is mentioned in 6/7 or 85.7% of the groups; 5/7 or 71.4% of the groups specify the aim of the text; and 5/7 or 71.4% refer to the audience in the introductory section. To be more precise, all the seven groups mention some of the three contextualizing elements: 4/7 or 57.1% of the groups produce all three key elements; 1/7 or 14.2% mention two of the three elements (the aim and the reference to the audience); and 2/7 or 28.5% of the groups refer to one of the three elements (the project).

In Table 14 we summarize the results obtained by the control and the experimental group in the initial and final texts. If we make a comparison between the two groups, we can observe the general better results obtained by the experimental group in the final text.³³

Table 14: Number of groups and percentages including the core elements in the introductory section of the control and the experimental group. Comparison between the initial and final texts.

	Project		Aim		Audience	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Initial	4 (44.4 %)	2 (28.5%)	1 (11.1%)	1 (14.2%)	0 (0%)	0 (0%)
Final	3 (33.3%)	6 (85.7%)	2 (22.2%)	5 (71.4%)	0 (0%)	5 (71.4%)

As we can see in example (3), in the final text of the experimental group we noted significant improvement, since all seven groups included a more detailed introductory section

³³ Results indicated in bold mean that there has been a notable improvement in the final text.

that went beyond merely introducing themselves to include the three key elements: the project, the aim of the oral exposition and an initial contact with the audience by trying to catch their attention. In example (3) we can see an introductory section taken from a final text of the experimental group:

(3) (B) 6ePOST bueno e: / gu x y eta z gara eta: m: e: gure ikastola en tre:s e:
 languages proiektua egin dogu / e:m guri: e: bururatu jakun proi- proiektua lehen
 esan dodan bezela gure ikastola en tres languages da / eta: e: honen helburua
 bidioen bidez zuei e: Irlandako ikasleei e: gure ikastolaren: aurkezpen: bat egitea da /
 e: beraz (4'') e: guk e: honen bidez gure: e: ikastolako datu esanguratsuenak esango
 deusueguz horrela zuek gu hobeto ezagutu ahalko: gaituzue / et- e: // a ver e: ni e:
 gaz- e: nik e: orain nire biografia linguistikoa egingo dot / e: nik euskera nire etxean
 ikasi neban e: txikitatik e: nire etxean euskeraz egin da / eta ba hori izan da azkenean
 nire: ama: hizkuntza /

➤ well a: / we are x y and z a:nd m: a: we have done the project gure ikastola en
 tre:s a: languages / a:m the pro- project that has occurred to: a: us as I just said is
 gure ikastola en tres languages / a:nd a: its aim is to prese:nt our schoo:l to you a:
 Irish students through videos / a: so (4'') a: we will tell you a: the most significant
 characteristics of a: our school that way you will ge:t to know us better / a- a: // let's
 see a: I a: now I will do my linguistic biography / a: I learnt euskera a: since I was a
 child a: in my house we've talked in euskera / and that has eventually been my:
 mothe:r tongue /

1.2. Use of the first person plural to talk on behalf of the group

Seeing that the oral expository text proposed to students constitutes a single text, yet it is produced in groups of three, students were asked to talk on behalf of the group both in the introductory and final sections of the oral exposition, in order to assure the general coherence of the text. As element of assessment of this topic we will take into account the use of the first person plural both in the introductory and final sections of the oral exposition.

1.2.1. Use of the first person plural to talk on behalf of the group in the initial text

In the control group 5/9 or 55.5% of the groups, when they mention either the project or the aim of the oral exposition, they talk on behalf of the group, as in example (1) below, which has been mentioned before. In the remaining 4/9 or in 44.4% of the groups students do not use the first person plural in the introductory section since there is no contextualization of the oral exposition.

(1) (B) 2kPRE bueno kaixo / gure e: gu gara x y eta z / eta: / e: / gure ikastola en tres languages proiektua: / e: egin dogu /

➤ well hello / our a: we are x y and z / a:nd / a: / we will a: do the proje:ct / gure ikastola en tres languages /

Example (4) is an illustration of how when none of the three key contextualizing elements of the introductory section is mentioned, students only resort to the first person plural to introduce the group:

(4) (B) 4kPRE e: egun on guztioi / e: DBHko hirugarren mailako / e: x / y eta z gara eta aurkezpen honetan / e: ni / ikastolaren ezaugarriei buruz ingeleset-s ingelesez eta / ikastolaren alderdi interesgarriei buruz hitz egingo dut /

➤ a: good morning everyone / a: we a: x / y and z are / of third grade of secondary education and in this presentation / a: I / will talk about the school characteristics in englit-s in english and / the most interesting aspects of the school /

Concerning the final section of the oral exposition, our students have to invite the Irish students to take part in the forum available in the school's website in order to write some comments about the exchange programme. In the control group, only 3/9 or 33.3% of the groups talk on behalf of the group, and 6/9 or 66.6% of the groups talk in the first person singular, or it is also very common to use impersonal phrases in the final section, such as 'you can visit the forum', 'you are invited to'. In example (5) we can see how the speaker speaks for himself, and not on behalf of the group:

(5) (B) 1kPRE y: eta eskerrik asko / eta espero dot gustatu izatea / e: e: baita e: animatzen deusuet e: n Ikastolako foroan / parte hartzea /

- a:nd thank you / and I hope that you've liked it / a: a: also I encourage you a: to / participate in the forum of *n* Ikastola /

In the initial text of the experimental group, in the introductory section, 3/7 or 42.8% of the groups talk on behalf of the group, and the rest (4/7 or 57.1%) do not. As in the control group, it is those who mention any of the three contextualizing elements of the introductory section that talk on behalf of the group, as happens in example (6) when the speaker mentions the project:

(6) (B) 6ePRE m: bale e: / gu e: x y eta z / e: gara ta / e: gure ikastola en tres languages proiektuko: partaideak gara / e: nire: biografia linguistikoari buruz (...) /

- m: okay a: / we are x y and z / a: and / a: we are the participants of the proje:ct gure ikastola en tres languages / a: about my linguistic biography (...) /

In the experimental group, when they address the invitation to take part in the forum, it is very common to do it using the first person plural, in fact, 5/7 or 71.4% of the groups talk on behalf of the group; only 2/7 or 28.5% of the groups do not.

Table 15 compares the number of groups and percentages of the control and the experimental group which use the first person plural in the introductory and final sections in the initial text.

Table 15: Number of groups and percentages of the control and the experimental group using the first person plural in the introductory and final sections. Initial text.

	Initial	
	Control group (/9)	Experimental group (/7)
Initial section	5 (55.5%)	3 (42.8%)
Final section	3 (33.3%)	5 (71.4%)

1.2.2. Use of the first person plural to talk on behalf of the group in the final text

In the final text of the control group, the picture is still quite similar to that of the initial text: 6/9 or 66.6% of the groups talk on behalf of the group in the introductory section when they mention any of the three contextualizing elements. So, as we can see in Table 16 below,

the number of groups which use the first person plural for the introductory section in the control group is quite high.

When they address the invitation to take part in the forum, only 2/9 or 22.2% of the groups talk on behalf of the group; the rest either uses the first person singular or an absence of speaker is noted, with phrases such as “if you need more information, there is in the school’s website”, “you have the invitation to take part...”.

The final text of the experimental group, however, has improved notably: as Table 16 reflects, all seven groups talk on behalf of the group both in the introductory and final sections. It can be stated that together with including the core elements in the introductory section, students employ the first person plural. In the final section of the oral expository text too, when students have to address the invitation to take part in the forum, students talk on behalf of the group.

Table 16: Number of groups and percentages using the first person plural in the introductory and final sections of the control and the experimental group. Comparison between the initial and final texts.

	First person plural			
	Initial		Final	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Introductory section	5 (55.5%)	3 (42.8%)	6 (66.6%)	7 (100%)
Final section	3 (33.3%)	5 (71.4%)	2 (22.2%)	7 (100%)

To summarize the results related to the planning of the oral expository texts, the comparison between the initial and final texts of both the control and the experimental group shows that there was an apparent improvement in the final texts of the experimental group, after students had completed the exercises of the didactic sequence. In fact, the number of core elements that students in the experimental group succeed to include in the introductory section in Basque is considerably higher in the final as compared to the initial text. The results of the control group concerning the contextualization of the oral exposition, however, have not undergone a profound change. As far as the use of the first person plural to talk on behalf of the group both in the initial and final section of the oral exposition is concerned, while the

numbers in the control group remain quite similar in the initial and final texts, all 7 groups from the experimental group have improved notably. These results show that students have acquired the skills worked on in the didactic sequence.

2. Adaptation to the communicative situation

Within the “Adaptation to the communicative situation” section we looked at three different items that have to do, as the name itself says, with the adaptation of the text to the communicative situation in which it is produced: first, the understanding of the text from the point of view of the speaker, more specifically, whether or not the words that have to do with Basque culture and education system and whose meaning may be difficult to grasp for Irish students are explained; the second analysis item that will be considered is whether or not explicit interaction with the audience is sought throughout the text; and thirdly, whether or not the Irish students are invited to participate in the forum in a clear and polite way.

2.1. Explanation of the “difficult words” in English

The audience of the texts was, on the one hand, the students’ parents and, on the other hand, the group of Irish students supposed to participate in a fictional school-exchange. Therefore, it can be deduced that the target audience of the text masters different languages: students’ parents Spanish and, to a lesser extent, Basque, and Irish students English. It should be highlighted that, although students’ parents were also part of the audience, in this section we will draw our attention to the Irish students, seeing that Irish students and our students may not share the same cultural references, and thus, they may be unable to understand certain terms, specially words that have to do with Basque culture and education system. That is why the text genre may require a clarification of certain terms for the target addressee. Within this analysis item, we will study whether students clarify the words whose meaning may be difficult to grasp for Irish students; although many other linguistic resources could have been used in order to clarify the unknown words (a paraphrase, translation, etc.), as it has been specified in section 3.3. of chapter 5, in the exercises of the didactic sequence the linguistic unit that was taught to students was the relative phrase ‘which /who + to be’. The main reason why this specific linguistic item was selected for analysis and teaching was that in the initial texts its use was not widespread and when students resorted to relative clauses, they used the relative pronoun ‘that’ in non-defining relative clauses, which is ungrammatical.

So, its use when clarifying the words that the Irish students might find it difficult to understand will be our main focus of analysis. It should be reminded that students could only clarify the meaning of those words orally in English in the initial text; and in the final text both orally and in written English in the PPT.

Among the words which we foresaw that could be difficult to understand for Irish students, there were words related to Basque language and culture, and also Basque education system, also geographical names from the Basque Country such as *Lekeitio* or names of neighborhoods of Bilbao. We also considered that the name of the school, *ikastola* ('school') and *euskera* ('Basque') had to be defined. Throughout the oral presentation, when students have to talk about the characteristics of the school, students sometimes mention the cross-curricular school projects, in which areas such as science and languages are involved. However, it should be remarked that it does not fall within the scope of this analysis to look at whether or not students explain what the projects of the school consist on. Even so, we wanted to clarify that it is very usual that students name the projects by their original name, no matter what language they are using.

2.1.1. Explanation of the "difficult words" in English in the initial text

In the initial text, it was only orally in English that both the control and the experimental group could define the terms which may be difficult to understand for Irish students. Therefore, for the initial text, we have only counted those terms that were mentioned in English orally.

It has to be highlighted that, both in the control and the experimental group, including words from another language happens regardless of the language they are speaking in, seeing that they are trilingual. For example, in the initial text of the control group, if the name of a project is in Basque (e.g. *zientzia azoka* –science fair-, *nire ordua* –my hour-), whether they are speaking in English or Spanish, they will most probably name it in Basque. When talking in Basque or Spanish, with the names of the projects that are in English, such as 'exchange', students sometimes keep the original English name and sometimes translate it into *alkar aldaketa* or *intercambio*, which mean 'exchange' in Basque or Spanish. In examples (7) and (8) we can see how there are some terms, more specifically, names of school subjects and projects that students have fully assimilated in one language, and no matter what language they are speaking in, they use their original name to speak about them.

(7) (B) 6kPRE talde lan asko egiten doguz ba adibidez **sciencen** edo ingelesez / orain e: egin dogula ba: proiektu batzuk /gauz egiten ba /

➤ we do a lot of group work for example in **science** or in english / that now a: we have done some projects a: / we are doing /

(8) (S) 6kPRE pues e: hay que presentar ahí e:l el trabajo de: / de científico y también algo relacionado con **gizarte** /

➤ the: the work o:f / science and also something related with **gizarte** /has to be presented there /

In the experimental group, students do not only incorporate Basque and Spanish words into the English discourse, but also in 2/7 groups, when they are speaking in Basque, they include English words. In example (9), although the speaker is talking in English, he introduces the original names of the projects, despite the fact that the names of all the projects are not in English.

(9) 5ePRE we have a lot of school projects in *n* Ikastola for instance ³⁴ **zientzia azoka eurocamp zirikiña proiektua gazte role model saria comenius gidari proiektua matematika olinpiadak** and more /

In order to see if they are conscious of that, we will look at the English part of the discourse, to see if they clarify the meaning of those words by using metalinguistic resources.

In the following lines we will look at three different aspects: the number of words that needs to be clarified orally in English; if they provide the audience with an explanation of the word, and if they do, by which linguistic means; and whether the clarification they provide is understandable or not. With the word “clarify” we mean that students try to make the word understandable for the Irish students, by using different resources, such as a definition, a relative clause, resorting to translation or paraphrasing it.

In all 9 groups of the control group and in 6/7 groups of the experimental group, they use Basque or Spanish words when they are speaking in English.

³⁴ The name of a project which is made up with the name of the school.

In the initial text, orally in English, the control group mentions, in total, 70 names that they should define: they do clarify 28/70, that is, 40%, less than half; but most words, 42/70, are left undefined, that is, 60%. In the initial text of the experimental group, 58 words should be clarified, out of which 34 are, or what is the same, 58.6%; and 24 are not, that is, 41.3% (see Table 17). In example (10) the speaker does not clarify the word *bizkaiera*, which is the name of the dialect of Basque spoken in Biscay, or *batuera*, which is the standardized form of Basque.

(10) 1kPRE we speak / in bizkaiera / but there is also a chance / to speak in batuera /
for example me / I speak in batuera /

Table 17: Number of words that are/not clarified in the control and the experimental group. Initial text.

	Initial Text	
	In English orally	
	Control group	Experimental group
Clarified	28/70 (40%)	34/58 (58.6%)
Not clarified	42/70 (60%)	24/58 (41.3%)

It must be pointed out that, although we will not dwell on their analysis, students mainly resort to other resources in order to make the word understandable. In example (11) the different educational stages that are covered in the school have been translated into English, all except for *bachiller*, which can be translated as *High School*.

(11) 4ePRE and it's a: / prekindergarten primary school secondary school and bachiller /

When in order to explain the difficult word they use a relative clause, no group in the control or the experimental group uses the relative phrase 'which/ who + to be'. Instead, they always use the relative phrase '*that + to be³⁵' in non-defining relative clauses. In the control group, the relative pronoun 'that' is used three times to define difficult words, that is, in 10.7% of the cases in which the difficult words are defined. In the experimental group, the relative pronoun *that* is used five times or in 14.7% out of the words that are defined. As we can see in

³⁵ The asterisk (*) refers to the wrong use of the pronoun *that* in non-defining relative clauses.

example (12) to define *herri kirolak*, in (13) ‘D model’ and in (14) ‘basque batua’, the incorrect form of the relative pronoun *that* is used in non-defining relative clauses.

(12) 4kPRE they have also herri kirolak *that are / the: basque / typical sports / and other / sports / e: typic of / Basque Country /

(13) 9kPRE this school is from D model / *that is that all the subjects are given in euskera / e: but we have some exception like the language science and technology *that are given in english /

(14) 4ePRE we can do two types of basque batua *that is a: the basque spoken in all the Basque Country /

Table 18: Number of words that are clarified by using the relative phrase ‘which/who + to be’, ‘*that + to be’ or other resources in the control and the experimental groups. Initial text.

	Initial text	
	In English orally	
	Control group	Experimental group
Which/who + to be	0/28 (0%)	0/34 (0%)
*That + to be	3/28 (10.7%)	5/34 (14.7%)
Other resources (translation, paraphrasing, etc.)	25/28 (89.3%)	29/34 (85.3%)

Now we will assess the comprehensibility of the words that have been clarified. In the 28 words which they define in the control group we foresee that the audience will be able to understand the words, such as in (15) the word *bizkaiera*.

(15) 7kPRE as the other schools e: we use bizkaiera *that is the dia- dialect e: of from Biscay /

We foresee that in the initial text of the experimental group the terms that are defined are not always understandable for Irish students. In fact, in 3/7 groups, in 4/34 or in 11.7% words the comprehensibility of the definitions is questionable. In example (16) when the speaker defines the word *bizkaiera*, which is the Basque name of the dialect used in Biscay, in

his explanation he uses an equally difficult word for the Irish students to understand, *euskalki*, which means ‘dialect’ in Basque.

(16) 4ePRE we can do two types of basque batua *that is a: the basque spoken in all the Basque Country and / a: bizkaiera too *that is a euskalki *that it’s only spoken i:n Bizkaia /

Students seem to have problems defining words that have to do with Basque or Basque dialects, since in another group (7ePRE) the same word *bizkaiera* is described as ‘a type of euskera’ or ‘bizkaiera language’. Also, in a different group (6ePRE) they define *basque batua*, which is the standardized form of Basque, as ‘the normal one’.

Table 19: Number of clarifications whose comprehensibility is questionable in the control and the experimental groups. Initial text.

	Initial text	
	In English orally	
	Control group	Experimental group
Comprehensibility not assured	0/28 (0%)	4/34 (11.7%)

2.1.2. Explanation of the “difficult words” in English in the final text

While in the initial text students could only define the words whose meaning may be difficult to grasp when talking in English orally due to the fact that the English section was the most reachable to the Irish students, in the final text not only do they have the chance to provide the meaning of those words when talking in English orally, but also in English in writing in the PPT. We shall remember that, as it has been explained in section 4.5. of chapter 5, students have to make a PPT presentation in the final text, where they include a summary in English of what they are talking about in Basque or Spanish, so that the Irish students can understand what students say in Basque and Spanish.

As it has been done with the initial text, the results of the final text will be provided by, first, giving the results as to how many words should be and are indeed clarified; in those cases in which the word has been clarified, we will draw our attention to the use of the relative phrase ‘which/who + to be’; then, we will evaluate the understanding of the clarification. As it has been previously announced, in the analysis of the final text an additional item will be

included: the clarification of words in the PPT in English. Within that, we will focus on the number of words that have been clarified in the PPT in English, the use of the relative phrase 'which/who + to be' in their clarification, and the comprehensibility of those items that have been defined.

As it has been done in the initial text, in the final text too students include words from different languages, regardless of the language they are using. As we already mentioned, it is very usual that students keep the original names of the projects or subjects of their school no matter what language they are speaking in, words of the Basque education system, such as in (17) or that they mention the topic they are going to talk about in the language they are going to speak in.

(17) (S) 6kPOST consiste e:n los alumnos de cuarto de **DBH** nuestro curso vamos a explicar o sea a darles clase a: todos los lunes por la mañana /

- it consists o:n on the students of fourth **secondary education** our course we explain that is we teach to: every monday morning (...) /

In the control group, in total, there are 60 words to be defined. They explain 34/60 words, or what is the same, 56.6%; 26/60 are left without clarifying, that is, 43.3%. It is very common for them to translate *euskera* into 'Basque' or 'the Basque language', and also the educational stages into English (*DBH* into 'Secondary Education', for example). In (18), although there is no explanation of what *DBH* is, the project *alkar aldaketa* has been translated into 'exchange'.

(18) 6kPOST yeah in each grade e: you make e: one project and in for example in third *DBH* you make *ñ* in four *DBH* you make *zirikiña* and exchange /

As Table 20 shows, in the final text of the experimental group there has been a reasonable increase in the number of words that are clarified. In total, there are 59 terms that students need to define orally in English. They describe 43/59 words, that is, 72.8%; 16 words are not clarified, that is, 27.1%. In any case, 2/7 groups define all the difficult words that they mention orally in English.

Table 20: Number of words that are/not clarified in the control and the experimental group. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In English orally		In English orally	
	Control group	Experimental group	Control group	Experimental group
Clarified	28/70 (40%)	34/58 (58.6%)	34/60 (56.6%)	43/59 (72.8%)
Not clarified	42/70 (60%)	24/58 (41.3%)	26/60 (43.3%)	16/59 (27.1%)

In the control group, in those cases in which they do define the word with a relative clause, only 1/9 groups or in 2.9% of the cases they use the relative phrase ‘which + to be’, only once, but it is still more common to use ‘*that + to be’ in non-defining relative clauses. The relative pronoun ‘that’ is, in fact, used in 4/9 groups, once in each group or in 11.7% of the times that the words are defined, as we can see in examples (19) and (20).

(19) 4kPOST then I have study english a:nd now in DBH *that is the secondary school of / o:f e: spa- of Spain /

(20) 7kPOST e: in this school is not used the batxua batua which is the: e: genera:l e: dialect from the Basque Country e: we use e: bizkaiera *that i:s the: dialect fro:m Biscay /

In the experimental group, the pronoun ‘which’ in relative clauses is used in 4/7 groups in English orally, five times in total or in 11.6% of the cases in which they define the difficult words, as in example (21), whereas in the initial text of the experimental group no group used the relative clause ‘which + to be’.

The relative pronoun ‘that’ is used as often (4/7 groups, 5 times in total), as in example (22) but translation is the most widely used resource in order to clarify the words for the Irish students.

(21) 7ePOST e:m I’m also XX (=?) e: studying fo:r e: the EGA which is a certificate e: of the basque language /

(22) 7ePOST then a: spanish *that we use only i:n sp- e: in lengua *that is a: subject /

Table 21: Number of words that are clarified by using the relative clause ‘which/who + to be’, ‘*that + to be’ or other resources in the control and the experimental groups. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In English orally		In English orally	
	Control group	Experimental group	Control group	Experimental group
Which/who + to be	0/28 (0%)	0/34 (0%)	1/34 (2.9%)	5/43 (11.6%)
*That + to be	3/28 (10.7%)	5/34 (14.7%)	4/34 (11.7%)	5/43 (11.6%)
Other resources (translation, paraphrasing, etc.)	25/28 (89.3%)	29/34 (85.3%)	29/34 (85.4%)	33/43 (76.8%)

In the control group, it can be said that they try to make the word comprehensible and it seems that they succeed in making it clear in every case. In the experimental group, out of the 43 words which are defined, in 3, that is, 6.9%, although they try to clarify the difficult word, we presume that the explanation is not clear enough, such as in (23) with *bachiller*, which are non-compulsory studies before university:

(23) 4ePOST elementary school primary school secondary school a:nd a:m bachiller

*that is kind of high school or something a: before you go to the university /

Table 22: Number of clarifications whose comprehensibility is questionable in the control and the experimental groups. Comparison between the initial and final texts.

	Initial Text		Final text	
	In English orally		In English orally	
	Control group	Experimental group	Control group	Experimental group
Comprehensibility not assured	0/28 (0%)	4/34 (11.7%)	0/34 (0%)	3/43 (6.9%)

- Explanation of the “difficult words” in English in the PPT³⁶

Concerning the words in Basque or Spanish that students need to clarify in the PPT in English, in the control group, in total, there are 125 words that students mention when they talk either in Basque or Spanish that they should define in the PPT in English. Only 31/125 are clarified, that is, 24.8%; 94/125 are not, or what is the same, 75.2% (See Table 23). Within the experimental group, in the PPT, in total, students have to define 71 words when they are talking in Basque or Spanish. 30/71 words are clarified, that is, 42.2%; and 41/71 or 57.7% are not.

Table 23: Number of words that are/not clarified in the control and the experimental group in the PPT. Final text.

	Final text	
	In English in the PPT	
	Control group	Experimental group
Clarified	31/125 (24.8%)	30/71 (42.2%)
Not clarified	94/125 (75.2%)	41/71 (57.7%)

In the control group, in those cases in which the words are defined with a relative clause, only in two groups is the relative pronoun ‘which’ used, once in each, or in 6.4% (see example 24). The relative pronoun ‘*that’ is used in 1/9 groups once or in 3.2% of the cases in order to describe a difficult word.

(24) 7kPOST We study in *n* Ikastola, which is located in Bilbao

In the experimental group, 4/7 groups use the phrase ‘which + to be’ sometime: in two groups they use it once; in one group twice; and in the other group three times. So, in total, ‘which’ is used 7 times or in 23.3% of the cases in which the difficult words are defined. In example (25) the pronoun ‘which’ is used in order to talk about the history of the school, as the speaker summarizes in English in the PPT what he explains orally in Basque.

(25) 5ePOST 1970-1971 IN *R* (which is a very known neighborhood in Bilbao)

1981 IN *M* (which is a neighborhood located in Bilbao)

³⁶ The examples taken from students’ PPTs have been reproduced here just like they were produced by students.

Yet again, the use of the relative pronoun ‘*that’ in non-defining relative clauses can be found in one group, but six times, since ‘that’ is used in one group five times, that is, in 16.6% of the cases, in order to define the words that have to do with locations in Bilbao and terms of the Basque educational system, and once to define a project. Nevertheless, students mostly opt for translation as a means to define the difficult words in the PPT. In examples (26), (27) and (28) we can see the use of the relative pronoun ‘that’ and ‘which’.

(26) 3ePOST and we study DBH 4 (which is the secondary education here in Biscay) in *n* Ikastola, we study in bizkaiera, which is the dialect spoken in the largest part of Biscay and we live in Bilbao, *that is located in Biscay.

(27) 3ePOST it is studied in the model D, *that is all the subjects give in basque except the languages

(28) 3ePOST One project of our school is the exchange *that consist of going to another countries to exchange different cultures and speak better the languages

Table 24: Number of words that are clarified by using the relative clause ‘which/who + to be’, ‘*that + to be’ or other resources in the control and the experimental groups in the PPT. Final text.

	Final Text	
	In English in the PPT	
	Control group	Experimental group
Which/who + to be	2/31 (6.4%)	7/30 (23.3%)
*That + to be	1/31 (3.2%)	6/30 (16.6%)
Other resources (translation, paraphrasing, etc.)	28/31 (90.4%)	17/30 (60.1)

Within the words that they do describe in the control group, there are a few, more specifically 3 or 9.6%, all within the same group, which may not have been successfully defined in order to guarantee that they are understood correctly, as in example (29), *biscay* Basque. We assume that the speaker was referring to the dialect of Biscay.

(29) 8kPOST Languages: basque, **biscay basque** or standard basque, english (science, technology...)

In the experimental group, out of the 30 words that are clarified, in 4 the definitions may not be clear enough, that is, in 13.3%. Example (30) is divided into two parts: the first one belongs to the spoken version of the characteristics of the school in Basque; the second one, how that text fragment was conveyed in the PPT in English. *Euskal dantzak*, which are Basque dances, are given as ‘euskal the dances’, which may not be clear enough for the Irish students.

(30) (B) 3ePOST eta eskolaz kanpoko ekintzak bebar be: be badagoz adibidez futbola saskibaloia eta euskal dantzak / e: en mi opinión (...) /

out-of-school activities for example the soccer, basketball, euskal the dances etc.

The main reason why students do not describe many words in the PPT in both the control and the experimental group is that students do not include those terms in the PPT.

Table 25: Number of clarifications whose comprehensibility is questionable in the control and the experimental groups in the PPT. Final text.

	Final text	
	In English in the PPT	
	Control group	Experimental group
Comprehensibility not assured	3/31 (9.6%)	4/30 (13.3%)

As it has been stated in section 4.2. of chapter 4, defining the words that are unknown for the listener is a very important aspect of formal oral discourse, and in this specific text, this has to be done with words from another language. The most widely used resource in order to clarify the words that may be difficult to understand for Irish students is translation; the use of relative clauses is scarcer. However, the use of the relative pronoun ‘*that’ in non-defining relative clauses is quite common, also in the initial text; they also use ‘which + to be’ to a lesser extent.

Comparing the results of both the control and the experimental group in the initial and final texts, we can conclude that there is an improvement in the number of words that are clarified in English orally in the final text in both groups; therefore, we can say that students have become more conscious about having to clarify some words. The experimental group, however, after completing the exercises of the didactic sequence, succeeded in clarifying more words than the control group. In the PPT too, the number of words that are clarified by the experimental group is considerably higher than by the control group. However, the linguistic

form 'which/who + to be', which students of the experimental group learnt in the activities of the didactic sequence, has not been fully assimilated. Even so, and taking into account that the use of relative clauses is not the resource students resort to most often in order to clarify the difficult words, the use of the relative phrase 'which/who + to be' increased much more in the final text of the experimental group than in the control group, as well as in the PPT of the experimental group. At the same time, the use of the relative pronoun 'that' in non-defining relative clauses is still relevant, both in English orally and in the PPT, in the control and the experimental group.

2.2. Producing explicit interactions with the audience in English

Interactions between the speakers and the audience are a relevant characteristic of oral expository texts: normally once the oral presentation is finished, some time is reserved for the audience to ask questions or make comments. Although the target audience of the text (the Irish students and our students' parents) was not listening to the oral expositions live, as it has been indicated in section 3.1. of chapter 5, the fictional communicative situation that was established used the school forum as a platform for interaction.

As element of assessment, we looked at whether or not students produced explicit interactions with the audience in English by asking them questions. We only looked at this analysis item in English, since we foresaw that this kind of interactions would be more targeted to Irish students: our students and Irish students belonged to two different cultures, and thus, we expected that our students could be interested to know more about Irish students.

2.2.1. Producing explicit interactions with the audience in English in the initial text

No group makes any explicit reference to the audience in English neither in the initial text of the control or the experimental group. Therefore, we can deduce that they are not very conscious about the interactive nature of oral expositions.

2.2.2. Producing explicit interactions with the audience in English in the final text

In the activities of the didactic sequence, students learnt to address the audience in a very specific way, that is, by asking them questions using the phrase: 'Do you too...? We would really like to know about that / You will tell us when you come here', after a word which was considered difficult to understand for Irish students had been defined. For example: 'we study in bizkaiera, which is the dialect spoken in the largest part of Biscay, do you too have dialects

in Ireland? You'll tell us when you come here'. And the Irish students were expected to write an answer in the school's forum.

In the final text of the control group, no improvement has occurred: 0/9 groups make any explicit reference to the audience in English by asking them questions. In the experimental group too, overall, students have not succeeded in making reference to the audience by asking questions to them and letting them know how interested they are in knowing more about them. Only 2/7 groups or 28.5% make such explicit reference and each only once. In example (31), after they define the word 'bizkaiera', they ask a question to the Irish students about whether or not they also have dialects in Ireland and, finally, they let the audience know how interested they are in knowing about the answer; in (32), after explaining what *zirikiña proiektua* consists on, the speaker asks a question to Irish students, about whether or not they also have school projects.

(31) 4ePOST here we: study everything in biz:kaiera which is a dialect spoke:n here in Biscay / a: do you too have dialects in Ireland? I hope you tell us when you come here /

(32) 5ePOST there is anothe:r project called zirikiña proiektua and is a project that we din that we do in DBH four / and it consist o:n / helping another teachers to do their job / the students of DBH four we go to different classes in the primary and children's school and we help them / it is a very: good opportunity: to learn how it is a real job and to prepare us no and to decide what do you want to study / e:m e: do you too have e: school programmes i:n in i- in Ireland? e: we: you will tell us when you come here /

We can conclude that only two groups of the experimental group applied the specific form of interaction that they learnt in the activities of the didactic sequence. It should be mentioned, however, that students were also taught to address the audience in a different way in other parts of the oral expository text: in the introductory section, within the topic introducers and within the invitation to take part in the forum, which will be analysed in the following section.

2.3. The invitation to take part in the forum in Basque

Students are producing a formal oral expository text, and therefore, it is expected that they should express themselves in a polite way, for example, by using modalizers. One part of the oral expository text where they can include these forms is when addressing the invitation to take part in the forum. The invitation to take part in the forum is expressed at the end of the oral exposition in Basque, and it is there where students invite the Irish students to take part in the forum. The invitation to take part in the forum should be addressed in a polite way, not as an obligation, and the linguistic forms to express the invitation should reflect that politeness. Most students are indeed polite at the end of their speeches (by thanking the audience, for example), but in addition to that, speakers should tell the audience what it is that they have to do in order to take part in the forum, and address the invitation politely in Basque.

In this analysis item we will look at three different things: first, whether speakers explain in quite some detail what it is that Irish students have to do in order to take part in the forum, rather than just making a mere announcement of the forum; second, whether any reference is made to the audience within the invitation: and third, whether the invitation to the forum is addressed in a polite way. In order to assess politeness, we will take into account the following linguistic forms: verbs/expressions that indicate encouragement to participate in the forum and not insistence; conditional clauses; phrases that express willingness from the part of the speakers to respond to any question/doubt that the audience may have. These items will also be observed in the PPT in the final text.

2.3.1. The invitation to take part in the forum in Basque in the initial text

In the initial text of the control group, 8/9 or 88.8% of the groups add the invitation to take part in the forum. Those 8 groups barely expand on the invitation to take part in the forum, that is, students are only notified that they can participate in the forum but how to participate is not explained (example 33); and only one group or 11.1% mentions (example 34) what the audience should actually do in order to participate in the forum and what the forum is for.

(33) (B) 2kPRE e:m amaitzeko honi buruzko / informazio gehiago gura badozue /
ikastolako / e: foroan bisitatu leikezue / e: eskerrik asko gracias thank you /

- a:m to finish if you want / more information about this / you can visit the school's / website / a: thank you /

(34) (B) 6kPRE eskerrik asko hau ikusteagaitik e: bueno ba XXX (=uste dot?) e: e: gusto- hau bideo hau gustoko deusuela / eta e: nko blogean jarriko dogu / orduan hor e: erantzunak edo baldin badekozuez hor aurkituko dozuez / eta galdetu ahal deuskuzuez / eskerrik asko zuen arretagaitik eta ba: /

- thank you for watching this a: well XX (= I think?) a: a: that you will li- like this video / and a: we will put it in n's blog / so there a: if you have answers or you will find them there / and you can ask us / thank you for your attention a:nd /

In the initial text of the experimental group, all 7 groups add the invitation to take part in the forum, but no group specifies how to take part in the forum. The following table summarizes the results that have been shown.

Table 26: Number of groups and percentages including the invitation to take part in the forum and explaining how to participate in the control and the experimental group. Initial text.

	Initial Text	
	In Basque orally	
	Control group (/9)	Experimental group (/7)
Add the invitation	8 (88.8%)	7 (100%)
Explain how to participate	1 (11.1%)	0 (0%)

In those groups in which how to take part in the forum is not explained, in 3/9 groups or 33.3% in the initial text of the control group and 3/7 or 42.8% of the groups in the initial text of the experimental group simply address the invitation for the audience to engage in the forum, without informing the audience what it is that they have to do to take part in it, as in (35) and (36):

(35) (B) 1kPRE y: eta eskerrik asko / eta espero dot gustatu izatea / e: e: baita e: animatzen deusuet e: n Ikastolako foroan / parte hartzea /

- a:nd thank you / and I hope you like it / a: a: also a: I encourage you a: / to take part / in *n* Ikastola's forum /

(36) (B) 1ePRE espero dot e: dana gustatu izana / gogoratu e: joan ahal zariela / e: for- parte har- X (-tu?) ahal dozuela foroan / e: ba agur /

- I hope that a: you have liked it / remember that a: you can go / a: that you can ta- X (-ke?) part in the fo- forum / a: bye /

4/9 groups or 44.4% in the initial text of the control group and 4/7 or 57.1% in the initial text of the experimental group add that if the students have any question or doubt, they should take part in the forum, but do not specify what the audience should do in order to participate, such as in (37) and (38).

(37) (B) 3kPRE eta hau izan da guztia / espero dugu gustoko izena / e: eta dudarik baduzue / e: blogeko foroan parte: e: parte hartzeko gonbidatz- gonbidapena dozue /

- and that was all / we hope you have liked it / a: and if you have any doubt / a: you have the invi- invitation to take: a: to take part in the forum /

(38) (B) 5ePRE e: hau izan da guztia espero dogu zuon gustokoa izatea eta: baldin badaukazue galderarik edo informazio gehiago bilatzeko nahi baduzue gure blogean sartu / eskerrik asko eta agur /

- a: this was all we hope that you like it a:nd if you have any question or to look for more information if you want go into our blog / thank you and bye /

Table 27: Number of groups and percentages that do something other than explain how to take part in the forum. Initial text.

	Initial Text	
	In Basque orally	
	Control group (/9)	Experimental group (/7)
Simply address the invitation	3 (33.3%)	3 (42.8%)
Say that if students have any doubt, they should take part in the forum	4 (44.4%)	4 (57.1%)

In the initial texts of the control group 8/9 or 88.8% of the groups address the audience within the invitation to take part in the forum, and one group does not because they do not even include the invitation. Regarding the initial text of the experimental group, 6/7 or 85.7% of the groups refer to the audience when addressing the invitation.

Table 28: Number of groups and percentages referring to the audience within the invitation to take part in the forum in the control and the experimental group. Initial text.

	Initial text	
	In Basque orally	
	Control group (/9)	Experimental group (/7)
Reference to the audience	8 (88.8%)	6 (85.7%)

Regarding the modalizers to express politeness that are used in the invitations, in the initial text of the control group in 8/9 or 88.8% of the groups modalizers are used, in total they use 13. Within the modalizing resources that are employed, the following can be found: the verbs 'encourage' or 'invite'; conditional clauses, such as 'if you want', 'if you have any doubt/question', 'you could visit', 'you have the invitation'; polite phrases such as 'you have the chance', 'you can ask'. In (39) we can see how the speaker uses two modalizers: 'if you have questions / o:r doubts' and 'you have the chance to take part...'

(39) (B) 4kPRE amaitzeko jakin daizuen / galderarik edo: / edo zalantzarik badaukazuez / gure blogeko foroan parte hartzeko: aukera duzuela / eta: espero dugu asko ikasi izana / eta eskerrik asko zuen atentzioagatik /

- to finish you should know / that if you have questions / o:r doubts / you have the chance to: take part in our forum's blog / a:nd we hope that you have learnt a lot / and thank you for your attention /

Concerning the modalizers of politeness in the initial text of the experimental group, 6/7 or 85.7% of the groups include modalizing forms, in total, they use 12. Among the forms that they use we can find: the verb 'invite'; expressions with 'can': 'you can go'; 'you can take part'; 'you can clarify'; conditional clauses: 'if you have a question/ any doubt'; 'if you want'. In (40) we can see the use of modalizers: 'if you have a question', 'we invite you', 'we can clarify'.

(40) (B) 2ePRE bueno hau izan da guztia /eta: galdera: / X (=?) / espero dugu: e: ulertu: ahal izatea eta baña galdera: bat e: badu- baduzue e: / e: blogeko foroan jartzeko gonbidatzen zaituztegu guk zuen zalantza:k argi ahal izateko /

- well this was all / a:nd if you: / X (=?) /we ho:pe: a: that you ca:n understand and but i- if you have a question a: /a: we invite you to put it in the forum's blog so that we can clarify: your doubts /

Table 29: Number of groups and their percentages, and number of modalizers included within the invitation to take part in the forum in the control and the experimental group. Initial text.

	Initial text	
	In Basque orally	
	Control group	Experimental group
Number of groups	8/9 (88.8%)	6/7 (85.7%)
Number of modalizers	13	12

2.3.2. The invitation to take part in the forum in Basque in the final text

In the final text of the control group, 8/9 or 88.8% of the groups include an invitation to take part in the forum. Only 1/9 groups or 11.1% do not even include the invitation and it is the same group that does not include it in the initial text.

In the final text of the experimental group, all 7 groups include the invitation to take part in the forum, yet only 2/7 groups or 28.5% specify what the audience should do in order to participate in the forum, as in example (41):

(41) (B) 5ePOST bukatu: aurretik gogoratzen deusuegu webgune bat dekogula no:n zeozer aipatu nahi bardozu- nahi badozue edo: galderarik badaukazue gu atsegiñez e: a- e: a- de: m: erantzungo deusuegu / eta: e: espero dugu zuen gustokoa izatea: presentazio hau eta: hau izan da guztia /

- before: finishing we remind you that we have a website whe:re if you war- want to: mention something o:r if you have questions we will a: a: a: answer you with pleasure / a:nd a: we hope that you like thi:s presentation a:nd that was all /

Table 30: Number of groups and percentages including the invitation to take part in the forum and explaining how to participate in the control and the experimental group. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In Basque orally		In Basque orally	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Add the invitation	8 (88.8%)	7 (100%)	8 (88.8%)	7 (100%)
Explain how to participate	1 (11.1%)	0 (0%)	0 (0%)	2 (28.5%)

As far as the groups which do not explain how to participate in the forum are concerned, in the control group, 5/9 or 55.5% of the groups simply address the invitation as in (42); 2/9 groups or 22.2% add that if the students have any question or doubt, they should take part in the forum, as in (43). At the same time, it is only 1/9 groups or 11.1% that elaborate on the invitation, but how to make to participate in the forum is not mentioned (example 44):

(42) 3kPOST eta: m: bueno hau izan da guztia dudarik baduzue blogeko foroan har- parte hartzeko gonbidapena duzue / eskerrik asko zuen a-tentzioagatik /

➤ a:nd m: well that was all if you have any doubt you have the invitation to take part in the forum of the blog / thank your for your a-ttention /

(43) 4kPOST amaitzeko: jakin daizuen e:m zalantzarik da- badaukazuezala gure nko blogean sartu ahal zaretela eta: / hor dagozala gure: / zuen: / erantzun guztiak / eskerrik asko zuen arretagaitik eta espero dogu asko ikasi izana /

➤ to fini:sh you should know that a:m if you h- have any doubt you can into n's blog a:nd / there there are ou:r / you:r / all the answers / thank you for your attention and we hope that you have learnt a lot /

(44) (B) 4kPOST amaitzeko: jakin daizuen e:m zalantzarik da- badaukazuezala gure nko blogean sartu ahal zaretela eta: / hor dagozala gure: / zuen: / erantzun guztiak / eskerrik asko zuen arretagaitik eta espero dogu asko ikasi izana /

- to finish you should know that a:m if you ha- have doubts you can go into our *n*'s blog a:nd / that there are ou:r / you:r / all the answers / thank you for your attention and we hope that you have learnt a lot /

In the final text of the experimental group, 3/7 groups or 42.8% expand on the invitation but they do not say how the audience should participate in the forum:

(45) (B) 3ePOST e: / amaitzeko gure foroan parte hartzeko gonbidatzen zaituegu / e:ta galderarik badekoquez foro:- forotik erantzungo deutsueguz / e: eskerrik asko zuen arretagaitik /

- to finish we invite you to take part in our forum / a:nd if you have any question we will answer them through the fo:- forum / a: thank you for your attention /

1/7 groups or 14.2% simply address the invitation to take part in the forum, as in (46).
1/7 groups or 14.2% only say that if they want, they can participate in the forum, something similar as in (47).

(46) (B) 3ePOST amaitzeko gure foroan parte hartzeko gonbidatzen zaituegu / e:ta galderarik badekoquez foro:- forotik erantzungo deutsueguz /

- to finish we invite you to take part in the forum / and if you have any question we will answer them through the fo:- forum /

(47) (B) 4ePOST nahi baduzue ba: b- gure flo- e: gure: forora gonbidatzen zaituegu / e: eta: hori parte hartzeko /

- if you want we invite you to ou:r flo- a: forum / a: a:nd to take part /

Table 31: Number of groups and percentages that do something other than explain how to take part in the forum. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In Basque orally		In Basque orally	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Simply address the invitation	3 (33.3%)	3 (42.8%)	5 (55.5%)	1 (14.2%)

Say that if students have any doubt, they should take part in the forum	4 (44.4%)	4 (57.1%)	2/9 (22.2%)	1 (14.2%)
Expand on the invitation, but how to participate is not said	-	-	1 (11.1%)	3 (42.8%)

8/9 groups or 88.8% make reference to the audience in the final text of the control group and when they do not, it is because the invitation to participate in the forum is not introduced. 7/7 groups or 100% make reference to the audience in the invitation to the forum section in the final text of the experimental group.

Table 32: Number of groups and percentages referring to the audience within the invitation to take part in the forum in the control and the experimental group. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In Basque orally		In Basque orally	
	Control group (/9)	Experimental group (/7)	Control group (/9)	Experimental group (/7)
Reference to the audience	8 (88.8%)	6 (85.7%)	8 (88.8%)	7 (100%)

Regarding the modalizers, 8/9 groups or 88.8% include modalizers in the final text of the control group, in total, they add 10 modalizers, which contain the following linguistic forms: the verbs 'encourage', 'invite'; conditional clauses: 'if you need more information'; 'if you have any doubt/ question'; 'you can go into'.

In the final text of the experimental group, 7/7 groups or 100% incorporate modalizers, in total, 17 modalizers are introduced, among which are the forms: the verbs 'invite', 'remind'; conditional clauses: 'if you have any doubt/question'; 'if you want to mention something'; 'if you want to look for more information'; 'If you want'; phrases such as 'you can get into'; 'we will be willing to'; 'with pleasure'; 'without any problem'.

Table 33: Number of groups and their percentages, and number of modalizers included within the invitation to take part in the forum in the control and the experimental group. Comparison between the initial and final texts.

	Initial Text		Final Text	
	In Basque orally		In Basque orally	
	Control group	Experimental group	Control group	Experimental group
Number of groups	8/9 (88.8%)	6/7 (85.7%)	8/9 (88.8%)	7/7 (100%)
Number of modalizers	13	12	10	17

- The invitation to take part in the forum in English in the PPT

As it was explained at the introductory paragraph of this part of the analysis, in the final text students were required to use a PPT in English. In the following lines, we will show the results of how students included or not in the PPT the invitation to take part in the forum.

In the final text of the control group, 4/9 groups or 44.4% of the groups include the invitation to take part in the forum in the PPT; out of those who do, no group specifies what Irish students should do in order to participate. In the final text of the experimental group, 4/7 groups or 57.1% include it in the PPT. Out of those 4 groups, 2 or 28.5% expand on the invitation and it can be said that they provide some information as to how to take part in the forum, as in example (48), after which the link of the school's website is provided with an arrow:

(48) (E) 2ePOST IF YOU HAVE ANY QUESTIONS YOU CAN GET IN THE SCHOOLS WEB WHERE YOU'LL FIND FORUM AND THERE, WE WILL RESOLVE YOUR DOUBTS WITH MUCH PLEASURE.

Table 34: Number of groups and percentages including the invitation to take part in the forum and explaining how to participate in the PPT in the control and the experimental group. Final text.

	Final text	
	In English in the PPT	
	Control group (/9)	Experimental group (/7)
Add the invitation	4 (44.4%)	4 (57.1%)
Explain how to participate	0 (0%)	2 (28.5%)

When it comes to marking reference to the audience, in the control group, in 2/9 groups or in 22.2% of the groups there is a reference to the audience; in the experimental group 3/7 groups or 42.8%.

Table 35: Number of groups and percentages referring to the audience within the invitation to take part in the forum in the PPT in the control and the experimental group. Final text.

	Final text	
	In English in the PPT	
	Control group (/9)	Experimental group (/7)
Reference to the audience	2 (22.2%)	3 (42.8%)

Regarding whether or not they use any modalizing form when expressing the invitation, in the control group, 1/9 groups or 11.1% use the impersonal mode 'More information is available at the schools website'; 1/9 groups or 11.1% use the schematic way: 'Questions → Blog'. But there are 2/9 or 22.2% of the groups which have included the modalizing forms they have used orally in Basque into English in the PPT. In (49) 'if you want' and the verb 'invite' in (50):

(49) 5kPOST Check out our school blog if you want

(50) 7kPOST We invite you to take part in the forum

In the experimental group, 1/7 groups or 14.2% express it as an order: 'Ask any doute or any question and we will answer you in the foro of n'. Yet 3/7 groups or 42.8% have used

the knowledge they have acquired in Basque in English in the PPT and, therefore, they have produced the same modalizers:

(51) 2ePOST IF YOU HAVE ANY QUESTIONS YOU CAN GET IN THE SCHOOLS WEB WHERE YOU'LL FIND FORUM AND THERE, WE WILL RESOLVE YOUR DOUBTS WITH MUCH PLEASURE.

Table 36: Number of groups and their percentages, and number of modalizers included within the invitation to take part in the forum in the PPT in the control and the experimental group. Final text.

	Final text	
	In English in the PPT	
	Control group	Experimental group
Number of groups	2/9 (22.2%)	3/7 (42.8%)
Number of modalizers	2	9

We can observe that almost every group adds the invitation to take part in the forum in Basque at the end of the oral exposition both in the initial and final texts. However, that invitation lacks the part in which Irish students are explained what they should do in order to take part in it. In fact, the control group generally only includes a mere reference to the forum both in the initial and final texts, and the invitation to take part in the forum in the experimental group is only slightly better in the final text. Students generally refer to the audience together with including the invitation. Regarding the modalizing forms, the number of modalizing forms that the experimental group includes has notably improved in the final text, also in the PPT, as compared to the control group.

As a summary of the analysis related to the adaptation to the communicative situation, we have looked at the explanation of the difficult words in English, the explicit interaction with the audience by means of questions in English, and the invitation to take part in the forum in Basque. As a conclusion of the results of this section, we can say that the aspect in which students hardly showed any improvement was in interacting with the audience by means of questions. Concerning the clarification of the difficult words and the invitation to take part in the forum, improvement was remarkable especially in the final texts of the experimental group, yet every analysis item did not experience the same level of improvement.

3. Textuality

Under the heading “Textuality”, we identified two key areas of language use associated with structuring the oral presentation: firstly, the use of topic introducers to link the different sections of the presentation and the use of a text organiser to indicate the end of the presentation; and secondly, consistent use of the past tense in recounting personal linguistic history and the history of the school.

3.1. Topic introducers in Basque, English and Spanish

The first analysis item within the “textuality” level concerns connection among the different segments; more precisely, whether or not topic introducers are used in the three languages when introducing different topics of the oral exposition, which are the linguistic biography, the main topic of the oral presentation (that is, the history of the school, the characteristics of the school or the school projects), and the interesting aspect/to be improved. We shall observe as well whether or not a text organizer is employed to announce the end of the oral exposition.

At the same time, as we specified in section 4.4.2. of chapter 5, we will refer to ‘long’ and ‘short’ topic introducers: ‘long’ will be sentences which contain subject and verb (e.g. ‘now I will talk to you about...’) and ‘short’ will be short phrases such as ‘concerning’ or ‘regarding’. The way long and short topic introducers have been assessed is different: ‘Long’ topic introducers have been given a higher score since their production implies more linguistic activity, a more precise elaboration, compared to the ‘short’ ones, which constitute lexical forms without morphosyntactic complexity. In any case, we do not mean that the ‘short’ forms are bad or poor expressions. Within the long topic introducers students from the experimental group learnt, in the exercises of the didactic sequence, to employ precise verbs in Basque and Spanish, and addressing the audience grammatically with a limited set of verbs in English; they also learnt to use modalizing forms with regards to the amount of information they were providing the audience, and, finally, to make reference to the audience directly using second person plural pronouns.

We will provide two types of results regarding the topic introducers: the first one will include the amount of topic introducers that are produced in each language in the initial and final texts, by comparing the results of the control and the experimental group; we will also refer to whether or not a text organizer to announce the end of the oral exposition is used in the control and the experimental group. Thirdly, we will focus on long topic introducers, and

we will assess the verbs of speaking, the modalizers and the reference to the audience that can be found within them in each language. Lastly, we will mention the production of short topic introducers. It should be mentioned that for the purpose of this analysis we have only counted verbally explicit topic introducers.

Finally, as far as the second type of results is concerned, we are going to analyse how many forms out of the topic introducers they have produced in the final text have improved.

3.1.1. Topic introducers in Basque, English and Spanish in the initial text

In Table 37 we can see the number of topic introducers that are produced in the initial text of the control and the experimental group.

Table 37: Number of topic introducers that are produced in the control and the experimental group and number of groups that include a final marker. Initial text.

		BASQUE		SPANISH		ENGLISH	
		Initial text		Initial text		Initial text	
		K ³⁷	E	K	E	K	E
	long	4	2	6	2	5	4
	short	2	1	1	2	5	2
	In total	6	3	7	4	10	6
	Initial text						
		K			E		
IN TOTAL		23			13		
Final marker		4/9			6/7		

In the initial texts of the control group, in total, 23 topic introducers are produced, regardless of the language: in Basque 3/9 groups produce some and, in total, they produce 6 (4 long and 2 short); in Spanish 5/9 groups produce some and, in total, they produce 7 (6 long and 1 short); in English 6/9 groups produce some and they produce 10 (5 long and 5 short). In the initial text of the experimental group, in total, regardless of the language, 13 topic introducers are produced: in Basque 3/7 groups produce some and, in total, they produce 3 (2

³⁷ K' refers to the control group and 'E' to the experimental group.

long and 1 short); in Spanish 3/7 groups produce some and, in total, they produce 4 (2 long and 2 short); in English 5/7 groups produce some and, in total, they produce 6 (4 long and 2 short). Both in the initial text of the control and the experimental group, the lack of topic introducers is sometimes justified, because the topic they are going to talk about next is already stated in the plan of the oral exposition, and the plan is close in the discourse, so the plan acts as a topic introducer. But sometimes a topic introducer is needed, since the plan is not close enough or because in the plan they do not mention what they are going to talk about. Sometimes, they use a topic introducer even when the plan is close.

The extracts below have been taken from the initial text of the control group. In example (52) there is no topic introducer to introduce the school projects, but the plan is very close, so it could be argued that the use of a topic introducer is not fully necessary. However, in (53) the speaker uses no topic introducer to let the audience know that he is going to talk about the characteristics of the school, and in this case the plan is not close, so a topic introducer is missing.

(52) (B-E) 8kPRE projects e: ingelesez azalduko dot eta: / alderdi / hobet- e: hobetzeko alderdiak eta / alderdi interesgarriak euskeraz / in *n* we do so many projects /

➤ I will explain the projects a: in english a:nd / the aspect / the aspects to improve and / the interesting aspects in basque / in *n* we do so many projects /

(53) (B-E) 1kPRE e: nire amarekin ere / e: ingleseko: irakaslea denez / e: ingles praktikatzen nuen batzutan lehen / *n* Ikastola is a school located in the neighbourhood *m* in Bilbao /

➤ a: with my mum too / a: as she is an english teacher / a: I used to practise english before / *n* Ikastola is a school located in the neighbourhood *m* in Bilbao /

The following three examples have been taken from the initial text of the experimental group. In example (54) apart from stating in the plan what he is going to talk about, he uses a topic introducer even if the plan is close, and it seems to be redundant. In example (55), even if the speaker states that he is going to make a short presentation of the school, he does not mention the specific topics that will be covered in the oral exposition, yet he does not use any topic introducer in order to say that he is going to talk about the characteristics of the school. Finally, it is very common not to use any topic introducer before talking about the most

interesting aspect or the aspect that should be improved, as in (56). Even if in (56) the speaker does in some way make an introduction about the topic that will be mentioned by making a pause and using discursive markers such as ‘e: and the: m:’ it cannot be said that the topic introducer is verbally explicit enough. So, our interpretation is that when the plan is close, they do not make a conscious choice of not using a topic introducer because they consider it is not necessary.

(54) (B-E) 3ePRE e: bueno e: azalduko dot e: history of school ingelesez eta gero alderdi interesgarrian / interesgarrienak edo hobetu beharrekoak / berriro euskeraz / e: now I’m going to speak about the history of *n* Ikastola /

➤ a: well a: I will explain a: history of school in english and then the most interesting / interesting aspects or the ones that should be improved / again in basque / a: now I’m going to speak about the history of *n* Ikastola /

(55) (B-E) 4ePRE pasaden urtean joan nintzan Irlandara e: a- e: hilabete bat / e: / bebai familia baten e: ingelesa praktikatzeko ta / eta: ba bueno orain ikastolako: aurkezpen labur bat egingo: deusuet eta: e: geure: aurkezpenak izango dira ingelesez e: euskeraz eta: gazteleraz / so a: *n* Ikastola is located i:n *p* avenue number fifteen /

➤ last year I went to Ireland a: a- a: for a month / a: / also to practise english with a family and / a:nd well now I am going to ma:ke you a short presentation of the: school a:nd a: our presentations will be in english a: basque a:nd spanish / so a: *n* Ikastola is located i:n *p* avenue number fifteen /

(56) (S-E) 3ePRE que se reúnen y: y intercambian sus culturas / e: and the: m: aspect or what should be improve i:n my school is for example the timetable /

➤ that they meet a:nd and they exchange their cultures / a: and the: m: aspect or what should be improve i:n my school is for example the timetable /

The final marker *eta hau izan da guztia* is produced in 4/9 groups in the initial text of the control group (as in example 57) and in 6/7 groups in the initial text of the experimental group (see example 58):

(57) (S-B) 3kPRE y: creo que: / se debería hacer también en / LMH / para: evitar que:
/ haya tanto estrés / y: / eta hau izan da guztia / espero dugu gustoko izena /

- a:nd I think tha:t / it should also be done in / LMH / so: as to: avoid / so much stress / a:nd / and that was all / we hope you liked it /

(58) (S-B) 7ePRE para: aumentar la comodidad y la: accesibilidad a la ikastola / e:
bueno hau izan da guztia e: espero dogu gustatu izana eta: e: blogeko foroan parte
hartzeko gonbidatuta: zagozie /

- so as to: increase the comfort and accessibility to the school / a: well that was all a:
we hope you liked it a:nd a: you are invite:d to participate in the forum of the blog
/

In the following lines we will focus on the “long” topic introducers, and we will observe the verbs of speaking that are used, if modalizers are used or reference to the audience is made.

The long topic introducers in Basque and Spanish in the initial text of both the control and the experimental group often include verbs of speaking that can be regarded as very common (*esan* ‘say’, *hablar/hitz egin* ‘talk’). Other verbs are more precise, such as *azaldu/explicar*, ‘explain’, and their use is very widespread among students. So we have counted how many times they are used, too. In English they use ‘speak’, ‘talk’, ‘explain’ or ‘introduce’ in the control group and ‘speak’, ‘talk’, ‘explain’ in the experimental group.

In example (59) we can see the use of the verb *esan* in Basque; in (60) the use of the verb *hablar*; and the use of the verb *hitz egin* in (61):

(59) (B) 6kPRE ba orain e: gauza onak e: bueno gauza onak edo e: / e: hobetu a- o-
gauza onak esango dodaz /

- now a: good things a: well good things or a: / a: to improve a: o- I will say the good things /

(60) (B-S) 1kPRE e: irakasleak laguntzera / eta zelan irakasten daben ikustera // e:
ahora voy a hablar / e: sobre el aspecto más interesante de nuestra ikastola /

- to help a: teachers / and to see how they teach // a: now I am going to talk / a:
about the most interesting thing of our school /

(61) (E-B) 3ePRE and another one fo:r e: secondary education e: high school and an sport centre / e: orain aldeni alderdi interesgarrienak ed-do hobetu beharrekoak e: hitz egingo dot /

➤ and another one fo:r e: secondary education e: high school and an sport centre / a: now I am going to talk about a: the most interesting asept aspects o- or the ones that should be improved /

The main modalizing mark used within long topic introducers concerns the act of saying; that is, modalization is included with regards to the amount of information that the speakers will provide of the topic that is going to be mentioned. In the control group, only 1/9 or 11.1% of the groups includes a modalizing mark in Spanish, as in example (62) *un poco* ‘a little bit’, which modifies the verb ‘talk’, that is why it is said to concern the act of saying. In the experimental group, 2/7 or 28.5% of the groups include modalizing forms: 1/7 or 14.2% of the groups includes modalization that concerns the act of saying in English and Spanish, one in each language. Another group uses a modalizing form which does not concern the act of saying in Spanish, *características generales* or ‘general characteristics’.

(62) (S) 7kPRE como os he mencionado anteriormente os voy a hablar un poco: sobre la historia de la ikastola /

➤ as I have told you before I will talk to you a little bi:t about the history of the school /

Concerning the reference to the audience, in the initial text of the control group, 3/9 or 33.3% of the groups make reference to the audience: in Basque only 1/9 or 11.1% of the groups makes reference to the audience; in Spanish 2/9 or 22.2% of the groups, and in English 1/9 or 11.1% of the groups. In the initial text of the experimental group only 1/7 or 14.2% of the groups refers to the audience once in Spanish. In example (63) we can see the use of the verb ‘explain’ + the wrong reference to the audience ‘*explain you’. We can also see in example (64) the use of the verb *hablar*, the reference to the audience and the modalizing form ‘general’ as referring to the characteristics:

(63) 5kPRE e: they are a lot of projects XX (=maded?) in this school / but me now I'm going to *explain you the exchange project /

(64) (E-S) 5ePRE e: but I don't use them a lot out of the school / e: / e:m / e: ahora voy a habla- hablaros sobre las características generales sobre de la ikastola /

➤ e: but I don't use them a lot out of the school / e: / e:m / a: now I am going to talk to you about the general characteristics of the school /

Using short topic introducers is also very common within the initial text of the control and the experimental group, as can be seen in the following examples:

(65) (S-B) 4kPRE y empecé a estudiar francés hace tres años / proiektuei dagokienez / *n* Ikastola proiektu: askotan parte hartzen dau /

➤ and I started studying french three years ago / regarding the projects / *n* Ikastola takes part in many: projects /

(66) (B-E) 6kPRE eta gero ba: e: hurrengoia euskaraz / e: now moving to the history e: of the *n* Ikastola /

➤ and then a: the next in basque / a: now moving to the history e: of the *n* Ikastola /

(67) 5ePRE e: since I was e: three years / e:m regarding my lingui- my linguistic biography / I speak three languages /

3.1.2. Topic introducers in Basque, English and Spanish in the final text

In Table 38 we can see the number of topic introducers that are produced in the initial and final texts of the control and the experimental group, and the number of groups that include a final marker.

Table 38: Number of topic introducers that are produced in the control and the experimental group and number of groups that include a final marker. Comparison between the initial and final texts.

		BASQUE				SPANISH				ENGLISH			
		Initial text		Final text		Initial text		Final text		Initial text		Final text	
		K	E	K	E	K	E	K	E	K	E	K	E
long	4	2	10	12	6	2	12	6	5	4	8	14	
short	2	1	2	4	1	2	4	8	5	2	6	4	
In total	6	3	12	16	7	4	16	14	10	6	14	18	
		Initial text						Final text					
		K		E				K		E			
IN TOTAL		23		13				42		48			
Final marker		4/9		6/7				8/9		7/7			

In the final text, the control group produces, in total, regardless of the language, 42 topic introducers: in Basque in 5/9 groups and, in total, they produce 12 (10 long and 2 short); in Spanish 7/9 groups produce some and, in total, they produce 16 (12 long and 4 short); in English 8/9 groups and, in total, they produce 14 (8 long and 6 short). We can see that, from the initial to the final text, the number of topic introducers that the control group produces has increased notably (in the initial text they produced 23). Anyway, as we can see in Table 38, the number of topic introducers in the control group in the initial text was also considerably higher than in the experimental group.

In the final text of the experimental group there is a relevant improvement in the number of topic introducers that are produced. In fact, in total, 48 topic introducers are produced, as compared to 13 that were produced in the initial text: in Basque topic introducers are produced in all seven groups and, in total, they produce 16 (12 long and 4 short); in Spanish in 6 groups and, in total 14 (6 long and 8 short); in English topic introducers are also produced in all seven groups and, in total, they produce 18 (14 long and 4 short). There seems to be a group which apparently does not include any topic introducer in Spanish. The reason is that for the topic the speaker has to talk about in Spanish he uses a topic introducer in the language that he has been using previously, English, as in (68):

(68) 3ePOST or depending in what teacher I speak english // e: now I'm going to speak about the school projects e:m / e: / in: spanish /

Seeing the difference in the number of topic introducers that students have produced from the initial to the final text, we can see that, although students in the experimental group have learnt within the modules of the didactic sequence how to produce topic introducers only in Basque and English, and not in Spanish, students have applied in Spanish what they learnt to do in Basque and English. We will refer to that issue in section 4 below.

As we have seen, the control group has improved in the production of topic introducers without having been exposed to any instruction. The reason behind this improvement can lie in the reproduction of the oral exposition in the final text, in fact, the mere act of repetition of the text production activity may lead to students producing better texts.

Now we will refer to whether or not the lack of topic introducers is justified, which has also been analysed in the initial text. In the final text too they do/not use a topic introducer particularly when the plan is close. Below we can find two examples of the final text of the control group. In (69) we can see that despite not adding any plan, there cannot be found any topic introducer, and (70) is an example of how sometimes the most interesting aspect / the aspect to be improved is not explicitly introduced, although we can see by the long pause '// e: //' that the speaker somehow marks the change of topic. Anyway, we can see in the amount of topic introducers that the control group produces in the final text that it is more common for them to introduce the topic of the most interesting aspect or the aspect to be improved than in the initial text.

(69) (B-E) 1kPOST ni jaio nintzenez euskera:z hitz egiten e: erakuts- e: erakutsi zidaten / e:m / n: is a school located in the: neighbourhood o:f m in Bilbao /

➤ when I was born they a: taug- a: taught me to speak in ba:sque / a:m / n: is a school located in the: neighbourhood o:f m in Bilbao /

(70) (S-E) 8kPOST y: también e: hace actividades durante el año como: el carnaval o el euskera eguna e: el tres de diciembre // e: // the most interesting aspects e: tha:t has the ikastola are that e: we: e: it gives us the opportunity to learn four languages /

- a:nd also a: it has activities throughout the year such a:s the carnival or basque day
a: on the third of december // a: // the most interesting aspects e: tha:t has the
ikastola are that e: we: e: it gives us the opportunity to learn four languages /

Now we will comment on some examples of the final text of the experimental group. In (71) the plan is not close and a topic introducer is used. There are other cases, however, in which, although the plan is close, a topic introducer is used, such as in example (72).

(71) (S-B) 2ePOST y: con mis amigos e: mayormente hablo e:n en castellano pero tengo amigos que sólo saben hablar en euskera y pues con ello hablo XX (=siempre?) solamente: e:n euskera / e: orain n- e: (4'') a ver e: orain e:m e: n: ikastolako historiaz e: hitz egingo dut asko sakondu barik /

- a:nd with my friends a: I mostly speak i:n in spanish but I have friends who only know basque and with them I speak XX (=always?) only: i:n basque / a: now n- a: (4'') ok a: now a:m a: I will briefly a: talk about the history of n /

(72) (B-E) 3ePOST / e: orain e: azalduko dot history of school ingelesez eta gero e: / e: alderdi interesgarriak edo hobetu beharrekoak euskeraz / e: now history / now history of school I'm going to explain /

- a: now a: I will explain history of school in english and then a: / a: the interesting aspects or to improve in basque / e: now history / now history of school I'm going to explain /

Concerning the most interesting aspect, in the final text of the experimental group it is more common to introduce this topic than in the final text of the control group and the initial text of both the control and the experimental group, as in (73). It can be seen that it is more common to introduce this topic in the number of total topic introducers that the experimental group has produced in the final text.

(73) (S-E) 7ePOST gracias a: un benefactor de: la iglesia // e: ok and now I'm gonna: talk to you about the things that I like the most o:f this school /

- thanks to: a benefactor of the: church //e: ok and now I'm gonna: talk to you about the things that I like the most o:f this school /

However, although an attempt to introduce the topic can be noted by the long pause '(4")' and the form 'e: / e:', there are some cases in which the topic introducer is not explicitly stated, as in (74):

- (74) (S-E) 2ePOST y en la ESO puedes e: elegir el francés (4") e: / e: the most interesting aspects of n / e: are that a lot of projects are in group and with laptops /
- and in secondary education a: you can choose french (4") e: / e: the most interesting aspects of n / e: are that a lot of projects are in group and with laptops /

As in the case of the initial texts, the use or lack of the final marker has also been analysed in the final texts. The final marker is introduced in 8/9 groups in the final text of the control group, and in all 7 groups in the final text of the experimental group, in (77) by 'this has been all' and in (76) *amaitzeko* 'to finish'.

- (75) 9kPOST if we have to: go to our extracurricular things a:nd we have to study and homework we: will get we: would get e: to bed really: at a:m at at not a normal time / thit h- this has been all /

- (76) (B) 3ePOST amaitzeko gure foroan parte hartzeko gonbidatzen zaituegu / e:ta galderarik badekozuez foro:- forotik erantzungo deusueguz / e: eskerrik asko zuen arretagaitik /

- to finish we invite you to take part in our forum / a:nd if you have any question we will answer them through the for- forum / a: thank you for your attention /

In the following paragraphs we will assess the verbs of speaking, the modalizing marks and reference to the audience included in the long topic introducers. Concerning the verbs, seeing that in the initial text the verbs that were used were not very specific semantically and their production did not demand a certain level of linguistic competence, in the activities of the didactic sequence students in the experimental group learnt to use a wide range of verbs of speaking in Basque and Spanish, as compared to English, since the Basque curriculum demands a higher level of linguistic competence in students' L1 Spanish and L2 Basque.

Concerning the verbs that are used within the topic introducers, the number of common verbs that they use is still high in both the control and the experimental group: *hitz egin, hablar*, ‘talk’ are used in the control group and *esan, hitz egin* ‘say’, ‘talk’ or *hablar*, ‘talk’ in the experimental group. However, the number of more precise verbs that they produce in the final text has increased in both groups as compared to the initial text. In fact, in the final text of the control group they insert *aipatu* ‘mention’, *-nire burua- aurkeztu* ‘introduce’, *echarle una mirada*, ‘glance at’; and in the final text of the experimental group the verbs *aipatu, mencionar* ‘mention’ and *referirse* ‘refer to’ are also employed. It has to be mentioned that the use of *explicar* or *azaldu* ‘explain’ is also very common within the final text of the control group. In the final text of the experimental group, however, the use of the verb *azaldu/explicar* ‘explain’ is not as widespread as in the control group. In English ‘speak’, ‘talk’, ‘do’, ‘finish’ are used in the control group and ‘explain’, ‘speak’ and ‘talk’ are used in the experimental group.

Table 39: Precise *verba dicendi* used within the long topic introducers in Basque, Spanish and English in both the control and the experimental group. Number of groups and occurrence of verbs. Comparison between the initial and final texts.

VERBS	BASQUE		SPANISH		ENGLISH	
	Initial text	Final text	Initial text	Final text	Initial text	Final text
CONTROL GROUP	<i>Aurkeztu</i> ‘present’ (1 ³⁸)	<i>Aipatu</i> ‘mention’, 3/9, (5) <i>Aurkeztu</i> ‘present’ (1)	<i>Hacer referencia a</i> ‘refer to’ (1)	<i>Seguir</i> ‘follow’ (1) <i>Echarle una mirada</i> ‘glance at’ (1)	Talk, speak, explain	Speak, explain, talk, do, finish
EXPERIMENTAL GROUP	<i>Hasi</i> ‘begin’ (1)	<i>Aipatu</i> , 1/7, (3) <i>Egin</i> ‘do’, 1/7, (1)	-	<i>Mencionar</i> ‘mention’, 1/7, (2) <i>Referirse</i> ‘refer to’, 1/7, (1)	Speak, talk, explain	Explain, speak, talk

In the activities of the didactic sequence students also learnt to use modalizers within the topic introducers to indicate the amount of information that they were providing. Regarding this aspect, in the final text of the control group, 2/9 or 22.2% of the groups

³⁸ The occurrence of each verb has been indicated in brackets. To fill in the “verbs” space in Basque and Spanish we took into account how many verbs each group had used, which were not *esan/decir* ‘say’, *hitz egin/hablar* ‘talk’ or *azaldu/explicar* ‘explain’.

included modalization: in Basque only 2/9 or 22.2% of the groups included modalizers, some concerning the act of saying and other type of modalizers; in Spanish also 1/9 or 11.1% of the groups only, a modalizing form which does not concern the act of saying. In English there is no modalizing mark. In the final text of the experimental group, 5/7 or 71.4% of the groups include modalizing marks, in Basque, Spanish and English. In Basque in 3/7 or 42.8% of the groups and in Spanish in 4/7 or 57.1% of the groups are modalizing forms included, some concerning the act of saying and other type of modalizers; in English in 3/7 of 42.8% of the groups, also some concerning the act of saying and other type of modalizers. In (77) we can see the modalizing form ‘a bit’, which modifies the verb ‘talk’.

(77) 4ePOST so now I'm gonna ta:lk to you a bit abou:t a: the general characteristics of our school a:m n lkastola a: is located i:n p avenue /

Table 40: Modalizing forms used within the long topic introducers in Basque, Spanish and English in both the control and the experimental group. Number of groups and occurrence of modalizers. Comparison between the initial and final texts.

MODALIZATION	BASQUE		SPANISH		ENGLISH	
	Initial text	Final text	Initial text	Final text	Initial text	Final text
CONTROL GROUP	-	2/9, (*2 ³⁹)	1/9, (1)	1/9, (*1)	-	-
EXPERIMENTAL GROUP	-	3/7, (*4)	2/7, *II	4/7, (**6)	1/7, (1)	3/7, (**5)

*one of the modalizing forms does not concern the act of saying

***3 modalizing forms do not concern the act of saying

Students also learnt to make reference to the audience within the long topic introducers. In the final text of the control group, only 2/9 or 22.2% of the groups include references to the audience: once in Basque and once in Spanish. In English no reference to the audience is made. In the final text of the experimental group, the speakers address the audience in 4/7 or 57.1% of the groups: 3/7 or 42.8% of the groups in Basque, and in 2/7 or 28.5% of the groups in Spanish and English. It should be noted that the reference to the audience in English is correctly formulated within the experimental group.

³⁹ The occurrence of modalizing forms has been indicated in brackets.

Table 41: Reference to the audience made within the long topic introducers in Basque, Spanish and English in both the control and the experimental group. Number of groups and occurrence of references. Comparison between the initial and final texts.

REFERENCE TO THE AUDIENCE	BASQUE		SPANISH		ENGLISH	
	Initial text	Final text	Initial text	Final text	Initial text	Final text
CONTROL GROUP	1/9, (1 ⁴⁰)	1/9, (1)	2/9, (3)	1/9, (1)	*1/9, (1)	-
EXPERIMENTAL GROUP	-	3/7, (6)	1/7, (1)	2/7, (2)	-	2/7, (4)

*the reference to the audience is ungrammatical.

In example (78) we can see the use of the verb *aipatu* ‘mention’, which is quite common in the final text of the control group, in (79) the use of the verb *explicar* ‘explain’, the reference to the audience and the modalizing forms *limitar a explicar* ‘restrict to explaining’ and *algunos* ‘some’, which do not concern the act of saying, yet are well modalized expressions.

(78) (E-B) 6kPOST in *p hiribidea / e: orain e: ba: gauza onak e: aipatuko dodaz eta: hobetu: beharrekoak /*

➤ in *p avenue / a: now a: I will mention a: the good things a:nd the thi:ngs to improve /*

(79) (S) 7kPOST *y: cuan- al comenzar la ESO comencé el estudio de la lengua francesa dos veces a la semana / durante esta última parte me limitaré a explicarles algunos de los as- de los proyectos en los que: estamos participando /*

➤ a:nd whe- when I started secondary education I started learning french twice a week / during this last part I will restrict myself to explaining some of the as- of the projects in whi:ch we are participating /

The following three examples have been taken from the final text of the experimental group. In (80) we can observe the modalizing form *gañetik* (‘briefly’), the precise verb *aipatu* (‘mention’) and the reference to the audience *aipatuko deusuedaz* (‘I will mention to you’) in Basque; in (81) the verb *mencionar* (‘mention’) and the modalizing

⁴⁰ The occurrence of references to the audience has been indicated in brackets.

form *un poco* ('a bit'), in Spanish; and in (82) in English the reference to the audience conveyed grammatically ('talk to you').

(80) (B) 4ePOST aurkezpe:n osoa hiru hizkuntzatan egingo dogu e: euskeraz ingelesez eta: gazteleraz eta: / e: orain e:m ikastolare:n a:m / general cómo se dice general characteristics? / e: ezaugarriak e: gañeti:k aipatuko: e: deutsuedaz ingelesez /

- we will do all the presentatio:n in three languages a: in basque english a:nd spanish a:nd / a: now a:m I will briefly mention to you a:m / general how do you say ezaugarri orokorrek? / a: general characteristics in english /

(81) 5ePOST y: hoy en día lo doy en la ikastola y en una academia // e: ahora explicaré la: ahora mencionaré un poco de la historia de la ikastola /

- a:nd nowadays I learn it at school and in an academy // a: now I will explain the: now I will mention a bit of the history of the school /

(82) (S-E) 7ePOST gracias a: un benefactor de: la iglesia // e: ok and now I'm gonna: talk to you about the things that I like the most o:f this school /

- thanks to: a benefactor of the: church // a: ok and now I'm gonna: talk to you about the things that I like the most o:f this school /

The use of short topic introducers is also common in the final text of both the control and the experimental group, as we can see in (83) *en cuanto a* ('regarding') and 'regarding' in (84).

(83) (S) 4kPOST o sea y: es muy: beneficioso para los estudiantes porque: nos ofrece una hora para reforzar asignaturas que necesitemos / en cuanto a los aspectos para mejorar a veces la ikastola se centra demasiado en los proyectos y: al compaginarlos con las clases normales puede resultar muy: muy estresante /

- that is a:nd it is very: beneficial for students because: it offers us an hour to reinforce the subjects that we need / regarding the aspects to improve sometimes the school focuses too much in the projects a:nd when combining them with the normal lessons it can be very: very stressful /

(84) 5ePOST I have study in *n* Ikaistola since I was three years old / regarding my linguistic biography I know three languages /

Finally, we will turn into the second type of analysis announced for the topic introducers. It concerns the number of short and long topic introducers that has been improved in the control and the experimental group in the initial and final texts. Improvement has occurred when students have produced a topic introducer in the final text and they did not in the initial text or when they have produced forms with more precise verbs, modalizing forms or reference to the audience. The reasons for not pointing out that a form has improved are the following: that a better form of a topic introducer has been produced in the initial text than in the final text, that a form has not been produced in the final text but it has been in the initial text, or that both in the initial and final text a similar form has been produced.

As we have already mentioned, also the control group shows some improvement from the initial to the final text. The number of topic introducers that has been improved from the initial to the final text are the following: in Basque 9/12, in Spanish 9/16 and in English 8/14 (12, 16 and 14 are the number of topic introducers that the control group has produced in the final text). In (85) we can see a topic introducer that was produced by the same speaker in the initial and final text. We can see that the form of the final text has been improved with a more specific verb, 'mention' instead of 'say'.

(85) (E-B) 6kPRE ago i:n / nineteen seventeen / was in *r* // e: / ba orain e: gauza onak e: bueno gauza onak edo e: / e: hobetu a- o- gauza onak esango dodaz /

➤ ago i:n / nineteen seventeen / was in *r* // e: / now a: the good things a: well the good things o:r / a: improve a- o- I will say the good things /

(E-B) 6kPOST *n* Ikastola is located in *m* / in *p* hiribidea / e: orain e: ba: gauza onak e: aipatuko dodaz eta: hobetu: beharrekoak /

➤ *n* Ikastola is located in *m* / in *p* hiribidea / a: now a: I will mention a: the good things a:nd the things to: improve /

Within the final text of the experimental group, we can confirm that most forms have been improved. In fact, in Basque 15/16 are improvements, 11/14 in Spanish and 13/18 in English (16, 14 and 18 are the number of topic introducers that the experimental group has

produced in the final text). For the topic introducer in (86) of the final text, the same speaker of the same group included no topic introducer in the initial text. In the final text, however, the speaker does include a topic introducer with the verb *explicar* ('explain') and a modalizer *un poquito por encima* ('a little bit'). In example (86) we can see a topic introducer that was produced by the same speaker in the initial and final text, and we can see that there is an improvement: while in the example of the initial text the verb *hasi* ('start') is used, in the example from the final text, apart from using a more specific verb *aipatu* ('mention'), a modalizing form is also included, although it does not concern the act of saying: *batzuk* ('some').

(86) (E-S) 1ePOST but the: the language that I use is the: spanish / e: ahora voy a explicar la historia de la ikastola un poc- un poquito por encima /

➤ but the: the language that I use is the: spanish / a: now I am going to explain a little bit the history of the school /

(87) (S-B) 4ePRE y: voy a hablar en euskera y en castellano / en castellano // bueno pues: / e: k- e: hasiko naz ba laugarren mailan e: a- egingo doguzan e: proiekt- proiektuetatik /

➤ a:nd I am going to talk in basque and spanish / in spanish // we:ll / a: k- a: I will start a: with the a: pro- projects that a- we do in fourth grade /

(S-B) 4ePOST a: a:m tomar parte en el foro de:l blog y eso bueno / e: ikaste:- bueno e: ikastetxearen proiektu batzuk e: aipatuko dodaz /

➤ a: a:m to participate in the forum o:f the blog and that well / a: I wi- well a: I will mention a: some projects of the school /

Table 42 below includes a summary, which focuses on the forms of topic introducers that have been improved from the initial to the final text. Here we can see whether a form has been improved from the initial to the final text, that is, whether or not they have included more specific verbs, modalizing forms or references to the audience.

Chapter VI

Table 42: Assessment of the topic introducers that have been improved in each language in the control and the experimental group. Comparison between the initial and final texts.

		BASQUE				SPANISH				ENGLISH			
		Initial text		Final text		Initial text		Final text		Initial text		Final text	
		K	E	K	E	K	E	K	E	K	E	K	E
VERBS	Nº of groups	1/9	1/7	3/9	2/7	1/9	-	2/9	2/7				
	Tokens	1	1	5	4	1	-	2	3				
MODALIZATION	Nº of groups	-	-	2/9	3/7	1/9	2/7	1/9	4/7	-	1/7	-	3/7
	Tokens	-	-	*2	*4	1	*2	*1	***6	-	1	-	***5
REFERENCE TO THE AUDIENCE	Nº of groups	1/9	-	1/9	3/7	2/9	1/7	1/9	2/7	1/9	-	-	2/7
	Tokens	1	-	1	6	3	1	1	2	*1	-	-	4

*the reference to the audience is formulated wrongly

*one of the modalizing forms does not concern the act of saying

***3 modalizing forms do not concern the act of saying

In the final text the control group produces 19 topic introducers more than in the initial text. The quality of the topic introducers in the final text is also better than in the initial text, not so much regarding the modalizing forms and the reference to the audience: although there is a prominence of the verb *explicar* and *azaldu* 'explain' and the number of common verbs is still relevant, the production of precise verbs is also significant. Also, modalization has improved especially in Basque, but the number of times they referred to the audience was higher in the initial than in the final text.

In the final text the experimental group produces 35 topic introducers more than in the initial text. Comparing the number of elements that they include in the topic introducers of the initial and final texts, we can say that there has been a relevant improvement from the initial to the final text: regarding the verbs, although they still include common verbs within the topic introducers, the use of the verb *explicar* and *azaldu* 'explain' is not as common as in the final text of the control group, and the production of specific verbs is relevant. Concerning the modalizing forms and the reference to the audience, a significant improvement can also be noted.

3.2. Past verb forms in English

The last analysis criterion takes into consideration whether past verb forms are consistently employed to refer to the past when talking about the history of the school and students' linguistic biography in English. In the text production activity that was proposed to students we have assumed that within the narrative part of the text the verbs are usually used in the past, or at least that if a sentence starts in the past, past verb forms should follow. We have therefore considered consistent use of past verb forms to refer to the past in English as a learning objective, seeing that it is essential to assure the coherent formulation of those two passages. In fact, in the activities of the didactic sequence students were taught to use past verb forms correctly to refer to the past in English.

In order to carry out the analysis, we will first focus on the initial text and we will look at how many groups included target-deviant past tense orally in English in the control and the experimental group. Then we will move on to the final text: here, we will examine how many groups switch between present and past in English orally, and we will also assess past tense written usage in the PPT in English.

3.2.1. Past verb forms in English in the initial text

In the initial text, in English orally, in the control group in 5/9 groups or 55.5%, that is, in more than half of the groups there is a wrong switch between present and past to refer to the past. The wrong switch occurs constantly in almost all five groups, but one group manages to maintain past tense usage throughout, nevertheless makes a mistake. As we can see, in examples (88) to explain the history of the school and in (89) to tell about their linguistic biography, students repeatedly switch between present and past and vice versa in order to tell past events in English. In (90) the speaker generally manages consistent use of past tenses, except for an occasional mistake, in which, when he has been using the past tense to recount past events all the time, with a past adverb he uses the present time: “e: I in third of primary I start e: / studying English”:

(88) 3kPRE e: now let's talk e: about e: foundation of our ikastola / e: in nineteen e: seventy / e: some parents / e: e: **went** to talk with the: / e:m with the bishopric / and / e: ⁴¹**talk** (talked) e: about e: foundation of one / education school / and they **build** it in s street / e: le- years later the amount of students e: **grow up** (grew up) / and they / they **had** to find a new place / for building e: / again the school / e: and in nineteen e: eighty one / they **findX** (it/-ed?) e: in m / and / they **decided** to build //

(89) 3kPRE e: I have always speak e: spanish with my parents / a:nd also with my family / I: I es- **start** (started) studying e: basque and english / here at school with two years / a:nd now e:m I go to EGA classes / extracu-extracurricular e: basque classes twice a week / and e: / to an english academy academic also twice a week / e: I **start** (started) studying french / two years ago / also here e: in n ikastola / e: why when I **started** / e: DBH / a:nd with normally with my friends parents and / so on / I speak spanish because is / to us is the / easiest e: language to speak /

(90) 2kPRE I have e: / studied e: / here since I **was** two /e: my mother / tongue is spanish because when I ha- e: **was born** / e: / the language e: that / **was used** in e: my house / **was** spanish but / here in the ikastola / I have studied / e: a lot of e: / languages too / e: when I **started** XX (=here?) in the ikastola I **started** using euskera / and now / is the / language that I like most / because is the / Basque Country e: language / e: I in third of primary I **start** (started) e: / studying english and nowadays

⁴¹ The correct form of the verbs that should have been included have been given in brackets.

e: I go two days per week e: to an extracurricular academy / to: start e: to study X
(it=?) more / and / two years ago I **started** / studying french / here in the ikastola /

In the initial text of the control group, it should be highlighted that in those groups in which no target-deviant past tense can be found, is because no-narrative past is used and the text is constructed in present time, such as in (91).

(91) 5kPRE I know speaking english basque / spanish and / a little-bit of french e: / I studyX (=ing?) french since / three / three year in / i:n this ikastola / and / the: / the language I speak in / at home / normally is spanish / because my father doesn't know / speaking in basque but sometimes e: my mother / brother and I we speak in basque /

In the experimental group, in the initial text in English orally, in 6/7 groups, that is, in 85.7% of the groups, there is a wrong switch between present and past to refer to the past. Out of those 6 groups in which the wrong switch can be found, 3/6 groups switched repeatedly between past and present, yet 2/6 groups managed to maintain past tense usage throughout with the occasional slip.

In examples (92) to refer to the student's linguistic biography, and in (93) to explain the history of the school, students keep switching between present and past. It is interesting to note the verb ellipsis that can be found in (92) with the verb "study" in the last sentence: we assume that as they may not know the correct form of the verb, they resort to ellipsis.

(92) 1ePRE in my house / since I **wa:s** / two years / I **start** (started) talking i:n spanish / but in my granfa: / e: house / my aunt speaks in me in euskera / to practise e: a bittle (=little?) bit of euskera / e: I **study:::** (studied) / english at school / at first of primary / a:nd / gaztelera / and euskera ae- also in: / in my house and X (=?) e: in ikastola /

(93) 3ePRE in ninety: seventeen e: a group of parents **built** a: / school i:n r / and they **call** (called) it e: n Ikastola / some years ago the: the number of XX (=pupils?) **increased** and they h- a:nd they **build** (built) another school bigger than the first one i:n m /

In the initial text of the experimental group, one case is remarkable, in which one group out of those in which the wrong switch can be found mainly resorts to the present when

the text is constructed in the past, even if the first verb is in the past (see example 94). We could reflect on the fact that the student may use the present tense all the time in order to refer to the past due to an easier and more automatic access to the present tense in oral English:

(94) 6ePRE e: *n* Ikastola **was created** in e: nineteen seventy / by *v* and *w* / e: the school **starts** (started) in: *r* e: in: the: / in *s*- *s*- in the *s* avenue / like e: there **is** (was) no place afte:r some years in *s* they **changX** (changed) (= -ed/it?) and they **come** (came) here to e: / to *n* and afte:r / o: / X (=ou?) years e: they a- they **continue** (continued) studying here /

Also in the initial text of the experimental group, the reason why in only one group no wrong switch between present and past can be found is that no narrative past is used.

3.2.2. Past verb forms in English in the final text

In the final text of the control group, orally in English, in 3/9 groups or in 33.3% there is a constant switch between present and past to refer to the past:

(95) 2kPOST e: my: mother tongue is spanish but I sta- **start** (started) studying euskera: since I **was** two that e: was when I **enter** (entered) this school / I: also: **start** (started) studying english in *n* and as I **liked** a lot e: I **used to go** e: to an extracurricular academy for studying english for e: rehearsing for different exams / e: when I: **start** (started) e: secondary school I **start** (started) e: studying french /

In the final text of the control group, 2/3 groups in which the switch can be found, although the wrong switch between present and past to refer to the past exists when they tell about the history of the school, when they have to explain their linguistic biography, in one group they use the present tense to tell present events and the other group manages consistent use of past tenses. Extract (96) refers to the history of the school, where the speaker switches between present and past.

(96) 3kPOST in nineteen seventy a: group of parents e: **went** to talk e: with the e: bishopric e: to: **build** e: an educational school / e: in *s* street / e: then with e: in time in nineteen eighty: one / e: the amount of students **increase** (increased) so: they: **decided** to build a:gain the school i:n *m* /

In 2/9 groups, that is, in 22.2% students use the present tense in order to explain their linguistic biography or the history of the school, that is, the past is not used. Finally, 4/9 groups or 44.4% make a correct use of both the present and the past, such as in (97):

(97) 5kPOST the language I s-peak af at home normally is e: spanish but / since I **was** e: a child I **know**⁴² e: euskera talking in euskera because my mom s- spo- **spoke** to me in euskera so e: I s- I **was speaking** with my mum e: in euske- in basque bun but with my father a- e: in spanish because e: he doesn't know spanish / and then with my: brother also in basque or or i:n spanish /

In the final text of the experimental group there has not been a systematic improvement, since in 4/7 groups or in 57.1% there is still a wrong switch between present and past. However, the mistakes could be judged as less serious than in the initial texts. In one of those groups the switch is constant but in the other three it cannot be said that they keep switching between present and past all the time, in fact, in one group they manage well overall with an isolated error, and in the remaining two groups there are a few mistakes, but the part in which speakers manage consistent use of past tenses is also relevant. In (98) the use of the present and the past is correct in all cases except for one isolated case: “and also whe:n e: I was four years old I started going a:n to an english academy two hours pe:r week / and then I also start in the school learning english”:

(98) 7ePOST although my first word e: words **were** in basque e: I **speak** in spanish in my daily life / so I **didn't start** e: learning in basque unti:l I **came** to the school / and nowadays I: **use** the basque language to talk wi:th friends wi:th with some friends with my sister a:nd also in the school / e:m I'm also XX (=?) e: studying fo:r e: the EGA which is a certificate e: of the basque language / and also whe:n e: I **was** four years old I **started** going a:n to an english academy two hours pe:r week / and then I also **start** (started) in the school learning english / and finally e:m e: when I wa:- XX (=?) for the last four years I have been learning french in the school /

In the final text of the experimental group, in one group in which the switch occurs and in another different group, students use the present when the text is constructed in the past, as in (99):

⁴² Instead of present simple, present perfect should be used.

(99) 3ePOST i:n nineteen seventy a group of parents **build** (built) e: o:ne school in *m* XX (it is / which is?) a neighbourhood of Bilbo e: that is located in Biscay / and they **call** (called) it *n* Ikastola / some years ago e: the::: number of pupils **increases** (increased) so e: they **build** (built) another school in *m* biggen bigger than the first one /

In 1/7 groups the present tense is used in order to relate present events, and it is only in 1/7 groups that there is no mistake when referring to the past in English, as in (100):

(100) 4ePOST I X (=learn/**learnt**?) english at home / a:nd it was my mother language / a:nd then I **started** to speak in spanish because of the influence of my father a: when I **turned** three years old / I **started** to speak in basque at school as well a:nd a-a-I **started** to speak french as well /

- Past verb forms in English in the PPT

In the final text, both the control and the experimental group have to produce a PPT, where they include a summary in English of what they say in Basque or Spanish. It should be noted that in many cases (5/9 groups in the control group and 2/7 in the experimental) they do not include the history or the linguistic biography in the PPT or they do it by using the present tense to tell present events, so we have just considered those references to the past in order to assess the use of past verb forms.

In the control group, in 4/9 groups or in 44.4% students make a correct use of the past in written English when talking about the history of the school or the linguistic biography. Both in (101) to talk about the history of the school and in (102) to refer to the linguistic biography, they make a correct use of the present and past tense. It can be seen that they manage consistent use of past tenses in written English, yet in the PPT the production is also shorter than orally in English.

(101) 2kPOST It **was created** in 1970 by a group of parents, at the beginning **was located** at *s* street but there **was** not enough space and they **moved** it to the place where nowadays is located. *m*

(102) 8kPOST

I have been all my life studying in *n* and I **started** studying english with 4 years (in the school).

Furthermore I study english in a academy.

I speak basque and spanish at home. And I **started** to study french in 1 ESO.

In the PPT of the experimental group, in 3/7 groups or in 42.8% of the groups there is a wrong switch. Out of those three groups, in two they maintain past tense usage throughout with the occasional slip (see example 103), and in the remaining group they switch between present and past repeatedly (as in example 104):

(103) 2ePOST

- ❖ IT **WAS** **FOUNDED** ON 1970
- ❖ A GROUP OF PARENTS **WAS** **FOUNDED**
- ❖ FIRST **BUILT** IN NEIGHBORHOOD CALLED *R* BUT THEN THEY **TRANSPORTED** TO OTHER NEIGHBORHOOD CALLED *M*
- ❖ AT FIRST THE SCHOOL ONLY **HAS** (HAD) A 13 STUDENTS BUT NOW **HAS** A MORE OF 1193 STUDENTS

(104) 3ePOST In 1970 a group of parents **build** (built) a school in *r* that is a neighbourhood of Bilbao that is located in Biscay and they **called** *n* Ikastola. Some years ago the number of pupils **increased** so they **build** (built) another school bigger than the first one in *m*, that is another neighbourhood of Bilbao. Nowadays the school **has**, 5 buildings, 1 for Early Childhood Education, 2 for Primary School, and another one for Secondary Education, High School and an sport centre.

In 2/7 groups or in 28.5% of the groups the use of the past is always correct, but there is hardly any text:

(105) **was created** in 1968 by *v* and *w*

To conclude, we could say that, after comparing the results of both the control and the experimental group in their initial and final texts, improvement as regards the consistent use of past tense in English is not clear. In fact, in the final text of the experimental and control group there are still many groups which repeatedly switch between present and past. However, the production of past tense verb forms is produced more successfully in written in the PPT than in English orally.

As a summary of the analysis included in the “textuality” section, it should be reminded that we have provided the results concerning the topic introducers in Basque, Spanish and English, and also past verb forms in English. We could briefly say that the production of topic introducers had a relevant improvement in the final text of both the control and the experimental group, since both groups produced more topic introducers. The quality of topic introducers also improved, especially in the experimental group, by adding complex verbs, modalizing forms and references to the audience. With regards to the production of past verb forms in English, even if several groups in the control and the experimental group still contain wrong switches between present and past in English, it should be highlighted that the part of the text in which they manage consistent use of the past tense is more relevant than in the initial text.

4. Teacher’s didactic gestures to foster interlinguistic transfer

In this chapter concerning the results, the main issue constitutes the analysis of students’ productions, and specifically the aspects chosen for the analysis. However, we also mentioned that the didactic gestures of the teacher when implementing the didactic sequence are an interesting result of the experimented didactic sequence. As Dolz & Schneuwly (2009) and many others have demonstrated, it is important to know how to act when a didactic device is implemented in a classroom. In this preliminary analysis, we will focus on two moments within the activities and we will analyse the didactic gestures used by the teacher in order to see how teacher-student interaction functioned in general within the activities of the didactic sequence, in order to know how interlinguistic transfer was promoted by the teacher. The analysis item for this section will be the two moments within the activities of the didactic sequence in which interlinguistic transfer was promoted: the teaching of topic introducers and the teaching of past verb forms. By analyzing the teacher’s didactic gestures, we can get to know how the teacher managed to promote interlinguistic transfer.

As it has already been pointed out in section 4.4.3. of chapter 5 and also in Annex 14 in the detailed description of the modules, topic introducers were only worked on in Basque and English, to see if the knowledge acquired in those languages was transferred to Spanish; when it comes to working on past verb forms, Basque and English were used: the activity in which students had to realize that switching between present and past in order to refer to the past is wrong was in Basque, and the following activity where they had to improve past verb forms

was in English. That is, by means of alternating different languages, we tried to provoke interlinguistic transfer at those two specific moments of the didactic sequence.

The specific moment of interlinguistic transfer regarding the topic introducers occurred during the check list activity. As we have already mentioned, after each module, students carried out a check list in order to review what they had learnt in the module. With regards to topic introducers, the teacher first asked students about the linguistic forms for Basque and English, which they had learnt within the modules. After that, the teacher posed the question of how they would do the same thing in Spanish. The whole reviewing exercise of topic introducers in the check list lasted approximately 20 minutes and about 10 minutes the reviewing of past verb forms. However, we have decided to pay attention to the exact moment in which interlinguistic transfer occurred and, therefore, transcriptions have been made according to that.

- Topic introducers

We need to bear in mind that students were taught to produce two types of topic introducers: the first ones were short topic introducers such as *...-i dagokionez, en lo que concierne a* or ‘concerning’. The second type of topic introducers were more complex ones such as *orain ikastolaren proiektuen inguruan arituko naiz asko sakondu gabe, ahora expondré la historia de la ikastola sin entrar en detalles, ‘now I am going to tell you something about the characteristics of the school’.*

It should be highlighted that as far as the management of languages in the classroom is concerned when completing the activities of the check list, the teacher used Basque all the time regardless of the language she wanted the students to use in their answers.

The teacher made explicit the learning object in class, in this case, the teacher made students focus on topic introducers in Basque and English, always in relation to the text they had to produce. Example (106) is about when students were reminded of how to produce short topic introducers in Basque and English, and in the end of example (106) we can see that the teacher asked them about the corresponding forms in Spanish using three questions:

(106) (B) Irakaslea: vale jarraitzen badogu / ikasi dogu bebai ahozko azalpenean zehar / mesedez hemetik shhh / ahozko azalpenean zehar ze gairi buruz hitz egingo dugun argi uzten / eta hori egiteko / bi modu ikasi doguz alde batetik / entzuleei ahozko azalpenean zehar zeri buruz hitz egingo dugun esateko hauek erabiltzen ikasi dugu euskeraz / esaldi o se- lehen leheni- e: lehenengo ikasi doguzen esaldiek hiru izin dire

euskeraz (4'')

- Teacher: ok if we continue / we have also learnt throughout the oral exposition / please here shhh / to say what topic we are going to talk about throughout the oral exposition / and to do that / we have learnt two ways first / to tell the audience what we will talk about throughout the oral exposition we have learnt the following in Basque / sentence that i- fir- firs- a: the sentences we have learnt first have been three in Basque (4'')

(...)

(B) Irakaslea: ikasi dogu egiten bi modutara ezta? /

- Teacher: we have learnt to do it in two different ways right? /

(B) Ikaslea x: ezaugarriei /

(B) Ikaslea x: dagokionez /

- Student x: concerning /

- Student x: the characteristic /

Irakaslea: hori da ba idatzi ezaugarriei dagokienez / ezaugarriei dagokienez / eta historia bada historiari /

(B) Ikaslea x: begira /

- Teacher: that's it write down concerning the characteristics / concerning the characteristics / and if it's the history /

- Student x: looking at the history /

(...)

(B) Irakaslea: ezae- ezaugarriei erreparatuz / **ezaugarriei** vale? edo histo- historiari / edo proiektuei / eta: e: ikastolaren proiektuei begira edo ikastolaren e: historiari begira / vale ingelez- ingelesez / zelan iten ikasi dogu? hiru eratara ezta? / adibidez //

Ikaslea x: concerning /

Irakaslea: concerning the history /

- Teacher: regar- regarding the characteristics / **the characteristics** ok? or the history / or the projects / a:nd a: looking at the projects or looking at the history of

a: the school / ok in eng- English / how have we learnt to do? in three ways right? /
for example //

Student x: concerning /

Teacher: concerning the history /

(...)

(B) Irakaslea: eta oin // erderaz / zelan da? / zelan e: ingo zinduen e: erderaz? /

➤ Teacher: and now // in spanish / how is it? / how a: would you do a: in spanish? /

(B) Irakaslea: eta hori esateko beste modurik? /

➤ Teacher: and another way to say that? /

(B) Irakaslea: hori eta nola egiten da gaztelaniaz? /

➤ Teacher: that and how do you do it in spanish? /

When students were asked about how they would produce these forms in Spanish, as far as short topic introducers are concerned, it took them no time to come with the right answers. They immediately gave two possible answers *refiriéndonos a* ('referring to'), *en lo que se refiere a* ('in what it refers to'). The other answers students provided were, referring to short topic introducers, *en cuanto a* ('concerning'/'regarding'), *haciendo referencia a* ('making reference to') and *en lo que a los proyectos respecta* ('in respect to'). When students were asked how they would produce long topic introducers in Spanish, students showed a bit of resistance:

(107) (B-S) Ikasleak (*batak bestearen gainetik*): eta teoria? / e: no hemos hecho nada
/

➤ Students (*talking at the same time*): and the theory? / a: we haven't done anything
/

Even if they reacted a bit surprised, they came with possible answers immediately: *a continuación mencionaré...*, *a continuación os hablaré sobre las características de la ikastola por encima* and *a continuación os hablaré de las características de la ikastola sin entrar en demasias detalles*.

The teacher, by regulating students' discourse, encouraged them to provide not only the isolated linguistic forms, but also to contextualize them, that is, to link them with the topic of the text they had to produce, to give full sentences.

(108) (B-S-B) Irakaslea: ho:ri da en lo que se refiere a ↓ en lo que se refiere a zer? /

➤ Teacher: that's it referring to ↓ referring to what? /

(S) Ikaslea x: las características del museo /

➤ Student x: the characteristics of the museum /

Whether students gave full sentences or not, the teacher employed the didactic gesture of institutionalization when students gave a possible answer by repeating the answers:

(109) (S) Irakaslea: eso / en lo que se refiere a las características de la ikastola //

➤ Teacher: that's it / referring to the characteristics of the school //

(110) (B-S-B) Irakaslea: hori da oso ondo / en cuanto a (5'') en cuanto a: las características de la ikastola / besterik? /

➤ Teacher: that's it very well / concerning (5'') concerning the: school characteristics / any other? /

(111) (B-S) Irakaslea: oso ondo / adibidez / ba apuntau eh? / a continuación os hablaré sobre las características de la ikastola por encima (8'')

➤ Teacher: very well / for example / write it down ha? / now I will briefly talk to you about the characteristics of the school (8'')

When it comes to long topic introducers, the teacher encouraged students to use more specific verbs than 'say', 'talk about' or 'explain' in Spanish, by regulation their answer through a question. In fact, when students gave another possible answer *a continuación os hablaré de las características de la ikastola sin entrar en demasias detalles*, the teacher asked:

(112) (B-S-B) Irakaslea: vale baña hablaré aditza beharrean besterik? /

➤ Teacher: ok but instead of the verb I will talk any other? /

To that, a student came with two possible answers quickly, *mencionaré, expondré* and, thanks to that answer, the answer was improved with *ahora mencionaré las características de la ikastola sin entrar en detalles*.

Students found it difficult to produce modalizing forms within the possible answer they provided for long topic introducers. When the form did not come to mind to students, the teacher resorted to creating the didactic memory:

(113) (B-S) Irakaslea: esan doguz por encima /

➤ Teacher: we have said briefly /

Then, after a discussion among students, they came up with a possible answer:

(S) Ikaslea x: ahora expondré las la: historia de la ikastola brevemente /

➤ Student x: now I will present the the: history of the school briefly /

The teacher also employed the gesture of institutionalization when the revising activity was coming to an end, where she added some more short and long topic introducers in Spanish that students had not mentioned.

(114) (B-S-B-S-B-S-B) Irakaslea: ondo / edo si miramos a los proyectos / edo xk esan dauena en lo que a los proyectos respecta // e: edo por lo que concierne a: ez? // zabizie apuntetan? / bale orduen esan dogu bueno esan doguz batzuk ezta? //

➤ Teacher: good / or if we look at the projects / or what x has said regarding the projects // a: or concerning a: yes? // are you writing them down? / ok so we have said well we have said some of them right? //

(S-B-S-B) Irakaslea: vale // ahora expondré la historia de la ikastola brevemente / bai? // vale besterik? // adibidez ahora e- explicaré en dos palabras / ez? // en dos palabras // brevemente / vale por encima // sin entrar en d- sin entrar en detalles esan dogu edo si:n bai /

➤ Teacher: ok // now I will briefly present the history of the school / yes? // ok any other? // for example now I will e- explain in two words / yes? // in two words // briefly / concisely / without giving any de- detail we have said or without:t yes /

- Past verb forms

The second moment of interlinguistic transfer happened when working on past verb forms. First, the teacher resorted to the gesture of making explicit the learning object in class by stating the general and the specific aim of the modules:

(115) (B) Irakaslea: vale laugarren helburua da iraganeko gertaerak ongi kontatzea / vale? / hori da helburu nagusia / eta: helburu zehatza da iraganari erreferentzia egiteko aditzak modu egokian idaztea //

- Teacher: ok the fourth aim is to tell correctly the events in the past / ok? / that is the main aim / and the specific aim is to write correctly the verbs to make reference to the past /

Immediately, the teacher employed the gesture of creating the didactic memory, and she recalled where in the initial text of the didactic sequence students had to use past verb forms:

(116) (B) Irakaslea: (*irakurri egiten du*) duela hilabete batzuk egin behar izan zenuten ahozko azalpenean / momentu batzuetan / iraganeko gertaerak kontatu zenituzten adibidez biografia linguistikoan / hitz egiten dituzuen hizkuntzak noiz eta norekin hitz egiten hasi zifneten esateko / shh // baita ikastolaren historiari buruz hitz egiterakoan ere / ikastola nork eta nola sortu zuen / ikastolak izan dituen kokapen desberdiñak eta abar / aipatzeko /

- Teacher: (*reading*) in the oral expository text you had to do some months ago / in certain moments / you told about past events for example in the linguistic biography / to say when and with whom you started to use the languages you know / shh // also to talk about the history of the school / who founded the school and how / to mention / the different locations that the school has had and so on /

The teacher read a short extract of an oral exposition in Basque, where the speaker talked about his linguistic biography and the history of the school he was attending. In that text, the speaker switched between present and past to refer to the past. Even before the teacher had time to formulate the question, students already knew that some of the verbs were not in the correct tense:

(117) (B) Irakaslea: (...) ikastolaren historia dala ta / e: mila bederatzirehun da hirurogeita / (*buruarekin baietz egiten du*) / hamargarren urtean / e:m / e: guraso

talde batek / e: Bil- Bilboko gotzaitegiaren laguntzagaz / n Ikastola sortu eban eta e: s
kalean eraikitzen dau // vale / ze ikusten do- zeozer e: /

Ikaslea x: aditz batzuk /

Irakaslea: iraganeko gertaerak kontatzeko orduan ba aditzak modu egokian x (=?)
dira? /

Ikaslea x: ez /

➤ Teacher: (...) concerning the history of the school / a: in nineteen sixty / (*she nods
with her head*) / ten / a:m / a: a group of parents / a: with the help of the bishopric
of Bil- Bilbao / founds n Ikastola and builds it in s street // ok / what do you s-
something a: /

Student x: some verbs /

Teacher: when telling past events are verbs x (=?) correctly? /

Student x: no /

When the teacher asked students about specific examples of verb tenses that were wrong in the text, students did not automatically give an answer. Therefore, the teacher used the regulation in order to guide students to spot where the present tense was wrong:

(118) (B) Irakaslea: adibidez laugarren e: lau- laugarren lerroan esaten dauenean
(*irakurri egiten du*) ikastolara hasi nintzanean hasten naz erdera ta inglesa ikasten? /

➤ Teacher: for example the forth a: fo- in the fourth line when he says (*reading*)
when I started school I start learning spanish and english? /

Students came with the right answer:

Ikaslea x: hasi nintzan eta: /

➤ Student x: I started a:nd /

As happened in the case of topic introducers, the teacher employed the didactic gesture of institutionalization all the time when students gave a possible answer. In the following example we can see how the teacher institutionalized the right answer and, by means of regulation, she guided students to find the wrong verb tenses:

(119) (B) Irakaslea: hasi nintzan ezta? / vale ba zuzendu mesedez / hasi nintzan // eta: eta // bosgarren lerroan esaten dauenean (*irakurri egiten du*) eta hamabi urte nebazanea- bete nebazanean / inglesa ikastera akademia batera joaten naz? /

➤ Teacher: I started right? / ok correct it please / I started // a:nd and // in the fifth line when it says (*reading*) and when I tu- when I turned twelve / I go to an academy to learn english? /

In the following example we can see how the teacher institutionalized students' answer by repeating it, and also by emphasizing what was important for students to learn, that is, that the verbs had to be in the past tense. Finally, the teacher signaled the line in which students could find another target deviant past tense verb form:

(120) (B) Irakaslea: edo joaten hasi nintzan / baña iraganean ezta? / eta: azken: aurreko lerrotik hasita? / *n* Ikastola sortu eban eta *s* kalean eraikitzen dau? /

Ikaslea x: eraiki eban /

➤ Teacher: or I started going / but in the past right? / a:nd starting from ne:xt-to-last line? / he founded *n* school and he builds it in *s* street? /

Student x: built /

This first activity was carried out entirely in Basque. The second activity, however, was in English, so the teacher changed from Basque to English:

(121) (B-E) Irakaslea: e: bai / claro // vale oin exercise bi / so (*irakurri egiten du*) (*irakurtzen duen bitartean zarata dago gelan*) now you are going to read an extract taken from shh / taken from an oral exposition that some students of your age did for a similar project //

➤ Teacher: a: yes / of course // ok now exercise b / so (*reading*) (*while she reads there is noise in class*) now you are going to read an extract taken from shh / taken from an oral exposition that some students of your age did for a similar project //

In this second exercise, the teacher read an extract of an oral expository text in English, where the speaker talked about the linguistic biography and the history of a school. In the text, both present and past were used in order to refer to the past. The teacher made it explicit that she wanted students to pay attention to the verbs the speaker used to talk about the past while reading the text. After reading the text, the teacher used the didactic gesture of

regulation by means of a question, which was the same question that was used for the text in Basque:

(122) Teacher: (...) are the verbs used correctly in order to tell events that happened in the past? /

Although the first answer of students was that the tense of the verbs was correct, they immediately realized that it was not, since a student pointed out the verb 'start' as being wrong, following to which the teacher regulated by telling students in which line they could find it, and students came up with the correct form of the verb. The strategy used by the teacher in order for students to come with the right answer was to start reading the sentence of the text and students would finish it by saying the correct form of the verb. After that, the teacher institutionalized the answer by repeating it:

(123) Teacher: yeah / in the line th- in the third line / when he said when x says /
(reading) when I was little I /

Students: (all at the same time) started /

Teacher: I (the final -ed is marked) started (she writes it in the blackboard) // when I was little // I started ez? (4'') when I was little I started talking in basque //

We can see that, after the teacher pointed where in the text they could find the target-deviant past tenses, students knew how to correct them:

(124) Teacher: built (8'') (she writes it in the blackboard) / and in the last / line / they / a: (reading) some years later the number of pupils grew and they have to find /

Student x: had /

To finish the activity, the teacher institutionalized the activity by making it clear what it was that students had to know:

(125) Teacher: (...) so did you see how / in these examples the present ar- and the: and the past are mixed / so to tell events that happened in the past // we are going to- or you are going to use / verbs in the past / ok? /

To summarize the analysis of the teacher's gestures in the two specific moments we have chosen for analysis, we can conclude that in the moment in which the activities were being carried out, interlinguistic transfer did happen, since students came with the right long and short forms of topic introducers in Spanish, and because students produced correctly past

verb forms in written English. As we have seen in the previous section of this chapter, in the final oral expository texts of the experimental group, students improved the production of topic introducers, but where improvement seemed to be less clear was in the consistent use of past tense forms in English. So we can see how although interlinguistic transfer did happen when implementing the activities, it was not always clearly reflected in the production of the final text.

When it comes to the didactic gestures the teacher employs in order to provoke interlinguistic transfer, the great deal of work creating the didactic memory by means of anticipation and recalling should be highlighted, and also the institutionalization, apart from the regulation used to make students provide full sentences that had to do with the topic students had to talk about in the oral exposition, and not only isolated forms.

As a summary of what we have seen within this last section, we could conclude that the teacher succeeded in drawing students' attention to two specific textual and discursive aspects of oral expositions: the topic introducers and the past verb forms. Once students' focus was on those two aspects, the learning objects were built through those didactic gestures. The teacher also worked on them in the respective languages. In order to do that, she resorted to interlinguistic transfer.

CHAPTER VII

CONCLUSIONS

In this section we will gather the general conclusions of the thesis in two different points. Firstly, we will delve into to what extent the stated hypothesis have been realized, which will be the main outcome of the thesis. However, while carrying out this research, we came across diverse didactic factors and implications of multilingual education based on a minority language, which are in line with the aims of the thesis. Following to that, we want to provide the reader with a summary about those reflections or discoveries as well.

1. The predictions and their realization

In this first part of the conclusions we will bring each hypothesis (HYP) for the reader's convenience and we will try to see whether it was realized or not.

HYP1. Our didactic sequence *Gure ikastola en tres languages*, which integrates Basque, Spanish and English, and which aims at teaching oral expository skills, will, through the alternation of the three languages, promote the learning of Basque, Spanish and English oral expository skills. The discourse skills that will show an improvement deal with a more complete organization of the oral exposition, and a more accurate use of diverse discursive and linguistic resources.

Students in the experimental group, after carrying out the activities of the didactic sequence, produce better oral expository texts as compared to the initial text, and also as compared to the control group. In fact, results show that students in the experimental group improved their trilingual oral expository texts overall, to different extents. Among the aspects that showed a great improvement, the following can be included: the explicit mention of core topics at the introductory section in Basque; talking on behalf of the group at the beginning and at the end of the oral exposition in Basque; the more extensive use of topic introducers regardless of the language; the more precise way of inviting the audience to take part in the forum in Basque; and the more regular use in English of resources to clarify those concepts whose meaning could be difficult to grasp for foreign students.

The control group, which did not carry out the activities in the didactic sequence, hardly made any progress as compared to the results of the experimental group. The results in the final text of the control group regarding the analyzed discursive and linguistic topics are very similar to those they obtained in the initial text. In those cases in which a certain level of improvement can be noticed, we argue, following Idiazabal (2000), that the simple act of reproducing the same text may have made students improve the quality of it to some extent, as was the case in the improvement of topic introducers, for example. It should also be noted that in this case, as we were told by the tutor teachers of our students, the students in the control group overall score higher in school subjects than students in the experimental group.

Among those aspects where improvement is notably less clear, we can mention that students hardly ever produced explicit interactions with the audience in English and, thus, failed to catch their interest. The production of target-deviant past tense verb forms in English also remains quite problematic. It can be affirmed that both the control and the experimental group accomplished better results when it comes to past-time usage in written English in the PPT than in oral English.

We have seen that in the oral expositions of both the control and the experimental group, regardless of the language, there is a very strong tendency to incorporate words in other languages that have to do with Basque culture or Basque education system. In this aspect, students' oral expository texts reflect a natural attitude of being bilingual (Grosjean, 1984) and resorting to other languages could be considered a compensatory strategy (Callies & Wiemeyer, 2017). Seeing that the target audience included students who did not share the same linguistic and cultural knowledge of our students, through the exercises in the didactic sequence they learnt one specific resource (the relative phrase 'which/who + to be') to clarify the meaning of those words. After completing the activities in the didactic sequence, the students in the experimental group did become aware about the need of clarifying the meaning of those words which could be difficult to grasp for foreign students and, thus, developed several metadiscursive resources in order to make them understandable for foreign students: relative clauses, translation, paraphrasing, among others. We argue that activities which include this metadiscursive aspect, apart from constituting relevant strategies in order to take the audience into account, also teach how to use each language's linguistic features in a conscious way. In short, throughout the activities of the didactic sequence, we have made students work with words from other languages, transforming what is a spontaneous use of language into a metalinguistic activity, and we regard it very important from a didactic point of view.

We consider that the didactic proposal designed and experimented in this dissertation is in accordance with some of the challenges that the Basque education system faces. Firstly, it promotes students' plurilingual competence including a minority language. This demand follows many researchers' proposals (Cenoz, 2009; Dolz & Idiazabal, 2013; Ruiz et al., 2011) and also generic guidelines at both Basque and European levels (Eusko Jauriaritza, 2015; ISEI-IVEI, 2018; Heziberri, 2020; Europako Kontseilua, 2001/2018). The characterization of students' abilities and difficulties as done by ISEI-IVEI (2018) may be helpful in order to know specifically to what extent students develop plurilingualism through the education system. It should be highlighted, however, that in the diagnostic evaluation of ISEI-IVEI no evaluation criterion based on linguistic characteristics is specified. In that sense, our study seems to be more in line with research carried out by ELEBILAB research group, for instance (Manterola et al., 2013; Manterola, 2015), even if the specific results obtained cannot be generalized as in the case of ISEI-IVEI.

Secondly, multilingualism does not necessarily imply having the same competence in each language. In our case, the design and the results of the didactic sequence confirm the different levels of linguistic exigencies. In fact, Basque is the language given most prominence within the aspects of the oral expository text that students are required to produce and actually improve in each language. For example, students improve the production of the introductory part of the oral exposition or the invitation to take part in the forum in Basque.

The third challenge that this dissertation defies is to work with oral language, which has a short tradition as a research and teaching area. In fact, in this PhD thesis we have designed and experimented a Basque, Spanish and English trilingual didactic sequence to learn oral expository skills in those three languages, in the framework of the integrated teaching of languages or ITL. Basque, Spanish and English are taught from an integrated perspective through a multilingual and pluridiscursive (exposition/description, narration and argumentation) text genre.

As a consequence of the written language having a longer tradition at schools, as it has been explained in chapter 4, students are often asked to produce oral expository texts for assessment, but usually no systematic work is carried out around the oral exposition (García-Azkoaga, 2007). The lack of materials for the teaching of oral language and the resulting difficulties that teachers may come across when deciding what to teach about oral language may constitute important obstacles for its teaching (García-Azkoaga et al., 2010). The teaching of oral language, however, represents an essential expertise that students must develop, among other reasons, for the survival of minority languages. And especially in a context where there is

a minority language, the school is held responsible for developing that knowledge in students (Díaz de Gereñu, 2017; Manterola, in press).

HYP2. The language alternation and interlinguistic transfer that are promoted in this project will be successful to lead to the progression of students' oral expository skills in the three languages.

In the previous hypothesis we have proven that, after carrying out the activities of the didactic sequence, which follow an integrated approach, students are more likely to learn oral expository skills in the three languages. In this second hypothesis, we wanted to prove if promoting language alternation within specific activities can foster interlinguistic transfer, and by proving that, we wanted to find out the possibilities that this trilingual didactic sequence can offer. In the official curriculum, the integrated teaching of languages is recommended as a pedagogical principle for trilingual education, but almost no didactic advice is given regarding its implementation.

Results confirm that the language alternation and interlinguistic transfer promoted in our didactic sequence *Gure Ikastola en tres languages* have been overall successful. This is reflected in the three levels of language alternation developed through the design of the didactic sequence.

First of all, the target text itself was a multilingual text genre, which combined Basque, Spanish and English. As we have seen in section 3. of chapter 4 and also in Annexes 1, 2 and 3, language alternation is a social practice that is becoming more and more widespread nowadays (Martín, 2018), also in the case of oral expository texts (Cenoz & Gorter, 2017a). We have proven that the alternation found in social language practices can be taken to the classroom and turned into a teaching-learning object.

The second level of alternation concerns the general structure of the activities of the didactic sequence: Basque, Spanish and English are also combined in the design of the activities: some activities follow a monolingual approach, when the activities are carried out entirely in one language; others combine more than one language within an activity (our third level of alternation). This type of alternation can also be found in the implementation of didactic sequences in Aosta valley, for example, (Bronckart, 2013), where a similar approach for the teaching of French and Italian is followed, but there is hardly any other similar approach in the didactic sequences proposed in the Basque Country (Badiola et al., 2013).

The third level of alternation is within the exercises of the didactic sequence, that is, the use of more than one language within a single exercise. Particularly at this third level of language alternation is interlinguistic transfer fostered. This is a very similar approach to the one included in the CARAP (Candelier, 2010), and in other works such as Leonet et al. (2017), Cenoz et al. (2019) or Ozaeta et al. (2010). In the case of our didactic sequence, the first moment of interlinguistic transfer occurred when working on topic introducers. As we have shown in section 4.4.3. of chapter 4., topic introducers were explicitly taught in Basque and English, not in Spanish. In this case, interlinguistic transfer was fostered from Basque and English into Spanish, that is, from students' L2 and L3 to their L1. As it has been mentioned in the first hypothesis, the use of topic introducers improved in the three languages.

Transfer from teaching in one language into another language also occurred when working on past verb forms in English. In this case, positive interlinguistic transfer from L2 Basque to L3 English was fostered through metalinguistic reflection. However, in the final text of the didactic sequence, students did not so clearly succeed in extensively using English past verb forms to refer to the past orally in English, although a certain level of improvement was attained in the written PowerPoint. In this case, the reason for mixing present and past to refer to the past in English is not related to dramatization of events, for which switching between present and past in English is legitimate (Swan, 2005; Huddleston & Pullum, 2002; Carter & McCarthy, 2006), nor has a connection with "surprising turns of events" (Fludernik, 1991: 374). Instead, it may well be due to fossilization of errors or lack of automaticity (Thornbury, 2005), that is, students may know how to produce those forms, but the problem may lie in the lack of automatization to produce them orally in English. Following Thornbury (2005), the resort to a form which, although being ungrammatical allows them to communicate effectively, may cause a fossilized form which students may become too dependent on at the cost of their general linguistic development. Therefore, a good command of grammar is not the only prerequisite to speak effectively; if that knowledge is not automatized, it is as if that knowledge did not exist. Students also need to have opportunities to practice those skills in real time contexts in the classroom (Thornbury, 2005).

As far as the language interlinguistic transfer was directed to, the interlinguistic transfer principle was always encouraged towards students' first language (Spanish), based on research on second language acquisition, which proves that knowledge acquired in second languages is easily transferred to the first language when the L1 is a majority language and has social prestige (Cummins, 1981; Mielgo, 2012). Our study confirms, as it has been tested by the two linguistic aspects in which interlinguistic transfer has been promoted in this thesis,

namely, the topic introducers and the past verb forms, that it is the discursive aspects of languages the ones that will benefit more from interlinguistic transfer (Idiazabal & Larringan, 1996; Idiazabal & Manterola, 2009; Alegria, 2015), not so much the grammatical aspects.

To conclude, the experimentation of this didactic sequence has proven that it is possible to alternate different languages within immersion education and to obtain good results. That is, as Cummins (2008; 2017) states, language teaching in bilingual educational contexts such as immersion does not have to be exclusively carried out in the target language, and the languages students know do not have to be kept separate in the classroom. We argue that in our didactic sequence the role of each language is very precise and well defined, and therefore, specific and reliable control can be exerted over the results. This very-well-established language allocation also helped us assign space for Basque. We believe this controlled and planned form of language alternation is adequate to set a limit to the spontaneous switching or mixing of languages. For example, as explained in section 2. of chapter 3, the adoption of translanguaging alone, if the characteristics of the sociolinguistic context are not taken into account, cannot ensure the development of the minority language (Cenoz & Gorter, 2017a). This is even more important in situations where the students' oral fluency is greater in a majority language (here, Spanish), as without guidance, they are likely to naturally revert to this language in preference to the minority language (Baker & Wright, 2017). The dominant use of Basque within the didactic sequence in comparison to English but mainly to Spanish can be explained by their respective sociolinguistic and educational status. This principle can also be found in Dolz's (2019) and Idiazabal & Dolz's (2013) works and responds to the linguistic demands of the Basque Curriculum (Heziberri, 2020).

HYP3. The didactic sequence will meet the five criteria for didactic validity in order to be effective from a didactic point of view.

When experimenting a didactic device, the improvement on students' learning is one of the major criteria to assess the didactic tool. We have demonstrated that the students in the experimental group produce better oral texts after the activities of the didactic sequence. We consider it as well that the act of setting out the text production activity for a second time, merely reminding students about the aims of the oral exposition and asking to improve it is also a useful device because the control group also shows some improvement in their productions. Nevertheless, as Sénéchal & Dolz (2019) have shown, there are other interconnected criteria that the didactic resource has to comply with in order to prove its

didactic validity, namely: legitimacy, pertinence, coherence, feasibility and the possibility of progress in learning.

As we will see in the following lines, it seems that our didactic sequence meets the five criteria for didactic validity. To judge the legitimacy of an innovative didactic device means to see if the teaching object corresponds to an existing language practice that can be found in society. It also implies that the teaching object is included within the curricular prescriptions. We can affirm that the teaching object worked on in the didactic sequence, the multilingual oral expository text genre, is legitimate because it constitutes an emerging social practice in the BAC. In fact, combining Basque, Spanish and English in oral expository texts is becoming more and more common in the Basque speaking society; not only in oral expository texts, but also in other forms of language practices, such as interviews, series and songs, and also in written texts such as advertisement posters. The trilingual text genre that was designed for this project does not constitute, following Cavazos' (2016) terms, an artificial academic linguistic activity designed only with a didactic purpose to be implemented in a school environment, but it is a real language practice that can be found today in society.

Regarding the curricular prescriptions, according to the Basque curriculum (EHAA, 2016), students have to work on oral expository texts during the 3rd and 4th grade of secondary education, and attain different levels of mastery in Basque or Spanish and English: in Basque and Spanish, which are the official languages in the territory, students are demanded a higher level of competence than in English, which is students' main foreign language.

The last dimension of the legitimacy criterion is related to the scientific knowledge elaborated about the teaching object. Although there are a number of scientific publications that consider oral expository texts as coherent with the scientific nature from a socio-discursive perspective (Battaner et al., 1997; Dolz & Schneuwly, 1998; Dolz et al., 2001; García-Azkoaga, 2007), the oral expository text combining more than one language has rarely been considered as an object for scientific research in language didactics. This, at the same time, shows the originality of the work. Students work with an oral text genre even if the written language has a longer tradition, and one of the main contributions of this work can be that the oral expository text as a working unit has been characterized in Basque, Spanish and English, which may facilitate its teaching in the future.

To state that a didactic tool is pertinent means that the linguistic topics that students have worked on within the modules have been adapted to students' initial needs. As it has

already been mentioned in chapter 5, based on some of the most prominent difficulties students encountered in the production of the initial oral expository texts, we designed three trilingual teaching modules to help them improve their presentations.

Coherence concerns ensuring overall coherence between the different parts of the didactic sequence. We argue that the trilingual didactic sequence that we have designed is coherent in the organization of the modules, as it has been explained in chapter 5, and that is also reflected by the gain of knowledge in the final texts.

Feasibility regards the possibilities and challenges for the teacher to carry out the didactic sequence within a didactic environment. In the implementation of the didactic sequence, the role of the teacher who implemented the modules was taken by the principal researcher. Taking that into account, we could foresee that, based on the criteria for didactic validity, we will only be able to evaluate the didactic sequence in terms of teachers' satisfaction or ease to work with it from the point of view of someone who is familiar with the methodology of the didactic sequence, not from the point of view of an ordinary teacher. It should also be mentioned that the experimented didactic material was designed by the principal researcher-teacher.

Research carried out suggests that in the BAC teaching through text genre-based didactic sequences is not a widespread practice. Research on textbooks has shown that didactic resources that follow the didactic sequence methodology are scarce (García-Azkoaga et al., 2010). That is also one of the conclusions that can be drawn from the review of didactic proposals for multilingual education carried out in chapter 3. Besides, the teaching methodology based on the production of a text-genre does not seem to constitute an easy resource for teachers to work with (Anakabe et al., 2013; Garcia-Azkoaga & Manterola, 2016). Moreover, didactic proposals based on language alternation seem to be very scarce and, despite not counting on specific data, it seems that integrated teaching of languages or translanguaging pedagogy are not widespread in schools. Consequently, it looks like the feasibility of the didactic sequence cannot be generalized, seeing that it requires mastery of text genres, didactic sequences and didactic management of language alternation. This issue is closely linked with teacher training. We will come back to this issue on the last part of the conclusions.

In any case, the general analysis of the didactic gestures carried out in our study seems to confirm the feasibility of the didactic sequence. It did not fall within the scope of this thesis to analyse how the whole trilingual didactic sequence was implemented by the teacher but, as

it has been included in chapter 6, we did carry out a general analysis of the didactic gestures the teacher employed in the two moments in which interlinguistic transfer was fostered: the teaching of topic introducers and the past verb forms in English. As it has already been stated in section 4. of chapter 6, the teacher succeeded in drawing students' attention to those two specific discursive and linguistic aspects of the oral expository text. The students participated actively within the activities and, although students produced topic introducers more regularly in the final than in the initial text, when it comes to past tense usage in English, despite the fact that interesting metalinguistic work was practised, improvement in the final text was not clearly reflected.

Overall, it can be consequently confirmed that the didactic sequence designed and experimented complies with the principles of didactic validity.

2. Final considerations

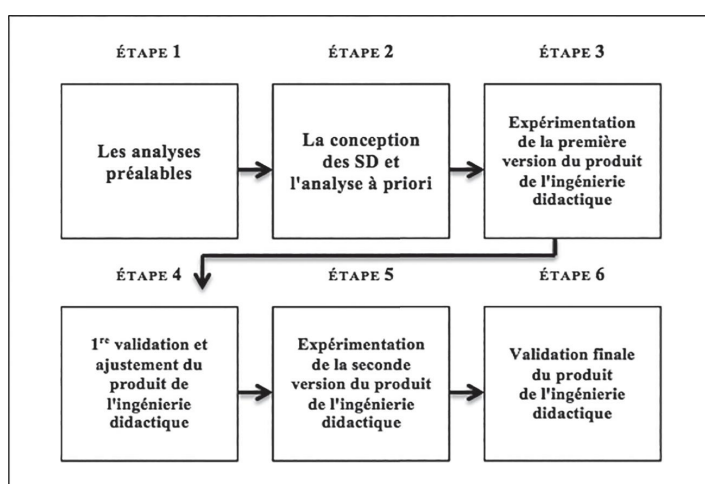
As it has been announced in the introductory lines of the conclusions, we will propose some final considerations related to the dissertation. The topics include making a connection between our work and didactic engineering, and some limitations and further research regarding our work.

2.1. Towards a multilingual didactic engineering in the Basque educational context

This study may foster the development of the multilingual didactic engineering in the context of the Basque education system, seeing that didactic sequences that include and combine more than one language are scarce (see, for instance, Ozaeta et al., 2010), despite calls for multilingual didactic sequences (Dolz, 2019; García-Azkoaga & Idiazabal, 2015). From this perspective, the testing of the didactic sequence presented in this thesis and the overall positive results obtained can contribute to the development of multilingual didactic sequences.

We can propose that this research work could belong to the first generation of didactic engineering. Within the didactic engineering of the second generation there is a double experimentation, that is, the didactic tool is tested and adjusted, and a second improved version of the tool is experimented (Goigoux, 2012). We argue that based on the results obtained in this thesis, reviewing the didactic sequence and carrying out a second experimentation in collaboration with the teacher who would implement it would give way to moving from the first generation of didactic engineering to the second. That is, if we look at Sénéchal's graph below (2016: 137), our thesis would be located in the fourth stage.

Image 3: The different stages of collaborative didactic engineering.



The name of the second generation itself *Ingénierie didactique collaborative* (Dolz et al., 2008) deduces that in this second generation the teacher implementing the didactic sequence plays an important role, but in our case we have not been able to see if a teacher is able to implement the didactic sequence of his own. However, our work and the second generation of didactic engineering do share some common characteristics: a feature that they both share is in fact that our project also follows an ascending methodology: we take into account whether or not there is an interrelationship between the results obtained by students and the didactic implementation. In the analysis that we have carried out about the didactic gestures of the teacher in the implementation of the didactic sequence, we have been able to look at how interlinguistic transfer has occurred at the discursive and grammatical level.

2.2. Some limitations of the study and further research

Regarding the limitations, we could mention that the didactic sequence *Gure Ikastola en tres languages* has been experimented in a single school and the research has been restricted to that. We have been able to carry out a very specific analysis of the outcomes, but the possibility for implementing the didactic sequence in other Basque sociolinguistic contexts now needs to be considered. Our participants were young Basque L2 speakers who have Spanish as a first language, which, in the Basque context is a very relevant profile, both quantitatively and qualitatively (Ortega et al., 2016). The fact that the students we have worked with belong to a prototypical profile in the Basque Country reinforces the relevance of our study. However, whether this didactic sequence is adequate for contexts where, for

instance, Basque constitutes the dominant language of students, is not clear. Also, whether this didactic device is feasible in other socioeconomic contexts is to be verified. The open attitude and predisposition of the teachers of the school regarding our implementation was also essential for the implementation to be successful.

It should also be mentioned that for this dissertation only some items in students' productions have been analysed. We have decided to narrow our analysis to a few items in order for the analysis to be precise and feasible enough within the limits of a PhD thesis. Throughout this dissertation we have made a big effort to delve into the theoretical and practical arguments that support plurilingual teaching of oral texts and the use of reliable and feasible didactic sequences. We have collected a great deal of empiric material: we have recordings and transcriptions of around 10 hours taking into account both students' productions and the intervention of the principal researcher, who took on the role of the teacher in the implementation of the didactic sequence. An important line of future research would be to analyse other aspects of students' oral expository texts that have not been analysed for this dissertation, which would give way to the design of other didactic sequences.

This didactic sequence that has turned out to be successful could be improved by including some exercises to work on the aspects that have not experienced a clear improvement, for example, the use of the past tense in English. Also, the use of translation as a resource to clarify words from other languages, which students have often resorted to. Regarding the communicative project of the didactic sequence, as an aspect to modify in the future would be to include the PPT or the use of subtitles as a resource to summarize in English what students were talking about in Basque or Spanish from the initial text, and not only in the final text, as we did.

We have restricted the analysis of the teacher's intervention to two specific situations, which we consider very important. Another line for future research would be to further study the teaching gestures of the teacher when implementing the trilingual sequence. This would allow us to understand better the specificities of how the teaching of the trilingual oral presentation takes place in the classroom and to explore any difficulties encountered by teachers. Such classroom research would provide important material for teacher training and awareness-raising in the area of the integrated teaching of languages.

Another potential line of research would be in what sense this thesis helps pave the way for teacher training in the integrated teaching of languages. As we have seen within the first hypothesis, teaching languages based on an integrated approach is possible, and we have

proven that it is indeed feasible at three different levels: in the target text, within the overall picture of the didactic sequence, and alternation of languages within the same exercise.

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ERANSKINAK

1. ERANSKINA

Hizkuntza alternantziaren praktika sozialak: Lehendakaria Twitterren.

Lankidetzako 2018ko Ignacio Ellacuría saria Mikel Ayestaranek jaso du gaur. @mikelayestaran ha demostrado ser un activista por la solidaridad y la cooperación; es más que un periodista, es un “cooperante periodista”.

Inigo Urkullu @iurkullu · 4 feb.

Lankidetzako 2018ko Ignacio Ellacuría saria Mikel Ayestaranek jaso du gaur. @mikelayestaran ha demostrado ser un activista por la solidaridad y la cooperación; es más que un periodista, es un "cooperante periodista".

Zorionak eta eskernik asko!

PREMIO
IGNACIO
ELLACURÍA
SARIA

5

24

#メッセージチョコ
59,2 mil Tweets

#BLACKPINKonGMA
55,8 mil Tweets

ガンダム
9,759 Tweets

Üsküdar için Ahmet Kılıç
4,637 Tweets

中村倫也
4,637 Tweets

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2. ERANSKINA

Hizkuntza alternantziaren praktika sozialak: telesailak eta abestiak.

How to get away with murder telesaileko kapitulu batean aurki daitekeen ingelesez-gaztelania hizkuntza alternantzia.

10:37

Ursela: You must be Laurel. I'm Ursela.

Laurel: Do you mind giving us a moment? I need to speak to my father.

Dad: Oh, no, that's why Ursela is here, *m' ija*.

Ursela: I'm the in-house executive coach. I specialize in corporate mediation and conflict resolution.

Laurel: *No me lo puedo creer. ¿Es en serio?*

Dad: We have conflict, and Ursela here will help us resolve it. Sit.

13:26

Laurel: Did he tell you I was kidnapped when I was 16?

Dad: *cálmate, m' ija*.

Laurel: And my father here, he refused to pay the ransom.

Dad: The government wouldn't *allow* me to do anything!

Laurel: Oh, is that why? I understand. I'm sorry, I just thought, I thought you'd value your daughter's life over what the government...

Dad: *Oh... dramática, qué egoísta, dramática, estás mal, estás mal, no ¿qué quieres...?*

Laurel: *Perdón por ser tan egoísta y pensar que me vas a querer más a mí que a la cantidad estúpida de dinero que haces creando tu tecnología, y tus drones, y tus bombas, o no sé qué más.*

Ursela: Okay, let's stick to English if I'm gonna help here.

NØGEN musika taldearen “Gertu” abestiaren letra.

We have been guided by the heat of our souls.
But now it's the time to keep flying with some cold.

Now Im sorry but I've made my choice
I refuse to fly without you high

Ta zaila da orain gauaren itzaletan
begiak itxi eta ondoan esnatzea.
Ta benetan dakit urruti iristen
salto bakar batez hegan egitean.

Nik ez dut ahaztu nahi, ta ez dut ahaztu nahi,
Ta ez dut ahaztu nahi, ta ez dut ahaztu nahi.

Begiratu orain ta esan ez zaigula
Azken hegaldi hura ekaitz artean joan

3. ERANSKINA

Hizkuntza alternantziaren praktika sozialak: kartelak.

Euskara-gaztelania-ingelesa kartel hirueledunak.

Summer in the USA

SUMMER IN THE USA

' Summer in the USA ofrece la oportunidad de mejorar el nivel de inglés, mientras se lo pasan en grande, conviviendo con una familia cuidadosamente seleccionada, integrándose en el estilo de vida americano y disfrutando de los mejores campamentos y actividades típicas del país. '

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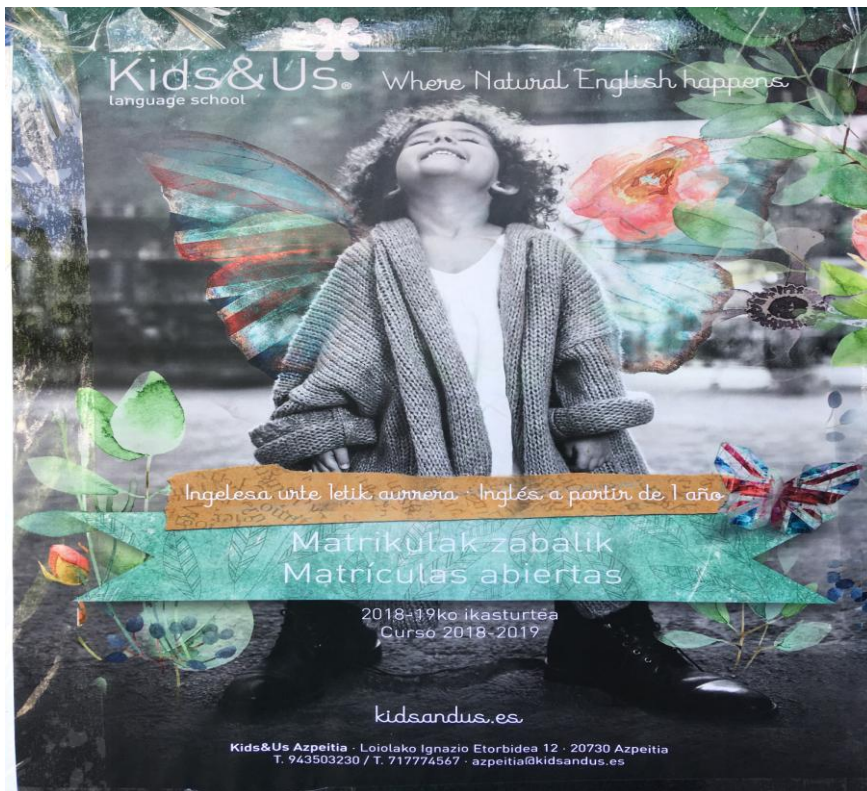
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IMANOL YEREGI

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<p>HASTAPENA / INICIACIÓN / BEGINNERS</p> <p>3-5 pertsona taldeko 3-5 personas en el grupo 3-5 people in the group</p> <p style="text-align: center;">80 €/ <small>personakoa por persona per person</small></p> <p>1.5 ordu egunean asteloheneretik ostiralera</p> <p>1.5 horas al día de lunes a viernes</p> <p>1.5 hours per day from monday to friday</p>		<p>MAILA AURRERATUA / NIVEL AVANZADO ADVANCED LEVEL</p> <p>3-5 pertsona taldeko 3-5 personas en el grupo 3-5 people in the group</p> <p style="text-align: center;">80 €/ <small>personakoa por persona per person</small></p> <p>1.5 ordu egunean asteloheneretik ostiralera</p> <p>1.5 horas al día de lunes a viernes</p> <p>1.5 hours per day from monday to friday</p>													
<p>ASTE BUKAERA / FIN DE SEMANA / WEEKEND</p> <p>Larunbat eta igande 2 ordu egunean</p> <p>Sabados y domingos 2 horas al día</p> <p>Saturday and Sunday 2 hours per day</p> <p style="text-align: center;">80 €/ <small>personakoa por persona per person</small></p> <p>3-5 pertsona taldeko 3-5 personas en el grupo 3-5 people in the group</p>															
<p>TALDEAK / GRUPOS / GROUPS</p> <p>2 ordu/ Edozein egunean Aurrez erreserbatua</p> <p>2 hours/ Cualquier día Con cita previa</p> <p>2 hours/ Any day With previous appointment</p> <p style="text-align: center;">15 €/ <small>personakoa por persona per person</small></p> <p>6-10 pertsona taldeko 6-10 personas en el grupo 6-10 people in the group</p>															
<p>ALOKAIRUA / ALQUILER / RENTING</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid white; padding: 5px;"> <p>SURF/BODYBOARD</p> <p>2 ordu 2 horas 2 hours</p> <p style="text-align: center;">15€</p> </td> <td style="width: 25%; border-right: 1px solid white; padding: 5px;"> <p>SURF/BODYBOARD</p> <p>Egun erdia Medio día Half day</p> <p style="text-align: center;">20€</p> </td> <td style="width: 25%; border-right: 1px solid white; padding: 5px;"> <p>SURF/BODYBOARD</p> <p>Egun osoa Día completo Full day</p> <p style="text-align: center;">25€</p> </td> <td style="width: 25%; padding: 5px;"> <p>PADDLE SURF</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid white; padding: 2px;">1 ordu 1 hora 1 hour</td> <td style="border-right: 1px solid white; padding: 2px;">1.5 ordu 1.5 horas 1.5 hour</td> <td style="border-right: 1px solid white; padding: 2px;">Egun erdia Medio día Half day</td> <td style="padding: 2px;">Egun osoa Día completo Full day</td> </tr> <tr> <td style="border-right: 1px solid white; text-align: center;">12€</td> <td style="border-right: 1px solid white; text-align: center;">15€</td> <td style="border-right: 1px solid white; text-align: center;">25€</td> <td style="text-align: center;">35€</td> </tr> </table> </td> </tr> </table>				<p>SURF/BODYBOARD</p> <p>2 ordu 2 horas 2 hours</p> <p style="text-align: center;">15€</p>	<p>SURF/BODYBOARD</p> <p>Egun erdia Medio día Half day</p> <p style="text-align: center;">20€</p>	<p>SURF/BODYBOARD</p> <p>Egun osoa Día completo Full day</p> <p style="text-align: center;">25€</p>	<p>PADDLE SURF</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid white; padding: 2px;">1 ordu 1 hora 1 hour</td> <td style="border-right: 1px solid white; padding: 2px;">1.5 ordu 1.5 horas 1.5 hour</td> <td style="border-right: 1px solid white; padding: 2px;">Egun erdia Medio día Half day</td> <td style="padding: 2px;">Egun osoa Día completo Full day</td> </tr> <tr> <td style="border-right: 1px solid white; text-align: center;">12€</td> <td style="border-right: 1px solid white; text-align: center;">15€</td> <td style="border-right: 1px solid white; text-align: center;">25€</td> <td style="text-align: center;">35€</td> </tr> </table>	1 ordu 1 hora 1 hour	1.5 ordu 1.5 horas 1.5 hour	Egun erdia Medio día Half day	Egun osoa Día completo Full day	12€	15€	25€	35€
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12€	15€	25€	35€												
<p style="text-align: center;">SURF TEKNIFIKAZIOA IMANOL YEREGIREKIN TECNIFICACIÓN DE SURF CON IMANOL YEREGI SURFING TECHNIQUE WITH IMANOL YEREGI</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>2 orduko saioak, 2 saio astean, 4 aste hilabetean Sesiones de 2 horas, 2 sesiones por semana, 4 semanas al mes A 2 hour classes, 2 classes per week, 4 weeks per month</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; font-size: small;"> <p>ZURE SURFINGAREN HOBARUNTZA TEKNIKOA, BODEKO BIZIETAN ZUZENBETA EN EL ENTRENAMIENTO FÍSICO</p> <p>PERFECCIONAMIENTO TÉCNICO DE TU SURFING CON VIDEOCONSEJOS Y ENTRENAMIENTO FÍSICO</p> <p>IMPROVEMENT OF YOUR SURFING TECHNIQUE WITH VIDEO SESSIONS AND PHYSICAL TRAINING</p> </div> </div>															
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Excellence in Basque Studies VIII Udako ikastaroa: “Creativity is seeing what same as the others... eta beste era batera pentsatzea”



Toureko kartela, non euskara, frantsesa eta ingelesa tartekatzen diren.

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ANNEX 4

**The sample of the survey that was used in order to get to know students’
linguistic profile**

INKESTA: HIZKUNTZA-ERABILERA ETA HIZKUNTZEKIKO JARRERAK

1. Hizkuntzak nire familia-giroan. Erantzun, mesedez, ondoko galderak X batekin erantzuna markatuz.

	Euskara bakarrik	Gaztelania bakarrik	Euskara eta gaztelania	Euskara gaztelania baino gehiago	Gaztelania euskara baino gehiago	Beste hizkuntza bat/batzuk (adierazi zein/ zeintzuk)
Eguneroko familia giroan, ze hizkuntza ikasi zenuen txikitatik?						
	Euskaraz bakarrik	Gaztelaniaz bakarrik	Euskaraz eta gaztelaniaz	Euskaraz gaztelaniaz baino gehiago	Gaztelaniaz euskaraz baino gehiago	Beste hizkuntza batean/batzuetan (adierazi zeinean/zeinetan)
Eguneroko familia giroan, ze hizkuntzatan egiten dute zure gurasoek haien artean?						
Eguneroko familia giroan, ze hizkuntzatan egiten duzu gurasoekin?						
Eguneroko familia giroan, ze hizkuntzatan egiten duzu zure anai-arrebekin?						

Lehen galderan GAZTELANIA BAKARRIK ipini baduzu, erantzun, mesedez, ondoko galderak X batekin erantzuna markatuz:

	Hurtzaindegian 3 urte bete baino lehen	Haur Hezkuntzan 3 urtetik aurrera	Lehen Hezkuntzan 6 urtetik aurrera		
Noiz hasi zinen euskara ikasten?					
	Oso presente	Nahiko presente	Apur bat presente	Oso gutxi presente	Ezer ere presente
Eguneroko familia giroan txikia zinenean euskaraz egiten ez zenuten arren, presente al zegoen euskara etxean? (Pailazoak, jolasak, ipuinak, antzerkia...)					

1.1. Erantzun, mesedez, ondoko galderak X batekin erantzuna markatuz.

	Hurtzaindegian 3 urte bete baino lehen	Haur Hezkuntzan 3 urtetik aurrera	Lehen Hezkuntzan 6 urtetik aurrera
Noiz hasi zinen ingelesa ikasten?			

2. Hizkuntzak lagun-giroan. Erantzun, mesedez, ondoko galderak X batekin erantzuna markatuz.

	Euskaraz bakarrik	Gaztelaniaz bakarrik	Euskaraz eta gaztelaniaz	Euskaraz gaztelaniaz baino gehiago	Gaztelaniaz euskaraz baino gehiago	Beste hizkuntza batean/batzuetan (adierazi zeinean/zeinetan)
Lagun artean ikastolan, hitz egiten dut						

Lagun artean ikastolaz kanpo, hitz egiten dut						
---	--	--	--	--	--	--

Lagun talde bat baino gehiago baldin baduzu eguneroko bizitzan edo, adibidez, oporretan, eta horietako bakoitzarekin hizkuntza desberdinetan mintzatzen bazara, adierazi, mesedez, ondoko lerroetan:

3. Esadazu, mesedez, ze hizkuntza erabiltzen duzun egunerokotasunean ondoko ekintzak burutzeko. Bat baino gehiago bada, adierazi zein gehiago eta zein gutxiago:

Ikastolan irakasleekin hitz egiteko	
Aisialdian irakurtzeko	
Aisialdian musika entzuteko	
Aisialdian telebista ikusteko	
Eskolaz kanpoko ekintzak egiteko	
Whatsapp edo antzeko aplikazioen bidez mobilez edo ordenagailuz txateatzeko	
Internet, youtube, facebook eta antzekoetan	

4. Esadazu, mesedez, ze balio duten zuretzat euskarak, gaztelaniak eta ingelesak ondoren aurkezten zaizkizun egoeratan eta, ondoren, zein neurritan zauden ala ez ados irakurriko duzun baieztapenarekin. Borobildu zure erantzuna.

	Ez dauka baliorik	Oso txikia	Ez handia, ez txikia	Nahiko handia	Oso handia	Ez daki/ ez du erantzuten
4.1. Nire nortasunaren aldetik, euskarak daukan balioa da	1	2	3	4	5	&
4.2. Nire nortasunaren aldetik, gaztelaniak daukan balioa da	1	2	3	4	5	&
4.3. Nire nortasunaren aldetik, ingelesak daukan balioa da	1	2	3	4	5	&
4.4. Lan-munduan sartzeko niretzat euskarak daukan balioa da	1	2	3	4	5	&
4.5. Lan-munduan sartzeko niretzat gaztelaniak daukan balioa da	1	2	3	4	5	&
4.6. Lan-munduan sartzeko niretzat ingelesak daukan balioa da	1	2	3	4	5	&
4.7. Harremanetarako, lagunekin ibiltzeko niretzat euskarak daukan balioa da	1	2	3	4	5	&
4.8. Harremanetarako, lagunekin ibiltzeko niretzat gaztelaniak daukan balioa da	1	2	3	4	5	&
4.9. Harremanetarako, lagunekin ibiltzeko niretzat ingelesak daukan balioa da	1	2	3	4	5	&
	Inola ere ez ados	Ez ados	Ez ados, ez desados	Ados	Erabat ados	&
4.10. Apur bat zentzugabea da euskararen alde hainbeste ahalegin egitea gero ez delako ikusten hitz egiten denik. Euskara beharrez, ingelesa hobeto ikasteko ahalegin handiagoa egin beharko litzateke, gaztelania eta ingelesa jakinda lana aurkitzeko aukera gehiago izango baitut, gaztelania eta euskara jakinda baino	1	2	3	4	5	&

5. Esadazu, mesedez, zergatik den zuretzat garrantzitsua euskara jakitea. Horretarako, gehien interesatzen zaizkizun BI arrazoiak aukeratu behar dituzu zuretzat duten garrantziaren arabera. Euskara jakitea garrantzitsua da... (lehenengo arrazoa "1" jarriz adierazi, eta bigarrena "2" jarriz)

	Alde batetik (5.1.)	Bestetik (5.2.)
Gure hizkuntza delako		
Galdu ez dadin laguntzeko		
Euskaraz hitz egiten dutenekin komunikatu ahal izateko		
Lanpostu gehiagotan lan egiteko aukera izateko		
Euskal kulturarako sarbidea izateko		

Inkesta bete duen pertsonaren datuak:

6. Sexua (markatu X batekin):

Gizona	
Emakumea	

7. Adina:

8. Bizilekua:

9. Jaiolekua:

10. Izen-abizenak:

SURVEY: LANGUAGE USE AND LANGUAGE ATTITUDES

1. Languages in my family. Please, answer the following questions and mark your answer with an X.

	Basque only	Spanish only	Basque and Spanish	Basque more than Spanish	Spanish more than Basque	Another language / other languages (indicate which one(s))
What language did you learn as a child in your everyday family life?						
	Basque only	Spanish only	Basque and Spanish	Basque more than Spanish	Spanish more than Basque	Another language / other languages (indicate which one(s))
What language do your parents use to communicate with each other in their everyday family life?						
What language do you use to communicate with your parents in your everyday family life?						
What language do you use to communicate with your brothers and sisters in your everyday family life?						

If you answered SPANISH ONLY in the first question, please, answer the following questions and mark the answer with an X:

	In nursery school before I was three	At Pre-School from 3 onwards	At Primary School from 6 onwards		
When did you start learning Basque?					
	Very present	Present enough	A little bit present	Very little present	Not present at all
Although Basque was not used in your everyday family life, was it present at home? (Clowns, toys, tales, theatre...)					

1.1. Please, answer the following questions and mark the answer with an X.

	In nursery school before I was three	At Pre-School from 3 onwards	At Primary School from 6 onwards
When did you start learning English?			

2. Languages among peers. Please, answer the following questions and mark the answer with an X.

	Basque only	Spanish only	Basque and Spanish	Basque more than Spanish	Spanish more than Basque	Another language / other languages (indicate which one(s))
At school with peers I speak						
Out of school with peers I						

Speak						
-------	--	--	--	--	--	--

If you have more than one group of friends in your daily life or, for instance, when you go on holiday, and you speak in a different language with each one of them, indicate it, please, in the following lines:

3. Please, tell me what language you use on a daily basis to carry out these activities. If it is more than one, indicate which one more and which one less: (Note: not in the control, nor in the experimental group have we taken into account which language they use more or less, because students have not given that information)

At school to speak with teachers	
In the spare time to read	
In the spare time to listen to music	
In the spare time to watch TV	
To do out-of-school activities	
To chat via Whatsapp or similar Apps from the mobile phone or the computer	
On the Internet, youtube, facebook and so on	

4. Please, tell me the value that Basque, Spanish and English have for you in the situations that are presented below, and then, to what extent you agree with the statement you are going to read. Circle your answer.

	It has no value	Very little	Nor big, nor small	Quite big	Very big	Do not know/ do not answer
4.1. Regarding my personality, the value of Basque is	1	2	3	4	5	&
4.2. Regarding my personality, the value of Spanish is	1	2	3	4	5	&
4.3. Regarding my personality, the value of English is	1	2	3	4	5	&
4.4. The value that Basque has for me to enter the job market is	1	2	3	4	5	&
4.5. The value that Spanish has for me to enter the job market is	1	2	3	4	5	&
4.6. The value that English has for me to enter the job market is	1	2	3	4	5	&
4.7. For relationships, to hang out with friends the value that Basque has for me is	1	2	3	4	5	&
4.8. For relationships, to hang out with friends the value that Spanish has for me is	1	2	3	4	5	&
4.9. For relationships, to hang out with friends the value that English has for me is	1	2	3	4	5	&
	Do not agree at all	Do not agree	Do not agree / do not disagree	Agree	Totally agree	&
4.10. It makes little sense to put so much effort in supporting Basque, because then people do not use it. Instead of Basque, we should make the effort to learn better English, because with Spanish and English I will have more opportunities to find a job than with Spanish and Basque	1	2	3	4	5	&

5. Please, tell me why it is important for you to know Basque. For that, you have to choose the TWO reasons that interest you the most based on the importance they have for you. Knowing Basque is important because... (The first reason will be "1" and the second, "2") (Note: not in the control, nor the experimental group have we taken into account any preferential choice, but treated both as equal, since not every student has marked 1 and 2, in many cases they have marked x)

	From one part (5.1.)	From the other (5.2.)
It is our language		
So as not to lose it		
So as to communicate with those who know Basque		
In order to be able to apply to more jobs		
In order to be able to access the Basque culture		

Personal details of the person who has filled in the survey:

6. Sex (mark with an X)

Male	
Female	

7. Age:

8. Place of residence:

9. Place of birth:

10. Name-surname:

ANNEX 5

**Characteristics and outline for the semistructured interview at
AA Ikastola**

WHEN	TOPIC OF THE INTERVIEW	TIME	LANGUAGE	WHO WAS INTERVIEWED
22nd of November 2017	The management of plurilingualism at school and the opportunities and challenges for an Integrated Teaching of Languages at school	The interviews lasted, in total, from 2:30 p.m. to 4:10 p.m, so more than an hour and a half.	Basque	The language teachers of Secondary Education (Basque, Spanish and English teachers) + the Head of Studies of Secondary Education and High School

ELKARRIZKETA ERDI GIDATUEN GIDOIA

1 BLOKEA (DBH eta Batxilergoko ikasketa buruari egiteko): ELEANIZTASUNA

AA Ikastolan

1. Zer dio AA Ikastolako Hizkuntza Proiektuak hizkuntzen didaktikaren inguruan?
2. Zertan datza AA Ikastolako hezkuntza eleaniztuna?
3. Hizkuntzazko ikasgaiez gain, zein beste ez-hizkuntzazko ikasgai irakasten da irakaskuntza hizkuntza ez den beste hizkuntza baten bidez?
4. Zein dira ikasleek hizkuntzak ikasteko dituzten aukerak ikastolan? (zenbat hizkuntza, ordu/hizkuntza, proiektuak, etab.)

2 BLOKEA (hizkuntza irakasleei egiteko): HTB EGITEKO AUKERAK/OZTOPOAK

1. Nola antolatzen duzue ikasturtearen programazioa?
2. Zer da ikasleek ikasi behar duten gauzarik garrantzitsuena?
3. Ba al dago inolako harremanik hizkuntza departamentu desberdinetako irakasleen artean? Existitzen al da baterako programaziorik?
4. Hizkuntzak irakasteko erabiltzen diren materialek hizkuntzen didaktika bateraturako bide ematen dutela uste duzu? Zein neurritan bai/ez? Zer materialen bidez irakasten duzue hizkuntza? Zer-nolako materialak dituzue HTB egiteko?
5. Hizkuntzak testu generoen bidez irakasten dira eta modu bateratuan? Hau da, kontuan hartzen da ikasleek hizkuntza batean ikasi dutena besteetan gauza bera ez errepikatzeko, hizkuntza batean barneratu duten ezagutza hori beste hizkuntza batera transferitu dutelako?

3 BLOKEA (hizkuntza irakasleei galdetzeko): AHOZKO AZALPENAREN DIDAKTIKA AA IKASTOLAN

1. Nola planteatzen duzu ahozko azalpenaren ikas/irakaskuntza?
2. Kontuan izan duzu beste hizkuntzatan irakasten dena?
3. Ahozko azalpena lantzen duzue? Ikasturte berean euskaraz, gaztelaniaz eta

ingelesez? Ala ez ezinbestean ikasturte berean 3 hizkuntzetan? Partekatzen al dira hizkuntza batean eta bestean ikasi beharreko hizkuntza gaitasunak?

4. Egin duzu –edo egiteko asmoa zeneukan- lanketaren bat modu bateratuan ikasturtean zehar? Ezezkoa bada: Zer uste duzu izango litzatekeela beharrezkoa hizkuntzen didaktika modu bateratuan planifikatzeko? (formazioa, materiala, etab.)

OUTLINE FOR THE SEMISTRUCTURED INTERVIEW

1 BLOCK (with the Head of Studies): MULTILINGUALISM AT AA IKASTOLA

1. What does the linguistic project of AA Ikastola mention about language didactics?
2. What does multilingual education at AA Ikastola consist on?
3. Apart from the language subjects, what other non-linguistic subjects are taught through the medium of a language, which is not the language of instruction (in this case, Basque)?
4. What chances do students have for learning languages at school? (how many languages, how much time/language, projects, etc.)

2 BLOCK (with the language teachers): POSSIBILITIES AND CHALLENGES FOR ITL

1. How do you programme the academic course?
2. What is the most important thing that students must learn?
3. Is there any kind of collaboration between the teachers of different language departments? Is there any joint programming?
4. Do you think that the didactic materials that are used to teach languages can lead to an integrated teaching of the languages? In which sense yes/no? What kind of materials are used to teach languages? What kind of materials to teach languages from an integrated perspective?
5. Are the languages taught through text genres and based on an integrative approach? That is, is the knowledge students have acquired in a language taken into account, so that it is not repeated, because students have transferred what they have learnt in a language into the other?

3 BLOCK (with the language teachers): THE DIDACTICS OF THE ORAL EXPOSITORY TEXT AT AA IKASTOLA

1. How do you design the teaching and learning of the oral exposition?
2. Do you take into account what has been learnt in another language?
3. Do you work on the oral exposition? Within the same academic year in Basque, Spanish and English? Or not necessarily in the three languages in the same year? Are the linguistic abilities that have to be acquired in the different languages shared?
4. Have you done – or you intended to do- any joint programming in this academic year? If not: What do you think would be necessary to plan language didactics based on an integrated perspective? (teacher training, resources, etc.).

Explanation of the text production activity throughout groups A, B and C

GROUP A

1st speaker	GREETING, SHORT PRESENTATION OF THE GROUP, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	GENERAL CHARACTERISTICS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
2nd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	HISTORY OF THE SCHOOL
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
3rd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	SCHOOL PROJECTS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
	FAREWELL AND INVITATION TO TAKE PART IN THE FORUM

BASQUE	ENGLISH	SPANISH
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GROUP B

1st speaker	GREETING, SHORT PRESENTATION OF THE GROUP, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	SCHOOL PROJECTS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
2nd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	GENERAL CHARACTERISTICS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
3rd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	HISTORY OF THE SCHOOL
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
	FAREWELL AND INVITATION TO TAKE PART IN THE FORUM

GROUP C

1st speaker	GREETING, SHORT PRESENTATION OF THE GROUP, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	HISTORY OF THE SCHOOL
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
2nd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	SCHOOL PROJECTS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
3rd speaker	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	GENERAL CHARACTERISTICS
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
	FAREWELL AND INVITATION TO TAKE PART IN THE FORUM

Positive evaluation of the Ethics Commission of the University of the Basque Country (UPV/EHU)



NAZIOARTEKO
BIKAINASUN
CAMPUSA
CAMPUS DE
EXCELENCIA
INTERNACIONAL

IKERKETAREN ARLOKO ERREKTOREORDETZA
VICERRECTORADO DE INVESTIGACIÓN

GIZAKIEKIN ETA HAUEN LAGIN ETA DATUERKIN EGINDAKO IKERKETETARAKO UPV/EHUKO ETIKA BATZORDEAREN TXOSTENA

Nik, M^a Jesús Marcos Muñoz andreak, Universidad del País Vasco/Euskal Herriko Unibertsitateko Ikerketa eta Irakaskuntzako Etika Batzordeko (IIEB) idazkariak, honako hau

ZIURTATZEN DUT:

Gizakiekin Egindako Ikerketetarako Etika Batzordeak (GIEB), 2014ko otsailaren 17an EHAAn argitaratutako arautegian¹ ezarritako baldintzak betetzen dituenak, aztertu egin du **Ana Aldekoa Díez** ikaslearen Doktorego tesiaren proiektua: *"Euskara, gaztelania eta ingelesaren didaktika bateratua DBHn"*.

Kontuan hartu dira honako hauek:

- Doktorego tesiaren proiektuaren tutorearen oniritzia aurkeztu da (tutorea: Itziar Idiazabal eta Ibon Manterola).
- Doktorego tesiaren proiektuaren diseinua, xedea eta helburu zientifikoak egokiak dira eta ikasleak lana egiteko besteko gaitasuna dauka.
- Bete egiten dira laginaren aukeraketarako baldintzak, informazioa emateko prozedura eta baimena eskuratzekoa, datu pertsonalen babesa eta Doktorego tesiaren proiektua egiteko indarrean dauden legezko baldintzak.

GIEBek, bai osieran, bai Lanerako Prozedura Arautuari dagokionean, UPV/EHUK 2014ko otsailaren 17an emandako erabakia betetzen du, bai eta Praktika Onei buruzko Araudia ere.

Horrela, bada, GIEBek, 2016ko apirilaren 21ean egindako bileran, aipatutako Doktorego tesiaren proiektuaren **ALDERO TXOSTENA** eman du (75/2016aktan jasota dago) proiektu hori ikasleak **Ana Aldekoa Díez** egin dezan Itziar Idiazabal eta Ibon Manterolaren gidaritzapean.

Etala sinatu dut Leioan, 2016ko maiatzaren 18an

INFORME DEL COMITÉ DE ÉTICA PARA LAS INVESTIGACIONES CON SERES HUMANOS, SUS MUESTRAS Y SUS DATOS (CEISH) DE LA UPV/EHU

M^a Jesús Marcos Muñoz, Secretaria de la Comisión de Ética en la Investigación y la Docencia de la Universidad del País Vasco/Euskal Herriko Unibertsitatea (CEID)

CERTIFICA QUE:

Que este Comité de Ética para la Investigación con Seres Humanos (CEISH), que reúne los requisitos establecidos en el BOPV de 17 de febrero de 2014², ha evaluado el proyecto de Tesis Doctoral de la investigadora: **Dña. Ana Aldekoa Díez**: *"Euskara, gaztelania eta ingelesaren didaktika bateratua DBHn"*

Considerando que,

- Se ha presentado el Visto Bueno del tutor del proyecto de Tesis Doctoral: Itziar Idiazabal e Ibon Manterola.
- El proyecto de Tesis Doctoral propone un diseño, finalidad, objetivos científicos adecuados, y una cualificación del alumno suficiente para su realización.
- La selección de la muestra, el procedimiento de información y obtención del consentimiento, la protección de los datos personales y los requisitos normativos vigentes necesarios para llevar a cabo el proyecto de Tesis Doctoral, se cumplen.

El CEISH, tanto en su composición, como en su Procedimiento Normalizado de Trabajo, cumple con el Acuerdo de la UPV/EHU de 17 de febrero de 2014 y con las Normas de Buenas Prácticas.

Ha emitido **INFORME FAVORABLE** en la sesión del CEISH celebrada el 21 de abril de 2016 (recogido en su acta 75/2016), a que dicho proyecto de Tesis Doctoral sea realizado, por la alumna **Ana Aldekoa Díez**, bajo la tutela de Dña. Itziar Idiazabal y D. Ibon Manterola.

Lo que firmo en Leioa, a 18 de mayo de 2016

M^a Jesús Marcos Muñoz
Ikerketaren Etikako teknikaria/ Técnica de Ética en la Investigación
IIEBeko idazkaria/ Secretaria CEID/IIEB



¹ UPV/EHUK ikerkuntza eta irakaskuntzaren arloan etikako organoak arautzeko arautegia.

² Reglamento por el que se regulan los órganos de ética en la investigación y la práctica docente.

Introductions of the classroom project and explanation of the task for
the initial text

GURE IKASTOLA EN TRES LANGUAGES PROIEKTUA

Helburua

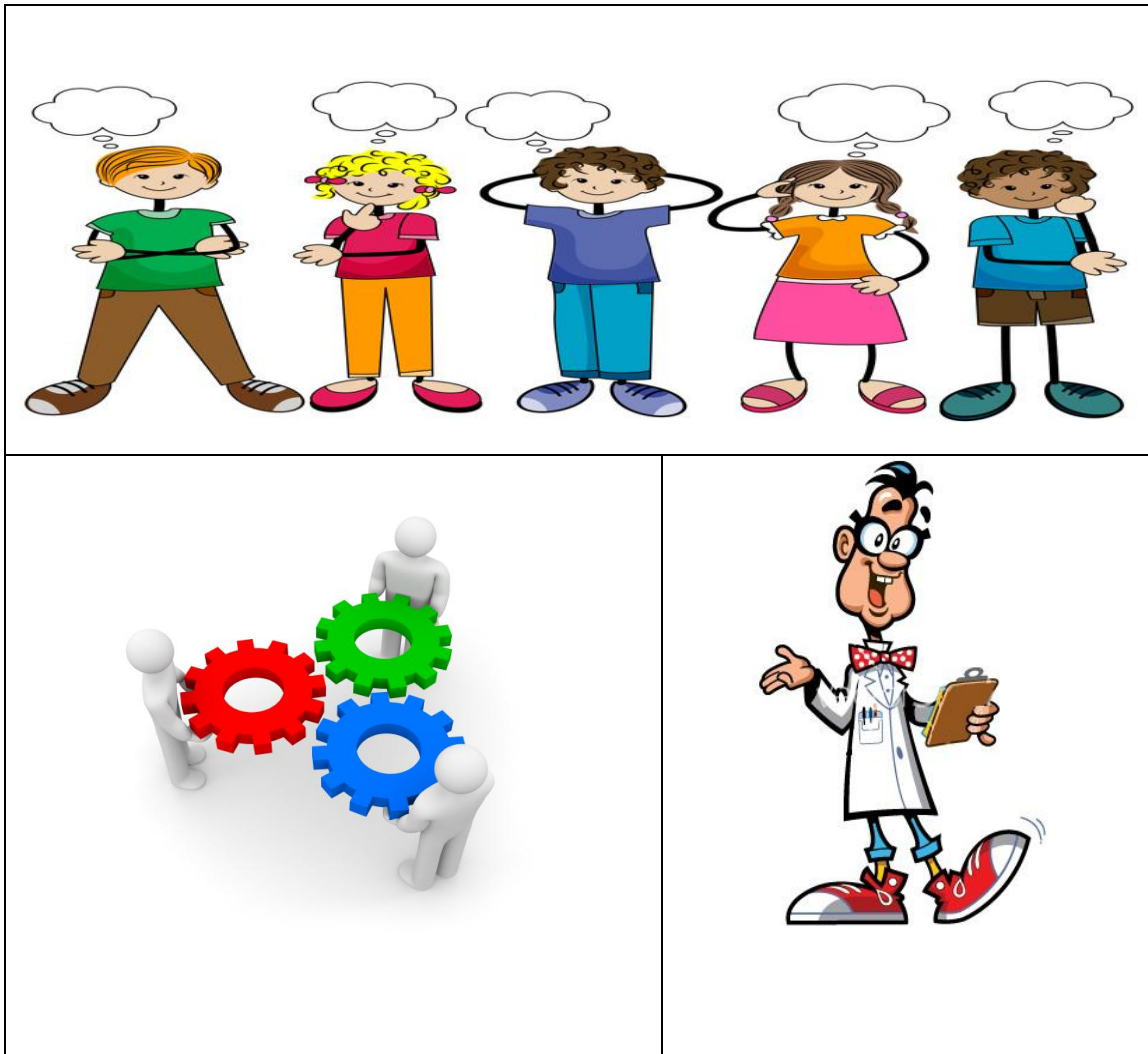
Helburua izango da Irlandako ikastetxe bateko ikasleei AA Ikastolaren inguruko informazioa transmititzea euskaraz, gaztelaniaz eta ingelesez egindako ahozko azalpen baten bidez.

Ikastolak urtero egiten duen ikasleen elkartrukea dela-eta, aurten Irlandatik ikasle batzuk etorriko dira bi aste barru gure Ikastola eta Euskal Herria ezagutzera. Azalpenak bidez grabatu eta Ikastolako blogean jarriko ditugunez, gurasoek ere izango dute azalpenak ikusteko aukera. Ikusten duzuen bezala, hizkuntza desberdinak menperatzen dituzten entzuleak izango dituzue, eta horregatik, euskara, gaztelania eta ingelesa erabiliko dituzue zuen ahozko azalpenean.

Nola ekoiztu ahozko azalpenak?

Azalpenak ahoz ekoiztuko dituzue, eta gutxienez 7 eta gehienez 10 minutu iraungo dute. Azalpenak ekoizteko 3 pertsonako taldetan bilduko zarete eta pertsona bakoitzak bi hizkuntza desberdin erabili beharko ditu azalpenean zehar.

Ahozko azalpenak egiterako orduan, zuek prestatutako idatzizko eskema eta oharrez ere baliatuko zarete. Eskema eta ohar horiek laguntza gisa erabiliko dira eta ezingo dira besterik gabe irakurri.



Aim

The aim is to introduce AA Ikastola to some Irish students by means of an oral exposition in Basque, Spanish and English.

Because of the student-exchange programme that takes place in the school every year, some Irish students will come within two weeks to get to know our school and the Basque Country. Since the explanations will be video recorded and uploaded to the school's blog, parents too will have the chance to watch the expositions. So, as you can see, you will have an audience that masters different languages, and because of that, you will use Basque, Spanish and English in your expositions.

How to produce the expositions?

You will produce the expositions orally, and they will last between 7 and 10 minutes. In order to produce the expositions, you will gather in groups of 3 and each person will have to use two different languages throughout his exposition.

When producing your oral expository texts, you will use your outline and notes too. You will use them to assist you and you will not be able to read them.

The instructions for the text production activity. Initial text.

- AHOZKO AZALPENEN PRESTAKETA -

A TALDEA

Zereginak:

1. Erabaki nor izango den lehen, bigarren eta hirugarren hizlaria, eta beheko taulako ezkerreko zutabea idatzi bakoitzaren izen-abizenak.
2. Ondoko taula honetan hizlari bakoitzak ikastolari buruz zer informazio eman behar duen azaltzen da. Irakurri arretaz. Gorriz dagoen informazioa euskaraz eman behar da; berdez dagoena, ingelesez; eta urdinez dagoena, gaztelaniaz.

<p>1. hizlaria</p> <p>_____</p>	<p>AGURRA, TALDEAREN AURKEZPEN LABURRA, IKASLEAREN AURKEZPENA ETA BIOGRAFIA LINGUISTIKOA, AZALDUKO DUEN ATALAREN AURKEZPENA ETA ERABILIKO DITUEN HIZKUNTZENA</p> <p>GENERAL CHARACTERISTICS</p> <p>ALDERDI INTERESGARRIENA EDO HOBETU BEHARREKOA</p>
<p>2. hizlaria</p> <p>_____</p>	<p>GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED</p> <p>HISTORIA DE LA IKASTOLA</p> <p>THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED</p>
<p>3. hizlaria</p> <p>_____</p>	<p>SALUDO, PRESENTACIÓN Y BIOGRAFÍA LINGÜÍSTICA DEL ALUMNO, PRESENTACIÓN DE LA PARTE QUE EXPLICARÁ Y DE LOS IDIOMAS QUE SERÁN EMPLEADOS</p> <p>IKASTETXEAREN PROIEKTUAK</p> <p>ASPECTO MÁS INTERESANTE O ASPECTO PARA MEJORAR</p> <p>AGURRA ETA BLOGEKO FOROAN PARTE HARTZEKO GONBIDAPENA</p>

BASQUE	ENGLISH	SPANISH
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3. Hona hemen azalpenaren atal bakoitzari buruzko argibide batzuk (hauez gain, zuek ere bilatu bestelako informazioa):

- Biografia linguistikoa: zein den edo diren zuen etxeko hizkuntza(k), zein beste hizkuntza dakizkizuen. Hizkuntza bakoitza non ikasi eta non/norekin erabiltzen duzuen.
- Ezaugarri orokorrak: ikastolaren kokapena, ikasle eta irakasle kopurua, ikasgaiak zein hizkuntzatan egiten diren, euskara batua eta euskalkia noiz eta nola erabiltzen diren, zein adinetik zein adinetaraino ikasi daitekeen bertan, ikastolaren instalazioak, garraioa, eskolaz kanpoko ekintzak, antolatzen diren ekintzak.
- Ikastolaren historia: fundazio urtea, nola sortu zen, nork sortu zuen, ikastolak izan dituen kokapen desberdinak.
- Ikastolako proiektuak: Gazte Role Model Saria eta Comenius, adibidez.

4. Oso kontuan hartu gomendio hauek:

- Ikastolari buruzko alderdi interesgarriena edo, aldiz, aldatuko edo hobetuko zenuketena aipatzerakoan, arrazoitu zuen erantzuna eta ziurtatu taldekide bakoitzak ekarpen berria egiten duela.
- Azalpenak egiterakoan entzuleak ez direnez aurrean egongo, azalpenak ikastolako blogera igoko ditugu; 3. hizlariak, beraz, entzuleei foroan edozein iruzkin edo zalantza plazaratzeko gonbidapena egin behar die.
- Taldeko ahozko azalpenaren oharrak prestatzeko, AA Ikastolako webgunera jo dezakezue (Ikastolako webgunearen esteka ematen zaie), baina beste iturri batzuetatik dakizuen ere erabil dezakezue. Hala ere, ez ezazue webguneko informazioa hitzez hitz kopiatu, saiatu aurkitzen dituzuen ideiak zuen hitzen bidez azaltzen.
- Ahozko azalpenaren lagungarri gisa oharrak idatzi ahal izango dituzue, baina ahozko azalpenean ezin dira ohar horiek irakurri, esango duzuen gogorarazteko soilik erabiliko dituzue oharrok.
- Gogoratu ahozko azalpenak 7 eta 10 minutu bitartean irau behar duela. Entrenatu ezazue taldean egiaztatzeko denbora-tarte horretara egokitzen dela zuen ahozko azalpena.

-PREPARATION OF THE ORAL EXPOSITIONS-

GROUP A

Instructions:

1. Decide who is going to be the first, the second and the third speaker, and write each one's names and surnames on the left column of the table below.
2. You will find the information that each speaker has to give about the school on the table below. Read carefully. The information in red has to be provided in Basque; the information in green, in English; and that in blue, in Spanish.
3. Here there is some explanation about each section of the oral exposition (apart from these topic suggestions, find some others):
 - Linguistic biography: what is or are your home language(s), what other language you know. Where you learnt each language and where/who you use it with.
 - General characteristics: the school's location, the number of students and teachers, in what language are the lessons taught, when and how are the standardized form of Basque (batua) and the dialect (bizkaiera) used, during what age gap can one study there, the school facilities, the transport, the out-of-school activities, the activities that are organized.
 - History of the school: the foundation year, how it was created, who created it, the different locations the school has had during the years.
 - Projects of the school: *Gazte Role Model* and *Comenius*, for example.
4. Take into account these recommendations:
 - When mentioning the most interesting aspect or what should be improved about the school, you have to reason your answer and make sure that each groupmate makes a different contribution.
 - Since when making the oral expositions the addressee will not be present, we will upload the expositions to the school's website; so, the third speaker will have to invite the addressee to take part in the forum to leave a comment or clarify any doubt.
 - To prepare the notes for the oral exposition, you can visit AA Ikastola's website (the link to the school's website is provided), but you can also use

other resources. In any event, do not copy the information on the website word by word, try to express the ideas you find with your own words.

- As an aid for the oral exposition you will be able to write some notes, but in the oral exposition you are not supposed to read those notes, they will only be used in order to remind you of what you have to say.
- Bear in mind that the oral exposition should last between seven and ten minutes. Practise with your corresponding group to make sure that your oral exposition adjusts to that time span.

Sheet of paper to prepare the notes

-OHARRAK PRESTATZEKO ORRIA-

GARRANTZITSUA!

Orri honetan zuen ahozko azalpena egiteko oharrak idatziko dituzue. Gogoratu orri honetan idazten duzuenaz ez dela ahozko aurkezpena egiterakoan ahoz gora irakurtzeko, ohar gisa erabiltzeko baizik.

-SHEET TO PREPARE THE NOTES-

IMPORTANT!

In this sheet you will write down the notes for your oral presentation. Bear in mind that what you write in this paper is not to be read out loud when making the oral presentation, but to use as note.

Transcription criteria for the oral expository texts

The transcription criteria for this thesis have been specified based on the following works: Garro, E. (2007) "Jendaurreko debateak euskaraz. Diskurtso erreferituaren azterketa" and Calsamiglia Blancafort, H. & Tusón Valls, A. (2008). Las cosas del decir. Manual de análisis del discurso.

We have kept the transcription criteria in Basque, which are the following:

Interbentzioen hasieran, honako datu hauek bildu ditugu taula batean:

- ✓ Proiektuaren izenburua
 - ✓ Aurre- ala ondo-testua den
 - ✓ Ekoizpen lekua
 - ✓ Taularen letra (A, B, C)
 - ✓ Data
 - ✓ Partaideak: partaide bakoitzaren izena bi letraz izendatu da (adib. Ana Aldekoa = AA).
 - ✓ Iraupena: partaide bakoitzak zenbat denboraz hitz egin duen + taldean guztira.
 - ✓ Grabazioaren eta transkripzioaren egilea
 - ✓ Bestelako oharrak
- Hasierako taula eta gero, ikasleak ekoizpenak egiten hasi aurretik ematen dudak azalpenaren transkribapena idatzi dut, eta bertan, ikasleen eta nire elkartrukea ere idatzi dut. Ikasleek beraien artean batzuetan komentatzen dituzte gauzak baxuan, baina guztiak ez ditut apuntatu, garrantzitsuenak soilik.
 - Transkripzio irizpideak:
 - ✓ Bai orrialde, bai lerro guztiak zenbatu dira.
 - ✓ Parte-hartze bakoitza zenbakiz ordenatu da.
 - ✓ Partaide bakoitzaren izena bi letraz izendatu da.
Iñaki Berriozar → IB
 - ✓ Transkribapena esandako eran idaztera urreratu da, ñabardura pertsonalak eta dialektalak errespetatuz. Zalantzen aurrean idazkera ortografikoa hobetsi da.
 - ✓ Puntuazio zeinu arruntak ez dira erabili, adibidez: !, ? (gaztelaniaz amaieran bakarrik), hasieran maiuskularik ez, etenaren ondoren maiuskularik ez, ... –hiru puntu- ez). Ingeleseaz asteko egunak eta hizkuntzen izenak ez dira maiuskulaz idatzi.
 - ✓ Etenak (/) erabiliz adierazi dira:
 - / = 0-2 segundora arteko etenak
 - // = 2-3 segundora

- 3 segundotik gorakoak zenbakiz adieraziko dira parentesi artean (4'')

Segundoak gutxi gorabehera neurtutakoak dira beti.

- ✓ Tonuraren igoera eta jaitsiera adierazteko (↑) eta (↓) erabili dira esaldi amaieratan.
- ✓ Enfatisatzen diren hitzak **beltzez**.
- ✓ Esatariak adierazgarriak diren keinu edo ekintzak *kurtsibaz*, parentesi artean, eta jarraian esaldiaren zein partetan duen eragina.
(*esku batekin ilea ukituz*)
- ✓ Ulertezinak diren hitzak X-en bidez adierazi dira: X = silaba bat. Esaten dela uste dena horrela adieraziko da (=). Esaten dena ulertzen ez bada: (=?).
XX (=bueno?); X (=?)
- ✓ Errepikapenak esan bezala idatzi dira.
- ✓ Silaba eta hizki luzapenak bi puntu (:) erabiliz adierazi dira. Eta asko luzatzen denean, bi puntuko hiru (:::). Bi puntuak hitz artean edo kontsonante eta gero joan daitezke.
- ✓ Ingeleseko zatian norbaitek ingelesek hitzadian zehar pentsatzen daudenean egiten duten zarata eginez gero, horrela adierazi dut → a: ; a:m
- ✓ Ingeleseko zatian DBH euskaraz esaten badu, euskaraz esan duela adierazi da; ingelesez ari dela, aldiz, LMH (el-em-eich ahoskatuta) esaten badu, ez dugu argibiderik jarri.
- ✓ Hiriburuen izenak eta "AA Ikastola" izenak maiuskulaz idatzi dira.
- ✓ Hasiera faltsuak (-) bidez adierazi dira:
le- years later... sci- scientific... to es- speak
- ✓ Nahiz eta hizlariak gaizki esan, lehenengo hitza osorik esaten badu, ez dut hasiera faltsu gisa hartu, bi hitzak idatzi ditut:
Orduan joaten joan nintzan
- ✓ Irakurlearentzat ulertzeko zailak izan daitezkeen kontzeptuak parentesi artean (?) adierazi dira, = zeinua eta gero:
Estudio en tercero E (= gelaren letra) nire ordua = proiektuaren izena el aspecto más interesante de esta ikastola para mí es nire ordua (=zerbitzuaren izena)
- ✓ Ingelesez asmatzen dituzten hitzak ez dira ingeleseko grafiara aldatu:
Preescolar in the extraescolar
- ✓ Zenbakiak esaten dituzten moduan idatzi ditugu.
diciocho
- ✓ Ingelesez partizipioa erabili behar denean aditzean, ahoskeran ez denean entzuten erabiltzen dutela, ez dugu jarri (improve, eta ez improved).
- ✓ This/these → ahoskeragatik ez badago argi bata ala bestea esaten duten, izena sg./pl. den arabera aukeratu dugu bata ala bestea.

- ✓ -ed asko markatzen bada, idatzi egin dugu parentesi artean asko markatzen dela.
Studied (-ed asko markatzen du)
- ✓ Hizlariak hitz egiten bukatzen dutenean, /
- ✓ Onomatopeiak eta hots paralinguistikoak ohiko eran idatzi dira. Aah! / ay! / ah!
moduko zaratak agertuz gero, zer adierazten duten jarri dut (=).
- ✓ Idazkera bereziak:
Horrela idatzi dira: ñ-ak: baña, baño, gañera; Bilbao, quedau; hogeta. Baina
“mila” idatzi dugu, nahiz eta “milla” esan.
- ✓ Batzuetan ikasleek begirada nora zuzentzen duten ez dago argi, eta intuizioz jokatu
dugu.
- ✓ Saiatu gara ahalik eta zehatzen transkribatzen, baina batzuetan ez dago guztiz argi,
adibidez, “diciocho” edo “dieciocho” dioten, edota “accustome/accustomed”
dioten. Horrelako kasuetan askotan “X” eta aukera guztiak (=?) jarri ditugu, baina
beste batzuetan aukera baten alde egin dugu.
- ✓ I’m / I am idatzi dut ikasleek esaten dutenaren arabera.
- ✓ Hizlariak hitz bat zatitzen dutenean, (-) bidez adierazi dugu:
Alderdi interesgarrie-na da...
- ✓ Hizlariak zerbait esaten badute baina argi badago beste zerbait esan nahi dutela,
esan duena eta esan nahi zutela uste dudana jarri dut
meet with the french (friends?)
- ✓ Hizlari batak besteari hitza emateko nola egiten du? Azken hizlariak hitz egiten
bukatzeko duenean, besteek zer egiten dute? Hori apuntatu egin dugu.

Example of a transcription of an initial text

7. TALDEA

Proiektuaren izenburua	Gure ikastola en tres languages
Aurre ala ondo testua?	Aurre testua
Kontrol taldea ala esperimentalak?	Kontrol taldea
Ekoizpen lekua	AA Ikastolako instalazioetan (Bilbon)
Taularen letra	A
Data	2016ko apirilaren 29a
Partaideak	(IS), (AT) eta (JDR)
Iraupena	Taldearen iraupena guztira: 7' 30" Taldekide bakoitzaren interbentzioa: IS: 2' 18" AT: 3' 13" JDR: 1' 57"
Grabazioaren eta transkripzioaren egilea	Ana Aldekoa
Bestelako oharrak	Eskuin-ezker, hitz egitea dagokien ordenaren arabera jesarrita daude

	Ikerlaria	Ikaslea1	Ikaslea2	Ikaslea3
1	zelan? /			
2		ondo /		
3	ondo? /			
4		bai /		
5	e: gogoratuten dozue apur			
6	bet e: zer azaldu genizuen			
7	astelehenean? /			
8				
9	edo...? / bai? /		bai /	
10		bai /		
11		bai / bai		
12	akordetan zarie zelan e: /			
13	esan genizuen ba hori / e: in			
14	behazinduela ahozko			
15	azalpen bat hiru			
16	hizkuntzatan / zetarako? /			
17	bueno e: Irlandako			
18	ikastetxeko ikasle batzuk			
19	etorriko zirela- zirelako			
20	hemetik aste bira / eta			
21	orduen zuek azaldu			
22	beha:dotzezuelako apur bet			
23	e: aurretik e: ikastolaren			
24	inguruko: gauzak ez? / eta:			
25	bueno e: ikasle horrik			
26	eztirenez egongo hemen			
27	zuek ahozko azalpenak iten			
28	dozuezanean ba guk			
29	eskegiko dogu edo gure			
30	asmoa da eskegitea /			
31	ahozko azalpen hau blogean			
32	/ holan Irlandako ikasleak			
33	euingo daurie aukera /			
34	ikusteko baña ez bakarrik			
35	Irlandako ikasleek / baizik			
36	eta zuen gurasoak bebai ez?			
37	/ orduen horregaitik erabili			
38	behako dozuez euskera			
39	inglesa eta erdera / bale			
40	zuetako bakoitzak erabiliko			
41	dauz hizkuntza bi hori	bai /		
42	badakizue / ahozko			
43	azalpenak iraun behar dau			
44	zazpi eta hamar minutu	bai /		
45	bitartean / e: zuetariko			

46	bakoitzak badakizue aipatu			
47	behar dauela zein dan bere			
48	ustez / e: AA Ikastolako			
49	alderdirik interesgarriena			
50	edo aldatuko leukena /			
51	eta hori aipatu arrazoitu eta			
52	gero esan geuntsuen bebai			
53	ziurtatu behar zenutela e:			
54	bakoitzaren ekarpena			
55	desberdina zala / akordetan	bai /		
56	zarie? bai?			
57			bai /	
58	eta gero: m: hirugarren			
59	hizlariak e: in behar dauela			
60	fororako: aipamena			
61	eta / ah (= gogoratu duela			
62	adierazteko) / oso	bai /		
63	garrantzitsue bebai / eukin		bai /	
64	dozue: aukera / e: ohar			
65	batzuk idazteko / e:			
66	azpimarratu: gindun: e:			
67	baten baño gehautan ohar	bai /		
68	hoiek zuei laguntzeko direla			
69	bale? / eztirela / irakurteko /			
70	bale?			
71				
72	orduen bueno ba ontxe:			
73	pare bat minutu			
74	emongotsueguz apur bet e:			
75	ba gurebozue oharrak			
76	irakurteko edo zuen artean			
77	e: / komentatzeko edo			
78	errepasatzeko edo	bai /		
79	gurozuen iteko bale? /			
80				
81	ta gero ya / hasiko gara /			
82		bale /		
83				
84			bale /	

(taldekideek 5 minutuz aurkezpena erreparatzen edo prestatzen dute)

	1. hizlaria (IS)	2. hizlaria (AT)	3. hizlaria (JDR)
85	<i>(gidoia begiratzten du eta</i>		
86	<i>gero aurrera) e:m / egun on</i>	[bere gidoia begiratzten du eta	[IS begiratzten du]
87	<i>gu: (bere taldekideak</i>	<i>gero IS; eskuak mahai azpian</i>	
88	<i>seinalatzen ditu) JDR AT eta</i>	<i>mugitzen ditu]</i>	
89	<i>IS gara / eta AA Ikastolako /</i>		
90	<i>e: DBH hirugarren mailako:</i>		
91	<i>(eskuekin jolastan du) ikasle</i>	[eskuak mahai gainean jartzen	
92	<i>batzuk gara / e: nire izena l</i>	<i>ditu]</i>	
93	<i>da e: Bilbon bizi naiz eta</i>		
94	<i>hamalau urte dekodaz / e:</i>	[gidoia eskuekin hartzen du]	
95	<i>nire etxean euskaraz</i>	[eskua aho aldera darama]	
96	<i>mintzatzten naiz eta: ika- eta</i>		
97	<i>lagunekin erdaraz egiten</i>		[bere gidoia begiratzten du]
98	<i>dot eta: / ikastolan txikitatik</i>		
99	<i>e: (beso bat mahai gainean</i>	[IS begiratzten du]	
100	<i>luzatzen du eta atzamar</i>		
101	<i>batekin jolastan du, behera</i>		
102	<i>begiratzten; beste eskuarekin</i>		
103	<i>jertsearen soka bat ukitzen</i>		
104	<i>du – sokarena denbora</i>		
105	<i>luzez) ingelesez ikasten dot</i>		
106	<i>(aurrekoa zuzentzeko</i>		
107	<i>aurrera begiratzten du) i-</i>		
108	<i>ingeleza ikasten dot / eta: e:</i>		
109	<i>orain dala hiru urte</i>		[IS begiratzten du]
110	<i>frantsesa / frantsesez hitz</i>		
111	<i>egiten e: ikasten hasi</i>	[JDRren alderantz begiratzten	
112	<i>nintzan / (bere gidoia</i>	<i>du eta gero IS begiratzten du]</i>	
113	<i>begiratzten du) e:m gure</i>		
114	<i>azalpenean ingelesez</i>		
115	<i>erderaz eta euskeraz hitz</i>		
116	<i>egingo dogu / eta nik e:m /</i>		
117	<i>e: (eskuarekin markatzten</i>		
118	<i>du) euskeraz eta ingelesez</i>		
119	<i>egingo dot / e: / azaltzen</i>		
120	<i>(gidoia begiratzten du) // (AT</i>	[gidoia mahaiean uzten du]	
121	<i>begiratzten du irribarre</i>		
122	<i>eginez eta zerbait esaten</i>		
123	<i>dio oso tonu baxuan; besoa</i>		
124	<i>mahai gainean igurtzen du)</i>		
125	<i>ay XX (=?) e: eta: azaltzen e:</i>		[IS begiratzten du eta irribarre
126	<i>/ ikastolako ezaugarri</i>	[IS begiratzten du eta irribarre	<i>egiten du]</i>
127	<i>batzuk eta: i- eta: alderdi</i>	<i>egiten du]</i>	
128	<i>interesgarriren bat (mahai</i>		[ATren gidoia begiratzten du]
129	<i>gainean markatzten du)</i>		
130	<i>aipatuko dot (gidoia</i>		

131	<i>begiratzten du) / e: AA</i>		
132	Ikastola is located in Bilbao	[ISren gidoia begiratzten du]	
133	e: Biscay (<i>gidoia begiratzten</i>		
134	<i>du) / there are about e: one</i>		
135	thousand five hundred and		
136	forty: students and / and		
137	we s- (<i>irribarre egiten du)</i>		[IS begiratzten du]
138	and we study / in basque /		
139	e: e: except e: the french /	[aurrera begiratzten du]	
140	e: subject e: english science		[bere gidoia begiratzten du]
141	and spanish (<i>gidoia</i>		
142	<i>begiratzten du) / e: in this</i>		
143	school is not uses the: is not		
144	used e: the batua / as the		
145	other schools e: we use	[IS begiratzten du eta gero	
146	bizkaiera that is the dia-	bere gidoia]	
147	lect e: of from Biscay /		
148	(<i>gidoia begiratzten du) e:</i>		[IS begiratzten du]
149	there are three buildings e:	[IS begiratzten du eta gero	
150	(<i>besoarekin markatzen du)</i>	ISren gidoia]	
151	the high school building the		
152	preescolar building / and		
153	the: / and the primary		
154	school building / (<i>gidoia</i>		
155	<i>begiratzten du) e: / (eskuak</i>		
156	<i>bata bestearekin igurzten</i>	[bere hatzazalak begiratzten	
157	<i>ditu, eta gero jertsea eta</i>	ditu eta bere erlojua; gero	
158	<i>eskuekin jolasten du) there</i>	eskuak mahai gainean bata	
159	are about e: twelve / there	bestearen gainean jartzen	
160	are about twelve e: buses	ditu]	
161	that came from come from		
162	/ e: another places ae- and	[esku bat kokotzera darama]	
163	apart of that there are / a		
164	lot of: / e: activities to do		[bere gidoia begiratzten du]
165	after classes e: like football	[bere gidoia begiratzten du eta	
166	dance e: basketball (<i>gidoia</i>	gidoia esku artean hartzen du	
167	<i>begiratzten du) / e: azkenik</i>	– hemendik aurrera hankak	
168	alderdi (<i>gidoia begiratzten</i>	mugitzen ditu]	
169	<i>du eta jertsearen sokarekin</i>		
170	<i>jolasten du – sokarena</i>	[estul egiten du]	
171	<i>amaiera arte)</i>		[begirada galduarekin]
172	interesgarrietako bat e:		
173	ikastolako maila altua da	[bere gidoia eskuekin hartzen	
174	(<i>buruarekin aurrekoa</i>	du eta ISren gidoia begiratzten	
175	<i>zuzenduko balu bezala</i>	du]	
176	<i>egiten du) altua da e: e:</i>		
177	ekintza sozial e: askotan e:		
178	asko-tan parte hartzen		
179	dogulako eta egunero	[irribarre egiten du]	
180	klasean e: maila altua /		
181	(<i>irribarre egiten du</i>		

182	<i>aurrekoa konpontzearen</i>		
183	<i>keinua egiten du) e: klasean</i>		
184	<i>asko e: eskatzen dalako /</i>		
185	<i>(AT begiratzten du)</i>		
186	<i>(Oro har kamera begiratzten du noizbehinka eta nahiko denbora luzez mantentzen du begirada kameran)</i>		[Oro har JDRren jarrera oso konstantea da: oso gutxi mugitzen da, eta begirada etengabe mugitzen du, toki bakoitzean denbora gutxian begiradari eutsiz]
187		<i>(gidoia begiratzten du; gidoia esku artean hartuta dauka – azken hori oso denbora luzez)</i>	
188		<i>e: hello good (aterantz begiratzten du, atea zabaltzeak egiten duen zaratagatik)</i>	
189		<i>morning / (gidoia begiratzten du) e: I'm AT (albo batera zuzentzen du begirada – ia hitzaldi osoan zehar) I am fifteen years old and I live in Bilbao (gidoia begiratzten du) / e: I study: in (gidoia begiratzten du) AA Ikastola in third DBH / e:m (gidoia begiratzten du) my: materna:l language is the spanish / so I speak tha:t language e: / (gidoia begiratzten du) at home with my parents and my: old brother (gidoia begiratzten du) / e:m I study basque in the: AA Ikastola since I was child and I practise (gidoia begiratzten du) that langua- language speaking with my: brother (gidoia begiratzten du) / X (=e:/it?) is the same case of the english that / I start studying this language (gidoia begiratzten du) e: when I was child / e: three years ago I esta- I start studying (gidoia begiratzten du) e: french here in the ikastola (gidoia begiratzten du) / e: in this oral presentation e: at first (gidoia begiratzten du) I'm going to / (aulkia aurrerantz mugitzen du) e: / explain the: history of AA ikastola / e: and this part I'm going to (gidoia begiratzten</i>	
190	[aterantz begiratzten du eta gero AT]		[aterantz begiratzten du eta gero ikerlariok]
191			
192			
193			
194	[besoak gurutzatuta dauzka mahai gainean eta ATren gidoia begiratzten du]		
195			
196			
197			[AT begiratzten du eta gero bere gidoia]
198			
199	[bere gidoia begiratzten du]		
200			
201			[erlojua begiratzten du? Eta gero kamera]
202			
203			
204			
205			
206			
207	[bere gidoia begiratzten du]		
208			
209			
210			
211			
212			[ATren gidoia begiratzten du]
213			
214	[bere ilearekin jolasten du eta begirada galduarekin]		
215			
216			[ATren gidoia eta AT begiratzten ditu]
217			
218			
219			
220			[ATren gidoia begiratzten du]
221	[eskuak mahai gainean gurutzatzen ditu]		
222			
223			
224			
225			
226			
227			
228	[atzamarrekin jolasten du]		
229			

230		<i>du</i>) / e: / explain i:n spanish	
231		and (<i>gidoia begiratzten du</i>)	
232	[ondo jesartzen da eta bere	finally I'm going to: explain my	[AT eta Atren gidoia begiratzten
233	gidoia begiratzten du,	point of view about the most	ditu]
234	eskuekin hartzen duelarik]	interis- (<i>zuzentzearen keinua</i>	[beherantz begiratzten du]
235		<i>egiten du aurpegiarekin</i>)	
236		interesting / e: aspects (<i>gidoia</i>	
237		<i>begiratzten du</i>) of the ikastola	
238		o: what to e: would be (<i>gidoia</i>	
239		<i>begiratzten du</i>) / improve / e:	
240		and this I'm going to: (<i>gidoia</i>	
241		<i>begiratzten du</i>) explain it in	
242	[bere gidoia begiratzten du,	english / (<i>gidoia mahai</i>	
243	ilearekin jolasten duelarik –	<i>gainean uzten du baina</i>	
344	ilearena denbora luzez]	<i>izkinak oraindik ere eskuekin</i>	
245		<i>ukitzen ditu</i>) como os he	
246		mencionado anteriormente os	
247		voy a hablar (<i>gidoia esku</i>	[ATren gidoia eta AT begiratzten
248		<i>artean hartzen du</i>) un poco:	ditu]
249		sobre la historia de la ikastola	
250		(<i>gidoia begiratzten du</i>) / en el	
251		año mi:l novecientos sesenta	
252		y cinco / en el País Vasco /	
253		sólo había veintinueve	
254		ikastolas pero (<i>gidoia</i>	
255		<i>begiratzten du eta eskuarekin</i>	
256	[begirada galduarekin]	<i>eta buruarekin markatzen du</i>)	
257		durante el tiempo / más o	
258		menos en el año setenta / e:	
259		subieron las cantidades y	
260		había ciento tres ikastolas	
261		(<i>gidoia begiratzten du</i>) / y en el	
262		año ochenta / siguieron	
263		subiendo / hasta doscientas	
264		cuarenta y dos (<i>gidoia</i>	
265	[eskuak elkartzen ditu	<i>begiratzten du</i>) / e:n el caso de	
266	mahai gainean]	Vizcaya / (<i>gidoia begiratzten</i>	
267		<i>du</i>) e: / (<i>ilea ukitzen du eta</i>	
268		<i>gidoia modu exajeratuan</i>	
269		<i>begiratzten du- azken hori</i>	
270		<i>nahiko denbora luzez</i>) eoe: se	
271		han / (<i>gidoia mahai gainean</i>	
272		<i>uzten du</i>) se han: a-	
273		encontrado (<i>gidoia begiratzten</i>	
274	[ATren gidoia begiratzten du]	<i>du eta eskuekin hartzen du</i>)	
275		restos de ikastola en el	
276		alrededor del año mil	
277	[bere esku bat begiratzten	ochocientos noventa y seis /	
278	du eta ilera eramaten du	e: como podréis saber en la:	
279	eskua]	en esta ikastola / e:s todas las	
280	[bere gidoia begiratzten du]	asignaturas se estudian en	[ATren gidoia begiratzten du]

281		euskera excepto el inglés el	
282		francés la lengua castellana y	
283		ciencias (<i>gidoia begiratzten du</i>	
284	[eskuekin jolasten du mahai	<i>eta zama arraskatzen du)</i> / los	
285	gainean]	primeros pasos que dio AA	
286		Ikastola fueron en silencio / ya	[AT eta ATen gidoia begiratzten
287		que: la única: lengua (<i>gidoia</i>	ditu]
288		<i>begiratzten du)</i> que: / e:	
289		aceptaba las leyes era: la	
290	[ilea esku batekin orrazten	lengua castellana / pero	
291	du eta bere gidoia	gracias al apoyo y el XXXX	[aterantz begiratzten du]
292	begiratzten du]	(=pasaturo?) alto de las	
293		iglesias se empezaron a:	
294		construir (<i>gidoia begiratzten</i>	
295		<i>du)</i> las primeras ikastolas / to	
296		finish I'm going to: explain /	
297		my point of view about the:	
298		(<i>gidoia begiratzten du)</i> / the:	
299	[ilea belarri atzera	mo:st interesting aspect of the	[ahora irekitzen du (harnasa
300	eramaten du eta bere	ikastola / (<i>gidoia begiratzten</i>	hartzeko?) eta bere gidoia
301	gidoia begiratzten du]	<i>du)</i> e: one interesting project	begiratzten du – azkena nahiko
302		of the ikastola / e: is / nire	denbora luzez]
303	[azazkalak jaten ditu]	ordua (=proiektuaren izena)	
304		that (<i>gidoia begiratzten du)</i> is	
305	[ATren gidoia begiratzten du	conti- / i: (<i>aurrekoa</i>	
306	eta gero berea]	<i>zuzentzearen keinua egiten</i>	
307		<i>du)</i> it consist / on having extra	
308	[ilea ukitzen du]	hours to: practise e: / the	
309		subjects you go worser / a:nd	
310		i:t is carry out the: mondays	
311		and wednesday at the fourth	
312		hour / so that (<i>gidoia</i>	
313		<i>begiratzten du – denbora luzez)</i>	
314		we have / e: extra hours to	
315	[azazkalak jaten ditu, bere	practise the: / e: / the subject	
316	gidoia begiratzten du eta ilea	/ for other part and to finish /	[AT begiratzten du]
317	belarri atzera darama]	e: (<i>gidoia begiratzten du)</i> I	
318		think that e: would be	[bere gidoia begiratzten du]
319	[atzamarrak begiratzten	improve e: to change the	
320	ditu]	metal glasses (<i>gidoia</i>	
321		<i>begiratzten du)</i> of the living	
322		room and put crystal ones	
323		because the: / (<i>gidoia</i>	
324		<i>begiratzten du)</i> meta:l e:	
325		glasses they have a very taste	
326		/ (<i>gidoia begiratzten du modu</i>	[ATren gidoia eta AT begiratzten
327		<i>exajeratuan eta aurrekoa</i>	ditu]
328		<i>zuzentzearen keinua egiten</i>	
329		<i>du)</i> very strange taste /	
		(<i>beherantz begiratzten du. Ez</i>	[AT begiratzten du]
		<i>dio hirugarren hizlariari</i>	

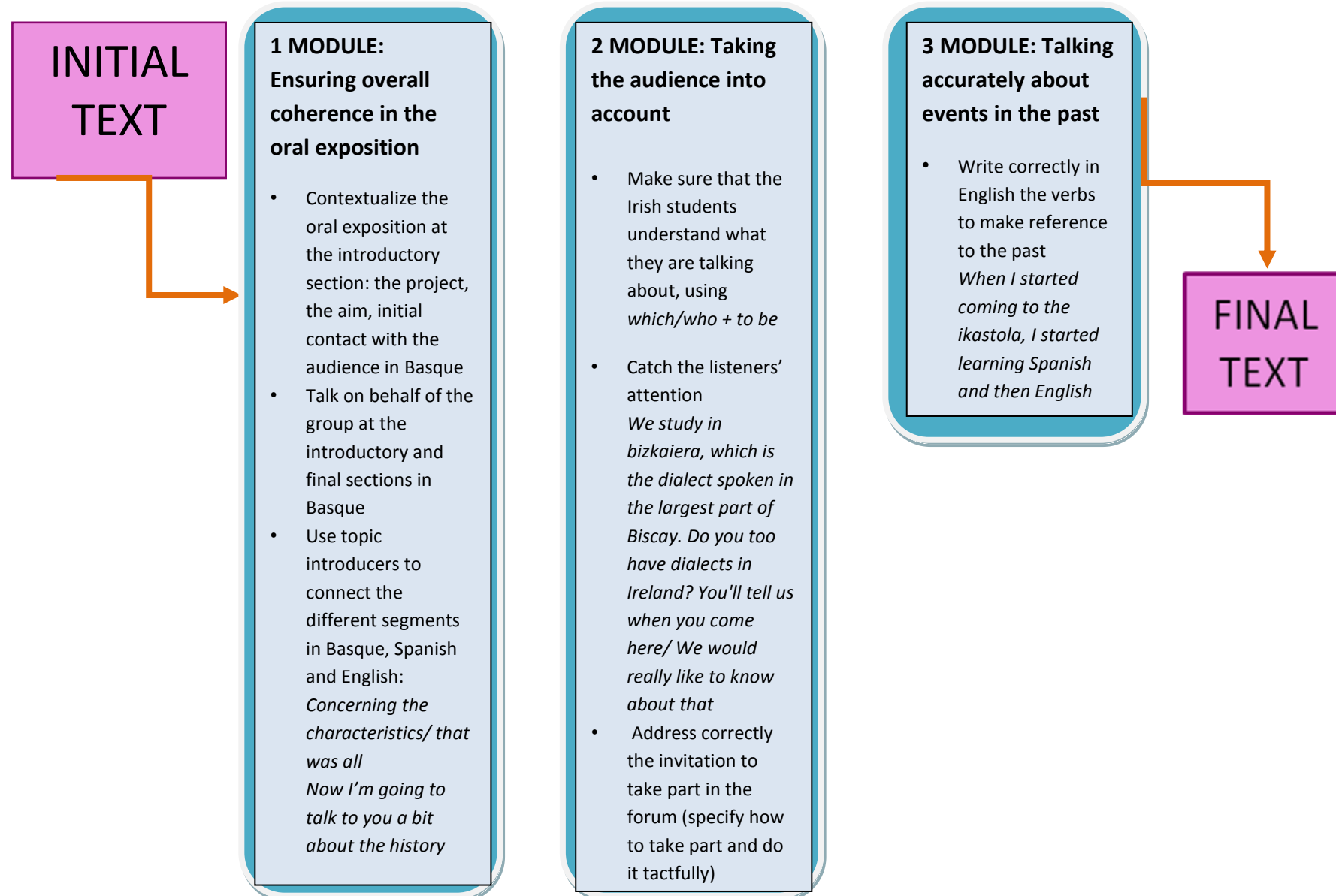
		<p><i>begiratzzen)</i></p> <p><i>(Oro har albo batera edo behera begiratzzen du, noizean behin aurrera begiratzzen duen arren; gidoia esku artean dauka denbora gehiengan eta etengabe mugitzzen du esku artean; hankak noizbehinka mugitzzen ditu eta nahiko denbora luzean)</i></p>	<p>[Oro har JDRren jarrera oso konstantea da: oso gutxi mugitzzen da, eta begirada etengabe mugitzzen du, toki bakoitzean denbora gutxian begiradari eutsiz]</p>
330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369	<p>[JDR begiratzzen du eta ilea ukitzen du]</p> <p>[bere gidoia begiratzzen du]</p> <p>[JDR begiratzzen du]</p> <p>[atzamarrak eta jertsearekin jolastzen du]</p> <p>[besoak mahai gainean luzatzen ditu]</p> <p>[bere gidoia begiratzzen du eta eskuekin beso bat ikutzzen du]</p> <p>[esku batekin ilea ikutzzen du]</p> <p>[albo batera begiratzzen du]</p>	<p>[albo batera eta bestera begiratzzen du, gidoia esku artean]</p> <p>[gidoiaren gainetik atzamarra pasatzen du – nahiko denbora luzez] [JDR begiratzzen du]</p> <p>[bere gidoia begiratzzen du eta esku bat mahai azpian mugitzzen du – azkena nahiko denbora luzez]</p> <p>[JDR eta JDRren gidoia begiratzzen du – nahiko denbora luzez]</p> <p>[irribarre egiten du]</p>	<p><i>(Kamera begiratzzen; esku bat mahai azpian dauka eta mugitu egiten du – eskwarena denbora luzez) buenos días (gidoia begiratzzen du) como anteriormente ha comentado l mi nombre es J y tengo (gidoia begiratzzen) quince años / estudio en AA (gidoia begiratzzen) Ikastola y vivo en un pueblo cercano a Bilbao llamado (gidoia begiratzzen) Alonsotegi / mi lengua materna es el castellano por lo tanto hablo español (gidoia begiratzzen) con mi familia / empecé a aprender euskera y inglés desde pequeña en clase y al comenzar la ESO (gidoia begiratzzen du) / inicié estudiando: francés dos veces (gidoia begiratzzen) a la semana / durante esta última parte (gidoia begiratzzen) me limitaré a explicarles algunos de los (gidoia begiratzzen) proyecto:s / en los que (gidoia begiratzzen) estamos participando / y los aspectos más (gidoia begiratzzen) interesantes (esku bat mahai azpian mugitzzen du) de la (gidoia begiratzzen) ikastola y los que se podrían (gidoia begiratzzen) mejorar / todo lo nombrado lo: explicaré tanto en espera (irribarre egiten du aurrekoa zuzentzearen keinua egiten du buruarekin) español como en c- (gidoia begiratzzen) euskera / (esku biak lotzen ditu) alde batetik bi proiektu (gidoia begiratzzen) azalduko: ditut / lehenengo: e: azalduko dudan</i></p>

370			proiektua t day (<i>gidoia begiratzuz</i>)
371			izenekoa da / bi proiektu lantzen
372		[JDRren gidoia eta JDR	dira zientifikoa eta (<i>gidoia</i>
373		begiratzuz ditu – nahiko	<i>begiratzuz</i>) teknologikoa / zientzia
374		denbora luzez]	mailan (<i>gidoia begiratzuz</i>) ikasleek
375	[eskuak elkartzen ditu		arazo bati konponbide ba:t /
376	aurpegiaren kontra eta JDR		(<i>gidoia begiratzuz</i>) e: aurkitzen
377	begiratzuz du]		diote eta epaile batzuen aurrean
378	[bere azazkalak begiratzuz		(<i>gidoia begiratzuz</i>) aurkeztu behar
379	ditu]		dute / horrez gain proiektu
380		[aurrera begiratzuz du]	(<i>gidoia begiratzuz</i>) teknologikoan
381	[bere gidoia begiratzuz du		robot bat eraiki behar dute eta
382	eta ikutzuz du]		programatu / e: misioi batzuk
383			egite:n (<i>gidoia begiratzuz</i>)
384			lortzeko / aipatuko dudana (<i>gidoia</i>
385		[atzamarrekin mahai gainean	<i>begiratzuz</i>) beste proiektua (<i>esku</i>
386		jolastuz du; JDR begiratzuz du	<i>bat mahai azpian mugituz du</i>)
387	[ilea ikutzuz du]	– nahiko denbora luzez]	ikasleen alkartrukea (<i>gidoia</i>
388		[mahai azpiko eskua mugituz	<i>begiratzuz</i>) da / proiektu hau DBH
389		du – ia amaiera arte]	laugarren mailakoei (<i>gidoia</i>
390			<i>begiratzuz</i>) zuzenduta dago /
391			kurtso hasieran (<i>gidoia begiratzuz</i>)
392	[eskuekin gidoia hartuz du		gure / ikastolako ikasleak
393	eta gidoia begiratzuz du]		Europako beste herriedetara
394			(<i>gidoia begiratzuz; eskuak lotuz</i>
395	[esku batekin ilea ikutzuz		<i>ditu</i>) joaten dira / eta hango
396	du]		familiatan ostatzen (<i>gidoia</i>
397		[aurrera begiratzuz du]	<i>begiratzuz</i>) dira / hilabe-te batzuk
398			(<i>gidoia begiratzuz</i>) geroago her-
399			(<i>aurrekoa zuzentuz dabilenaren</i>
400	[bere gidoia begiratzuz du	[begirada galduarekin -	<i>keinua egiten du buruarekin</i>)
401	eskuekin hartuz duarik]	denbora luzez]	atzeritarrak hona etortzen
402			(<i>gidoia begiratzuz</i>) dira / proiektu
403	[esku batekin ilea ukutzuz		hau leku desberdinetako e:
404	du]		kulturak eta bizimodua ikasteko
405			baliagarria (<i>gidoia begiratzuz</i>) da /
406	[eskuekin ile sorta bat		por otra parte (<i>gidoia begiratzuz</i>)
407	hartuz du eta hori		voy a explicarles una de las
408	begiratzuz du]		partes más interesantes (<i>gidoia</i>
409			<i>begiratzuz</i>) de la ikastola / el cual
410			es el número amplio: / (<i>esku bat</i>
411	[eskuak elkartuz ditu]		<i>bat mahai azpian mugituz du –</i>
412		[hanka bat mugituz du]	<i>amaiera arte</i>) de los proyectos
413			(<i>gidoia begiratzuz</i>) que se realizan
414			/ como los que he mencionau
415			(<i>gidoia begiratzuz</i>) anteriormente
416			/ azkenik ikastolako blogeko
417		[JDR eta JDRren gidoia	foroan parte (<i>gidoia begiratzuz</i>)
418		begiratzuz ditu]	hartzeko / e: gonbidatzen (<i>gidoia</i>
419			<i>begiratzuz</i>) zaituztegu / eskerrik
420			asko zuzen atentzioagatik gracias

421	[bere azazkalak begiratzen		por vuestra atención thank you
422	ditu; ondoren begirada	[IS begiratzen du]	<i>(irribarre egiten du eta ikerlarioi</i>
423	galduarekin]		<i>begiratzen gaitu) for your</i>
424			<i>attention /</i>
425		[IS begiratzen du eta irribarre	
426		egiten du]	<i>(Oro har kamera begiratzen du,</i>
			<i>baina begirada ia jarrain</i>
	[AT begiratzen du eta	[ondo jesartzen da, gidoia	<i>desbideratzen du; batzuetan</i>
	irribarre egiten du]	esku artean hartzen du eta	<i>denbora gehiago eusten dio</i>
		begiratzen du]	<i>begiradari, baina oro har kamera</i>
	[eskuak kokotzera eramaten	[bere erlojua begiratzen du]	<i>begiratu eta gero alboetara edo</i>
	ditu eta bere gidoia	[JDR begiratzen du]	<i>behera begiratzen du; oso</i>
	begiratzen du]		<i>erritmo irakurria du, azkar hitz</i>
		[irribarre egiten du eta	<i>egiten du)</i>
	[IS begiratzen du]	ikerlarioi begiratzen gaitu]	
	[aurrera begiratzen du eta		
	gero ikerlarioi]		

Outline of the aims of the didactic sequence

AIMS OF THE MODULES OF THE DIDACTIC SEQUENCE



ANNEX 14

Detailed description of the modules

1st module : Ensuring overall coherence in the oral exposition					
Objective	Language	Oral/written form of work	Social form of work	Support	Description of the task
To remind students of the communicative situation and the task	Basque	-	Question/Answer (interaction between students and teacher)	Sheet of paper with questions	0.a. Students are told that the exercises they are about to do will help them improve the oral expository text that they did some time ago, and that after doing the exercises, they will produce the oral expository text back again. Then, some written questions are posed to students in order to remind them of the communicative situation and the task, which they have to answer orally, e.g.: <i>What did you have to produce?; What was it about?; To whom? Why?; In what languages? Why?...</i>
To remind students of the communicative situation and the task	Basque	-	Lecture (teacher talking)	Coloured table that includes the contents and the languages for the oral expository text	0.b. Students are reminded that they were provided with a table that includes the topics that each speaker has to talk about and the languages they have to use to explain each of the topics.
To inform students what they are expected to know after doing	Basque	-	Lecture (teacher talking)	Written table of main and specific aims	0.c. The main and specific aims of the modules of the didactic sequence are explicitly stated to students, and students are informed that throughout the exercises, apart from Basque, Spanish and English will also be employed.

the modules					
To include all the necessary information at the introductory section					1. The introductory section of the oral expository text in Basque
To remind students what it is that the first speaker has to talk about at the beginning of the oral expository text	Basque	-	Lecture (teacher talking)	The part of the coloured table of the first speaker Table of contents	1.0. Students are reminded that in the coloured table which they used to prepare the oral expository text, the information that the first speaker has to give at the beginning of the oral expository text is stated. Then, students are informed about other kind of information that they are also expected to convey at the introductory section, which does not appear in the coloured table, but is necessary in order to provide the context for the oral expository text: introducing the project, explaining the aim of the oral exposition, and addressing the audience and attracting their attention.
To realize what kind of information a proper introductory section should	Basque	Written	Q/A	Transcription of a model introductory section Box for students to write their	1.a. Students are shown a model introductory section of an oral expository text, in which the three points of information on the table of contents seen in exercise 1.0. (the contents that are not included in the coloured table) are highlighted in different colours. After that, students are asked to think about two other

convey				suggestions	possible ways of saying each of the three points.
To realize what kind of introductory section students produced at the initial text by comparing it with the model text	Basque	Written	Q/A	Transcription of an introductory section that students did Box with questions White space for the improved version	1.b. Students are confronted with an introductory section that they produced which does not include all parts that an introductory section should have and, through answering some questions, they are made to reflect on the appropriateness of such introductory section: <i>Can you identify all parts of an introductory section which we saw in exercise 1.0.?; Is any of the part missing?; Would you improve it?.</i> Finally, students are asked to rewrite it by taking into account the model introductory section in exercise 1.a. and the sentences that they have come up with in exercise 1.a.
To rehearse the introductory section orally	Basque	*Oral	Students in groups	The improved version of exercise 1.b.	1.c. Students are told to act as if they were making the real oral expository text and say the introductory section.
To talk on behalf of the group both at the initial and final sections					2. The text architecture of the oral expository text: the initial and final sections in Basque
To realize that both at the initial and final sections of the	Basque	Written	Q/A	Transcriptions of the introductory and final sections	2.a. Two transcriptions of two different introductory and final sections are compared (in one of them they talk on behalf of the group and in the other they do not) and analyzed through some questions: <i>In which of the examples, those on the left or</i>

text students have to talk on behalf of the group				Box with questions	<i>those on the right, can be seen more clearly that the oral expository text has been made in group?; Why?</i>
To use topic introducers					3. Anticipating the information: using topic introducers in Basque and English
To realize that they have to use topic introducers while they speak in order to let the audience know what is the next topic, and to learn about different kinds (short) of topic introducers and final markers – the metadiscourse-	Basque	Written	Q/A	Audio/video Transcriptions Box with questions	3.a. Students watch two videos and read at the same time their corresponding transcriptions about the history, the characteristics and the projects of the Guggenheim museum. In one of them, there is no anticipation of the topics that are going to be mentioned; in the other one, there is, through short topic introducers, such as <i>regarding</i> or <i>concerning</i> . Afterwards, the two different transcriptions are compared through some questions: <i>What are the three aspects of the Guggenheim museum that are stated in the examples above?; Although at the beginning of the two examples the topics that will be mentioned are specified, in which of the two examples is stated more clearly while they talk what will they talk about next?; What words or phrases are used in order to say what they will talk about? Where are they placed?; Do you know any other way to say the same thing? Give two examples.</i> And the same kind of questions are posed for the final marker.
To apply what	English	Written	Interaction	Transcription	3.b. Students read a transcription about the history, the

they have learnt in Basque to English			between the teacher and the students (it is not a Q/A format, the exercise is carried out together)	Box with phrases	characteristics and the projects of a research institution. Then, they are asked to find where in the text they would say what they are going to talk about next, to choose the correct expressions from the box to do so and write the forms in the text, and the same thing with the final marker.
To learn other kinds (long) of topic introducers – the metadiscourse-, where they address the audience, use a wide range of verbs and include modalizers	Basque	Written	Q/A	Transcription Boxes with questions	<p>3.c. Students read a transcription about the history, the characteristics and the projects of the Guggenheim museum, where the next topic is anticipated through long topic introducers, which address the audience and are in every case the same, that is, the same verb is repeated all the time. But in one of the topic introducers a modalizer is included. Students are made to analyze the transcription through some questions: <i>What words or phrases are used in order to specify what they will talk about?; The way speakers let the audience know what comes next is not too repetitive?.</i></p> <p>Then, students are asked to make up five other sentences to say the same thing, using other adverbs and verbs (students are asked to try not to use certain verbs in Basque) and addressing the audience (there are some verbs in Basque which do not allow for such reference).</p> <p>Afterwards, students compare the examples of topic introducers taken from the text (one which does not use any modalizer and one that does) in terms of which one gives a better chance to the speakers to protect themselves or not to</p>

					compromise so much what they say, and later on they have to produce five examples of topic introducers, which include modalizers, a wide range of verbs and which address the audience (there are some verbs in Basque which do not allow for such reference).
To apply what they have learnt in Basque to English	English	Written and oral	Q/A Students in groups	Box with options Transcription	3.d. Students are shown the transcription about the research institution and, in a box, they are given two big sets of options with long topic introducers, which all address the audience. In one set, the reference to the audience is correct; in the other one, is wrong. They have to guess which one is correct. In both of them modalizers are included. First, they have to mark on the text where they would place the topic introducers, and then, they have to pretend to make the oral exposition about the research institution and rehearse orally using topic introducers.
					CHECK LIST: What have we learnt in order to improve our oral expository texts?
To recall students what are the parts that they have to include at the introductory section	Basque	Written	Q/A	Sheet of paper to complete the exercises	Students have to write on a list the three parts of the introductory section that they are expected to include in their oral expository text, and which the coloured table does not contain. Then, they have to provide one example of how they were taught to say each one of the parts.

<p>To recall students that they are supposed to talk on behalf of the group both at the introductory and final sections</p>	Basque	Written	Q/A	Sheet of paper to complete the exercises	<p>Students are made to write three sentences as examples of how they are supposed to talk on behalf of the group both at the introductory and final sections.</p>
<p>To recall students that they have to anticipate the topic that is going to be mentioned using (this time short) topic introducers – the metadiscourse- and the final marker.</p> <p>To transfer the knowledge they have acquired in Basque and</p>	Basque English Spanish	Written	Q/A	Sheet of paper to complete the exercises	<p>Students have to write four examples in Basque and three in English of short topic introducers. Then, although they have not been taught how to do it in Spanish, students are asked to write other four examples of short topic introducers in Spanish.</p> <p>Students are made to write three examples in Basque and one in English about how they learnt to tell the audience that the oral exposition is about to finish.</p> <p>Then, although they have not been taught how to do it in Spanish, students are asked to write other three examples of final markers in Spanish.</p>

English into Spanish.					
<p>To recall students that they have to anticipate the topic that is going to be mentioned using (this time long) topic introducers – the metadiscourse-</p> <p>To transfer the knowledge they have acquired in Basque and English into Spanish.</p>	<p>Basque</p> <p>English</p> <p>Spanish</p>	Written	Q/A	Sheet of paper to complete the exercises	<p>Students have to write five sentences in Basque using long topic introducers, which include making reference to the audience, the use of different verbs and phrases that allow the speakers to protect themselves or not to compromise so much what they say, and other three in English.</p> <p>Then, although they have not been taught how to do it in Spanish, students are asked to write other five sentences using long topic introducers in Spanish, which also include making reference to the audience, the use of different verbs and phrases that allow the speakers to protect themselves or not to compromise so much what they say.</p> <p>(It should be noted that there are some verbs in Basque, Spanish and English which do not allow for a reference to the audience)</p>

2nd module : Taking the target audience into account					
Objective	Language	Oral/written form of work	Social form of work	Support	Description of the task

To realize that the audience of the text is heterogeneous	Basque	-	Lecture (teacher talking)	Box with explanation	0.a. Students are reminded that the audience of their oral expository text has different linguistic and cultural background.
To consider the audience of the oral expository text when producing it					1. Taking the target audience into account: making sure that the audience understands the words that belong to Basque culture and language in English
To realize that they have to define the words which can be difficult to grasp for foreign students and to learn the way to do so	English	Written	Q/A	Transcriptions Box with questions	<p>1.a. Students read through two transcriptions of two extracts of two oral expositions which can be quite difficult for the exchange students to understand since they contain words which have to do with Basque culture. While in one of them the words that belong to Basque culture have been defined, in the other one, have not.</p> <p>Afterwards, students are made to analyze the transcription through some questions: <i>Have you noticed how many languages are used in the extracts above?; Were you aware of that the first time you read it?; The text of which column (left or right) will be easier to understand for the exchange students? Why?; Which expressions are used to define the words that can be difficult to understand for the exchange students?</i></p> <p>Then, students read another short extract and are asked to spot which words' meaning can be difficult to grasp for foreign students and to define them with the phrase they have just learnt.</p>

To attract the listeners' attention					2. Taking the target audience into account: addressing the audience in English
To address the audience by making questions to them and showing interest in knowing the answer	English	Written	Q/A	Transcription Box with questions	2.a. Students are shown a transcription of an extract of an oral expository text where, apart from defining the difficult words, some questions have been included in order to address the audience. Then, students are made to analyze the extract through some questions: <i>What does the speaker say after defining the words that can be difficult to understand for the exchange students?; Which words does the speaker use for that? To make questions: To make clear how interested she is in knowing the answer; What is the aim of asking questions to the audience (Irish students) ?</i>
To rehearse orally how to define the difficult words and address the audience	English	Oral	Students in groups	The transcription in exercise 2.a.	2.b. Students have to act as if it is time to make the real oral expository text and present the school, in groups, using the transcription in exercise 2.a. When rehearsing orally, they have to define the difficult words to make sure that the audience understands, and connect with the audience using questions and showing them how interested they are in knowing more about them.
To address the invitation to take part in the forum kindly					3. The invitation to take part in the forum in Basque
To realize that they have to	Basque	Written	Q/A	Transcriptions	3.a. Students are shown two transcriptions of two different invitations to the forum: in one of them the way to take part in the

address the invitation to the forum kindly and explaining what is the way to take part in it, and to learn ways to do so				Box with questions	forum is specified and the invitation is addressed kindly, using modalizers; in the other one, the invitation is very straightforward and the way to take part in it is not specified. Afterwards, students are made to analyze those transcriptions through some questions: <i>Which invitation, that on the left or that on the right, do you think is better? Why?; Which one treats the listener kindly and gently? How is that kindness reached?</i>
To realize what kind of invitation they did in their oral expository text and to learn to improve it	Basque	Written	Q/A	Transcriptions Box with questions	3.b. Students are confronted with the transcription of an invitation to the forum that they did, in which students do not specify how to take part in it, nor use modalizers. Students are made to analyze that invitation to the forum through some questions: <i>Does it specify the way the audience has to take part in the forum?; Is the invitation to take part in the forum addressed gently and kindly?; Would you improve it?.</i> Finally, students are asked to improve that invitation by rewriting it using the model example in exercise 3.a.
To rehearse orally how to address the invitation to take part in the forum	Basque	Oral	The students in groups	The improved version of exercise 3.b.	3.c. Students are asked to act as if it was the time to make the real oral expository text and, using the improved version of exercise 3.b., to tell each other the invitation to take part in the forum.
					CHECK LIST: What have we learnt in order to improve our oral expository texts?

To recall students that they have to define those concepts whose meaning may be difficult to grasp for foreign students	English	Written	Q/A	Sheet of paper to complete the exercises	Students have to write two sentences defining two words that can be difficult to understand for Irish students, using the phrase <i>which/ + to be</i> . Afterwards, they have to write another sentence with the phrase <i>who + to be</i> , in case the difficult word that students must define in the oral exposition is a person.
To recall students that they have to attract the listeners' attention by asking them questions and showing interest after defining the words that may be difficult to understand for foreign students	English	Written	Q/A	Sheet of paper to complete the exercises	Students have to write two questions with some of the terms that allow for a comparison between the Irish and the Basque context. Afterwards, students need to write down the two phrases that they have learnt in order to tell the audience how interested they are in knowing the answer. The last exercise consists of a summary exercise: students have to write two sentences in which, after defining the word that can be difficult to understand for foreign students, they pose a question to the Irish students and then show them how interested they are in knowing the answer.
To recall students that when addressing the invitation to take part in the forum	Basque	Written	Q/A	Sheet of paper to complete the exercises	Students have to write an example of an invitation to take part in the forum specifying how to take part in it and using phrases so as to address the invitation gently.

they have to specify how to take part in it and address the invitation gently					
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3rd module: Talking accurately about events in the past					
Objective	Language	Oral/written form of work	Social form of work	Support	Description of the task
To remind students that in the oral expository text they made some time ago there were some sections in which they had to use the past	Basque	-	Lecture (teacher talking)	Explanation in a box	0.a. Students are reminded that within the oral expository text they produced some months ago, there were some parts in which they had to use the past: in the linguistic biography and the history sections.
To consistently employ past verb forms to refer to the past to narrate					1.Telling past events using past verb forms in English

past events					
To realize that switching between present and past to refer to the past is incorrect for the aim of this specific text	Basque	Written	Q/A	Transcription Box with questions	1.a. Students read an extract of an oral expository text, which includes the sections of the linguistic biography and the school history, and where present and past are combined in order to refer to the past. Then, students are made to analyze that transcription through a question and an exercise: <i>Are the verbs used correctly in order to tell events that happened in the past? Why?; Take the red pen and make the necessary changes in the text above in order to improve it, so that the events that happened in the past are expressed correctly.</i>
To realize that switching between present and past to refer to the past is incorrect for the aim of this specific text	English	Written	Q/A	Transcription Box with questions	1.b. Students read an extract of an oral expository text, which includes the sections of the linguistic biography and the school history, and where present and past are combined in order to refer to the past. Then, students are made to analyze that transcription through a question and an exercise: <i>Are the verbs used correctly in order to tell events that happened in the past? Why?; Take the red pen and make the necessary changes in the text above in order to improve it, so that the events that happened in the past are expressed correctly.</i>
To use past verb forms correctly to refer to the past	English	Written	Q/A	A text to fill in the gaps	1.c. Students are shown a transcription of an oral expository text, which includes the sections of the linguistic biography and the school history, where some verbs have been removed in order for the students to fill in the gaps with the correct form of the verbs in brackets (past forms).
To rehearse orally the sections of the	English	Oral	Students in	The “fill in the gaps” text	1.d. Students have to imagine that it is time to make the oral exposition and that they have to present their linguistic biography and the history

oral expository text where students have to consistently include past verb forms			groups	from exercise 1.c.	of their school to some exchange students. For that, they have to say what is in the “fill in the gaps” text of exercise 1.c.
					CHECK LIST: What have we learnt in order to improve our oral expository texts?
To recall students that in order to tell past events they have to consistently use past verb forms for the aim of this specific text	English	Written	Q/A	Sheet of paper to complete the exercises	Students have to finish some sentences about the linguistic biography and the history of the school using past verb forms.

*There are some exercises in which students have to use the oral language in order to answer questions to the teacher, for example, or to let the rest of the class know what they wrote in their answers. We have not considered those cases as “oral language”. We have marked “oral” only in those cases in which a certain aspect of the oral expository text was worked through oral language.

When we say Q/A (Question/Answer), we mean that students work on their own and there is interaction between the teacher and the students to go through the exercise. Students may also share their answers with the whole class.

The questions that are in italics (which are the questions posed to students within the exercises) have not always been reproduced exactly the same as in the exercises of the modules, sometimes some kind of information that has been considered irrelevant has been omitted (for example: “make up one sentence to say the same thing and copy another one from your classmate”).

In the exercises of the check list, before students have to complete the actual exercise, they are provided with a statement about what they have learnt in each of the exercises. For example, “Taking into account that the oral exposition is made in groups, we have learnt to talk on behalf of the group both at the introductory and final sections.”

The modules of the trilingual didactic sequence

Gure ikastola en tres languages



Ahozko azalpena lantzeko
sekuentzia didaktikoa

DBH 4

-Ikasleentzako koaderno-

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Ahozko azalpena

Ondoren burutuko dituzuen jarduerak orain dela hilabete batzuk egin zenuten ahozko azalpena hobetzen lagunduko dizuete. Jarduerok burutu ondoren, berriro ekoiztuko duzue ahozko azalpena hirunaka. Gogoratu dezagun denon artean zer zioen ariketak:

- Zer ekoiztu behar zenuten?
- Zeri buruz?
- Norentzat? Zer dela eta?
- Zein hizkuntzatan? Zer dela eta?
- Non egongo zen ikusgai?
- Zenbat iraun behar zuen?
- Banaka ala taldeka egiteko izan zen ariketa?
- Taldekide bakoitzak zenbat hizkuntza erabili behar izan zituen?
- Idatzizko euskarririk erabili ahal izan zenuten? Zein? Zein zen euskarri horren funtzioa? Zein ez zen euskarri horren funtzioa?



Ahozko azalpena

Ahozko azalpena prestatzeko taula bat eman genizuen hizlari bakoitzak ikastolari buruz zer informazio eman behar zuen azaltzeko. Gogoratzeko?

1. hizlaria _____	AGURRA, TALDEAREN AURKEZPEN LABURRA, IKASLEAREN AURKEZPENA ETA BIOGRAFIA LINGUISTIKOA, AZALDUKO DUEN ATALAREN AURKEZPENA ETA ERABILIKO DITUEN HIZKUNTZENA
	GENERAL CHARACTERISTICS
	ALDERDI INTERESGARRIENA EDO HOBETU BEHARREKOA
2. hizlaria _____	GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED
	HISTORIA DE LA IKASTOLA
	THE MOST INTERESTING ASPECT OR WHAT SHOULD BE IMPROVED
3. hizlaria _____	SALUDO, PRESENTACIÓN Y BIOGRAFÍA LINGÜÍSTICA DEL ALUMNO, PRESENTACIÓN DE LA PARTE QUE EXPLICARÁ Y DE LOS IDIOMAS QUE SERÁN EMPLEADOS
	IKASTETXEAREN PROIEKTUAK
	ASPECTO MÁS INTERESANTE O ASPECTO PARA MEJORAR
	AGURRA ETA BLOGEKO FOROAN PARTE HARTZEKO GONBIDAPENA

EUSKARA

ENGLISH

CASTELLANO

Ahozko azalpena

Helburu nagusiak eta helburu zehatzak:

1. Ahozko azalpenari osotasuna ematea

- Ahozko azalpenen hasierako zatia ondo egitea
- Hasierako eta amaierako zatian taldearen izenean hitz egitea
- Ahozko azalpenean zehar argi uztea ze gairi buruz hitz egingo dugun eta gaiak ondo lotzea

2. Entzuleak gogoan izatea

- Azaltzen duzuen entzuleek ulertzen dutela ziurtatzea eta entzuleen interesa piztea
- Entzuleei foroan parte hartzeko gonbidapena modu egokian luzatzea

3. Iraganeko gertaerak ongi kontatzea

- Iraganari erreferentzia egiteko aditzak modu egokian idaztea

Hizkuntza oharra: ariketetan zehar euskaraz gain, ingelesa eta gaztelania ere tartekatuko ditugu.

**ORAIN PREST ZAUDETE
ARIKETAK EGITEN
HASTEKO. ALTXA
AULKITIK ETA BILATU
ZUEN TALDEKIDEAK!**

Ahozko azalpena

1. Ahozko azalpenari osotasuna ematea



Ahozko azalpena prestatzeko taulan, beste informazio batzuen artean, 1. hizlariak ahozko azalpenaren hasieran eman behar zuen informazioa agertzen zen.

1. hizlaria	AGURRA, TALDEAREN AURKEZPEN LABURRA, IKASLEAREN AURKEZPENA ETA BIOGRAFIA LINGUISTIKOA, AZALDUKO DUEN ATALAREN AURKEZPENA ETA ERABILIKO DITUEN HIZKUNTZENA
	GENERAL CHARACTERISTICS
	ALDERDI INTERESGARRIENA EDO HOBETU BEHARREKOA

1. TAULA

Egin behar izan zenuten ahozko azalpenak hasieran izan behar zituen atalak hauek dira:

- 1) Proiektua aurkeztea: entzuleek jakin behar dute zein testuingurutan kokatzen den ahozko azalpena, kasu honetan, zein proiekturen barruan, eta azaldu behar zaie proiektua zertan datzan.
- 2) Ahozko azalpenaren helburua azaltzea: entzuleei azaldu behar zaie ahozko azalpena zergatik egiten den.
- 3) Hartzailea erakarri eta hartzaileari zuzenean hitz egitea: oso garrantzitsua da hasieran entzuleen arreta erakartzea. Entzuleei kontatzen dieguna interesatzen bazaie, arreta handiagoz entzungo dute. Horregatik, oso garrantzitsua da baita ere hartzaileei zuzenean hitz egitea, ahozko azalpenaren parte senti daitezen.

Ahozko azalpena

1. Jarduera: ahozko azalpenen hasierako zatian zer esan behar da?

Ariketa hauetan ahozko azalpenen hasierako zatia ondo egiten ikasiko dugu.

A) ARIKETA

Begiratu proiektu honentzat ikasle batzuek egindako ahozko azalpen baten hasierako zati eredugarria. 1. taulan aipatutako atal horiek kolore desberdinez azpimarratuta daude:

Egun on denoi / e: gu (*taldekideak begiratu eta seinalatzen ditu*) Maddi Agirre Ibon Garaio eta Enara Izagirre gara Bilboko Begoñazpi Ikastolako DBH 4. mailako hiru ikasle / bueno orain proiektu bat aurkeztuko dizuegu e: (*gidoia begiratzen du*) gure ikastola en tres languages deitzen dena / proiektu hor- horren helburua da gure ikastolaren aurkezpena egitea / m: *beraz gaurko honetan (kamera begiratzen du) gure ikastolaren inguruko hainbat informazio emango dizkizuegu ikastola hobeto ezagutu dezazuen* / gainera (*esku batekin kamera seinalatzen du*) zuetako batzuk Irlandatik etorriko zarete hemendik aste bira gure ikastola eta Euskal Herria ezagutzera / eta ba bueno iruditzen zaigu interesgarria izan daitekeela zuentzat ikastolaren azalpen hau entzutea /

1) proiektuaren aurkezpena

2) ahozko azalpenaren helburua

3) hartzailea erakarri eta hartzaileari zuzenean hitz egitea

Gauza bera adierazteko beste modurik ezagutzen al duzue? Gehitu atal bakoitzaren bi adibide.

Ahozko azalpena

- Proiektuaren aurkezpena egiteko:
 -
 -
- Ahozko azalpenaren helburua adierazteko:
 -
 -
- Hartzailea erakarri eta hartzaileari zuzenean hitz egiteko:
 -
 -

B) ARIKETA

Orain beste ikasle batzuek proiektu honetan egindako hasierako zati bat irakurriko dugu.

kaixo gu: (*bere taldekideak eta bere burua seinalatzen ditu*) Gorka García Irati Lekue (*kamera begiratzen du*) eta Xabier Amuriza gara Begoñazpi Ikastolako hiru ikasle / e: nik txikitatik egin dot euskeraz / ...

Aurreko adibidea irakurri ondoren, erantzun ondoko galderak:

Ahozko azalpena

- Identifikatzen al dituzue 1. TAULAN ikusi ditugun atalak aurreko adibidean?
- Zatiren bat falta al da?
- Hobetuko al zenukete?

Hobetzeko, erabili A) ariketan ikusitako adibide eredugarria eta gauza bera esateko asmatu dituzuen esaldiak. Berridatzi hasierako zatia ondoko taula honetan.

kaixo gu: (*bere taldekideak eta bere burua seinalatzen ditu*) Gorka García Irati Lekue (*kamera begiratzen du*) eta Xabier Amuriza gara Begoñazpi Ikastolako hiru ikasle / e: nik txikitatik egin dot euskeraz / ...

Ahozko azalpena

C) ARIKETA

Behin hasierako zatiaren idatzizko bertsioa idatzi duzuela, imajinatu benetako ahozko azalpena egiteko ordua iritsi dela eta kamera zuen aurrean duzuela: ahozko azalpenaren hasierako zatia egitea egokitu zaio zuetako bakoitzari. Ekin lanari! Gogoratu ez duzuela ahoz gora esan beharrekoa buruz ikasi behar.



Ahozko azalpena

2. Jarduera: Hasierako zatia eta fororako gonbidapena noren izenean egin behar ditugu?

Ariketa hauetan hasierako eta amaierako zatian taldearen izenean hitz egiten ikasiko dugu.

A) ARIKETA

Lehenik eta behin, ikasle batzuek proiektu honetarako egindako ahozko azalpenaren hasierako zatiaren bi adibide irakurriko ditugu, ezkerreko eta eskuineko zutabekoak hain zuzen ere.

Egun on denoi / e: gu (*taldekideak begiratu eta seinalatzen ditu*) Maddi Agirre Ibon Garaio eta Enara Izagirre gara Bilboko Begoñazpi Ikastolako DBH 4. mailako hiru ikasle / bueno orain proiektu bat aurkeztuko dizuet e: (*gidoia begiratzeko du*) gure ikastola en tres languages deitzen dena / proiektu hor- horren helburua da ikastolaren aurkezpene egitea / m: beraz gaurko honetan (*kamera begiratzeko du*) ikastolaren inguruko hainbat informazio emango dizkizuet ikastola hobeto ezagutu dezazuen / gainera (*esku batekin kamera seinalatzen du*) zuetako batzuk Irlandatik etorriko zarete hemendik aste bira ikastola eta Euskal Herria ezagutzera / eta ba bueno iruditzen zait interesgarria izan daitekeela zuentzat ikastolaren azalpen hau entzutea /

Egun on denoi / e: gu (*taldekideak begiratu eta seinalatzen ditu*) Maddi Agirre Ibon Garaio eta Enara Izagirre gara Bilboko Begoñazpi Ikastolako DBH 4. mailako hiru ikasle / bueno orain proiektu bat aurkeztuko dizuegu e: (*gidoia begiratzeko du*) gure ikastola en tres languages deitzen dena / proiektu hor- horren helburua da gure: ikastolaren aurkezpene egitea / m: beraz gaurko honetan (*kamera begiratzeko du*) gure ikastolaren inguruko hainbat informazio emango dizkizuegu ikastola hobeto ezagutu dezazuen / gainera (*esku batekin kamera seinalatzen du*) zuetako batzuk Irlandatik etorriko zarete hemendik aste bira gure ikastola eta Euskal Herria ezagutzera / eta ba bueno iruditzen zaigu interesgarria izan daitekeela zuentzat ikastolaren azalpen hau entzutea /

Ahozko azalpena

Orain begiratu dezagun fororako gonbidapena egin zuten zatia:

Beno e: go-bukatu aurretik (*kamera begiratzen du*) gustatuko litzaidake gogoraraztea azalpen honetan atera diren (*gidoia begiratzen du*) e: ba gai ezberdinei buruz edozein zalantza edo: iruzkin egin nahiez gero / horretarako foroa erabili dezakezuela / e: horrela nik zuek idazten dizkidazuen iruzkinak edo zalantzak irakurriko ditut eta erantzungo dizkizuet / (*kamera begiratzen du*) beno ba hau izan da ikastolari buruz kontatu nahi nizuena /

Beno e: go- bukatu aurretik (*kamera begiratzen du*) gustatuko litzaiyuke gogoraraztea ba azalpen honetan atera diren (*gidoia begiratzen du*) e: ba gai ezberdinei buruz edozein zalantza edo: iruzkin egin nahiez gero / horretarako foroa erabili dezakezuela / e: horrela guk zuek idazten dizkiguzuen iruzkinak edo zalantzak irakurriko ditugu eta erantzungo dizkizuegu / (*kamera begiratzen du*) beno ba hau izan da ikastolari buruz kontatu nahi genizuenena /

Erantzun ondoko galderak:

- Ezkerreko ala eskuineko adibideetan, zeinetan ikusten da argiago ahozko azalpena taldean egin dela?
- Zergatik?

Ahozko azalpena

3. Jarduera: Nori eta nola esango diogu ondoren zer datorren?

Ariketa hauetan ahozko azalpenean zehar ze gairi buruz hitz egingo dugun argi uzten ikasiko dugu.

A) ARIKETA

Jarraian Kattalin Etxeberria Guggenheim museoko langileak Deustuko Ikastolako gela batean emandako ahozko azalpen laburra entzun eta irakurriko dugu. Ohartuko zarete zuei egiteko eskatzen dizuegun modu berdin berdinean egiten ez duen arren, zuenaren oso antzekoa dela ematen duen ahozko azalpena. Begira bideoan nola laguntzen duen hitza gorputzarekin. Irakurri bitartean, kolorez azpimarratutako zatian fijatu batez ere.

(Ikasleak begiratzen ditu) Egun on danoi / Kattalin Etxeberria naiz / arte ederrak ikasi nituen eta gaur egun Gu- Guggenheim museoan nabil lanean / *(gidoia begiratzen du)* bertan e: badaukagu "artez blai" deitzen dan proiektu bat eta hain zuzen proiektu honek ahalbidetzen dau museoaren eta eskolen arteko: elkarlana / *(gidoia begiratzen du)* ikastolan jakin dot hemendik gutxira arte garaikideaz e: ardi- arituko zariela / eta gai horretan murgiltzen hasteko / e: etxe atean daukazuen arte pieza bati buruz e: hitz egingo dut / hain zuzen ere aurkezpen honetan Guggenheim museoaren ezaugarriez historiaz eta proiektuez arituko naiz // *(gidoia begiratzen du)* guztira 11.000 metro karratuko erakusketa azalera dago hemeretzi galeria ezberdinetan banatuta / erakusketa aretoez gain liburutegi bat auditorio bat denda jatetxe bat eta kafetegi batek osatzen dute museoa / 1997garren urriaren e: 1997ko urriaren 18an zabaldu zen / bertan Jose Antonio Ardanza lehendakaria eta Espainiako Joan Karlos I.a erregea izan ziren / *(gidoia begiratzen du)* "gure mugez gain" proiektuak laguntzen digu Bilboko m: museoko Guggenheim museoko e:m ba lana munduan zabaltzen ezta? / espero dut gehiago jakiteko grina piztu izana / gustatuko litzaiguke zuek museoko foroan parte hartze:ra gonbidatzea gaiaren inguruko zalantzak iruzkinak *(gidoia begiratzen du)* edo galderak ba guri helarazteko ezta? / horrela guk ere izango dugu argi geratu ez diren gauzak argitzeko / eskerririk asko danoi eta laister arte /

Eta orain entzun eta irakurri Kattalin Etxeberriak beste gela batean eman zuen ahozko azalpen laburra. Begira bideoan nola laguntzen duen hitza gorputzarekin. Hemen ere, irakurri bitartean, kolorez azpimarratutako zatian fijatu batez ere.

(Ikasleak begiratzen ditu) Egun on / e: Kattalin Etxeberria naiz e: arte ederrak ikasi nituen eta: bueno ba gaur egun Guggenheim museoan egiten dot lan ezta? / *(gidoia begiratzen du)* "artez blai" deitzen dan proiektuari esker ba: bueno bilatzen dana da edo sustatzen dana da eskola eta ikastolen arte- eta museoaren arteko elkarlana ezta? / *(gidoia begiratzen du)*

Ahozko azalpena

badakidanez e: ikastolan hemendik gutxira arte garaikidea landuko duzuela ba a: gai horretan murgiltzen hasteko e: arte etxe aurrean daukazuen arte pieza batez hitz egitera etorri naiz / hain zuzen ere aurkezpen honetan Guggenheim museoaz hitz egingo dizuet / haren ezaugarriez historiaz eta proiektuez ere (*gidoia begiratzen du*) hitz egingo dut / museoaren ezaugarriei dagokienez / guztira 11.000 metro karratu daude hemeretzi galeriatan banatuta / (*gidoia begiratzen du*) erakusketa aretoez gain liburutegi bat badago auditorio bat denda bat jatetxe bat eta kafetegi bat ere bai / guzti hoiak osatzen dute museoa / historia dela eta / (*gidoia begiratzen du*) 1997ko urrian zabaldu zen / joan zen e: (*gidoia begiratzen du*) bertan egon zen Jose Antonio Ardantza lehendakaria eta Espainiako errege ba Joan Karlos I.a ere bai / (*gidoia begiratzen du*) Bilboko museo entzutetsuena den honek ezta? eskuartean dituen proiektuak direla eta / "gure mugez gain" proiektua nabarmendu beharra dago / proiektu honek laguntzen digu Bilboko Bilboko Guggenheim museoan egiten dugun lana mundura zabaltzen / (*ikasleak begiratzen ditu*) hori izan da **guztia** / eta ba espero dut gehiago jakiteko grina ere piztu izana / gustatuko litzaidake zuek gure foroan parte hartzera animatzea / gai honen inguruan gelditu zaizuen e: zalantzaren bat edo galdera edo iruzkinen bat ba guri ezagutzera emateko / (*gidoia begiratzen du*) horrela aukera izango dugu elkarrekin lan gehiago egiteko / eta: ba argi geratu ez dena argitzeko / eskerrik asko zuen arretagatik eta laister arte /

Erantzun ondoko galderak:

- Guggenheim museoaren zein hiru alderdiri buruz hitz egiten da aurreko bi adibideetan?
- Nahiz eta aurreko bi adibideen hasieran Kattalineek esaten duen ahozko azalpenean zehar zeri buruz hitz egingo duen, zeinetan ikusten da hobeto hitz egiten duen bitartean zeri buruz hitz egingo duen ondoren?
- Zein hitz edo esapideren bidez aurkezten da zeri buruz hitz egingo den? Non kokatzen dira?
 - 1.
 - 2.
 - 3.
- Ezagutzen al duzue hori egiteko beste modurik? Eman bi adibide.
 -
 -

Ahozko azalpena

- Goian ikusitako bi adibideetatik zeinetan ikusten da hobeto ahozko azalpena bukatzeaz dagoela?
- Zein hitz edo esapideren bidez aurkezten da hori?
- Non kokatzen da?
- Ezagutzen al duzue hori egiteko beste modurik? Eman bi adibide.
 -
 -

EXERCISE B)

Now you will use what you have just learnt in Basque in an exposition in English. Read through the text. As you will notice, the text is about the history, the characteristics and the projects of a research institution and this short oral exposition was given to students of your age by the director of the institution.

am: in my presentation I will talk about the: history the characteristics and the por-projects of this research institution / *(he looks at the camera)* the institution was founded in 1976 because a: there was a growing need to: to invest in research against pneumonia / at the time a:m millions of people around the world had died because of this disease and therefore became a major concern especially among those who were more likely to develop it / *(he looks at the students)* so seeing how promising the institution was / a:m many other institutions willingly supported this initiative both with money and highly qualified staff / a:m the institution is located in Leichestre Avenue 23 and it is divided into two buildings / in one of them there are five laboratories / the other deals with communicating the findings of a:m the well the: experiments to other laboratories / anyone working there must be an expert in the field and the security measures are really strict in the workplace / a:m "spreading the word" is a project which consists on promoting networking with other laboratories / so that people working in the same field get to know the findings that other laboratories have come across / I hope you found it interesting /

Ahozko azalpena

Find where exactly in the text you would say what you are going to talk about next, choose the correct expressions from the box to do so and write the forms in the text.

moreover

with reference to

first of all

concerning

however

that was all

regarding

Now find in the text where you would say that the oral exposition is about to finish, choose the correct expression from the box to do so and insert the expression in the text.

C) ARIKETA

Hemendik aurrera ere ahozko azalpenean zehar ze gairi buruz hitz egingo dugun argi uzten ikasten jarraituko dugu, baina kasu honetan, hori beste modu batera egiten ikasiko dugu. Horretarako, lehenik eta behin, irakurri ondoko testua. Kasu honetan ere, Kattalin Etxeberria Guggenheim museoko langileak Zornotzako Urritxe Institutuan emandako ahozko azalpena da. Irakurri bitartean, kolorez azpimarratutako zatian fijatu batez ere.

(*Ikasleak begiratzten ditu*) Egun on / e: Kattalin Etxeberria naiz e: arte ederrak ikasi nituen eta: bueno ba gaur egun Guggenheim museoan egiten dot lan ezta? / (*gidoia begiratzten du*) "artez blai" deitzen dan proiektuari esker ba: bueno bilatzen dana da edo sustatzen dana da eskola eta ikastolen arte- eta museoaren arteko elkarlana ezta? / (*gidoia begiratzten du*) badakidanez e: ikastolan hemendik gutxira arte garaikidea landuko duzuela ba a: gai horretan murgiltzen hasteko e: arte etxe aurrean daukazuen arte pieza batez hitz egitera etorri naiz / hain zuzen ere aurkezpen honetan Guggenheim museoaz hitz egingo dizuet / haren ezaugarriez historiaz eta proiektuez ere (*gidoia begiratzten du*) hitz egingo dut / orain museoaren ezaugarriei buruz hitz egingo dizuet gaineratik / guztira 11.000 metro karratu daude hemeretzi galeriatan banatuta / (*gidoia begiratzten du*) erakusketa aretoez gain liburutegi bat badago auditorio bat denda bat jatetxe bat eta kafetegi bat ere bai / guzti hoiak osatzen dute museoa / orain historiari buruz hitz egingo dizuet / (*gidoia begiratzten du*) 1997ko urrian zabaldu zen / joan zen e: (*gidoia begiratzten du*) bertan egon zen Jose Antonio Ardantza lehendakaria eta Espainiako errege ba Joan Karlos I.a ere bai / (*gidoia begiratzten du*) orain Bilboko museo entzutetsuena den honek ezta? eskuartean dituen proiektuei buruz hitz egingo dizuet / "gure mugez gain" proiektua nabarmendu beharra dago / proiektu honek laguntzen digu Bilbolko Bilboko Guggenheim museoan egiten dugun lana mundura zabaltzen / (*ikasleak begiratzten ditu*) hori izan da guztia / eta ba

Ahozko azalpena

espero dut gehiago jakiteko grina ere piztu izana / gustatuko litzaidake zuek gure foroan parte hartzera animatzea / gai honen inguruan gelditu zaizuen e: zalantzaren bat edo galdera edo iruzkinen bat ba guri ezagutzera emateko / (*gidoia begiratzen du*) horrela aukera izango dugu elkarrekin lan gehiago egiteko / eta: ba argi geratu ez dena argitzeko / eskerririk asko zuen arretagatik eta laister arte /

Erantzun ondoko galderak:

→ Zein hitz edo esapideren bidez aurkezten da zeri buruz hitz egingo den?

- 1.
- 2.
- 3.

→ Entzuleei ze gairi buruz hitz egingo dugun esateko modua ez al da oso errepikakorra?

Ziur gauza bera esateko beste hainbat esapide ezagutzen dituzuela! Ordezkatu behin eta berriz errepikatzen den esapide hori (adibidez: "jarraian ikastolako proiektuak aipatuko dizkizuet") zuek ezagutzen dituzuen beste batzuegatik. Eman bost adibide. Adibide horietarako saiatu aditz hauek ez diren beste batzuk erabiltzen: esan / azaldu / ...-i buruz hitz egin.

-
-
-
-
-

Konparatu goiko testutik atera ditugun adibide hauek:

1. orain museoaren ezaugarriei buruz hitz egingo dizuet *gainetik*
2. orain historiari buruz hitz egingo dizuet

→ Zeinek ematen dio aukera handiagoa esatariari bere burua babesteko edo hainbeste ez konprometitzeko?

Idatzi bost adibide antzeko oraintxe ikasi ditugun esapideekin, esatariari bere burua

Ahozko azalpena

babesteko edo hainbeste ez konprometitzeko aukera ematen diotenak:

-
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-

EXERCISE D)

The equivalents of the expressions of what you have just learnt in Basque have been included in the following columns. However, only in one of the columns is the reference to the audience right. In which one?

Now I'm going to talk you a bit about...

Now I'm going to tell something about...

Now I'm going to briefly explain you...

Now I'm going to talk to you a bit about...

Now I'm going to tell you something about...

Now I'm going to briefly explain to you...

Mark where you would place them in the text below, where the director of the research institution explains what his institution is about.

am: in my presentation I will talk about the: history the characteristics and the por-
projects of this research institution / *(he looks at the camera)* the institution was founded
in 1976 because a: there was a growing need to: to invest in research against pneumonia /
at the time a:m millions of people around the world had died because of this disease and
therefore became a major concern especially among those who were more likely to develop
it / *(he looks at the students)* so seeing how promising the institution was / a:m many other
institutions willingly supported this initiative both with money and highly qualified staff /
a:m the institution is located in Leichester Avenue 23 and it is divided into two buildings /
in one of them there are five laboratories / the other deals with communicating the
findings of a:m the well the: the experiments to other laboratories / anyone working there
must be an expert in the field and the security measures are really strict in the workplace
/ a:m "spreading the word" is a project which consists on promoting networking with other
laboratories / so that people working in the same field get to know the findings that other
laboratories have come across / I hope you found it interesting /

Ahozko azalpena

Now imagine that it's time to do the oral exposition and that you have to talk about the history, the characteristics and the projects of that research institution. Don't forget to mention the expressions you have just learnt in the text when changing the subject!

Ahozko azalpena

ZER IKASI DUGU GURE AHOZKO AZALPENAK HOBETZEKO?

"Ahozko azalpenari osotasuna ematea" deitu dugun lehenengo jarduera multzo honetan ikasi dugu...

- ✓ Ahozko azalpenen hasierako zatia ondo egiten

Hauek dira ahozko azalpenen hasierako zatia izan behar dituen atalak:

- 1.
- 2.
- 3.

Euskaraz horrela egiten ikasi dugu:

- 1.
- 2.
- 3.

- ✓ Hasierako eta amaierako zatian taldearen izenean hitz egiten

Kontuan izanda ahozko azalpena taldean egiten dela, hasierako zatian eta fororako gonbidapena egiten den zatian taldearen izenean hitz egiten ikasi dugu. Euskaraz horrela egiten ikasi dugu, adibidez (idatzi esaldiak):

-
-
-

- ✓ Ahozko azalpenen zehar ze gairi buruz hitz egingo dugun argi uzten

Hori bi modutan egiten ikasi dugu:

- 1) Entzuleei ahozko azalpenen zehar zeri buruz hitz egingo dugun esateko hauek erabiltzen ikasi dugu (idatzi esaldiak) euskaraz:

-

Ahozko azalpena

-

-

-

Ingelesezt:

-

-

-

Eta nola egiten da gaztelaniaz?

-

-

-

-

Entzuleei ahozko azalpena bukatzeaz dagoela esateko hauek erabiltzen ikasi dugu (idatzi esaldiak) euskaraz:

-

-

-

Ingelesezt:

-

Eta nola egiten da gaztelaniaz?

-

-

-

2) Beste esapide hauek ere ikasi ditugu ahozko azalpenaz zehar entzuleei zertaz hitz egingo dugun esateko, aditaz desberdinez eta esatariari bere burua babesteko edo hainbeste ez konprometitzeko aukera ematen dioten esapideekin (idatzi esaldiak):

Ahozko azalpena

Euskaraz:

-
-
-
-
-

Ingeleseaz:

-
-
-

Eta nola egiten da gaztelaniaz?

-
-
-
-
-

Ahozko azalpena

2. Entzuleak gogoan izatea



Dakizuenek, zuen ahozko azalpenak hizkuntza desberdinak menperatzen dituen entzuleak ditu: alde batetik, Irlandako ikastola bateko ikasleak, ingelesez soilik dakitenak; bestetik, zuen gurasoak, euskara edo/eta gaztelania menperatzen dutenak. Zuen gurasoek gogo handiz entzungo zaituztete ingelesez hitz egiten, zein ondo egiten duzuen ikus dezaten, eta euskaraz edo gaztelaniaz moldatuko dira, baina Irlandako ikasleek ingelesez soilik dakite eta ez dute ezagutzen Euskal Herriko gizartea ezta kultura ere.

1. Jarduera: Nola ulertuko dute Irlandako ikasleek, Euskal Herriko kultura eta gizartea ezagutzen ez dutenek, azaltzen dieguna?

Ariketa hauetan ahozko azalpenean azaltzen duzuen entzuleak ulertzen dutela ziurtatzen ikasiko dugu.

A) ARIKETA

These two extracts have been taken from two oral expositions that some students did for a similar project addressed to exchange students who don't know the Basque Country. It's not a whole oral exposition but a small part which can be quite difficult for the exchange students to understand. Read through them.

(she looks at the camera) Hello good morning / my name is Maialen Larramendi and I live in Sopela / I study in the: the ikastola Ander Deuna and we study in bizkaiera / *(she looks at the script)* regarding the out-of-school activities / you

(she looks at the camera) Hello good morning / my name is Maialen Larramendi and I live in Sopela / which is located in the coast of the province of Biscay / I study in the: the ikastola Ander Deuna and we study in bizkaiera / which is the dialect spoken in the

Ahozko azalpena

can learn to: how to play trikitixa and txalaparta /

largest part of Biscay / *(she looks at the script)* regarding the out-of-school activities / you can learn to: how to play trikitixa and txalaparta / which are typical Basque music instruments /

Answer the following questions:

- Have you noticed how many languages are used in the extracts above?
- Were you aware of that the first time you read it?
- The text of which column (left or right) will be easier to understand for the exchange students? Why?
- Which expressions are used to define the words that can be difficult to understand for the exchange students?

Now you are going to read a short extract from an oral exposition that some students of your age did when they had to present their school to some exchange students. Again, it's not a whole oral exposition but a small part which we guess can be quite difficult for the exchange students to understand. While you read it, think which words' meaning can be difficult to grasp for foreign students.

A:m hello good morning / *(she looks at the other students)* my name is Itsaso Zubero and I'm 16 years old / concerning the languages that I know / with my family and friends I only speak Basque / and in Urretxindorra Ikastola I'm studying to pass EGA / and I practise my: English and Spanish at school and in an academy / *(she looks at the script)* now we are doing a project called "getting to know you" and a: in this presentation I will explain a ti- a little bit what my school is like / *(she looks at the other students)* in our school you can

Ahozko azalpena

study: lehen hezkuntza and DBH and it is divided into two buildings / students can opt for a great deal of out-of-school activities and they: they can also learn how to play a music instrument / regarding the history of our school / this school was founded in honour of Jose Migel Barandiaran /

With the expression that you have learnt (*which + to be*), define the words or phrases that can be difficult to understand for foreign students.

-
-
-

Ahozko azalpena

Exercise 2: How will we attract the listeners' attention in our oral exposition?

In these exercises we will learn how to attract the listeners' attention.

EXERCISE A)

In exercise C of the previous bunch of exercises we have learnt how to define the words or expressions that can be difficult to understand for our audience. The text you are going to read next is a short extract from an oral exposition that some students of your age did when they had to present their school to some exchange students. In the text, the difficult words have been defined, but apart from that, something else has been added...

(she looks at the camera) Hello good morning / my name is Maialen Larramendi and I live in Sopela / which is located in the coast of the province of Biscay / I study in the: the ikastola Ander Deuna and we study in bizkaiera / which is the dialect spoken in the largest part of Biscay / do you too have dialects in Ireland? You'll tell us when you come here *(she looks at the script)* regarding the out-of-school activities / you can learn to: how to play trikitixa and txalaparta / which are typical Basque music instruments / do you too have any typical Irish music instrument? We would really like to know about that /

Answer the following questions:

- What does the speaker say after defining the words that can be difficult to understand for the exchange students?
- Which words does the speaker use for that?

To make questions:

To make clear how interested she is in knowing the answer:

- What is the aim of asking questions to the audience (Irish students) ?

Ahozko azalpena

EXERCISE B)

Now imagine that it's time to do the oral exposition and that, to present your school to some exchange students, you have to say what's in the text above. You don't have time to learn it by heart, so don't try to do it. You cannot read it either, try to make it sound natural. Define the difficult words to make sure that your audience understands, and connect with your audience using questions and showing them how interested you are in knowing more about them.

Ahozko azalpena

3. Jarduera: Nola gonbidatuko ditugu entzuleak foroan parte hartzera?

Ariketa hauetan entzuleei foroan parte hartzeko gonbidapena modu egokian luzatzen ikasiko dugu.

A) ARIKETA

"Ahozko azalpenari osotasuna ematea" deitu dugun lehen jarduera multzoan hasierako eta amaierako zatian taldearen izenean hitz egiten ikasi genuen. Orain irakurri itzazu proiektu honentzako ikasle batzuek egindako ahozko azalpenen fororako gonbidapenak.

Beno e: go- bukatu aurretik (*kamera begiratzen du*) gogoratu hor daukazuela foroa galderak egiteko / gure webgunean / (*kamera begiratzen du*) beno ba hau izan da ikastolari buruz kontatu nahi genizuen /

Beno e: go- bukatu aurretik (*kamera begiratzen du*) gustatuko litzaiguke gogoraraztea ba azalpen honetan atera diren (*gidoia begiratzen du*) e: ba gai ezberdinei buruz edozein zalantza edo: iruzkin egin nahiez gero / horretarako ikastolak badaukala foro bat webgunean / hiru w bikoitza / puntu / begonazpi puntu org webgunean hain zuzen ere / bertan aurkituko duzue fororako linka / nahi baduzue sartu bertan eta e: horrela guk zuek idazten dizkiguzuen iruzkinak edo zalantzak irakurriko ditugu eta atsegin handiz erantzungo dizkizuegu / (*kamera begiratzen du*) beno ba hau izan da ikastolari buruz kontatu nahi genizuen /

- Ezkerreko ala eskuineko fororako gonbidapena, zein iruditzen zaizue hobeto dagoela? Zergatik?
- Zeinek tratatzen du entzulea modu atsegin eta goxoagoan? Nola egiten du hori?

Ahozko azalpena

B) ARIKETA

Orain beste ikasle batzuek proiektu honetan egindako fororako gonbidapen bat irakurriko dugu.

e: / espero dot e: dana gustatu izana / gogoratu e: joan ahal zariela / e: for- parte hartu ahal dozuela foroan / (*ikerlari*oi begiratzen gaitu) eskerririk asko zuen arretagatik / eta e: laster ikusiko gara /

Aurreko adibidea irakurri ondoren, erantzun ondoko galderak:

- Zehazten al da entzuleek nola parte hartu behar duten foroan?
- Foroan parte hartzeko gonbidapena modu atsegin eta goxoa egiten al zaie entzuleei?
- Hobetuko al zenukete?

Hobetzeko, erabili A) ariketan ikusitako adibide eredugarria. Berridatzi fororako gonbidapena egiten den zatia ondoko taula honetan.

Ahozko azalpena

e: / espero dot e: dana gustatu izana / gogoratu e: joan ahal zariela / e: for- parte hartu ahal dozuela foroan / (*ikerlarioi begiratzen gaitu*) eskerrik asko zuen arretagatik / eta e: laster ikusiko gara /

C) ARIKETA

Behin fororako gonbidapenaren idatzizko bertsioa idatzi duzuela B) ariketan, imajinatu benetako ahozko azalpena egiteko ordua iritsi dela eta kamera zuen aurrean duzuela: fororako gonbidapena egitea egokitu zaio zuetako bakoitzari. Ekin lanari! Gogoratu ez duzuela ahoz gora esan beharrekoa buruz ikasi behar.



Ahozko azalpena

ZER IKASI DUGU GURE AHOZKO AZALPENAK HOBETZEKO?

“Entzuleak gogoan izatea” deitu dugun bigarren jarduera multzo honetan ikasi dugu...

- ✓ Ahozko azalpenean azaltzen duzuen entzuleek ulertzen dutela ziurtatzen

Ohartu gara hizkuntza batean hitz egiten ari garenean, beste hizkuntza bateko hitzak tartekatzen ditugula maiz (adibidez, ingelesez ari garenean euskarazko hitzak sartzen ditugu). Ikasi dugu hizkuntza batean ari garela beste hizkuntza bateko hitzen bat sartuz gero, pentsatu behar dugula ea gure entzuleek hitz hori ulertuko duten ala ez, eta ulertuko ez dutela uste badugu, hitz horren esanahia argitu beharko diegu entzuleei.

Ahozko azalpenean zehar Irlandako ikasleentzako ulertzeko zailak izan daitezkeen hitzak identifikatzen eta definitzen ikasi dugu ingelesez, *which + to be* erabiliz, adibidez (idatzi esaldiak):

-
-

Definitzen ari garena pertsona bat bada, aldiz, *who + to be* erabiltzen ikasi dugu, adibidez (idatzi esaldia):

-

- ✓ Entzuleen interesa pizten

Entzuleen arreta pizteko, entzuleentzako ulertzeko zailak izan daitezkeen hitzak definitu ondoren haiei galderak egiten ikasi dugu ingelesez, adibidez (idatzi esaldiak):

-
-

Ahozko azalpena

Definitzen den hitzak Euskal Herria eta Irlandaren artean konparazio bat egiteko bide ematen duenean egingo ditugu galdera horiek.

Galderak egin ondoren, entzuleei haien erantzunak ezagutzeko irrikitan gaudela esaten ikasi dugu ingelesez:

-
-

Beraz, entzuleen arreta erakartzeko, entzuleentzako ulertzeko zailak izan daitezkeen hitzak argitu ondoren, galdera bat egiten eta entzuleei haien erantzunak ezagutzeko irrikitan gaudela esaten ikasi dugu ingelesez (idatzi esaldiak):

-
-

✓ Entzuleei foroan parte hartzeko gonbidapena modu egokian luzatzen

Ikasi dugu fororako gonbidapenean entzuleei nola parte hartu zehaztu behar zaiela, eta modu atsegin eta goxoan luzatu behar zaiela foroan parte hartzeko gonbidapena, edukazio onarekin alegia. Hori ondo egiten ikasi dugu euskaraz:

-

Ahozko azalpena

3. Iraganeko gertaerak ongi kontatzea



Duela hilabete batzuk egin behar izan zenuten ahozko azalpenean, momentu batzuetan, iraganeko gertaerak kontatu zenituzten, adibidez, biografia linguistikoan, hitz egiten dituzuen hizkuntzak noiz eta norekin hitz egiten hasi zineten esateko. Baita ikastolaren historiari buruz hitz egiterakoan ere, ikastola nork eta nola sortu zuen, ikastolak izan dituen kokapen desberdinak, eta abar aipatzeko.

1. Jarduera: Iraganeko gertaerak nola kontatuko ditugu?

Arieta hauetan iraganari erreferentzia egiteko aditzak modu egokian idazten ikasiko dugu.

A) ARIKETA

Orain, ikasle batzuek proiektu honetarako egindako ahozko azalpen bat irakurriko dugu. Ohartuko zaretenez, ez da ahozko azalpen oso bat, biografia linguistikoa eta ikastolaren historia azaltzen dituen zati laburra baizik, izan ere, esan dugun bezala, zati horietan kontatzen dira batez ere iraganeko gertaerak.

(kamera begiratzen du) Egun on danoi / ni Lander Barrenetxea naz hamasei urte dekodaz eta Begoñazpi Ikastolako DBH laugarren maila ikasten dot / nire biografia linguistikoari jagokonez / nik txiki-txikitatik e: beti egin izan dot euskeraz / nire familiagaz eta lagunekaz e: bebai // e: ah bai / ikastolara hasi nintzanean hasten naz erdera eta inglesa ikasten / eta hamabi urte bete nebazanean / inglesa ikastera akademia batera joaten naz / *(gidoia begiratzen du)* ikastolaren historia dala ta / e: mila bederatzirehun da hirurogeita *(buruarekin baietz egiten du)* hamargarren urtean / e:m / e: guraso talde batek / e: Bil-Bilboko gotzaitegiaren: laguntzagaz / e:m Begoñazpi Ikastola sortu eban eta e: karmelo kalean eraikitzen dau /

Ahozko azalpena

Aurreko testua irakurri ondoren, erantzun ondoko galderak:

→ Iraganeko gertaerak kontatzeko orduan ondo erabiltzen al dira aditzak?
Zergatik?

→ Hartu boligrafo gorria eta egin goiko testua hobetzeko beharrezko aldaketak,
iraganean kontatzen diren gertaerak modu egokian kontatzeko.

EXERCISE B)

Now you are going to read an extract taken from an oral exposition that some students of your age did for a similar project in which they had to present their school to other students. Bear in mind that it doesn't respond to a whole oral exposition, but we wanted you to focus specially in the part in which students explain their linguistic biography and the history of their school, where they are more likely to talk about the past.

A: hello / *(she looks at the camera)* my name is Oihana Lejarraga and I'm studying fourth year of secondary education in Begoñazpi Ikastola / with reference to: to the languages that I know / am: when I was little I: start talking in Basque with my parents and when I came here to: to the ikastola / to Begoñazpi / when I was five more or less / I learn Spanish and English / a: now I'm going to briefly explain to you the history of Begoñazpi Ikastola / a: *(she looks at the script)* in ninety: seventeen a: a group of parents contacted the *(reading the script and pronouncing slowly)* bishopric and builds a: / school i:n karmelo / which is the name of a street in Bilbao / and they call it a: Begoñazpi Ikastola / some years later the: the number of pupils grew and they h- a:nd they have to find a new place to build another school bigger than the first one /

Answer the following questions:

→ Are the verbs used correctly in order to tell events that happened in the past?

→ Take the red pen and make the necessary changes in the text above in order to improve it, so that the events that happened in the past are expressed correctly.

Ahozko azalpena

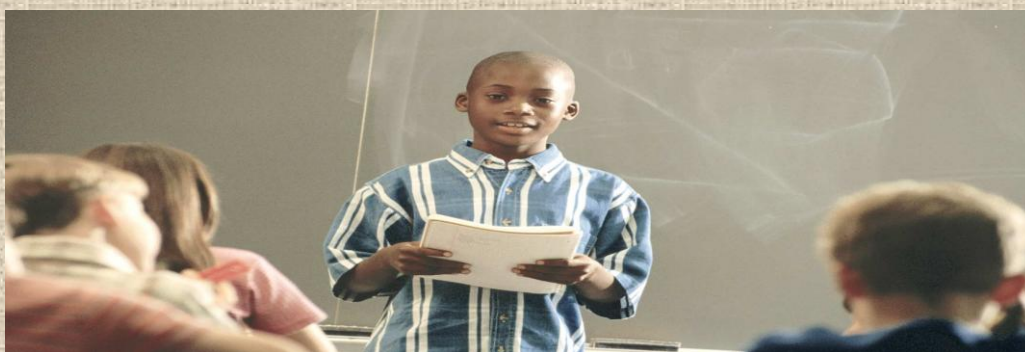
EXERCISE C)

Now you are going to read another extract taken from an oral exposition that some students of your age did for a similar project in which they had to present their school to other students. Again, bear in mind that it doesn't respond to a whole oral exposition, but we wanted you to focus specially in the part in which students talk about their linguistic biography and the history of their school, where they are more likely to talk about the past. Put the verbs in brackets in the correct form.

(He looks at the audience) Good morning everyone / I'm Ander Orue / I'm a: sixteen years old and I'm a stu- student in Begoñazpi Ikastola / concerning the languages that I know / when I was born / my parents _____ (decide) to raise me in Basque / so my first words _____ (be) in Basque / *(he looks at the script)* little by little I started hearing Spanish in the street so I: I _____ (learn) Spanish without even noticing / in the ikastola they _____ (teach) us English from a very early age / and in first year of secondary education I chose to study French too / *(he looks at the script)* now I'm going to tell you something about the history of our school / this ikastola found- was founded in nineteen sorry ninety seventy /and it _____ (locate) in santutxu neighbourhood but later on a: they _____ (move) to: / to txurdinaga neighbourhood /

EXERCISE D)

Now imagine that it's time to do the oral exposition and that, to present your linguistic biography and the history of your school to some exchange students, you have to say what's in the text above as part of an oral exposition. You don't have time to learn it by heart, so don't try to do it. You cannot read it either, try to make it sound natural. Good work!



Ahozko azalpena

ZER IKASI DUGU GURE AHOZKO AZALPENAK HOBETZEKO?

“Iraganeko gertaerak ongi kontatzea” deitu dugun hirugarren jarduera multzo honetan ikasi dugu...

- ✓ Iraganari erreferentzia egiteko aditzak modu egokian idazten

Duela hilabete batzuk ahozko azalpena egin zenutenean, euskaraz eta gaztelaniaz ez zenuten inolako arazorik izan iraganeko gertaerak modu egokian kontatzeko. Ingelesez ere ikasi dugu iraganeko aditz formak erabiltzen iraganeko gertaerak kontatzeko. Beraz, zer ikasi duzuen erakusteko, bukatu esaldi hauek: lehenengo hirurak zuen biografia linguistikoari buruz hitz eginez eta, azken biak, parentesi arteko aditzak modu egokian jokatuz:

- When I was born, _____
- When I started coming to the ikastola, _____
- As soon as I turned ... years old, I _____
- The time period when Franco was ruling, almost no schools which _____ (use) Basque as a medium of instruction _____ (exist).
- Although the founders of our ikastola first _____ (locate) it in karmelo street, then they _____ (have to move) to txurdinaga because they _____ (need) a bigger building.

The explanation of the task for the final text

GURE IKASTOLA EN TRES LANGUAGES PROIEKTUA

Helburua

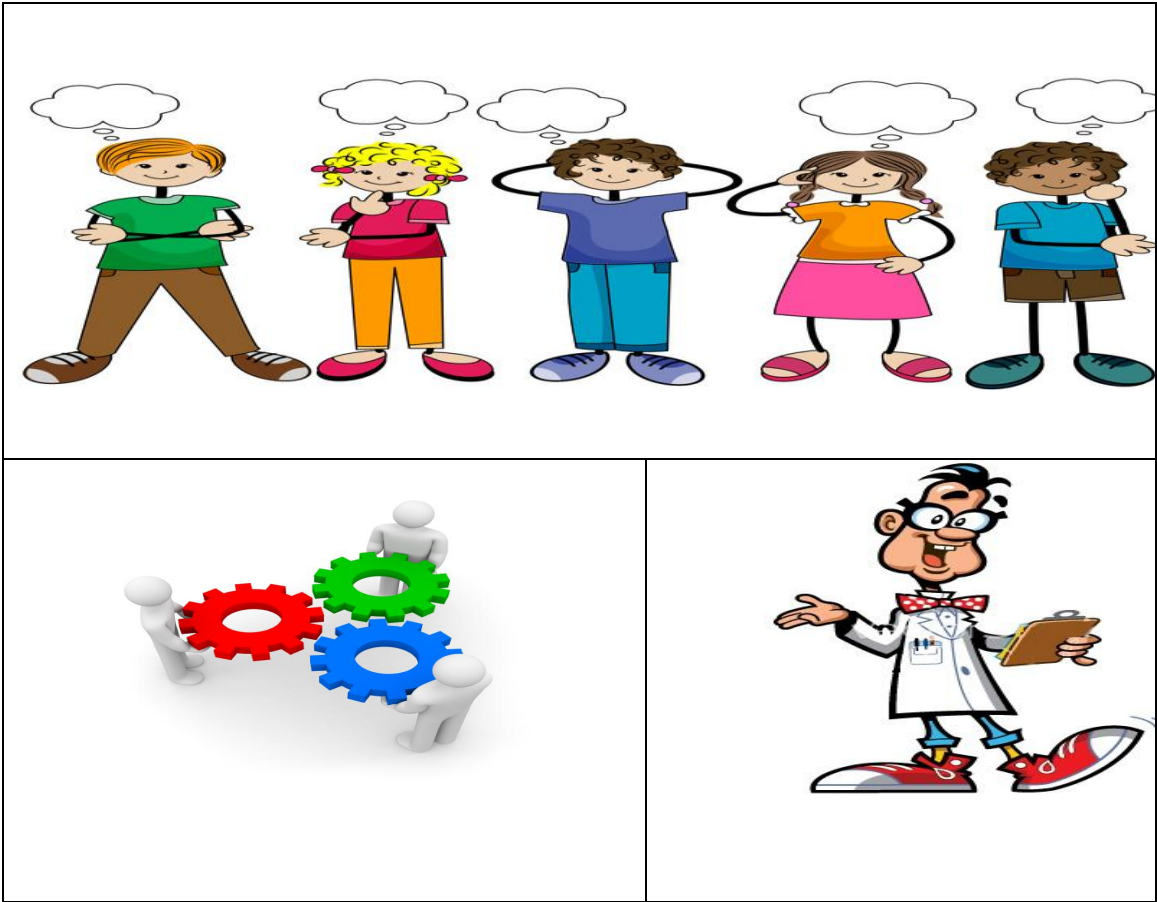
Helburua izango da Irlandako ikastetxe bateko ikasleei AA Ikastolaren inguruko informazioa transmititzea euskaraz, gaztelaniaz eta ingelesez egindako ahozko azalpen baten bidez.

*Ikastolak urtero egiten duen ikasleen elkartrukea dela-eta, aurten **Irlandatik ikasle batzuk** etorriko dira bi aste barru gure Ikastola eta Euskal Herria ezagutzera. Azalpenak bidez grabatu eta **Ikastolako blogean** jarriko ditugunez, **gurasoek** ere izango dute azalpenak ikusteko aukera. Ikusten duzuenaz, beraz, hizkuntza desberdinak menperatzen dituzten entzuleak izango dituzue, eta horregatik, euskara, gaztelania eta ingelesa erabiliko dituzue zuen ahozko azalpenean.*

Nola ekoiztu ahozko azalpenak?

Azalpenak ahoz ekoiztuko dituzue, eta gutxienez 7 eta gehienez 10 minutu iraungo dute. Azalpenak ekoizteko 3 pertsonako taldetan bilduko zarete eta pertsona bakoitzak bi hizkuntza desberdin erabili beharko ditu azalpenean zehar.

*Ahozko azalpenak egiterako orduan, zuek prestatutako idatzizko eskemaz eta oharrez ere baliatuko zarete. Eskema eta ohar horiek laguntza gisa erabiliko dira eta ezingo dira besterik gabe irakurri. **PPT bat ere erabiliko duzue ahozko azalpena egiterakoan. [You will use a PPT when doing the oral exposition]***



The instructions for the text production activity. Final text.

- AHOZKO AZALPENEN PRESTAKETA -

A TALDEA

Zereginak:

1. Erabaki nor izango den lehen, bigarren eta hirugarren hizlaria, eta beheko taulako ezkerreko zutabeaz idatzi bakoitzaren izen-abizenak.
2. Ondoko taula honetan hizlari bakoitzak ikastolari buruz zer informazio eman behar duen azaltzen da. Irakurri arretaz. Gorriz dagoen informazioa euskaraz eman behar da; berdez dagoena, ingelesez; eta urdinez dagoena, gaztelaniaz.

<p>1. hizlaria</p> <hr/>	<p>AGURRA, TALDEAREN AURKEZPEN LABURRA, IKASLEAREN AURKEZPENA ETA BIOGRAFIA LINGUISTIKOA, AZALDUKO DUEN ATALAREN AURKEZPENA ETA ERABILIKO DITUEN HIZKUNTZENA, PPT-A ERABILIKO DELA AIPATZEA EUSKARAZ ETA INGELESEZ*</p>
	<p>GENERAL CHARACTERISTICS</p>
	<p>ALDERDI INTERESGARRIENA EDO HOBETU LITEKEENA</p>
<p>2. hizlaria</p> <hr/>	<p>GREETING, STUDENT'S PRESENTATION AND LINGUISTIC BIOGRAPHY, PRESENTATION OF THE PART THAT WILL BE EXPLAINED AND OF THE LANGUAGES THAT WILL BE USED</p>
	<p>HISTORIA DE LA IKASTOLA</p>
	<p>THE MOST INTERESTING ASPECT OR WHAT COULD BE IMPROVED</p>
<p>3. hizlaria</p> <hr/>	<p>SALUDO, PRESENTACIÓN Y BIOGRAFÍA LINGÜÍSTICA DEL ALUMNO, PRESENTACIÓN DE LA PARTE QUE EXPLICARÁ Y DE LOS IDIOMAS QUE SERÁN EMPLEADOS</p>
	<p>IKASTETXEAREN PROIEKTUAK</p>
	<p>ASPECTO MÁS INTERESANTE O ASPECTO QUE SE PODRÍA MEJORAR</p>
	<p>AGURRA ETA BLOGEKO FOROAN PARTE HARTZEKO GONBIDAPENA</p>

* adibidea: *bueno aipatu behar dizuegu ohartuko zinetenez aurkezpenean zehar PPT bat erabiliko dugula euskaraz edo gaztelaniaz ari garenean esaten duguna ingelesez laburtzeko / Irlandako ikasleek esaten duguna uler dezaten / so I just said that in our presentation we will use a PPT presentation so that you Irish students can understand what we are talking about in Basque and Spanish /*

3. Hona hemen azalpenaren atal bakoitzari buruzko argibide batzuk (hauez gain, zuek ere bilatu bestelako informazioa):

- Biografia linguistikoa: zein den edo diren zuen etxeko hizkuntza(k), zein beste hizkuntza dakizkizuen. Hizkuntza bakoitza non ikasi eta non/norekin erabiltzen duzuen.
- Ezaugarri orokorrak: ikastolaren kokapena, ikasle eta irakasle kopurua, ikasgaiak zein hizkuntzatan egiten diren, euskara batua eta euskalkia noiz eta nola erabiltzen diren, zein adinetik zein adinetaraino ikasi daitekeen bertan, ikastolaren instalazioak, garraioa, eskolaz kanpoko ekintzak, antolatzen diren ekintzak.
- Ikastolaren historia: fundazio urtea, nola sortu zen, nork sortu zuen, ikastolak izan dituen kokapen desberdinak.
- Ikastolako proiektuak: Gazte Role Model Saria eta Comenius, adibidez.

4. Oso kontuan hartu gomendio hauek:

- Ikastolari buruzko alderdi interesgarriena edo, aldiz, aldatuko edo hobetuko zenuketena aipatzerakoan, arrazoitu zuen erantzuna eta ziurtatu taldekide bakoitzak ekarpen berria egiten duela.
- Azalpenak egiterakoan entzuleak ez direnez aurrean egongo, azalpenak ikastolako blogera igoko ditugu; 3. hizlariak, beraz, entzuleei foroan edozein iruzkin edo zalantza plazaratzeko gonbidapena egin behar die.
- Taldeko ahozko azalpenaren oharrak prestatzeko, AA Ikastolako webgunera jo dezakezue (ikastolako webgunearen esteka ematen zaie), baina beste iturri batzuetatik dakizuen ere erabil dezakezue. Hala ere, ez ezazue webguneko informazioa hitzez hitz kopiatu, saiatu aurkitzen dituzuen ideiak zuen hitzen bidez azaltzen.
- Ahozko azalpenaren lagungarri gisa oharrak idatzi ahal izango dituzue, baina ahozko azalpenean ezin dira ohar horiek irakurri, esango duzuen gogorarazteko soilik erabiliko dituzue oharrok.
- Gogoratu ahozko azalpenak 7 eta 10 minutu bitartean iraun behar duela. Entrenatu ezazue taldean egiaztatzeko denbora-tarte horretara egokitzen dela zuen ahozko azalpena.

5. PPT-a nola egin behar duzue?

- PPT-a ingelesez egingo duzue, euskaraz edo gaztelaniaz ari zaretenean Irlandako ikasleek zuen ahozko azalpena jarraitu ahal izateko. Bertan, beraz, euskaraz edo gaztelaniaz esaten duzuen laburtuko duzue, ideia garrantzitsuenak eta hitz gakoak idatziz. Arreta berezia jarri Irlandako ikasleentzat ulertzeko zailak izan daitezkeen kontzeptuetan eta horiek ingelesez definitu (gogoratu *which/who + to be*). PPT hori zuen kabuz egingo duzue ostiralerako. Betiere gogoratu ahozko azalpena taldean egingo duzuela, beraz, zaindu kolorea, letra mota, eta abar berdinak izan daitezela.

Summary of what students had learnt within the modules

GURE IKASTOLA EN TRES LANGUAGES

AHOZKO AZALPENA

PROIEKTUAREN XEHETASUNAK

- Helburua da Irlandako ikastetxe bateko ikasleei AA Ikastola aurkeztea. Ahozko azalpena egiten duzuenean Irlandako ikasleak ez direnez aurrean egongo, ahozko azalpena ikastolako blogera igoko dugu; horrela, zuen guraso eta ikaskideek ere izango dute ahozko azalpena entzuteko aukera. Beraz, euskara, gaztelania eta ingelesa erabili beharko dituzue zuen ahozko azalpenetan.
- 7-10 minutuko ahozko azalpenak
- 3 pertsonako taldetan. Taldekide bakoitzak bi hizkuntza
- Gidoi baten laguntza

HASIERAKO EKOIZPENA

1. MODULUA: AHOZKO AZALPENARI OSOTASUNA EMATEA

Zer ikasi dugu?

- Ahozko azalpenaren hasierako zatia ondo egiten: Hauek dira hasierako zatiaren atalak:
 1. Proiektuaren aurkezpena
 2. Ahozko azalpenaren helburua
 3. Hartzailea erakarri eta hartzaileari zuzenean hitz egitea
- Ahozko azalpenaren hasierako eta amaierako zatian taldearen izenean hitz egiten: *aurkeztuko dizuegu, iruditzen zaigu...*
- Ahozko azalpenean zehar ze gairi buruz hitz egingo dugun argi uzten:
 - ➔ *Historiari dagokionez / hori izan da guztia*
 - ➔ *Orain, azaletik aipatuko dizkizuet ezaugarriak*
 - ➔ *Concerning the characteristics / that was all*
 - ➔ *Now I'm going to talk to you a bit about the history*
 - ➔ *En lo que concierne a los proyectos / eso ha sido todo*
 - ➔ *Ahora me referiré brevemente a la historia*

2. MODULUA: ENTZULEAK GOGOAN IZATEA

Zer ikasi dugu?

- Ahozko azalpenean azaltzen duzuen entzuleek ulertzen dutela ziurtatzen:
 1. Irlandako ikasleentzat ulertzeko zailak izan daitezkeen kontzeptuak definitzen, *which/who + to be* esapidearen bidez:
 - ➔ *EGA, which is a certificate...*
 - ➔ *Lehen Hezkuntza and DBH, which are...*
 - ➔ *Jose Migel Barandiaran, who was...*
- Entzuleen interesa pizten:
 - ➔ *We study in bizkaiera, which is the dialect spoken in the largest part of Biscay. Do you too have dialects in Ireland? You'll tell us when you come here/ We would really like to know about that*
- Entzuleei foroan parte hartzeko gonbidapena modu egokian luzatzen (nola parte hartu zehaztu + modu atsegin eta goxoan).

3. MODULUA: IRAGANEKO GERTAERAK ONGI KONTATZEA

Zer ikasi dugu?

- Iraganeko aditzak ondo ekoitzen:
 - ➔ *When I started coming to the ikastola, I started learning Spanish and then English*
 - ➔ *Although the founders of our ikastola first located it in karmelo street, then they had to move to txurdinaga neighbourhood because they needed a bigger building.*

Ez ahaztu ahoz ari zaretenean zein den garrantzitsua begirada entzuleei zuzentzea, hitza gorputzarekin laguntzea...

AMAIERAKO EKOIZPENA

GURE IKASTOLA EN TRES LANGUAGES

ORAL EXPOSITION

DETAILS OF THE PROJECT

- The aim is to present AA Ikastola to some Irish students. Since the Irish students will not be there when you do the oral exposition, we will upload the oral exposition to the school's blog; that way, your parents and classmates will also have the chance to listen to your oral exposition. Therefore, you will have to use Basque, Spanish and English in your oral exposition.
- Oral exposition of between 7 and 10 minutes
- In groups of 3. Each groupmate two languages
- With the help of notes

INITIAL TEXT

1. MODULE: ENSURING OVERALL COHERENCE IN THE ORAL EXPOSITION

What have we learnt?

- To make a good introductory section.
These are the parts of an introductory section:
 1. Presentation of the project
 2. The aim of the oral exposition
 3. Attract the listener and address the addressee
- To talk on behalf of the group at the introductory and final sections: *aurkeztuko dizuegu, iruditzen zaigu... (we will present, we think)*
- To explicitly state the topic that will be mentioned next:
 - *Historiari dagokionez / hori izan da guztia*
 - *Orain, azaletik aipatuko dizkizuet ezaugarriak*
 - *Concerning the characteristics / that was all*
 - *Now I'm going to talk to you a bit about the history*
 - *En lo que concierne a los proyectos / eso ha sido todo*
 - *Ahora me referiré brevemente a la historia*

2. MODULE: TAKING THE TARGET ADDRESSEE INTO ACCOUNT

What have we learnt?

- To make sure that what you mention is understood by the addressee:
 1. To define the concepts that can be difficult to grasp for the addressee, with the phrase *which/who + to be*:
 - *EGA, which is a certificate...*
 - *Lehen Hezkuntza and DBH, which are...*
 - *Jose Migel Barandiaran, who was...*
- To attract the listeners' attention:
 - *We study in bizkaiera, which is the dialect spoken in the largest part of Biscay. Do you too have dialects in Ireland? You'll tell us when you come here/ We would really like to know about that*
- To address correctly to the addressee the invitation to take part in the forum (specify how to take part + do it tactfully).

3. MODULE: TALKING ACCURATELY ABOUT EVENTS IN THE PAST

What have we learnt?

- Producing correctly the verbs in the past:
 - *When I started coming to the ikastola, I started learning Spanish and then English*
 - *Although the founders of our ikastola first located it in karmelo street, then they had to move to txurdinaga neighbourhood because they needed a bigger building.*

Don't forget the importance of looking at the addressee, making gestures with the body... when you are speaking.

FINAL TEXT