

# The integrated didactics of Basque, English and Spanish in Secondary Education

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## Aims

- I. To study the acquisition of oral expository skills in Spanish L1, Basque L2 and English L3 by means of a multilingual didactic sequence.
- II. To explore the possibility of transfer among Basque, English and Spanish in the production of oral expository texts.

## Background

- **Multilingualism** is more common than monolingualism (Cenoz, 2009) and there is no state in Europe that has only one alive language (Idiazabal, 2011).
- “The specificity and universality in languages allows for a better understanding of what is natural, which is plurilingualism; nevertheless, school has to teach the specificity of each language so as to master the social exigencies of its use” (García-Azkoaga & Idiazabal, 2015).
- One possible approach to tackle these exigencies in the classroom is **ITL (Integrated Treatment of Languages)**.
- **ITL**
  - ✓ ITL does not take languages as isolated systems; rather, it claims that languages are learnt in **interaction**: there is knowledge that can be **transferred** between languages and there is knowledge that needs to be learnt within each language.
  - ✓ ITL stands for **integration** of languages and **coordination** of methodological principles, assessment criteria, aims and content, as well as coordination at more general levels, which allows for crosslinguistic transfer. To this regard, the **Common Underlying Proficiency** (Cummins, 1979) and further research suggest that students make **connections** between languages.
  - ✓ ITL takes **texts** as empiric forms of the **use** of language (Bronckart, 2004. In Dolz, J. & Idiazabal, I., 2013). Since text-genres constitute **historically constructed use of language** and allow for **stabilization of formal elements**, ITL is a **text-genre-based** teaching proposal (Dolz & Gagnon, 2008).
  - ✓ ITL and text-genre-based teaching in legal documents:
    - I. The decree 175/2007 (LOE- Secondary Education)
    - II. The decree 236/2015 (LOMCE - LOE-Secondary Education)
    - III. Heziberri
    - IV. Common European Framework of Reference for Languages: Learning, Teaching, Assessment
- A **didactic sequence** is a series of activities sistematically articulated within a linguistic activity in the framework of a class project which aims at teaching text production/comprehension (Dolz & Schneuwly, 1998:116).

## Multilingual oral expository texts

- Expository texts aim at **providing information** about a topic, about which the speaker is an **expert**.
- Not a monolingual, but a multilingual expository text, in which Basque, English and Spanish will be combined. In this case, our text may be considered as some kind of **translanguaging** practice since it combines three linguistic systems. However, we argue that our approach seems to be a **more controlled** approach than a pure translanguaging approach.
- They do exist in society (conference openings, ...).
- Some aspects of oral expository texts that can be taught and analysed in students' productions:
  - ✓ The communicative situation: aim, audience...
  - ✓ The inner body: the opening; the introduction; the presentation of the structure; the development and connection of different topics; the summarizing phase; the results; the closing
  - ✓ Linguistic features
    - a. Discursive markers: textualization of topics and listings
    - b. Examples and reformulations
  - ✓ Voice, look and body position

## Guideline to produce the multilingual expository text

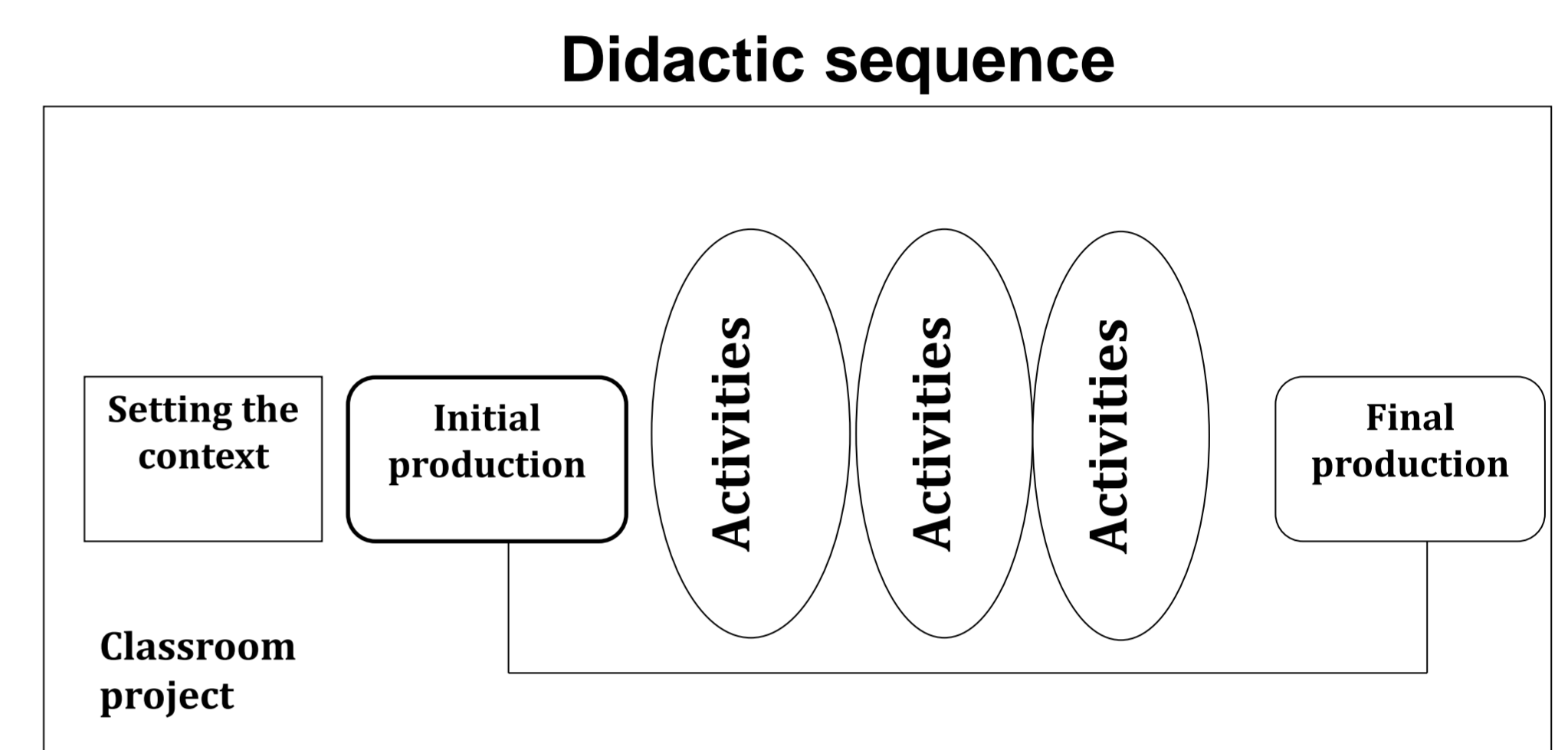
<b>SPEAKER 1</b>	Greeting, short presentation of the group, introduction of oneself, presentation of their part of the index (L = BASQUE)
	General characteristics of the school (L = ENGLISH)
	The most interesting aspect of the school or something that needs to be improved
<b>SPEAKER 2</b>	Greeting, introduction of oneself, presentation of their part of the index
	History of the school (L = SPANISH)
	The most interesting aspect of the school or something that needs to be improved
<b>SPEAKER 3</b>	Greeting, introduction of oneself, presentation of their part of the index
	Out-of-school activities
	The most interesting aspect of the school or something that needs to be improved
	Farewell and invitation to the forum

## References

Cenoz, J. (2009). *Towards Multilingual Education*. Bristol: Multilingual Matters; Council of Europe: 2000, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Council of Europe, Strasbourg; Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222–251; DECRETO 175/2007, de 16 de octubre, por el que se establece el currículo de la Educación Básica y se implanta en la Comunidad Autónoma del País Vasco; DECRETO 236/2015, de 22 de diciembre, por el que se establece el currículo de Educación Básica y se implanta en la Comunidad Autónoma del País Vasco; Dolz, J. & Gagnon, R. (2008). Le genre du texte, un outil didactique pour développer le langage oral et écrit. *Pratiques*, 137/138, 2008, 179-198; Dolz, J. & Idiazabal, I. (2013). Enseñar (lenguas) en contextos multilingües. Universidad del País Vasco, Leioa; Dolz, J. & Schneuwly, B.: *Pour un enseignement de l'oral*, Paris, ASE, 1998; Dolz, J., Noverraz, M. & Schneuwly, B. (2001). *S'exprimer en français. Séquences didactiques pour l'oral et pour l'écrit*. Bruselas: De Boeck & Lacier; García-Azkoaga, I. & Idiazabal, I. (eds.), *Para una ingeniería didáctica de la educación plurilingüe*. Bilbao: UPV/EHU, 2015; Idiazabal, I. (2011). Eleaniztasuna hezkuntzaren derrigorrezko beste utopia bat?, *BAT Soziolingustika Aldizkaria*, 81 (4), 2011, 89-105. Websites: Heziberri 2020. Marco del modelo educativo pedagógico. Eusko Jaurlaritz. Searched on the 23rd of June. On-line: [http://www.hezkuntza.ejgv.euskadi.eus/r43-573/es/contenidos/informacion/heziberri\\_2020/es\\_heziberr/adjuntos/Heziberri\\_2020\\_c.pdf](http://www.hezkuntza.ejgv.euskadi.eus/r43-573/es/contenidos/informacion/heziberri_2020/es_heziberr/adjuntos/Heziberri_2020_c.pdf)

## Methodology

- We will follow the didactic sequence methodology.



(Dolz, Noverraz & Schneuwly, 2001)

- Participants: students of 4<sup>th</sup> year of Secondary Education (experimental group/control group). Students' L1= Spanish; L2=Basque; L3=English. Spanish is predominant in the area and the use of Basque is limited to the school context.
- Task and fictitious communicative situation: students at a High School in Bilbao will perform the following task→ they will explain, in groups of three, both to their parents and to some exchange-programme foreign students what the school is like (the use of the three languages is justified). They will have to combine, in a single expository text, Basque, English and Spanish.
- The modules will provide activities for the three different languages, so as to reap as many benefits from the transferable aspects of language.
- We will have all parts of the oral expositions in all the three languages → We will be able to see both the improvements and transfers from the pre-text to the post-text.
- Our general hypothesis is that the multilingual didactic sequence will foster the learning of oral expository skills in the three languages, even if students will show higher level of competence in Spanish L1 and Basque L2 than in English.
- We've just carried out a pilot study to see if the pattern worked.

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