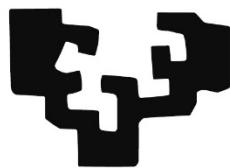# Teaching and Learning through English: Classroom Strategies and Practices in CLIL

Ingelesa irakas-hizkuntza denean:
irakasleen estrategiak eta ikasgelako praktikak CLILen

Egilea: Nerea Villabona Perurena
Zuzendaria: Jasone Cenoz Iragui

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Euskal Herriko Unibertsitateko (UPV/EHU) Hezkuntzarako Ikerkuntza eta Diagnosi Metodoen Departamentuan aurkeztutako doktorego tesia
Hezkuntza, Filosofia eta Antropologia Fakultatea
Hezkuntza: Eskola, Hizkuntza eta Gizartea Doktorego programa

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ESKER ONAK

Lehenik eta behin, eskerrak eman nahi dizkiot lan honen zuzendari den Jasone Cenozi, bere laguntza guztiagatik eta nigan jarritako konfiantzagatik. Zurekin lan egitea plazer handi bat izan da.

Nola ez, ikerketa honetan parte hartu duten ikasle eta irakasleei nire eskerrik handienak, zuen geletako ateak ireki eta ikasgelan gertatzen denari begiratzen uzteagatik. Lan honetan protagonista nagusi diren lau irakasleei mila esker, ikertzaile rolaz aparte, zuen ondoan irakasle gisa ere asko ikasi dudalako.

Hezkuntza: Eskola, Hizkuntza eta Gizartea doktorego-programari eta Hezkuntza Ikerkuntza eta Diagnosi Metodoak sailari tesi hau egiteko aukera emateagatik. Era berean, DREAM ikerketa taldeari eta HABE liburutegiari, lan hau aurrera eramateko baliabideak emateagatik.

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Azkenik, etxekoei eta lagunei eskerrak eman nahi dizkiet hiru urte hauetan izandako egun zailak alaitzeagatik.

LABURPENA

Europan zehar Content and Language Integrated Learning (CLIL) edo Edukien eta Hizkuntzen Ikaskuntza Integratua (EHII) programak ezartzen ari dira atzerriko hizkuntza-maila hobetu eta eleaniztasuna bultzatzeko helburuarekin. Euskal Autonomia Erkidegoko (EAE) hezkuntza-sistemak ere eman du pauso hori. Izan ere, EAEko hezkuntza-helburuetako bat da, euskara oinarri izanik, eleaniztasuna lortzea, eta, horregatik, atzerriko hizkuntza irakas-hizkuntza den programak ezartzen ari dira. Atzerriko hizkuntza hori, kasu gehienetan, ingelesa da.

Lan honen helburua da CLIL irakasgai horien inplementazioa aztertzea EAEko bigarren hezkuntzan. Zehatzago esanda, lan honek edukiak eta hizkuntza integratzean ematen diren praktikak deskribatzen ditu, bai eta edukiak modu ulergarri batean emateko estrategiak aztertu ere. Gainera, testuinguru eleanitz honetan, irakasle eta ikasleen errepertorio linguistikoaren erabilera ikusiko dugu ingelesa irakas-hizkuntza bihurtzen denean. Horretarako, lanak forma kualitatiboa hartu du. Kasu-azterketa bat dugu honakoa, non lau CLIL irakasgai aztertzen diren. Datuak ikasgelako behaketen, irakasleekin elkarrizketen eta klaseko dokumentuen bidez lortu dira.

Emaitzek erakusten dute, besteak beste, irakaslearen profilak eragin zuzena duela programa hauek inplementatzerako garaian. Izan ere, gure lanean, eduki-irakasle direnek atzerriko hizkuntza irakastearen ideiatik urruntzen dira, eta edukietan zentratzen dira soilik. Bestalde, hizkuntza-irakasle direnek hizkuntza-kontzientzia handiagoa erakusten dute, eta besteak beste, estrategia gehiago erabiltzen dituzte edukiak modu ulergarrian irakasteko atzerriko hizkuntzan. Ikasgela barruko praktikek ere translanguaging pedagogikoaren potentziala azaleratzen dute.

ABSTRACT

Most European educational systems are implementing *Content and Language Integrated Learning* (CLIL) programs as a new approach to multilingualism and foreign language learning, and the education system in the Basque Autonomous Community (BAC) is no exception. In fact, the education system in the BAC is making efforts in moving from bilingualism to multilingualism by offering subjects taught through the foreign language, which is most of the times English.

The aim of this study is to explore the way English-medium subjects are implemented in Secondary School in the BAC. More specifically, it describes how teachers integrate language and content in their classrooms, and how they manage to make content comprehensible when using English as the medium of instruction. It also seeks to investigate the presence of the students' and teachers' multilingual repertoire in CLIL lessons. For that, this study takes a qualitative approach. This is a multiple-case study where four classes taught through English are analyzed. Data was collected through classroom observations, semi-structured interviews with the four CLIL teachers and classroom documents.

Findings show how different teachers' backgrounds have an effect on the implementation of these programs: the teachers who have a content-teaching background exclude themselves from the responsibility of "teaching" the foreign language and tend to focus on content-matter only while those with a language-teaching background show more language awareness and see themselves as language and content facilitators. These teachers also show more strategies to make content comprehensible, among others. Classroom realities also show the potential of translanguaging, used with a pedagogical purpose, in these CLIL settings.

AURKIBIDEA

IRUDIEN ZERRENDA

TAULEN ZERRENDA

SARRERA

Ingelesaren 'lingua franca' estatusa dela-eta, munduko hezkuntza-sistema askok atzerriko hizkuntza gisa irakasteaz aparte, irakas-hizkuntza gisa ere erabiltzen dute. Horrela, hizkuntzarekiko esposizioa handitu eta hizkuntza-gaitasunak garatzea ahalbidetu nahi da. Hori, Content and Language Integrated Learning (CLIL) edo Edukien eta Hizkuntzen Ikaskuntza Integratua (EHII) gisako programen bidez ematen da. Esan bezala, programa hauen funtsa ikaslearena ez den hizkuntza bat erabiltzea da irakas-hizkuntza gisa. Gure testuinguruan, ingelesa da atzerriko hizkuntza hori kasu gehienetan. Gauzak horrela, edukiak ingelesez irakasteak eta ikasteak bi elementu horien (atzerriko hizkuntza eta edukiak) arteko integrazioa dakar, edo hori da behintzat programa horien helburua.

Kontua da, CLIL izenaren atzean inplementazio modu eta aukera oso anitzak daudela, testuinguruaren arabera aldatzen direnak. Hortaz, Pavón Vazquéz eta Ellison-ek (2013) dioten moduan "there is no single recipe for CLIL" (70. orr). Izan ere, CLIL inplementazio moduak oso ezberdinak izan ohi dira, kontutan hartzen badugu testuinguruaren egoera soziolinguistikoa, atzerriko hizkuntzan jasotako ordu-kopurua, CLIL derrigorrezkoa edo hautazkoa den, eskolaren planteamendua CLILekiko eta ikasgela barruko praktikak, besteak beste.

Gure testuingurura ere iritsi dira ingelesa irakas-hizkuntza duten programak, bai Oinarrizko Hezkuntzako mailetan, baita Goi-mailako ikasketetan ere. Izan ere, EAEko hezkuntza-sistemak gizarte eleanitz bat sortzeko helburuarekin, hezkuntza-sistema eleaniztuna sortu du. Elebitasuna lortzea da sistemaren oinarrietako bat, ikasleek bi hizkuntza ofizialak (euskara eta gaztelera) menpera ditzaten. Egoera honetan, aipagarria da gizarte mailan gaztelerak nagusitasuna duen arren, EAEko ikasleen %65ak baino gehiagok aukeratzen duela euskara irakas-hizkuntza gisa. Elebitasuna lortzea erronka txikia balitz, azken urteotan eleaniztasunerantz pausoak eman dira, EAEko ikasleek bi hizkuntza ofizialetan bakarrik ez eta atzerriko hizkuntzan oinarrizko gaitasunak lortu behar baitituzte. Esan bezala, EAEko eskola askotan CLIL edo EHII programak daude martxan, non nagusiki ingelesa erabiltzen den arloak eta edukiak irakasteko. Horrela, Lehen Hezkuntza nahiz Derrigorrezko Bigarren Hezkuntzako ikastetxeetan historia, matematika, plastika edota gorputz-hezkuntza irakasten da ingelesa

erabiliz. Kasu batzuetan, ikasleek CLIL irakasgai bat edo bi dituzte, eta hortaz, euskara edota gaztelania irakas-hizkuntza gisa mantentzen dira.

Tesi honen helburua da EAEko Derrigorrezko Bigarren Hezkuntzako lau CLIL ikasgeletako praktikak deskribatu eta aztertzea, arreta berezia jarriz irakasleen esfortzuei egoera berri honetara egokitzeko. Zehatzago esanda, honakoak izango ditugu aztergai: ingelesez irakasten diren irakasgaietako hizkuntza eta edukiak integratzeko saiakerak, edukiak modu ulergarrian irakasteko estrategiak eta euskara eta gaztelaniaren presentzia. Hori guztia ikuspegi kualitatibo batetik egingo dugu, non ikasgela barruko behaketak, lau irakaslerekin elkarrizketak eta klaseko dokumentuak (materialak, errubrikak, etab.) erabiliko ditugun gure ikerketa-galderak erantzuteko.

Ikasleentzat bakarrik ez, irakasleentzat ere erronka bat suposatzen du CLILek. Izan ere, CLIL testuinguruetan, irakasleak irakasten dituen arloko aditua izan behar du, eta, aldi berean, atzerriko hizkuntza-maila ona izan edukiak transmititzeko gai izateko. Ikusiko dugunez, eduki eta hizkuntzaren integrazioa da CLILen ezaugarri nagusia, baina praktikan bi elementu horiek konbinatzeko aukerak ez daude argi: zer nolako arreta behar du hizkuntzak CLILen? Natur Zientzietako irakasleak bere ikasleen ingelesa zuzendu behar al du? Edo matematikako irakasleak klaseko metodologia eta dinamikak aldatu behar al ditu ingelesa irakas-hizkuntza denean? Gainera, CLIL irakasleek beste erronka bat ere badute: ikasleen mailara egokitutako inputa eskaini behar dute. Horretarako, materialak sortu eta egokitu behar dituzte, besteak beste. Ingelesa ikasgelako hizkuntza nagusia denean, hau da, edukiak irakatsi eta ikasteko erabiltzen denean, ikasleen ulermena bermatzeko estrategiak behar dituzte irakasle hauek.

Azkenik, eta testuinguru eleaniztun batean kokatutako lana denez, ikasgela barruko hizkuntza erabilera eta bereziki, irakasle eta ikasleen praktikak izango ditugu aztergai. Atzerriko hizkuntza bakarrik erabiltzen al da CLILen? Zer paper betetzen dute EAEko beste hizkuntza ofizialek (euskara eta gaztelerak) ingeles-bidezko irakaskuntzan? CLIL ikasgela barruan gerta daitezkeen eta hizkuntza ezberdinak erabiltzen dituzten praktikak aztertuko ditugu. Praktika hauek deskribatzeko, *translanguaging* espontaneoa eta *translanguaging* pedagogikoaren artean bereizketa egingo dugu (Cenoz eta Gorter, 2017b). Lehenak, modu naturalean sortutako praktikei egiten die erreferentzia; bigarrenak, helburu pedagogiko batean hainbat hizkuntza erabiltzen dituen estrategia pedagogikoei.

Tesiaren egitura

Tesi hau bi hizkuntzetan idatzi da, euskaraz eta ingelesez. Tesiaren lehen atala, hau da, sarrera eta atal teorikoa euskaraz daude, eta metodologia, ikerketaren emaitzak eta ondorioak ingelesez. Kapitulu bakoitzaren amaieran, laburpen bat eskaintzen da. Jarraian datozen lerroetan, kapituluen deskribapen zehatzagoa.

1. kapituluan, CLILi buruzko sarreratxo bat eskainiko dugu. Lehenik, CLIL zer den ikusi, jatorria aztertu eta ezaugarri nagusiak ikusiko ditugu. Gainera, CLILen inguruan egin den ikerketa laburtuko dugu. Kapitulu honetan, CLILen ezaugarri nagusienez arituko gara: edukia eta hizkuntzaren integrazioa. Ikuspegi teorikoak ikusi ondoren, ikasgelako praktikan bi elementuak elkartzeko esperientziak eta ahaleginak ikusiko ditugu.

2. kapituluan, CLILen inputa, erabilitako metodologiak eta materialak izango ditugu aztergai. CLIL testuinguruetan hizkuntzak duen papera ikusi ondoren, CLIL irakaslearen rola aztertuko dugu. Jarraian, metodologia eta materialetan arreta jarri ondoren, ulermena errazteko estrategiak aurkeztuko ditugu.

3. kapituluan, eleaniztasuna eta eskolan eman daitezkeen praktika eleanitzez arituko gara. Eleaniztasuna ulertzeko ikuspegi holistikoak ikusi ondoren, praktika eleanitzak sailkatzeko erabiltzen diren terminoetan jarriko dugu arreta. Azkenik, ikasgela barruan, eta bereziki CLIL ikasgela barruko hizkuntza-erabilera eta praktika eleanitzak deskribatu dituzten lanak ikusiko ditugu.

Testuingurura hurbiltzea du helburu 4. kapituluak. Bertan, EAEko hezkuntza-sistemaren ezaugarri nagusiak ikusiko ditugu, egoera soziolinguistikoa labur aztertu ondoren. Arreta berezia jarriko diegu hezkuntza-sistemak eleaniztasuna lortzeko bidean eman dituen pausoei.

5. kapituluan (chapter 5), tesi lan honek erantzun nahi dituen ikerketa-galderak aurkezten ditugu, bai eta eskolen testuingurura hurbildu ere. Gainera, metodologia atalean, lan hau egiteko erabilitako metodoa, ikerketaren diseinua, partaideak, eta datu-bilketaren nondik norakoak azaltzen dira.

Gure ikerketaren emaitzak izango ditugu aztergai 6. kapituluan (chapter 6). Ikerketa-galdera bakoitzari atal bat eskainiko diogu, eta ondoren emaitzen laburpen bat dugu.

Azkenik, 7. kapituluan (chapter 7) gure emaitzak beste ikerlan batzuekin erlazionatuko ditugu, eta ikerketaren ondorio nagusiak azpimarratuko. Ikerketaren mugak eta etorkizuneko bideak ikusi ondoren, inplikazio didaktikoekin amaituko dugu.

CLIL: DEFINIZIOA, EZAUGARRIAK ETA IKERKETA

1.1.   CLIL. Definizioa, ezaugarriak eta historia laburra

1.1.1. Definizioa eta ezaugarriak

Content and Language Integrated Learning (CLIL) edo euskaraz Edukien eta Hizkuntzen Ikaskuntza Integratua (EHII) metodologiaren inguruan definizio ugari eman badira ere, gaiari buruzko ikerketetan ziurrenik ezagunena eta erabiliena honako hau da: "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, 1.orr). Argi geratzen da, beraz, planteamentu honen oinarria ikaslearena ez den hizkuntza bat erabiliz bestelako edukiak ikastea (eta irakastea) dela, modu horretan hizkuntza ikasten den bitartean. Horrela, CLIL ikasleek historia, natur zientziak edota plastikako edukiak beste hizkuntza batean lantzean, hizkuntza hori lantzen arituko dira. Terminoak dioen bezala, CLILen edukiak eta hizkuntza(k) modu integratuan lantzen dira, baina badirudi edukietan zentratzen dela ("content-driven") (Coyle et al., 2010). Ikasten den hizkuntza gehienetan atzerriko hizkuntza bada ere, bigarren hizkuntza (H2) edota komunitateko hizkuntza izatea ere posible dela dio autore horrek (Coyle et al., 2010).

CLIL akronimoa "umbrella term" gisa erabiltzen da, hainbat programa elebidunei erreferentzia egiteko ikerketa eta hezkuntza munduan. Izan ere, aplikatzen den testuinguruaren arabera hainbat aldagai, ikuspuntu eta metodologia hartzen ditu bere baitan. Gainera, Europako eta munduko beste tokitako hezkuntza errealitateak oso ezberdinak izan daitezke elkarrekiko (Dalton-Puffer eta Smit, 2007). Hortik, CLIL programen heterogeneotasuna azpimarra dezakegu ezagurri nagusi gisa. Heterogeneotasun hori hainbat modutan ematen da, testuinguruak helburuetan eta emaitzetan duen eragina kontutan hartuta (Nikula et al., 2013). Herrialde bakoitzeko testuinguruak (adibidez, hizkuntza- eta hezkuntza- politikek) ezarriko du oinarria CLIL programak hezkuntzan aplikatzerako garaian, eta herrialde baten barruan ere ezberditasun handiak egon daitezke komunitate autonomo edo probintzien

artean. Lasagabasterrek (2008) dioen moduan, CLIL ikerketak ipar-europan utzi dituen emaitzak, adibidez, ezin ditugu zabaldu Hego-Europako testuingurura, egoerak oso ezberdinak baitira. Gainera, CLIL programak hezkuntza-maila ezberdinetan ezar daitezke, haur hezkuntzatik goi-mailako ikasketaraino, eta ondorioz, ikasleen adinak eta horien gaitasunak ere eragin handia izango dute programa martxan jartzerakoan.

Dena den, CLIL nahiko malgua da eta testuinguru ezberdinetara egokitzen da (Coyle et al., 2010). Europa mailan egindako txosten baten arabera (European Commission et al., 2017), ia Europako herrialde guztiek eskeintzen dute CLIL moduren bat (14.orr). Kasu honetan, CLIL gisa ulertzen dituzte ikasleek berea ez duten hizkuntza batean ikasten dutenean. Horrela, bi motatako programak bereizten dituzte: alde batetik, *Type A*, atzerriko hizkuntza bat erabiltzen dutenak edukiak irakasteko; eta bestetik, *Type B*, hizkuntza gutxitu (euskara Espainian), bertakoa ez den hizkuntza bat (*non-territorial language*, samiera Suedian edo Finlandian, esaterako) edo estatuko beste hizkuntza bat (adibidez, Irlandan, non ingelesa eta Irlandako gaelera diren estatu-hizkuntzak) erabiltzen dutenak.

Herrialde ezberdinei begiratuz gero, badirudi Grezian, Bosnia eta Herzegovinan, Islandian eta Turkian ez dagoela inolako CLIL inplementaziorik (2017ko datuei erreparatuta) eta bestalde, Italia, Txipre, Luxemburgo, Austria, Maltan eta Liechtensteingo eskola guztietan eskaintzen dela nolabaiteko CLIL mailaren batean (European Commission et al., 2017, 57.orr). Estatu bakoitzak testuinguru ezberdinak biltzen dituenez, CLIL programak ikasleen behar ezberdinei egokitu behar dira.

Heterogeneotasun hori burutik kendu gabe, CLIL programen inplementazioetan ezaugarri nagusi batzuk ikustea interesgarria litzateke. Honako hauek dira Dalton-Puffer eta Nikula-k (2014) azpimarratzen dituztenak. Lehenik, definizioan agertzen den "additional language" hori normalean atzerriko hizkuntza bat dela diote, eta ez herrialdeko bigarren hizkuntza. Hortaz, ikerlari hauek CLIL atzerriko hizkuntzaren erabilerarein lotutako terminoa dela diote, Europako Batzordeak (2017) *Type A CLIL* deitzen duena. Beste modu batera esanda, ikasleek bizi diren testuinguruan presente ez dagoen hizkuntza bat erabiltzen da ikasgelan. Atzerriko hizkuntza hori normalean ingelesa da, eta horrexegatik hainbat ikerlarik (Dalton-Puffer, 2011; Dalton-Puffer et al., 2010; Paran, 2013), *Content and English Integrated Learning* (CEIL) kontzeptua erabili dute CLIL programetan ingelesak duen nagusitasuna azpimarratzeko.

Bigarrenik, irakasleen profilari dagokionez, CLIL irakasleak eduki irakasleak izan ohi dira, eta ez hizkuntza-irakasleak. Hauek, gainera, ez dute zertan atzerriko hizkuntzaren jatorrizko hiztun izan edo jatorrizko hiztunen maila eduki (García, 2009a, 130.orr). Gainera, CLIL irakasgaiek eduki-irakasgai gisa hartzen dira, eta ez dituzte bigarren edo atzerriko hizkuntza irakasgaia ordezkatzen. Beste modu batera esanda, ikasle horien ordutegian CLIL ikasgaiez aparte, atzerriko hizkuntza irakasgaia izan ohi dute.

Hala ere, aipatu behar da zenbait kasutan tradizionalki programa elebidunak edo murgiltze-programak deitu direnak oso gertu daudela CLILen definizioetatik. Antzekotasun eta ezberdintasun horiei buruz sakonago hitz egingo dugu 1.1.3 atalean. Orain, CLILen aurrekariez arituko gara, bere jatorriaz, hain zuzen.

1.1.2. CLIL eta bere aurrekariak: jatorria

Ikaslearena ez den hizkuntza bat eskolako komunikazio-hizkuntza bihurtze hori ez da gauza berria. Izan ere, jada duela 2.000 urte erromatar imperioak Grezia bereganatu zuenean, Erromako ume askok grekeraz ikasi zuten, hizkuntza horrek ate asko irekiko zizkielakoan (Coyle et al., 2010). Autore batzuk lehenago ere ikusten dute data hau (5000 urte) (Mehisto et al., 2008). Egun ezagutzen dugun CLIL kontzeptua 1990 inguruan hasi zen zabaltzen Europan, eta geroztik eduki duen hedapena izugarria izan da, baina CLILen aurrekariei begirada bat botatzea komeni da beste programa batzuk beregan eduki duten eragina ikusteko.

Europako hezkuntza eleaniztuna CLIL baino lehen

CLIL 1990.hamarkadan garatutako ikuspuntua dela ikusi dugu. Hala ere, Europan lehenago existitu dira eduki/irakasgai batzuk atzerriko hizkuntzan, eskualdeko hizkuntzan edo hizkuntza minorizaturen batean ematen diren eskolak (Eurydice, 2006, 7.orr). Esate baterako, 1953an sortu ziren *European Schools* deiturikoak, non ikaslearena ez zen hizkuntza batean edukiak ikasten ziren betiere alfabetatzea ikasleen ama-hizkuntzan bermatuz. Egia da, hala ere, eskola horiek Europako sektore elitista minorizatu bati mugatuta zeudela (Tragant et al., 2016, 579.orr), batez ere funtzionario europarren seme-alabek ikasten baitzuten bertan. Baetens Beardsmore-k (1991) azaltzen duen moduan, ingelesa, frantsesa eta alemanaren artean aukeratu behar dute beraien bigarren hizkuntza (H2) eta eskolako komunikazio-hizkuntza izateko edukiak ikasterako garaian. Gainera, ikasle hauentzat hirugarren hizkuntza (H3) ikastea

derrigorrezkoa da bigarren hezkuntzatik aurrera (Baetens Beardsmore, 1991, 7.orr).

Badirudi duela urte batzuk atzerriko hizkuntzak ikastearena gutxi batzuen pribilegio bat zela (Cenoz, 2012; Pérez-Vidal, 2015). Eurydice-k (2006, 7.orr) azaltzen duenez, hezkuntza eleanitza eskeintzen zuten eskualdeak "linguistikoki bereziak" ziren mugan zeudelako edo eskualdea bera elebiduna zelako. Gauzak horrela, Baetens Beardsmorek (1993) *international schools*ez gain Europako hezkuntza elebiduneko honako adibideak azaldu zituen bere lanean: Luxenburgoko sistema, Bruselako Foyer proiektua eta azkenik, katalan eta euskara murgiltzeak espainian.

Luxenburgoko sistemaren bitartez, biztanleria guztia hirueledun bihurtzen da eskola eta testuinguaren bitartez (Baetens Beardsmore, 1993, 201.orr). Sistema honetan ikasleak ama-hizkuntzan jasotzen zituen/ditu klaseak hasieran, gradualki eskolako komunikazio-hizkuntza alemana bihurtzen den arte (lehen hezkuntza bukaeran). Jarraian frantsesa pixkanaka gehitzen dute eta berriro ere gradualki komunikazio-hizkuntza bihurtzen da (Horner eta Weber, 2015).

Bruselako Foyer proiektua etorkinei zuzendutako lehen hezkuntzan ezarritako programa hirueleduna izan zen. Honela definitzen zuen Baetens Beardsmorek (1991) helburua: "this project is a unique Belgian initiative aimed at producing bicultural children with trilingual competence"(8.orr). Eskola hauetan ikasle etorkinek neerlandera ama-hizkuntza zuten ikasleekin ikasten zuten eskola orduen portzentai batean, baina klasetik ateratzen zituzten beraien ama-hizkuntza, neerlandera eta frantsesa aparte ikasteko.

Azkenik, katalan eta euskara murgiltze-programak/hezkuntza elebiduna aipatzen ditu Baetens Beardsmorek. Murgiltze-programa hauek 1980 hamarkadan jarri ziren martxan, eta hizkuntza gutxituaren normalizazio prozesuan pauso garrantzitsua izan ziren. Programa hauen bitartez ikasleek edukiak katalanez edo euskaraz ikasteko aukera izan zuten, herrialdeko hizkuntza nazioanala (gaztelera) hizkuntza irakasgai gisa ematen jarraitzen zen bitartean. Euskal Autonomia Erkidegoko hezkuntza elebidunaren nondik-norakoak sakonago aztertuko ditugu 4. kapituluan.

Esan bezala, aipatutako eredu hauek Europako hezkuntza elebidunaren lehen urratsak izan ziren, eta badirudi esperientzia hauek mesedegarri izan zirela CLIL ikuspuntua sortzerako garaian.

Ipar Amerikako murgiltze eta programa elebidunak

CLIL Kanadako frantses murgiltze-programetan eta Ipar Amerikako hezkuntza elebidunean jatorri duen programa dela ere esan dezakegu (Pérez Cañado, 2012). Lehenak 1960ko hamarkadan sortu ziren Quebecen; ingeles-hiztun ziren familiek beraien seme-alabak frantsesez ikastea nahi zutelako, frantsesa nagusi zen leku batean bertako hizkuntza menperatzea ezinbestekoa iruditzen baitzizaien (Eurydice, 2006; Paran, 2013). Horretarako, haur hezkuntzako ikasle talde batek frantsesez jasoko zituen eskolako ordu guztiak, eta pixkana beren ama-hizkuntza txertatzen hasiko ziren gradualki (7 urterekin, grade 2) %50 era iritsi arte 12 urte zituztenean (Pérez-Vidal, 2007). Helburu konkretu batzuk lortu nahi izan zituzten (Baker eta Jones, 1998, 496.orr): (1) frantsesez hitz egiteko, irakurtzeko eta idazteko gaitasuna lortzea, (2) ingeles hizkuntzan eta curriculumeko beste irakasgaietan beharrezko maila lortzea eta (3) Kanadako frantses hiztunen eta ingeles hiztunen tradizio eta kulturak balioestea. Beste modu batera esanda, lehen murgiltze-programa horren helburua ikasle elebidunak lortzea izan zen, edukien maila gutxitu gabe. Arrakasta izan zuenez, herrialde guztian zehar zabaldu zen. Gerora, Kanadako testuinguru anitzei eta helburu ezberdinei erantzuna emateko, murgiltze-programa ezberdinak sortu ziren ikasleen adinaren arabera (*early immersion, middle immersion* eta *late immersion* bigarren hezkuntzan) eta murgiltzen pasatako denboraren arabera (*total immersion* eta *partial immersion*) (Baker eta Jones, 1998). Murgiltze-programek bigarren hizkuntzen irakaskuntza ikuspuntua aldatu zuen, eta gaiari buruz egindako ikerketak informazio asko eman zuen Europan antzeko programak martxan jartzerako orduan. Esaterako, eta gure testingurura hurbilduz, esan dezakegu iadanik Euskal Herrian martxan zeuden programa elebidunetan Kanadako murgiltze-programek eragina izan zutela.

Ipar Amerikan jarraituz, Amerikako Estatu Batuetako (AEB) hezkuntza elebidunak ere izan du eragina CLIL programen sorreran. Testuingurua nahiko ezberdina dugu hemen; Kanadan lortu nahi zena herrialdeko bi hizkuntza ofizialak nabarmendu eta sustatzea izan bazen, AEBn bestelako hizkuntza minoritarioak sartu ziren jokoan. Izan ere, herrialde horretako ume askoren ama-hizkuntza ez zen (eta ez da) ingelesa, eta beraz, populazioaren zati honi bertako gizartean bizitzeko beharrezko tresnak hezkuntza elebidunaren bidez ematea erabaki zen (Kim et al., 2015). Hezkuntza elebidunak AEBn hainbat programa hartzen ditu bere baitan; kasu gehienetan hizkuntza minorizatuetan mintzo diren jende-taldeei zuzenduriko programak dira. Hauetatik aipatu ditzakegu,

adibidez, *English as a Second Language (ESL)* programak, non ikasleek atentzio indibidualizatua jasotzen duten ingeles hizkuntza ikasteko garaian; *Transitional Bilingual education (TBE)* eta *Developmental Bilingual Education* non ikagelan bi hizkuntza presente dauden edukiak ikasteko garaian. Agian ezagunena eta arrakastatsuena *two-way immersion (TWI)* da; bertan, bi ikasle profil nahasten dira ikasgelan: hizkuntza minorizatua ama-hizkuntza duten ikasleak eta bigarren hizkuntza ikasi nahi duten ikasleak (ama hizkuntza ingelesa dutenak). TWI programen barruan ere aukera ezberdinak daude, *partial immersion* egiten dutenak (eskola bizitzan zehar %50 ingelesez eta beste %50a hizkuntza gutxituan) edo *full immersion* egiten dutenak, 2. mailara iritsi arte %90 hizkuntza minorizatuan ematen dutenak eta hortik aurrera 50:50 programara pasatzen direnak. Badago ere *one-way immersion* programa, lehen hizkuntza (H1) ingelesa dutenei zuzendua (Tedick eta Wesely, 2015), *foreign language immersion* ere deitzen zaiona. Testuinguru zabal honetan egin diren ikerketak askotarikoak izan dira, bai prozesua aztertu dutenak baita emaitzak neurtu dituztenak ere. Gauzak horrela, AEBko esperientzia eta gaiari buruzko literatura lagungarri suertatu zen Europako CLIL programen ezaugarriak zehazterako orduan.

Inspirazio iturri izan baziren ere, CLIL aurreko programetaz ezberdintzen da aspektu batzuetan. Alde batetik, helburuak bestelakoak dira: Kanadan xedea tokiko hizkuntza ofizial bat menperatzea edo AEBn hizkuntza nagusian arazorik ez izatea (ingelesa) bilatzen bazuten, CLIL programek atzerriko hizkuntzan gaitasun komunikatiboak garatzea bultzatzen dute, Europar kontinenteko hizkuntza aniztasuna kontutan hartuz eta eleaniztasunerantz begiratuz. Egia dena zera da, Lorenzok (2007b, 27.orr) dioen moduan programa hauek guztiak gizarte beharrei erantzuteko sortutako ekimenak direla, eta CLIL, modu berean, hezkuntza behar bat baino gehiago dela.

1.1.3. CLIL ,CBI, eta murgiltze-programak: berdina ala ezberdina?

Gaur egun, ugariak dira munduan zehar hizkuntza gehigarri bat (atzerriko hizkuntza, H2 edo H3) edukiak irakasteko erabiltzen dituzten programak. *Hezkuntza elebiduna, murgiltzea, Content-based Instruction (CBI), English as a Medium of Instruction (EMI)* edota *CLIL* izenpean ezagutzen ditugu, eta dirudienez, ez dago bat-etortzerik terminologia bat edo bestea aukeratzerako garaian.

Hezkuntza elebiduna termino anbiguo bat dugu. Baker eta Wright-ek (2017), definizioa argitzeko asmotan, bi adiera bereizten dituzte. Alde batetik, hezkuntza elebidunak ikasle elebidunez osatutako hezkuntza islatzen du, bi hizkuntzen erabilera sustatzen ez duen eta elebitasuna xede ez duten programetaz ari gara. Programa hauek gehienetan ama-hizkuntza hizkuntza minorizatu duten eta gehiengoaren hizkuntzan ikasten duten ikasleez osatuak egoten dira. Bestetik, bi hizkuntza (edo gehiago) komunikazio-hizkuntza gisa erabiltzen dituzten programak ditugu (197.orr). Arestian ikusi dugunez, Garciak (2009a) adiera hau jarraitzen du eta hezkuntza elebiduna definitzerakoan honako hau dio: "bilingual education programs use the language *as a medium of instruction*; that is, bilingual education programs teach content through an additional language other tan the children's home language" (6.orr). Hezkuntza elebidunak, beraz, bere baitan hartzen ditu murgiltze-programak, *two-way immersion programs*, Content-Based Instruction (CBI), CLIL eta antzekoak (ikus sailkapenak Baker eta Wright, 2017, 199.orr; García, 2009a, 123.orr).

Asko dira, ordea, CLIL terminoaren originaltasuna azpimarratzen duten ikertzaileak. Hauek hezkuntza elebidunak eta murgiltzeak CLILekin dituzten antzekotasunak onartzen dituzte (Coyle et al., 2010, 1.orr), baina bi bereizgarri azpimarratzen dituzte: lehenik, hizkuntza eta edukien artean ematen den integrazioa; eta bestetik, testuinguru europearrean sortu eta garatutako programa izatea (Coyle, 2007, 545.orr). Lorenzok (2007b) ere CLILek bere ezaugarri propioak dituela dio: "The time when it has appeared, the places where it has been adopted and the learning theory behind it turns CLIL into a successful attempt at language and social change in 21st century Europe" (27.orr).

Autore batzuk CLIL, CBI eta murgiltze-programen arteko desberdintasunak azpimarratzen saiatu dira (Dalton-Puffer et al., 2014; Lasagabaster eta Sierra, 2010), baina badirudi orokorrean CLIL eta murgiltzearen arteko aldeak gehiago lotzen dituztela testuinguruarekin ezaugarri pedagokiokin baino. Horregatik, ondorengo parrafoetan ikusiko dugunez, zalantzan jartzen da bi termino hauen esanahia hain ezberdina denik (Cenoz, 2015; Cenoz et al., 2013; Paran, 2013; Somers eta Surmont, 2012).

Dalton-Puffer-ek (2011) aipatzen du programak izena hartzerako garaian testuinguruaren ezaugarriak ere hartzen direla kontutan, eta ez programaren ezaugarriak soilik: "In fact, whether a concrete program is referred to as

immersion or CLIL often depends as much on its cultural and political frame of reference as on the actual characteristics of the program" (183.orr).

Murgiltze-programez ari garenean, esan dezakegu normalean ikaslearena ez den hizkuntza erabiltzen dela irakas-hizkuntza gisa gutxienez eskola-ordutegiko %50ean. Portzentai hori handitu daiteke %100ra iritsi arte. Programa hauen barruan, bereiz daitezke adin txikietan hasten direnean (*early immersion*) edo maila altuago batean daudenean hasten direnean (*late immersion*) (Dallinger et al., 2016). Dena den, CLIL eta murgiltzeak oso hurbil daude elkarrekiko, esan bezala, ezaugarri pedagogiko nagusiak elkarbanatzen baitituzte eta ezberdintasunak testuinguruari lotutakoak baitira nagusiki.

Izan ere, historikoki berezia eta bakarra izateak, ez du esan nahi CLIL pedagogikoki ere hala denik. Horixe argudiatzen dute Cenoz et al.-ek (2013) CLIL eta murgiltze-programei eman zaizkien definizioak aztertzen dituzten lanean. CLIL, murgiltzeak, CBI eta antzeko programetaz isolatzeak ekar ditzaken arazoak aipatzen dituzte. Izan ere, lan honetan, CBI programa bat, murgiltze-programa bat eta CLIL programa baten ezaugarriak aztertzen dituzte, kontutan hartuz programa bakoitzaren helburuak, ikasle eta irakasleen profilak, irakas-hizkuntza, eduki eta hizkuntzaren arteko balantza eta azkenik, materialen sorrera edo irakaste-moduak bezalako beste ezaugarri batzuk. Ondorioztatzen dute funtsean ez duela zentzurik bi horien arteko bereizketa kategorikorik egitea. Bat-egiten dugu horiekin murgilketan egin den ikerketa CLILentzat oso lagungarri izan daitekela esaten dutenean:

> First, by isolating CLIL, advocates are depriving CLIL educators of valuable information from research on immersion education and related forms of CBI that could inform and improve their efforts in CLIL classrooms and programs in Europe and else- where. Secondly, a pre-occupation with the uniqueness of CLIL isolates CLIL theoreticians and researchers from mainstream research on multilingual and L2 education, as, logically, anything that is unique is unrelated to other forms of L2 education. Rather than insisting on the uniqueness of CLIL, efforts might be better spent establishing a taxonomy of different common forms of CLIL/CBI so as to circumscribe the diverse contexts in which CLIL is found (Cenoz et al., 2013, 16.orr).

Bestalde, CBI eta CLILen arteko antzekotasunak aztertu dituzten lanak ditugu. Izan ere, normalean sinonimo gisa erabiltzen dira, CLIL Europan gehiago erabiltzen delarik eta CBI, berriz, Ipar-amerikan. Cenozek (2015) CBI eta CLIL

programen arteko funtsezko ezaugarriak eta testuinguruaren araberako ezaugarriak aztertzen ditu, ondorioztatzeko ezaugarri garrantzitsuenak elkarbanatzen dituztela programa horiek. Horretarako, funtsezko ezaugarriak (*essential properties*) eta testuinguruaren araberako ezaugarriak (*accidental properties)* bereizten ditu. Funtsezko ezaugarrien artean, aipatzen ditu irakas-hizkuntza, hizkuntza-helburuak, hezkuntza- eta gizarte- helburuak, eta ikasle mota, eta continuum batzuen bitartez azaltzen ditu, 1.1 irudian ikus dezakegun bezala.

1.1 Irudia. CLIL/CBI funtsezko ezaugarriak. Cenoz (2015). Euskarara itzulia.
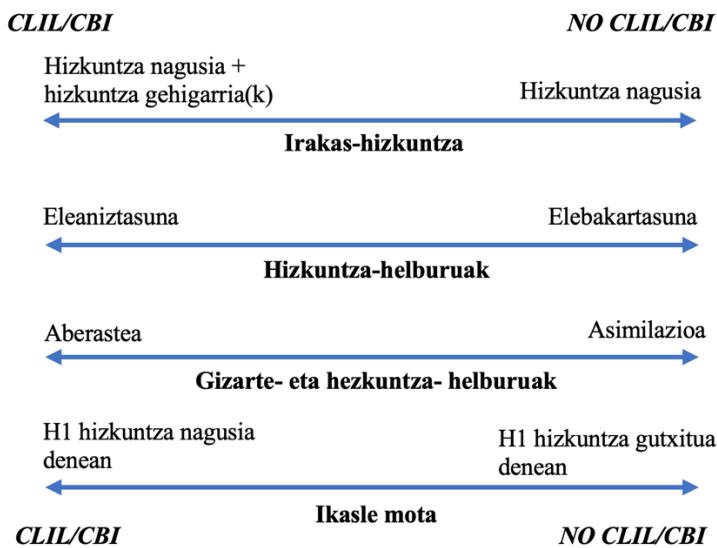
Horrela, continuum hauetan koka daitezke CLIL/CBI programa ezberdinak, beren funtsezko ezaugarrien arabera, eta ikus daiteke nola aldentzen diren EZ-CLIL programetatik. Esaterako, irakas-hizkuntzaren continuuma hartzen badugu, ikus dezakegu CLIL/CBI programa ezberdinak bertan kokatu daitezkeela irakasteko hizkuntzen arabera. Adibidez, continuumaren eskuin aldean kokatuko genuke hizkuntza nagusi bat, ikasleen H1a, erabiltzen denean klaseak emateko (EZ-CLIL/CBI), eta ezker aldean berriz, atzerriko hizkuntzaren bat edo bigarren hizkuntza bat erabiltzen denean edukiak ikasteko. Berdin aplikatzen da hizkuntza-helburuei dagokion continuuma. CLIL/CBI programek eleaniztasuna izan ohi dute helburu, nahiz eta programa ezberdinak izan. CLIL/CBI programen beste helburuetako bat da ikasleak aberastea helburu dutela. Ikasle hauek kultura ezberdinak ezagutzera bultzatzen da, elkarrekin komunikatzera eta hortaz, gizarte eta hezkuntza helburua ez da kultura batean asimilatzea baizik eta aberastea. Continuumaren beste ertzean, asimilazioa deitzen duenean, kokatu daitezke testuinguru ezberdin batetik datozten ikasle

etorkinak. Azkenik, funtsezko ezaugarrietako bat ikasle profila da Cenozen (2015) ustez, CLIL/CBI programetan ikasleak hizkuntza nagusi baten hiztun izan ohi dira-eta. Hala ere, kasu batzuetan salbuespenak ere egon daitezke, *two-way immersion* programetan bezala, zeinetan ama-hizkuntza ezberdinetako ikasleak biltzen diren. Dena den, continuum horretan kokatu daitezke ezaugarri horien araberako CLIL/CBI eskolak.

Esan bezala, Cenozek (2015) testuinguruaren arabera alda daitezken ezaugarriak ere azpimarratzen ditu (*accidental properties*), hala nola, irakas-hizkuntza izateko aukeratutako hizkuntza, irakasleak jatorrizko hiztun edo ez izatea, ikasleen adina eta programaren jatorria. Hauek ez direla funtsezko ezaugarriak argi argudiatzen du. Gauzak horrela, defendatzen du funtsean CLIL eta CBI berdinak direla eta ikerketari eta hezkuntza adituei lagungarri izango zaiela bi termino hauek sinonimo gisa erabiltzea.

Dena den, termino baten edo bestearen aukeraketa ez luke hain garrantzitsua izan beharko, betiere kontutan hartzen baditugu hizkuntza eta edukien integrazioa oinarri duten planteamendu guztiak (Ruiz de Zarobe eta Cenoz, 2015, 91.orr). CLIL kontzeptuari buruzko ikuspegi ezberdin hauek direla eta, esan dezakegu CLIL definizio unibertsal bat ematea zaila dela (Oattes, Oostdam, de Graaff, eta Wilschut, 2018). Honek, gainera, CLIL ulertzeko modua ez ezik, CLIL inplementatzeko moduetan ere eragina du (Martí eta Portolés, 2019).

Gure testingurura etorriz, 4. kapituluan ikusiko dugu Euskal Autonomia Erkidegoko (EAE) ikasle askok ikasten dutela euskaraz. Eredu hau murgiltze eredu gisa hartzen da, baina CLILetaz oso hurbil dagoela ondoriozta dezakegu. Askorentzat, euskara H2a da, eta ez atzerriko hizkuntza, baina zenbait kasutan kontaktu bakarra hizkuntzarekin eskolan ematen da. Gainera, edukia ematen duten irakasleek euskaraz irakasten dituzte edukiak eta euskarako klaseak ere badaude curriculumean. Ikusten da, beraz, CLIL eta murgilketak ezaugarri komunak dituztela. Tesi lan honetan ingelesa irakas-hizkuntza gisa erabiltzen denean aztertu behar dugunez, eta klase horiek %50ra iristen ez direnez (murgilketan bezala) CLIL erabiliko dugu hemendik aurrera gure lanean, baina ezaugarri komunak onartzen ditugu.

1.1.4. Ikerketa lehen eta orain

Ikuspegi pedagogiko berri honen aurrean asko izan dira guraso, irakasle eta ikerlarien galderak programa hauen eraginkortasunari buruz. Hortaz, asko ikertu da CLILi buruz. Atal honetan azken urtetan argitaratu diren ikerketa batzuk aipatuko ditugu, inplementazioaren arlo ezberdinak ikertu dituztenak. Gure kasuan, bat egiten dugu CLIL eta beste programa elebidunen antzekotasunak azpimarratzen dituzten lanekin, baina arestian esan bezala, literatura mugatzearren, atentzioa jarriko dugu Europar Batzordeak *Type A CLIL* deitzen dionean, hau da, atzerriko hizkuntza bat (eta ez herrialde horretako beste hizkuntza bat, esaterako) erabiltzen denean edukiak transmititzeko.

Atzerriko hizkuntza eta CLIL

Asko aztertu da CLILek ikasleen hizkuntzetan duen eraginari buruz. Izan ere, CLILen inguruan egin diren ikerketa gehienak atzerriko hizkuntzan CLILek duen eragina aztertu nahi izan dute. Paran-ek (2013) honi azalpena bilatzeko asmoarekin, ikerketa egiten duen pertsonarekin lotzen du, honako hau esanez: "CLIL research is conducted by language educators rather than subject specialists, and therefore focuses almost exclusively on language, with content knowledge rarely examined or measured" (323.orr).

Ikerlan horietako askok CLIL programak eta atzerriko hizkuntza ikasteko metodo tradizionalak konparatu nahi izan dituzte. Jarraian ikusiko dugunez, positiboa dirudi, oro har, CLILek hizkuntzaren ikaste prozesuan duen eragina ikasleak maila berdinean daudenean. Admiraal et al.-ek (2006) CLIL programak Herbereetan ezartzen hasi ziren garaian (1993 inguruan) bildutako datuekin, bigarren hezkuntzako CLIL ikasleak eta EZ-CLIL ikasleak alderatu zituzten lau urteko luzetarako ikerketa batean. CLIL taldearen emaitzak hobeak zirela ikusi zuten irakurmenean, mintzamenean eta ahoskeran, ikasleen ingeles maila neurtu ondoren. Gainera, ez zuten efektu negatiborik aurkitu ikasleen edukien ikaste prozesuan ezta ikasleen ama-hizkuntzan ere.

Ildo beretik eta testuinguru ezberdinetan antzeko ikerketak errepikatu dira. Esate baterako, Lorenzo et al.-ek (2010) Andaluziako lehen hezkuntza eta bigarren hezkuntzako atal elebidunen (*secciones bilingües*) eragina aztertzeko asmotan, adin bereko CLIL eta EZ-CLIL ikasleak (ingelesa soilik irakasgai gisa ematen dutenak) alderatu zituzten. Ikasle hauen CLIL hizkuntza ingelesa zen lehenengo taldearentzat, alemana bigarrenarentzat eta frantzesa azken

taldearentzat. Atzerriko hizkuntza edozein izanda ere, CLIL ikasle talde guztiek EZ-CLIL ikasleak baino emaitza hobeagoak lortu zituzten neurtutako lau trebetasunetan, hau da, irakurmenean, idazmenean, entzumenean eta mintzamenean.

Gure testuinguruan, Lasagabaster (2008) eta Ruiz de Zaroberen (2008) ikerketak ditugu aipagai. Bietan bi hizkuntza maneiatzen dituzten eta atzerriko hizkuntza gisa ingelesa duten ikasleen profila dugu. Lehenengoan, bigarren hizkuntzako 4. mailako CLIL eta EZ-CLIL ikasleei lau trebetasun nagusiak neurtzeko azterketak egin zitzaizkien. Emaitzek CLIL ikasleen alde egin zuten berriro ere, trebetasun bakoitzean eta ingeles maila orokorrean lortutako emaitzak hobeak izan ziren-eta. Bigarrenak, berriz, hiru urteko luzetarako ikerketa batean hiru talde bereizi zituen: CLIL1 taldea, CLIL irakasgai bakarra zuten ikasleena; CLIL2, bi CLIL irakasgai zituzten ikasleena; eta azkenik, EZ-CLIL taldea, derrigorrezkoa den ingeles irakasgaia soilik zuten ikasleena. Bi CLIL taldeek azken taldeko ikasleak baino emaitza hobeak lortu zituzten, eta zehazki, CLIL2 taldeak lortu zituen emaitza hoberenak.

Ikerketa hauetatik ondorioztatu dezakegu CLILen lortutako emaitza positibo horiek CLILen eraginagatik ez ezik, ikasleak atzerriko hizkuntzarekiko duen esposizioa handitzen delako justifikatu daitezkela (Ruiz de Zarobe eta Lasagabaster, 2010). CLIL ikasleek derrigorrezko atzerriko hizkuntza irakasgaia egiten jarraitzen dute, eta beraz, logikoa da atzerriko hizkuntzan emaitzak hobeagoak izatea (Dalton-Puffer, 2011). Gauzak horrela, CLIL ikasleak EZ-CLIL ikasle zaharragoekin alderatzen dituzten ikerketak egin dira, atzerriko hizkuntzarekiko esposizio ordu kopurua berdina izanik benetan CLILek ikasleen hizkuntza ikaste prozesuan duen eragina ikusi ahal izateko.

Esate baterako, Navés eta Victorik (2010) maila ezberdinetako 837 ikasleen maila neurtu zuten entzumena eta gramatika azterketa, cloze test bat eta diktaketa baten bidez. Ikerketa berdinean, idazmena ere neurtu zuten. Ikerlarien helburu nagusia CLIL ikasleen maila EZ-CLIL ikasle zaharragoen mailara iristen zen ikustea zen. Hizkuntza-maila orokorra neurtzeko eta idazmena neurtzeko erabili ziren tresnen bidez ikusi zen DBHko 1. Mailako CLIL ikasleek bi maila altuagoko EZ-CLIL ikasleen antzeko emaitzak ateratzen zituztela test guztietan. Gainera, CLIL egiten zuten 2. DBHko ikasleek 3. DBHko EZ-CLIL ikasleen emaitzak hobetu zituzten. Hala ere, lan honen autoreek onartzen dute hauek kontuz aztertu beharreko emaitzak direla, eskola partehartzaileek ingeles ordu kopuru

ezberdinak eskaintzen baitzituzten, beraz, ordu kopurua ez zen osotara kontrolatu.

Euskal Herrian ere egin dira ikerketa mota horiek. Ikasle elebiduneko testuinguru batean, Ruiz de Zarobek (2010) eta Lasagabasterrek (2008) antzeko ikerketetan bigarren hezkuntzako CLIL ikasle batzuk konparatu zituzten CLIL egiten ez zuten ikasle zaharragoekin. Bi ikerketen emaitzak antzekoak izan ziren: adin eta maila ezberditasuna kontutan hartuta, CLIL ikasleek beren EZ-CLIL ikasleen mailara iritsi eta hobetu zutela idazmena neurtzerakoan (Ruiz de Zarobe, 2010) eta maila orokorra neurtzerakoan (Lasagabaster, 2008).

Ikerketa berriago batean, Martínez Adrián eta Gutiérrez Mangadok (2015) hiru taldetan sailkatu zituzten Euskal Herriko D ereduko (euskara irakas-hizkuntza nagusia den eredua) bi ikastetxeko ikasleak ingelesarekiko edukitako esposizio ordu kopuruen arabera. Lehena, CLIL1, 4. DBHko ikasleek osatzen zuten (1155 ordu); bigarrena, EZ-CLIL1, CLIL egiten ez zuten 4. DBHko ikasleek (1148 ordu); eta azkenik, EZ-CLIL2, 2. Batxilergoko ikasleez osatuta zegoena (990 ordu). Lehen taldeko ikasleak 8 urterekin hasi ziren ingelesa ikasten, eta 12rekin sartu ziren CLIL programa batean (arloak ingelesez). Beste bi taldeko kideek 4 urterekin eta 8 urterekin hasi ziren ingelesa ikasten, hurrenez hurren. CLIL taldearen emaitzak hobeagoak izan ziren EZ-CLIL taldearenak baino, ingelesarekiko esposizio ordu kopuru berdina bazuten ere. Gainera, CLIL taldeak bi urte zaharragoak ziren ikasleen maila hobetzea ere lortu zuten. Autoreek ondorioztatu zuten ingelesez emandako ordu kopuruagatik beharrean, CLIL programa berak lortzen dituela emaitza positibo hauek (Martínez Adrián eta Gutiérrez Mangado, 2015, 67.orr).

Hizkuntzarekiko gaitasun orokorrak aztertu ez ezik, CLIL ikerketa hizkuntza aspektu zehatzagoen analisia egiten ere saiatu da. Esaterako, azken urtetan idazmenean zentratutako ikerlan ugari argitaratu dira (Gené-Gil et al., 2015; Jexenflicker eta Dalton-Puffer, 2010; Lahuerta, 2017; Ruiz de Zarobe, 2010), baita hiztegiaren jabetzean zentratu direnak ere (Agustín Llach, 2015; Canga Alonso, 2015; Ruiz de Zarobe et al., 2006; Ruiz de Zarobe eta Jiménez Catalán, 2009; Tragant et al., 2016) edota ahozko adierazpenean (Gallardo del Puerto eta Gómez Lacabex, 2013; Juan-Garau, 2010; Rallo Fabra eta Jacob, 2015). Arestian aipatutako ikerlanei esker badakigu, ordea, hizkuntza atal batzuk beste batzuk baino etekin gehiago ateratzen diotela CLILi. CLILek hizkuntza ikaste prozesuan eskeintzen dituen onurei buruz Pérez-Cañadok (2012) horrela laburtzen du:

> The positive effect is felt on global communicative competence, on receptive skills, speaking (a greater fluency is displayed), morphology (with increased automatization and appropriacy of use being found), vocabulary (particularly technical and semi-technical terms), writing (fluency and lexical and syntactic complexity), creativity, risk-taking, and emotive/affective outcomes (learner motivation). Furthermore, students with average FL talents and interest have also been shown to benefit from CLIL instruction, so that this sort of program seems to make language learning more accessible to all types of achievers. However, pronunciation, syntax, writing (accuracy and discourse skills), informal and nontechnical language, and pragmatics remain largely unaffected, perhaps owing to an insufficient focus on form in CLIL classrooms (329-330.orr)

Badirudi, beraz, nahiko positiboak direla ikasleen atzerriko hizkuntza ikasterakoan CLILek dituen ondorioak, abantaila horiek hizkuntzaren aspektu zehatz batzuetan beste batzuetan baino gehiago nabarmentzen badira ere (ikus Roquet eta Pérez-Vidal, 2015). Interesgarria da aipatzea, Perez-Cañadok (2012) dioen moduan, badirudiela emaitza positiboagoak lortzen direla batez ere ulermenean edo hizketaldian, adibidez, eta ordea, emaitzak ez direla hain onak idazmenean, sintaxian edo ahoskapenean. Ikerlari honek arrazoi posible bat ematen du, hain zuzen, klasean hizkuntzari arreta esplizitua ez jartzearena. Hurrengo atalean aztertuko dugu CLIL klaseetan hizkuntzari jartzen zaion arreta.

Hala ere, eta emaitzekin jarraituz, kontutan hartu behar dugu CLILen arrakasta hainbat eragileei lotuta dagoela, testuinguru eta hezkuntza faktoreei eta batez ere eskolan erabiltzen diren pedagogiei, hain zuzen (Cenoz eta Ruiz de Zarobe, 2015).

Hori kontutan hartuta, CLILi buruzko ikerlan batzuk aztertu eta ikuspuntu kritikoa hartu dutenak ditugu. Bruton-ek (2011) dio egin diren ikerketetan ez ezik, emaitzen analisian ere anomaliak daudela (523.orr), eta zalantzan jartzen ditu lan horietatik ateratako ondorioak. Autore honek azpimarratzen du ikerlan gehienetan CLIL ikasleak nolabaiteko "aukeraketa" baten ondorio direla, eta beraz EZ-CLIL ikasleekin egindako konparaketak ez direla parekagarri. Kontua da, arestian aipatutako ikerlan askok ez dutela zehazten CLIL ikasle horien profila zein den, ea nolabaiteko balintzarik betetzen duten CLIL egiteko edo ikasle orok parte hartu dezaketen ingelesez bidezko ikasgaietan. Gainera, Brutonek (2011) kontutan hartu beharreko aldagai batzuk ere aipatzen ditu,

besteak beste, ikasleek eskolaz kanpo jasotzen dituzten ingeles klase partikularrak edota eskola bakoitzeko testuinguru konparaezina (530.orr). Egia da ikerlan askotan emaitza positiboagoak lortzen direla CLIL ikasleekin, baina kontutan hartu behar da kasu askotan CLILen dauden ikasleak ikasle hobeak izan daitezkela, edo CLILen sartzeko maila konkretu bat izan behar dutela. Hortaz, elitista dela argudiatu da. Gainera, kasu askotan, ikerlanek ez dute zehazten CLILen dauden ikasleen profila EZ-CLIL ikasleenekin alderatzeko. Era berean, azken urteetan egon dira edukiei erlazionatutako hizkuntza-maila edo hizkuntza akademikoa neurtzen duten ikerketak eta emaitza ez hain positiboak lortu dituztenak (Dalton-Puffer, 2013).

Badirudi, beraz, ikerketa solidogoen alde egiteko beharra dagoela (Cenoz et al., 2013; Pérez Cañado, 2012, 2016b), betiere kontutan hartuz zein den horrelako programa bat ezartzearen helburua eta ekar ditzaken onura eta kalteak.

Ikasleen hizkuntza(k) eta CLIL

Canadako eta AEBko ikerketek erakutsi dute murgiltze-programek ez dutela ikasleen ama-hizkuntzan eragin negatiborik (Cummins, 1995). Gutxiago ikertu da ikaslearen ama-hizkuntzan edo hizkuntzetan CLILek eduki ditzaken efektuetan.

Adibide horietako bat dugu esaterako, Finlandian Merisuo-Storm-ek (2007) lehen hezkuntzako haurrekin egindako ikerketa. Bertan, CLIL egiten zuten ikasleak (%20 ingelesez egiten zutenak) alderatu zituen Finlandieraz ikasten zutenekin. Bi urtez ikasleen emaitzak aztertu zituen eta ondorioztatu zuen CLILek ez zuela negatiboki eragiten ama-hizkuntzan alfabetatze prozesuan, ez behintzat atzerriko hizkuntzak eskolen %20 hartzen duenean.

Bere doktorego tesian Egigurenek (2006) atzerriko ikaste goiztiarrak eta CLILek ikasleen hizkuntza-mailan (euskara eta gaztelera) eraginik ba ote zuen ikertu zuen. Horretarako, bi talde konparatu zituen: alde batetik, atzerriko hizkuntza lau urterekin ikasten hasi ziren ikasleak; eta bestetik, astean bi egunetan plastika ingelesez egiten zuten ikasleak (CLIL), 8 urterekin ingelesa ikasten hasi zirenak. Autoreak ondorioztatu zuen CLILek ez zuela ondorio negatiborik uzten ikasleen euskara eta gaztelera jabetzea-prozesuan. Berdina ondorioztatu zuten Merino eta Lasagabasterrek (2015) ikerketa berriago batean.

Jarraian aipagai dugun ikerketa Andaluziako testuinguruan kokatzen da. Ramos García et al.-ek (2011), lehen hezkuntzako eta bigarren hezkuntzako bi CLIL

eredu EZ-CLIL ereduekin alderatu zituzten, besteak beste, H2an (ingelesa) emandako ordu kopuruak H1en (gaztelera) garapenean eragin negatiborik bazuen ikusteko. Lehen CLIL ereduko ikasleek eskolen herena ematen zuten ingelesez, hau da, 920 ordu (lehen hezkuntzako taldean) eta 1.680 ordu (bigarren hezkuntzako taldean) izan ziren ingeles esposizio denbora. Bigarren CLIL ereduko ikasleek ingeles gehiago zeukaten curriculumean, %50a, eta beraz, ingelesarekiko esposizio denbora handiagoa zen talde horientzat (1.900h lehen hezkuntzan eta 3.150 ordu bigarren hezkuntzan). Gainerako ikasleak ez ziren Andaluziako Hezkuntza Elebiduneko proiektuko parte, eta ondorioz, ingelesarekiko esposizio ordu kopurua txikiagoa zen (385 ordu lehen hezkuntzako taldean eta 805 ordu bigarren hezkuntzako taldean). Lehen-hezkuntzako azken urtean (12 urte) eta bigarren hezkuntzako azken urtean (16 urte) egin zituzten gaztelera (H1) probak adin bereko EZ-CLIL ikasleen emaitzekin alderatu eta gero, ondorioztatu zuten H2an eskeinitako ordu kopuruak ez zuela ama-hizkuntza-maila negatiboki eragiten.

Espainiako testuinguruan jarraituz, Navarro-Pablo eta López Gándararen (2019) lanean ikusi zuten, eragin negatiborik ez, eta gainera, CLIL ikasleek kurtso bukaerako Gaztelerako frogan EZ-CLIL ikasleek baino emaitza hobeak zituztela. Sevillako zazpi eskoletako ikasleen lagina hartuta (N=271), argudiatzen dute emaitza horiek CLIL klaseetan H1 eta atzerriko hizkuntzaren erabileraren ondorio izan daitezkela. Dena den, eskolako irakasle eta ikasleen hitzetan, CLILek eragin positiboa izan dezake, batez ere ikasleak hobeto ulertzen baitu hizkuntzen funtzionamentuari buruz.

CLIL egiten duten ikasleek ama-hizkuntza eskola ordu asko edukitzen jarraitzen dute (Dalton-Puffer, 2008), eta baliteke hori izatea atzerriko hizkuntzak beraien ama-hizkuntza gaitasunetan eragin negatiborik ez edukitzearen arrazoia. Ikusi dugunez, CLILek ama-hizkuntza trebetasunak garatzerakoan ez du oztoporik jartzen, ikerketak aho-batez ondorioztatu duen bezala.

CLILen eragina edukiak ikastean

Hizkuntza gehigarri batean edukiak ikastearen kontuak hizkuntzengan duen eragin positiboa ikusi dugu, baina edukien barneratze prozesuan gertatzen dena kezkagarria izan daiteke irakasle eta familia batzuentzat. Izan ere, ikasleak ondo dominatzen ez duen hizkuntza batean edukiak barneratzeari eragingo ote dion pentsatzea arrunta da (Dalton-Puffer, 2008).

Orokorrean, ordea, CLIL ez dirudi kaltegarria ikasleek edukiak barneratzerakoan (Ruiz de Zarobe eta Lasagabaster, 2010; Seikkula-Leino, 2007; Serra, 2007). Esaterako, aurreko atalean aipatutako Admiraal, et al.-en ikerlanean (2006) ez zuten ezberdintasun esanguratsutik aurkitu ingelesez ikasten zuten eta nederlanderaz (H1) ikasten zuten ikasleen artean geografia eta historia azterketak egin ondoren.

Gure testuinguruan, Eusko Jaurlaritzak ISEI/IVEI-en bitartez zuzendutako ikerketa (ISEI-IVEI, 2007) edo Grisaleña Urrecho, Alonso García eta Campo Postigorena (2009) dugu. Lan honen helburua "DBHko zenbait ikastetxetan ezarritako esperientzia eleaniztunaren (…) balio hezigarria eta eraginkortasuna egiaztatzea" izan zen (ISEI-IVEI, 2007, 17.orr), gero beste ikastetxe batzuetan aplikatu ahal izateko. Ingelesez irakatsitako irakasgaietan eskuratutako ezagutza-maila eta ama-hizkuntzean ikasten (euskaraz edo gazteleraz) dutenen maila parekoa dela egiaztatu zuten, eta zenbaitetan, maila altuagoa dela CLIL egiten duten ikasleetan.

Aldiz, emaitza hain positiboak lortu ez dituzten lanak argitaratu dira. Seikkula-Leino-k (2007) erakutsi zuen matematika ama-hizkuntzan ikasten zuten ikasleek aukera gehiago zutela emaitza hobeak lortzeko matematika ingelesez egiten zuten ikasleek baino. Ikerketa berriago batean, Asturiasen egindako kokatutako ikerketa batean (Fernández-Sanjurjo et al., 2017) zientziak ingelesez ematen zituzten lehen hezkuntzako seigarren mailako ikasleak maila bereko ikasle elebakarrekin alderatu zituzten. 709 ikaslek parte hartu zuten ikerketan eta gazteleraz erantzun beharreko zientzia azterketa batean, CLIL egiten ez zuten ikasleek emaitza hobeak lortu zituzten.

Laburbilduz, edukien jabetzeari buruz egindako ikerketa gehienak emaitza positiboak eman baditu ere, edo behintzat, ondorio negatiboak erakutsi ez baditu ere, ikerketa gehiago behar da, faktore ezberdinak hobetu aztertu eta ondorioak atera ahal izateko.

CLILen inguruan egindako bestelako ikerketak: prozesua

CLILek ikasleengan eduki ditzaken onura edo kalteetan arreta jarri duten lanez aparte, azken urteotan prozesuan arreta jarri duten lanak ugariak izan dira. Izan ere, CLIL inplementatzeko moduak landu dituzten lanak, metodologiak aztertu dituztenak, CLIL ikasgelako diskurtsoaren ezaugarriak azpimarratu dituztenak, eta azken finean, eskola praktikak eta irakasle eta ikasleen hitzak bildu dituzten

lanak asko dira. Tesi honetan, helburu nagusia CLIL inplementazio zehatz batzuk aztertzea izango da.

Ondorengo atalean, hizkuntza eta edukiak integratzeari buruz arituko gara, bai eta integrazio hau eskola praktiketan nola islatzen den ikusiko dugu.

1.2.   Hizkuntza eta edukien integrazioa

Ikusi dugu CLILen historiako lehen urteetan emaitzen berri izatea zela nagusi, ikasleen hizkuntza eta eduki maila eta protagonisten iritziak biltzen zituzten lanen bidez. Ikerlan berriagoak, ordea, integrazio kontzeptuari buruz aritu dira bai CLILen bai antzeko programa elebidunetan, eta eduki eta hizkuntzak modu integratuan nola irakasten diren azaltzeko irakasleen pedagogiak eta praktikak aztertu dituzte. Integrazioa zer den eta nola gertatzen den oso garrantzitsua da ez bakarrik programa elebidunak aztertzen dituzten ikerlarientzat baizik eta ikasleen garapena bultzatzen duten irakasle eta eskola agintarientzat ere (Jakonen, 2019, 428.orr).

1.2.1. Integrazioa eta balantzea bilatuz: teoria

CLIL "umbrella term" gisan erabiltzen dela ikusi dugun arren, terminoa definitzerako garaian hizkuntza eta edukiaren arteko erlazioan jarri izan da garrantzia, Do Coyleren definizioan ikus daitekeen bezala: "an integrated approach where both language and content are conceptualized on a continuum without an implied preference for either" (Coyle, 2007, 545.orr). Hala eta guztiz ere, CLIL programa batzuk, praktikan, ez dute biekiko arreta berdin hori erakusten (Lin, 2016b).

Hizkuntza edota edukian jartzen duten atentzio hori irudikatzeko hainbat izan dira CLIL eta antzeko programa elebidunak continuum-etan ezarri dituzten autoreak. Izan ere, eta aurreko atalean ikusi dugun bezala, ezberdintasun ugari egon daitezkeen arren, CLIL eta murgilketak, content-based instruction edo beste programa elebidunek ezaugarri nagusiak elkarbanatzen dituzte (Cenoz, 2015). Honek esan nahi du helburua hizkuntza eta edukia integratzea denean sortu daitezken arazo eta erronkak oso antzekoak izango direla (Morton, 2016). Integrazioaz aritzean, beraz, CLIL deitu ez diren testuinguruak ere kontutan hartuko ditugu, helburu komun hori banatzen dutelako.

Aski ezaguna dugu Met-en (1999) continuuma 'content-based' programetaz ari zenean. Bertan, Metek 'content-driven' eta 'language-driven' ardatzak erabili zituen programa ezberdin horiek sailkatzeko. Content-driven ereduek honako ezaugarriak dituztela dio: 1) edukia H2a erabiliz irakasten da, 2) edukia ikastea lehenesten da, 3) hizkuntza ikastea ez da funtsezkoa, 4) edukiari lotutako helburuak curriculumeko helburuen araberakoak dira, 5) irakasleek hizkuntza-helburuak aukeratu behar dituzte, eta azkenik, 6) ikasleak ikasitako edukiaren

arabera ebaluatzen dira. Bestalde, language-driven programetako ezaugarri nagusien artean, honakoak aipatzen ditu: 1) edukia H2a ikasteko erabiltzen da, 2) hizkuntza ikastea lehenesten da, 3) edukia oharkabean ikasten da, 4) hizkuntza-helburuak curriculumaren araberakoak dira, 5) ikasleak integratutako edukiaren arabera ebaluatzen dira, eta azkenik, 6) ikasleen hizkuntza trebetasun edo maila ebaluatzen da.

1.2 Irudia. A continuum of content and language integration, Met (1999).

Content-driven   Language-driven

Meten continuum sinple hori erabili eta egokitu dute beste askok. Esaterako, Lyster eta Ballingerrek (2011) testuinguru ezberdinetako ereduak kokatu zituzten Meten continuuman. Alde batetik, content-driven ardatzaren inguruan murgiltze ereduak kokatzen dituzte; language-driven ardatzaren inguruan, ordea, hizkuntza irakasgaiak non hizkuntza praktikatzeko edukia/unitate tematikoak erabiltzen diren, adibidez. Haien hitzetan:

> Content-driven programs promote language and literacy development through subject-matter learning and assess both content knowledge and language development in substantive ways. In contrast, language-driven programs focus on the development of target language proficiency but entail no high-stakes assessment of content knowledge. Towards the middle of the continuum are program models in which students study one or two subjects in the target language, usually in tandem with a foreign language or language arts class. (Lyster eta Ballinger, 2011, orr. 280)

Hortaz, gure aztergai den CLIL, continuumaren erdialdean kokatuko lukete. Eredu hau Europan eta beste herrialde batzuetan inplementatu den eredua da, non ikasleek irakasgai kopuru bat atzerriko hizkuntzaren bitartez jasotzen duen, eta aldi berean, atzerriko hizkuntza irakasgaia curriculumean mantentzen den (Lyster, 2018, orr. 2).

Tedick eta Cammaratak (2012) continuuma axis bihurtu zuten Met (1999) eta Cumminsen (1982) ereduak erreferentzia gisa hartuta; lerro horizontalean content- edo language-driven continuuma ezarri eta lerro bertikalean denbora kokatu zuten, high time-intensive eta low time-intensive abiapuntuak erabiltzen dituztelarik. 1.3 irudian ikusten den bezala, eredu ezberdinak lau lauki horien

barruan jartzen dituzte: murgiltzeak, H2a erabiliz ematen diren irakasgaiak, edota CLIL. Izan ere, CLIL puntu ugaritan kokatzen dute bere izenpean ematen diren programak onartuz, hau da, bere aniztasuna azpimarratuz.

1.3 Irudia. Hizkuntza eta edukiak integratzen dituzten programak (Tedick eta Cammarata, 2012, 31.orr)
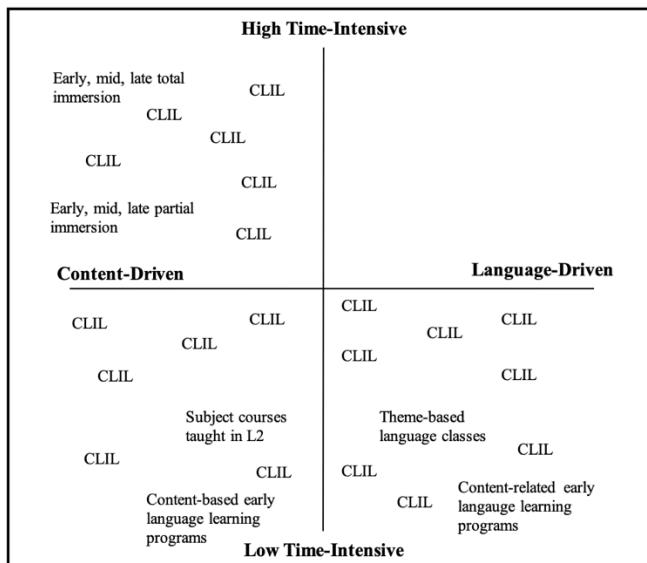
CLIL ereduetan soilik zentratu zen Paran (2013), antzeko axisa sortu zuenean. Honek, alde batetik, helburuak (hizkuntza edo edukia) sailkatu zituen axis batean; bestean, berriz, arreta hizkuntzan edo edukian. Horrela, a) koadrantean edukia lantzen den irakasgai tradizionalak kokatuko genituzke, matematika edota historia, esaterako, H1ean ematen direnak eta arreta eta helburuak edukiari lotutakoak direnak. Bestalde, d) koadrantean, hizkuntza irakasgai tradizionalak kokatuko lirateke, hizkuntzan arreta jartzen dutenak eta hizkuntza-helburuak dituztenak. B) eta c) koadranteetan CLIL kokatzen du, eta CLIL ahula (weak) eta CLIL indartsua (strong) bereizten ditu. Paranek CLIL ahula (b) deitzen die edukian arreta jarri eta hizkuntza-helburuak dituzten programei. Ikerlariak dio CLIL mota hau ez dela berria, baizik eta hizkuntza klase batzuetan aspaldidanik egiten den zerbait dela. Kasu hauetan, gaur egun, testuliburuek ere beren burua identifikatzen dute "CLIL inside" edo "with CLIL activities" erabiliz (Paran, 2013, 322.orr).

Bestalde, CLIL indartsua (c) dira beretzat hizkuntzan arreta jarri eta edukiari lotutako helburuak dituzten programak, munduan zehar eta testuinguru ezberdinetan aurkitu daitezkeenak. Hemen kokatuko lirateke egungo CLIL programak.

1.4 irudia. Hizkuntza eta edukien arreta eta helburuak elkartzen diren intersekzioak Paran (2013).
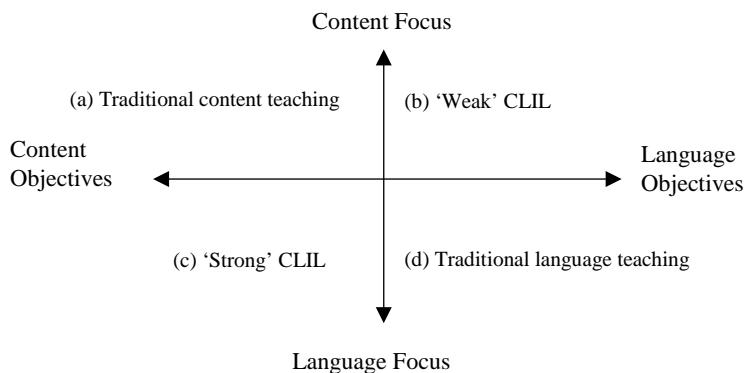
Hortaz, ikusi dugu hainbat ikerlarik CLIL eta antzeko programa elebidunak sailkatzeko ahalegina egin dutela programen ezaugarrien arabera. Orokorrean esan dezakegu hizkuntza eta edukia integratzen dituzten programen arteko aniztasuna azpimarratzen dutela eredu ezberdin hauek, faktore soziokultural eta hezkuntza faktoreen araberakoak baitira (Ruiz de Zarobe eta Cenoz, 2015, 93.orr). Azken faktore horien artean, besteak beste, ikasleen hizkuntza-maila, derrigorrezko edo hautazkoa den, CLIL irakasgaien ordu kopurua edota programaren iraupena daude (Tedick eta Cammarata, 2012, 34.orr). Izan ere, CLIL testuinguruaren arabera asko alda daiteke, ez bakarrik herrialde batetik bestera baizik eta ikasgela zehatz batetik bestera ere bai, bertako beharren arabera ezartzen baita (Tedick eta Cammarata, 2012). Ruiz de Zaroberen (2017) hitzak hartzen ditugu CLIL "as a dynamic process of a contextualized nature" (156.orr) gisa ulertzen duenean.

1.2.2. Edukia eta hizkuntza praktikan: integrazioa edo oreka ikasgelan

CLILen barruko aniztasunak esan nahi du praktikan jartzeko modu ezberdinak daudela testuinguru ezberdinetan eta hortaz, ikerlari ugarik atentzioa jarri dute CLIL praktika eta pedagogiak aztertu nahian. Gainera, CLIL programak modu egokian inplementatzeko idealak liratekeen ezaugarrietaz ere hitz egin da. Atal honetan, hortaz, begirada bat botako diegu CLIL inguratzen duten eta edukia eta hizkuntzaren arteko loturan oinarritutako estrategia pedagogikoei.

Ez dago CLIL pedagogia konkreturik, baina esan dezakegu CLIL pedagogiak gehienetan atzerriko hizkuntza ikaskuntza eraginkorrean oinarritzen direla (van Kampen et al., 2018). Horietako bat da Krashen-en (1985) input-aren hipotesia, zeinak argudiatzen duen hizkuntza ikaste prozesua soikik ematen dela input esanguratsua eta sakona tartean dagoenean. Tan-ek (2011, 327.orr) laburtzen duen moduan Krashenen teoria azalduz, "language learning happens when students engage in texts and activities that are meaningful to them and relevant to their needs, without explicitly focusing only on the linguistic forms and structures". Horrela, badirudi hizkuntza ikaste prozesua, hipotesi honen arabera, instrukzio esplizitirik gabe eman ahal dela, eta input kantitate eta kalitate egoki batekin ematen dela.

Hainbat autorek azpimarratu dute, input-aren hipotesian oinarritutako praktikak ematen direla CLIL eskola askotan. Praktika hauei Dalton-Pufferrek (2007) 'language bath' deitzen die, erreferentzia egiteko irakasleak klasea H1ean izango balitz bezala ematen duenean. Modu honen oinarria input-aren garrantzian dago, irakasleari iruditzen baitzaio edukiak ingelesez edo H2aren bitartez transmititzea nahikoa dela CLIL egiteko eta ikasleek hizkuntza barneratzeko. Horrela dio Dalton-Pufferek (2007):

> In the European context at least, CLIL classrooms are widely seen as a kind of language bath which encourages naturalistic language learning and enhances the development of communicative competence. In other words, CLIL classrooms are seen as environments which provide opportunities for learning through acquisition rather than through explicit teaching (3.orr).

Lin-ek (2016a) aipatzen duen moduan, kasu hauetan, ohikoa da klasea teacher-centered izatea eta ikasleei egindako galderen erantzunak motzak izatea. Gainera, CLIL praktika hauek eduki ditzaketen hutsuneaz dio: "(They) give the impression of smooth content delivery but leave us unsure as to whether students have actually taken up the content or have been helped to talk, read, think, write and argue about the content topics" (Lin, 2016a, 153.orr). Izan ere, ikasleen hizkuntza garapena atzerriko hizkuntzaren esposizioa handitzearekin soilik lotzeak ez ditu CLILen helburuak betetzen (Lo, 2015).

Horren harira, Ipar-amerikako murgiltze-programetaz ari zenean, Swain-ek (1998) aipatzen zuen edukia irakasterako garaian irakasle askok oso atentzio gutxi jartzen ziotela ikasleen hizkuntza erabilerari, beraz arreta minimoa jartzen zela ikasleen hizkuntza produkzioari. Ikerlari honen *output-hypothesis* (1985,

1995) ere kontutan hartu da ikerketa arloan CLILen pedagogiak lantzerako orduan. Hipotesi honek azpimarratu zuen ikasleak inputa bakarrik ez, baizik eta hizkuntza akademikoa erabiltzeko aukerak ere eduki behar zituela, bai ahozkoak bai idatzizkoak, hizkuntza barneratzea helburu bazen.

Ikerketa ugarik azpimarratu dute, input eta outputaren garrantzia onartu arren, edukian ez ezik, forman ere, hau da, hizkuntzan ere arreta jartzea mesedegarri dela helburuak bete nahi badira CLIL eta antzeko testuinguruetan (Lin, 2016a; Lyster, 2007).

Lysterrek (2007, 2018) proposaturiko *counterbalanced approach* ezaguna dugu aipagai atal honetan. Izan ere, honek defendatzen du edukietan oinarritutako klaseetan (CBI) klaseetan hizkuntzan arreta jartzen den momentuak (*focus on form*) egon behar direla, atentzioa forman ezarri behar dela neurri batean, hizkuntza eta edukiaren arteko oreka bat egon dadin. Horrela, berak proposaturiko counterbalanced approach *proactive* edo *reactive* izan daiteke, eta Lysterren aburuz, bien arteko konbinazioa gomendagarri litzateke. Egoera proaktiboek erreferentzia egiten die irakasleak aurretik planteatutako ariketei, non hizkuntza eta eduki helburuak konbinatzen diren eta ariketaren fase ezberdinetan ikasleek aukera duten "for noticing, manipulating, and using the target forms in meaningful ways" (Lyster, 2017). Bestalde, forman arreta jartzeko modu espontaneogoetan eman daitezken momentuen bidez ere integratu daiteke hizkuntza. Lysterrek *reactive*-n barruan sartzen ditu hauek: alde batetik, ikasleen outputaren kantitatea eta kalitatea handitzea helburu duten irakasleen galderak; eta bestetik, *corrective feedback*, irakasle-ikasle interakzioan gerta daitezkeenak eta ikasleen erantzunak zuzentzeko modu ezberdinak bereizten dituena, betiere, ikasleak atentzioa jar dezan egindako akatsean. Izan ere, "corrective feedback provided during teacher-student interaction is one way for teachers to integrate a focus on language into their instructional practices" (Lyster eta Tedick, 2014, 215.orr).

Lyster eta Rantaren (1997) lan ezagunean, *corrective feedback* edo erroreak zuzentzeko moduak sailkatu zituzten, irakasleak erabiltzen dituenak ikasleen erroreen aurrean. *Corrective feedback* ezberdin horiek 1.1 taulan ikus daitezke laburtuta.

1.1 Taula. Corrective feedback motak Lyster eta Ranta (1997) eta Llinares, Morton eta Whittaker-en (2012) oinarritua.

Argitze-eskaera *(Clarification request)*	Esaldi edo hitz bat entzun edo ulertu ez denean egiten den eskaera, batzuetan forma konkretuengan atentzioa jartzeko helburuarekin egiten dena.
Zuzenketa esplizitua *(Explicit correction)*	Hitzaren edo esaldiaren bertsio zuzena ematen denean, zerbait gaizki zegoela argi uzten duena.
Birformulazioa *(Recast)*	Esandako forma birformulatzen denean, inplizituki, zuzen dagoen forma eskainiz.
Sorraraztea *(Elicitation)*	Forma zuzena zuzenean eskatzea, teknika ezberdinak erabiliz. Esaterako, ikasleari esaldi bat bukatzea eskatzen zaionean.
Errepikapena (*Repetition*)	Errorea errepikatzea, goranzko entonazioarekin.
Erreakzio metalinguistikoa (*Metalinguistic feedback*)	Ikasleak egindako errorearen forma komentatzea, zuzenketa esplizitua egin gabe.

Corrective feedback alde batera utzita, Linek (2016a) ere modu espontaneoan gerta daitezken eta hizkuntzari arreta jartzen dioten momentuetaz aritzean, *spontaneous embedding of language support* momentuak aipatzen ditu, Gibbons-ek (2009) *spontaneous scaffolding* deitzen dionari erreferentzia egiteko. Adibide gisa ematen ditu matematikako irakasle batek "numerator" edo "denominator" terminoak ahozkatu ahal izateko estrategiak azaltzeko momentu bat hartzea; edo fisikako irakasle batek momentu batean "media" "medium" hitzaren plurala dela azaltzen gelditzen denean (154.orr). Horrela, irakasleak momentu txiki horiek erabiltzen ditu hizkuntzan arreta jartzeko.

Lehenago aipaturiko *Second Language Acquistion* (SLA) arloko teoria ezberdinetan oinarritako Westhoff-en (2004) penta-pie eredu hartuta, Holandako ikerlari batzuk behaketa instrumentu bat garatu zuten CLIL klaseetan aplikatzeko (De Graaff et al., 2007).

1.5 Irudia. The SLA penta-pie. (De Graaff et al., 2007).
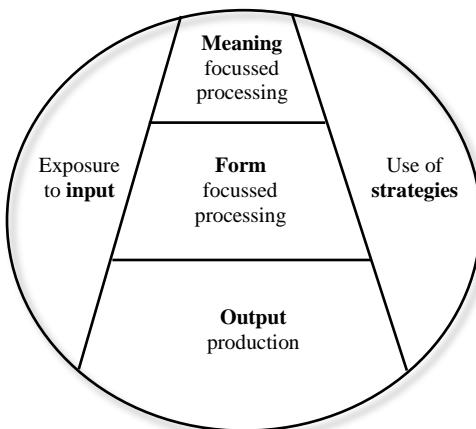
Horien aburuz, H2aren irakaste prozesua eraginkorra izateko CLIL testuinguruetan eta edukien eta hizkuntzaren arteko integrazioa lortzeko, 5 elementu hauek egon behar dira klasean: 1) *exposure to meaningful input*; 2) *meaning-focused processing*; 3) *form-focused processing*; 4) *opportunities for output production* eta 5) *awareness and use of language learning strategies* (603.orr). Hortaz, irakaslearen esku dago, lehenik eta behin, ikasleei input aberatsa eskeintzea CLIL klaseetan, aurretik material egokiak edota egokitutako irakasle-inputa eskeiniz. Aldi berean, edukiaren esanahiak ulertu diren jakiteko hainbat estrategia erabili behar ditu irakasleak, baita esanahi hori sakon lantzeko ariketak sortu. Aurretik aipaturiko ikerlariek esandakoa ere kontutan hartu zuten De Graff et. al -ek (2007), hizkuntzari arreta jarri eta zuzenketak egitea ere CLIL klasean egin beharreko zerbait bezala ikusten baitute ikerlari hauek. Gainera, ikasleek atzerriko hizkuntza erabiltzeko aukera izan behar dute, output idatzia zein ahozkoa sortzeko, hain zuzen. Irakasleen galdera motak ere eragina dute honetan, Dalton-Pufferrek (2006) defenditu zuen bezala, irakasleek datu konkretu eta erantzun motzak behar dituzten galderak alde batera utzi eta ikasleen iritziei buruzko galdera gehiago egin beharko lituzte, gauzak azaldu, definitu eta argudiatzeko eskatzen duten galderak, hain zuzen. Azkenik, CLIL irakasleak ikasleek eduki ditzaketen komunikazio edo ulermen arazoei aurre egiteko behar dituzten estrategiak erabiltzen laguntzeko prest egon behar direla argudiatzen da.

Hizkuntza eta edukiak integratzeaz ari garenean, azken urteotan, hainbat CLIL adituk eta hizkuntzalarik defendatu dute hizkuntza eta edukia banaezinak direla (Gierlinger, 2017; Llinares, 2015; Llinares et al., 2012; Morton eta Jakonen, 2016).

Ideia honen oinarria hizkuntzalaritza funtzional sistemikoan dago *(systemic functional linguistics)*. Perspektiba honetatik, *genre-based* pedagogiak sortu dira, hizkuntza, edukia eta testuingurua elkartzen dituztenak, zeinak defendatzen duten irakasgaiari lotutako diskurtso eta *genre* konkretuak irakatsi behar direla CLILen helburuak bete ahal izateko. Esaterako, zientzia CLILen egiten duten ikasleek, zientziaz ikasteko fenomenoen deskripzio, txosten eta arloko testu ezberdinak ulertu eta sortzeko ahalmena eduki behar dutela argudiatzen da (van Kampen et al., 2018, 224.orr). Horrela, genre-based gisako pedagogiek esaten dute CLIL klaseetan edo atzerriko hizkuntza klaseetan ikasleei testu hauen helburu eta testuen oinarrizko ezaugarriak esplizituki landu behar direla, *subject-specific genres* eta horien ezaugarri linguistikoak identifikatuz (Lo et al., 2018), eduki eta hizkuntza modu integratuagoan eman dadin.

1.2.3. Eskola praktikak eta hizkuntzari arreta CLILen: ikerketak

Ondorengo atal honetan eskola praktiketara joko dugu, eta begirada bat botako dugu CLILen hizkuntza eta edukien arteko erlazioa eta oreka neurtu duten lanei. Izan ere, ikerketa ugarik azpimarratu dute irakasleek hainbat zailtasun erakusten dituztela edukiak eta hizkuntza balantzan jartzerako orduan (Cammarata eta Tedick, 2012; Koopman et al., 2014; Oattes, Oostdam, de Graaff, eta Wilschut, 2018).

Badirudi, Europako testuinguruan behintzat, edukiari ematen zaiola preferentzia CLILen, hizkuntza bigarren maila batean dagoen bitartean, hizkuntza-helburuak ez baitira esplizituki definitzen (Dalton-Puffer, 2011). Horregatik, hainbat ikerlanek fokua jarri dute CLIL klaseetan irakasleek hizkuntzari eman dioten arretan.

Horri erreferentzia egiteko, *Focus on Form* (Doughty eta Williams, 1998), *Language Related Episodes* edota bestelakoak erabili izan dira, betiere hizkuntzari arreta jartzeko moduaz hitz egiteko. Izan ere, *Focus on Form*en definizioa honako hau litzateke "(…) brief attention, either planned or incidental, to (problematic) language items within a larger communicative context" (Loewen, 2011, 579.orr). Era berean, *language-related episodes* (LRE) terminoa ere erabili izan da elkarrizketa edo momentu batean hiztunak "talk about the language they are producing, question their language use, or correct themselves or others" (Swain eta Lapkin, 1998).

Ipar-amerikako esperientziari gehiago begiratu beharko genukela dio Pérez-Vidalek (2007) bere lanean, Lysterren aholkuen alde. Lan honetan, Perez-Vidalek ingelesez irakasten ziren zientziako irakasgai ezberdinetan jarri zuen arreta, Kataluniako hiru eskola ezberdinetan. Klaseak bideoz grabatu eta irakaslearen estrategiak kualitatiboki kategorizatu zituen, besteak beste, kode hauek erabiliz: *focus on form, output, code-switching, adaptation of meaning, adaptation of language.* Emaitzek erakutsi zuten irakasle gehienek modu komunikatiboan enfokatzen zutela klasea, hau da, irakasleen azalpenak denbora asko hartzen bazuten ere, ikasleen hizkuntza erabiltzeko aukerak oso altuak zirela. Testuinguru komunikatibo horietan, ordea, edukiaren esanahiari lotutako interakzioak ziren nagusi, edukia bera lantzen zuten egoerak, hain zuzen. Datu horietan ez zuen *Focus on Form* momenturik topatu, eta ikerketa gehiagoren beharra azpimarratu zuen arren, ondorioztatu zuen hizkuntzari arreta jartzeko *Focus on Form* momentuak CLIL klaseetan inkorporatzeko ahalegina egin behar zela (50.orr).

Unibertsitate mailako CLIL testuinguruetan landu zuen Costak (2012) *Focus on Form* gaia. Italiako unibertsitate ezberdinetako sei irakasleen zientzia klaseak, ingelesez ematen zirenak, aztertu zituen *Focus on Form* momentuen bila. Osotara 76 FoF identifikatu zituen, baina ikusi zuen irakasle bakoitzak hizkuntzari arreta jartzeko modu ezberdinak zituela. Gainera, ikusi zuen FoF momentu gehienak hiztegiari lotutakoak zirela, hau da, esanahia argitzeko beharrezko ziren hitzetan jartzen zuela atentzioa irakasleak, gramatikari lotutakoak gutxiago ziren bitartean.

Holandako testuinguruan egindako lan batzuk ditugu orain aipagai, antzeko emaitzak eman dituztenak eta irakasleek beraien praktikei buruz esaten dutenan oinarritzen direnak. Hauek hizkuntzari arreta ez ezik, bestelako eskola praktikei ere begiratu diete. Koopman et al.-ek (2014) 6 CLIL irakasleei egindako ariketa baten bitartez ikusi zuten irakasle horietako gehienek, *Focus on Form*-i buruz galdetzean, hori ingeleseko irakaslearen lana zela eta ez beraiena (133.orr) aitortzen zutela. Hizkuntza erroreei dagokienez, ikusi zuten irakasleek *recast-ak* erabiltzen zituztela batez ere, ikaslearen akatsa beren ahotan birformulatuz. Era berean, CLIL klase hauek 'language bath' delako eredutik aldentzen zirela diote, hizkuntza lantzearen garrantziaz konsziente zirela erakusten zuten ariketa eta egoera ezberdinak aipatu baitzituzten (ikasleen hizkuntza erabilera bultzatzen zuten ariketak, esaterako). Ondorio moduan, ikerlariek irakasleen formakuntzak gehiago landu beharreko atalak identifikatzen dituzte: "We have also identified specific areas where (Dutch) CLIL teachers might benefit from further training:

teaching language 'chunks', focus on form and learner readiness in relation to SLA" (Koopman et al., 2014, 134.orr).

Antzeko emaitzak ikusi zituzten Van Kampen et al.-ek (2018) beren CLIL irakasleen praktikak deskribatzen zituen lanean. Hauek, galdetegi eta elkarrizketen bidez CLIL eta EZ-CLIL irakasleen praktikak bildu zituzten, non teorian CLIL pedagogiei lotutako *language, literacies, scaffolding eta input* -ei lotutako pedagogiei buruz galdetzen zuten. Emaitzek alde handiak erakutsi zituen teorian CLIL ereduetan eman beharreko praktiketatik (De Graaff et al., 2007 en oinarritutako penta-pie-a, esaterako) errealitatean irakasleek onartzen zituzten praktiketara. Esaterako, ikusi zuten hizkuntzari lotutako praktikak leku txikia okupatzen zutela, ikusi baitzuten ia ez zegoela *Focus on Form* edo hizkuntzari lotutako zuzenketarik. Hala eta guztiz ere, CLIL eta EZ-CLIL irakasleen arteko *hizkuntza*-ri lotutako perspektiben aldea ikusi zuten, eta ondorioztatu CLIL irakasleak ez dutela CLIL Dalton-Pufferrek (Dalton-Puffer, 2007) "language bath" deitzen duena gisa ikusten, hizkuntza erabiltzeko aukerak ematea beharrezko ikusten zuten-eta, besteak beste. Holandako testuinguruan berriki egindako eta ikasgelan behaketa erabili duten ikerketek (Oattes, Oostdam, de Graaff, Fukkink, et al., 2018) emaitza berdinak erakutsi dituzte. De Graaff et al.-en (2007)-en behaketa tresna erabiliz, ikusi zuten irakasleek ez dutela hizkuntzari arreta espliziturik jartzen (focus on form eta bestelako estrategiak), baina aldi berean, edukiari lotutako hizkuntza irakasteko ahalmena zutela, eta aldi berean, ikasleek ingelesez entzun, irakurri, hitz egin, interaktuatu eta idazteko aukera anitzak zituztela (170.orr).

Bestelako behaketa tresnak erabili eta klaseko praktikak deskribatu dituzten lanak ere badaude. Esaterako, Mahan et al.-ek (2016) *Protocol for Language Arts Teaching Observation* (PLATO) erabili zuten Norvegiako zientzia eta matematikako 12 klase ikertzeko. PLATO (Grossman et al., 2013) eredua ingelesa hizkuntza gisa irakasten denerako diseinatu zen arren, ikerlari hauek CLIL praktikak aztertzeko erabiltzen dute, edukia eta hizkuntzaren aspektuak lantzen baititu. Ebaluatzen dituen gauzen artean, beren lanerako aukeratzen dituztenak honako hauek dira: *purpose* (klasearen eta ariketen helburua irakasleak argi azaltzen duen), *representation of content* (irakaslearen azaltzeko modua eta azalpenen aberastasuna neurtzeko), *intellectual challenge* (ariketek eskatzen dutena maila altukoa edo baxukoa den), *classroom discourse* (ikasleen hizkuntza aukerak eta irakaslearen erantzun motak ikertzeko), *text-based instruction* (irakurmena eta idazmena nola eta zenbat lantzen den ikusteko) eta

accommodations for language learning (ikasleek uler dezaten irakasleak erabiltzen dituen estrategiak eta materialak). Hizkuntza eta edukiak balantzan jartzen jarrita, emaitzek erakusten dute testuinguru konkretu honetan, matematikako eta zientziako klase hauek, azalpen aberatsez betetako *content-driven* CLIL direla. Izan ere, irakasleek ez zuten inongo momentutan hizkuntzari lotutako helburuak aipatu, baina edukiari lotutako helburuak oso garbi eta esplizituki azaltzen zituzten. Gainera, aztertutako 12 klase horietan ikusi zuten ikasleek hizkuntza erabiltzeko dituzten aukera asko zituztela, baina ahozkoan soilik, irakurtzeko eta idazteko aukerak urriak ziren bitartean.

Kontua da, CLILen aniztasun horren barruan, irakasgai bakoitzak behar eta ohitura ezberdinak dituztela (Mahan et al., 2016; van Kampen et al., 2018). Hala ere, oso ikerketa gutxi daude CLIL testuinguruan irakasgai konkretuetan arreta jarri eta arlo konkretu bateko hizkuntza lanketa edo *genre-specific teaching* aztertu dutenak. Horietako bat da, esaterako Morton-en (2010) lana, Madrilgo bigarren hezkuntzako 2 ikastetxetako CLIL historia klaseak aztertu zituenean. Klaseko audio eta bideo grabaketaz baliatuz, Morton-ek (2010) historia arloari lotutako testu motak lantzeko momenturik ez zuen topatu, "either as texts to be understood or deconstructed or as texts to be produced by the students" (87.orr). Testuliburuak aztertzean ordea, ikusi zuen ikasleei eskatzen zitzaiela testu mota ezberdinak erabiltzea idatzizko ariketetan, hala nola, Greziako zaharreko pertsonai baten biografia idaztea, edo iritzizko testu bat idaztea Iberiar Penintsulan bizi izan ziren pertsonei buruz, baina horiek lantzeko inolako laguntza 'scaffolding' eskeini gabe. Aipatzen du, gainera, *genre* ezberdinetako testuak sortzeko laguntza hori ez dela ohikoa "Even when specific text types are mentioned in curricular guidelines, (…), they are not normally the focus of explicit instruction" (88.orr). Testuliburu zehatz hori aztertzean, aipatzen du bertako ariketa gehienek erantzun motzak (batzuetan hitz bakarrekoak) eskatzen zituztela, eta beraz, CLILen helburu bikoitza, hau da, eduki eta hizkuntza garapena, praktika horiekin ez dela betetzen. Dalton-Pufferrek (2007) ere errealitate berdina ikusi zuen Austriako CLIL klaseak aztertzean, idazmenari eta hizkuntza idatziz erabiltzeari arreta gutxi jartzen zitzaiola ikusi baitzuen. *Genre-based* pedagogien alde eginez bukatzen du bere lana, beste autore batzuk ondoren egin duten bezala (esaterako Lo et al., 2018; Meyer et al., 2015). Izan ere, lan berriagoek erakutsi dute irakasleek beren praktika pedagogikoak planteatzerako garaian gaiari lotutako *genre* edo testu motak lantzearen ideia ez dela ohikoa, esaterako, Van Kampen et al.-en (2018) lanean ikusi zen bezala.

1.2.4. CLIL irakasleak eta hizkuntza-edukia konbinazioa

Klaseko praktikak aztertu ondoren, azpiatal honek irakasleen rol eta iritziei buruz gehiago zabaltzea du helburu. Iritziak jarrera eta esperientzietan oinarritutako aldagai-multzo konplexu gisa definitu izan da (Skinnari eta Bovellan, 2016). Izan ere, irakasleak hartzen dituen erabakien arabera ematen dira praktika konkretu batzuk (Lo eta Macaro, 2015). Egiten duten guztia hauen aurreko esperientzia eta ezagutzan oinarrituta dago, bai eta beren iritzi, jarrera eta pertzepzioetan ere (Lyster eta Tedick, 2014, 218.orr). CLIL eta antzeko testuinguruetan, erronka ugariri aurre egin behar diete, eta badirudi horietako bat hizkuntza eta edukiari lotutako helburuak integratzea dela, atzerriko hizkuntzan irakasteak irakasleen rola aldatzen baitu (Karabassova, 2018). Jarraian datozen lanek irakasleen iritzi eta praktikak, CLIL irakasle gisa dituzten rolak eta hizkuntza eta edukiaren arteko integrazioa nola ulertzen duten aztertzen dute.

Ipar-amerikako testuinguruan egindako lan fenomenologiko batean, Cammarata eta Tedickek (2012) murgiltze ereduetako irakasleen esperientziaz jakin nahi izan zuten. Horretarako, murgiltze eredu ezberdinetan lan egiten zuten 3 irakasleei egindako elkarrizketak eta beren esperientziak deskribatzen zituzten testuak bildu ondoren, murgiltze ereduetan irakastearekin lotutako 5 dimentsio identifikatu zituzten: (1) identitate aldatzea, hau da, eduki-irakasle izatetik eduki- eta hizkuntza- irakasle gisa beraien burua ikustea; (2) kanpo-erronkak, esaterako, denbora falta, baliabide falta, presioak edo irakaslearen esku ez dauden kanpo-faktoreak; (3) bakardadea, edo isolazio sentsazioa edukitzea; (4) esnatzea, hau da, hizkuntza eta edukien arteko interdependentziaz jabetzea; eta (5) zer nolako hizkuntza-arreta jartzea identifikatzeko arazoak. Ikerlari hauek ondorioztatzen dute bigarren hizkuntza jabekuntzan formakuntza faltak edukian zentratzea eramaten diela, nahiz eta integrazio hori klasean aplikatzen saiatu zirenean, irakasle hauek edukien eta hizkuntzaren arteko erlazioaz jabetu ziren.

Malasiako bigarren hezkuntzako ingelesez bidez ematen ziren klaseetan jarri zuen arreta Tanek (2011), 2 eskola ezberdinetako datuak bilduz. Matematikako, zientzietako eta ingeleseko irakasleen iritziek ikasgelako praktiketan zuen eragina ikusi nahi izan zuen bere lan kualitatiboan. Horretarako, dokumentu ofizialen analisiaz gain, batez ere irakasleekin elkarrizketak eta klase behaketak egin zituen. Eskola horietako matematika eta zientzietako irakasleek ikasleek

edukia barneratzea eta nota onak ateratzea bilatzen zutela ikusi zuen, eta kanpo azterketen balioaren presioa aipatzen du arrazoi gisa. Orokorrean ikusi zuen irakasleek beren rola 'eduki-irakasle' bakarrik edo 'hizkuntza-irakasle' bakarrik ulertzen zutenez, ikasleen hizkuntza ikaste prozesua mugatzen zela. Gainera, ezberdintasun txikiak ikusi zituen matematikako eta zientziatako irakasleen artean. Matematikako irakasleei arreta jarriz, aipatzen du hauentzat hizkuntza bera ez zela garrantzitsua, matematika-problemak erraz eta azkar soluzionatzeko ahalmena izatea baitzuten helburu: "I'll only look for facts. The language is the secondary part there. So we don't really bother" dio irakasle batek (Tan, 2011, 332.orr). Beste irakasle batek, esaterako, hizkuntzari erreparatzen jarriz gero, klaseko erritmoa mantsotuko zela aitortzen du (333.orr). Matematikako eskola praktiketan ere antzeman zuen hori bera, ez baitzituen topatu ikasleen hizkuntza garapena bultzatzen zuten momenturik. Zientzietako irakasleei dagokionez, hauek ere argi zuten ez zirela 'hizkuntza-adituak' (333.orr) baina behintzat beraien praktiken artean zeuden hizkuntza erabilera bultzatzen zituzten ariketak edota talde osoko eztabaidak. Beste alde batetik, ikusi zuen ingeleseko klaseetan ere irakasleak beren burua ikusten zutela 'hizkuntza irakasle' bezala, hortaz, eta nahiz eta CLIL klase horri laguntzea helburu izan, hizkuntza irakasleek ez zutela matematika eta zientzietako edukiekin loturarik egiten beren klaseetan. Arrazoi horiengatik irakasleen koordinazio beharra azpimarratzen du bai eta irakasleen formakuntza hizkuntza eta edukiak integratu ahal izateko.

Hüttner et al.-en (2013) lanak Austriako bigarren hezkuntzako irakasle eta ikasleen iritziak bildu zituen ikusteko hizkuntza ikaste prozesua CLILen nola ulertzen zuten. Ikerketa honetako irakasleek hizkuntza ikaste prozesua CLILen modu naturalean ematen zela pentsatzen zuten, hau da, "using the language as much as possible, and being exposed to it as much as possible" (275.orr), eta beraien esperientzia propioaz hitz egiten zuten ideia hori defendatzeko. Horrela, beraien burua eduki-aditu gisa ikusten zuten, eta era berean, hizkuntza-ikasle gisa ere bai. Izan ere, eduki-irakasleek ikuspegi dinamikoago eta kolaboratiboago batetik ikusten zuten hizkuntza ikastearen prozesu hori. Bestalde, irakasle hauek CLIL ulertzen zuten ingelesa praktikan jartzeko aukera extra bat bezala, ingeleseko klaseekin batera ikasleen hizkuntza garapenean lagunduko zuena. CLIL irudikatzean, irakasle hauek ez zuten beraiek egiten zuten CLIL CLILek teorian biltzen dituen helburu bikoitz horrekin lotzen. Gainera, CLILen helburu bikoitzari buruz galdetzerakoan, hau da, edukia eta hizkuntzari buruz, galdera horrekin nahiko harrituta geratu zirela aipatzen du

(278.orr). Horri lotuta, hizkuntza modu esplizituan irakastearen ideiak ere ez du garrantziarik irakasle hauen hitzetan. Hizkuntzari lotutako helburuak ez egoteak ere laguntzen du, hauen ustez, CLIL modu positiboan eta giro lasai horrekin ikusteak.

Skinnari eta Bovellan-en (2016) lanak Austria, Finlandia eta Espainiako bigarren hezkuntzako irakasleen hitzetan jartzen du arreta, horien integrazioari eta beraien rol profesionalari buruzko pentsamenduak bilduz. Zientzia eta historia ingelesez irakasten zuten 12 irakasleei egindako elkarrizketetatik ikusi zuen, espero bezala, arreta nagusia edukiak barneratzean jartzen zutela, hauen ikasketak kontutan hartuta (zientzia eta historia ikasitako irakasleak). Hizkuntzaren paperaz galdetzean, badirudi batzuk atentzio gutxi behar zuen zerbait bezala ikusten zutela, naturalki ikasten zena egunero erabiltzen dutelako. Beste batzuk, 'language as a tool' hizkuntza *tresna* moduan ikusten zuten, azalpen garbiagoak emateko, komunikazioa oztopatzen zuten hizkuntza erroreak zuzentzeko, etab. erabiltzen zutelarik. Horrela, ikusi zuten irakasleen iritziak integrazioaren ideiari buruz eta beraien rolari buruz nahiko ezberdinak zirela elkarrengandik. Izan ere, uste horien atzean irakasle bakoitzaren esperientziak eta hizkuntzarekin duten harremanak eragina izan dezake. Esaterako, irakasleetako batek pentsatzen zuen bere umeek etxean bi hizkuntza modu naturalean ikasi zituztela, eta beraz CLILen antzeko gauzak gerta litezkeela; bestalde, ingelesez klaseak ematean ziur sentitzen ez zen irakasle batek esaten zuen ez zuela uste bere ikasleek, bere klasean behintzat, ingelesa ikasiko zutenik, eta horien hizkuntza garapena oztopatu zezakeela ere pentsatzen zuen (155.orr). Hortaz, irakasleen usteen atzean dauden faktoreak (hala nola, kultura, formakuntza, aurreko ezagutzak, irakaskuntzan esperientzia edota bestelako jarrerak) kontutan hartzea ezinbestekoa dela ondorioztatzen dute Skinnari eta Bovellan-ek (2016), irakasle horien usteak ulertu nahi baditugu (164.orr).

Antzeko ondorioak ere atera dira testuinguru eleaniztunetan ere. Esaterako, Karabassovak (2018) Kazahkstan-go eskola hirueledun batean egindako lanean, ikusi zuen irakasleek CLIL ulertzen zutela "merely as just teaching through another language" (1.orr), non edukiari lotutako helburuak nagusi ziren, irakasleek hizkuntza esplizituki irakastearen errespontsabilitateari uko egiten zioten, eta non ikusi zuen CLILen atzean dauden 'pedagogical intentions'-etaz gutxi zekitela. Hala ere, pentsatzen zuten CLIL programetan denbora gehiago pasa ahala, ikasle horiek hizkuntza-maila altuagoa lortzen zutela, hortaz,

Skinnari eta Bovellanen (2016) lanean bezala, irakasleek ulertzen dute ikasleek hizkuntza modu naturalean ikasten dutela.

Testuinguru ezberdinetako lanei erreparatuz ikusi dugu CLIL irakasleak ez dutela uste hizkuntza irakasteari lotutako praktikak egin behar dituztenik, eta gainera, ikusi dugu ez dutela hizkuntza kontzientzia handirik, gehiengoak (batez ere bigarren hezkuntzako irakasleek) eduki-arloko espezialistak baitira eta ez baitute prestakuntzarik jaso hizkuntzen irakasketari dagokionez (Cenoz et al., 2013; Tan, 2011). Gainera, irakasleen formakuntza ikertu duten lanek egiaztatu dute CLIL modu egokian inplantatzeko teoria eta printzipioak ulertzeko formakuntza eskatzen dutela irakasleek (Barrios eta Milla Lara, 2018; Pérez Cañado, 2014). Oraindik gutxi dira irakasleei formazio zehatza eman eta iritzi aldaketak aztertu dituzten lanak, baina testuinguru batzuetan behintzat onuragarri dirudi. Hortaz, ikerlan ugarik ondorioztatu dute irakasleen hizkuntza kontzientzia garatzen duten formakuntza ematea beharrezkoa dela (Lo, 2017; Skinnari eta Bovellan, 2016). Tedick eta Cammaratak (2012) egindako literaturaren errebisioan, honako hau ondorioztatzen dute:

> Subject-specific and generic elementary education programs reinforce teachers' view of themselves as content teachers alone, and language teacher preparation programs reinforce teachers' view of themselves as language teachers alone. Several of the studies reviewed herein revealed that teachers who were more successful at language and content integration were those who were prepared as both language and subject (content) teachers (Milne & García, 2008; Pessoa et al., 2007; Wannagat, 2007), though we cannot say with certainty that a teacher with preparation in both areas will necessarily be a more effective CBI teacher than one who is prepared only as a language or a content teacher (48.orr).

Tedick eta Cammararen hitzak jarraituz, esan dezakegu hizkuntza eta edukiak irakasteko formatuta dagoen irakasle bat ez dela zertan hizkuntza-irakasle edo eduki-irakasle soilik dena baino hobea izan. Hala ere, interesgarria da hizkuntza irakasle gisa esperientzia duten irakasleak eta eduki irakasle gisa esperientzia dutenen praktikak aztertzea atzerriko hizkuntza irakas-hizkuntza bihurtzen denean, tesi lan honetan egingo dugun bezala.

1.3.   Kapituluaren laburpena

Lehen kapitulu honetan CLILi buruzko sarreratxo bat egiten saiatu gara. Ikusi dugu definizio ezagunenetariko bat honako hau dela: "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, 1.orr). Ikusi dugu, beraz, termino generiko gisa erabiltzen dela munduko leku ezberdinetan inplementatutako programa elebidunei erreferentzia egiteko, hala nola, Content-Based Instruction edo murgiltzeei. Hala ere, ohikoa da CLIL terminoa erabiltzean, erreferentzia egitea atzerriko hizkuntza bat (askotan ingelesa) erabiltzen denean edukiak transmititzeko. Gainera, testuinguru honetan, ikerketa ildo nagusiak ikusi ditugu. Hainbatek CLILen forma europearra azpimarratzen dute, baina beste hainbatek, CLILek murgiltze eredua eta CBI programekin dituzten antzekotasunak azpimarratu dituzte. Izan ere, eredu horiek ezaugarri nagusi bat dute amankomunean: hizkuntza eta edukien integrazioa.

Hizkuntza eta edukiak integratzearen inguruan aritu gara jarraian, eta ikusi dugu, integrazio maila ezberdinak egon daitezkela CLIL eredu ezberdinetan, kontutan hartuta hizkuntzan edota edukian jartzen den fokua. Irakasleek arreta jarri behar dute bi osagai horiek integratzeko, eta hainbat proposamen ikusi ditugu. Esaterako, Lysterren (2007) *counterbalanced approach*, zeinak defendatzen duen ikasgelan fokua jarri behar dela edukiari eta esplizituki hizkuntzari ere, ikasleek hizkuntzan arreta jarri dezaten. *Genre-based pedagogiak* dira beste aukera bat. Horiek hizkuntza eta edukia banaezinak direla dute oinarri, eta arlo konkretuetako testu motekin lan egitera bultzatzen dute.

Atal honetan, integrazioa aztertu duten lanei begirada bat ere bota diegu. Atzerriko hizkuntza irakas-hizkuntza bihurtzen denean dauden praktikak aztertu ditugu, batez ere hizkuntzari jartzen zaion arretari erreparatuz. Ikerketa ezberdinak dauden arren, irakasle askok zailtasunak dituztela onartzen dute hizkuntza edukiekin txertatzerakoan. Gainera, irakaslearen formakuntza edo esperientziaren araberako praktikak egon ohi direla ikusi dugu. Batzuk ez dute ia klaseko dinamikarik aldatzen CLIL egiten dutenean, beste batzuk, ordea, kontziente dira hizkuntza eta edukiak integratzea CLILen helburuetako bat dela, eta hortaz, beraien errespontsabilitate ere bai.

Jarraian datorren kapituluan, CLILen beste parte garrantzitsu bat aztertuko dugu, inputaren garrantzia, metodologiak eta materialak, hain zuzen.

CLIL: INPUTAREN GARRANTZIA, METODOLOGIAK ETA MATERIALAK

Ikusi dugu ez dela erraza irakaslearen papera atzerriko hizkuntzan edukiak ematerakoan. Izan ere, edukia eta hizkuntza nolabait integratzeaz aparte, irakasleak esfortzua egin behar du transmititu beharreko hura ikasleengana ailegatzeko eta ulermena lortzeko. Atal honek arreta jarriko dio gai honi, hau da, irakaslearen esku dagoen eta ematen duen inputari arreta jarriko diogu, bai eta klasean erabilitako material eta diseinatutako ariketei ere. Azkenik, input hori ulergarri izateko erabilitako estrategia pedagogikoei ere erreparatuko diegu.

2.1.   Hizkuntza CLIL ikasgelako diskurtsoan

CLIL eta antzeko testuinguruetan, hizkuntzak rol berri bat hartzen du. Izan ere, ikasgela tradizionaletatik haratago doanez, hizkuntza ikastea helburu nagusi izatetik, ikaste prozesu interesgarriago batera pasatzen gara: hizkuntza erabiliz ikasi eta ikasiz hizkuntza erabili ("learning to use language and using language to learn" Coylen, 2007, 552.orr).

Hizkuntzak betetzen duen rol hau kontutan hartuta, honako Hizkuntza Triptiko (Language Triptych) hau proposatu izan da (Coyle, 2007; Coyle et al., 2010). Horrela, triptiko honek CLILen parte hartzen dutenek (ikasle eta irakasle) behar eta garatzen dituzten hizkuntza motak errepresentatzen ditu. Lehenik, *language of learning*, hau da, oinarrizko kontzeptu eta gaitasunak lortzeko beharrezkoa dena, adibidez, edukiari lotutako terminologia edo esaldiak. Bestetik, *language for learning*, ikasleek ariketak egin ahal izateko behar duten hizkuntza motari egiten dio erreferentzia. Azkenik, *language through learning* dugu, zeinak ikaste prozesuan bat-batean ager daiteken hizkuntza motari egiten dion erreferentzia, ikasleak lanean ari diren bitartean. Azken hau, dio Banegas-ek (2013) "cannot be managed and it depends on the teacher's ability to make room for students' demands in situ" (8.orr). Beraz, irakasleak abilezia behar du ikasleen behar horiei erantzuteko.

Ikasgelako hizkuntzaz ari garenean, ez dugu ahaztu behar atzerriko hizkuntza ikasgelako hizkuntza bihurtzen denean, eguneroko hizkuntza eta hizkuntza

akademikoa presente daudela. Cumminsen (1979, 2008, 2017) sailkapena hartuz, esan dezakegu CLILen, ikuspuntu dinamikoa den heinean, BICS (Basic Interpersonal Comunication Skills) eta CALP (Cognitive Academic Language Proficiency) ditugula. Lehena, BICS, eguneroko egoeretan erabiltzen dugun hizkuntza mota da, eta CALP, berriz, helburu akademikoekin erabiltzen dena. CLIL testuinguruetan maneiatu beharreko hizkuntzaz ari garenean, esan dezakegu hizkuntza akademikoaz gain, eguneroko hizkuntza, komunikatiboa ere lantzeko aukerak ere daudela dela. Irakasleak hizkuntza-helburu komunikatiboekin erabiltzeko eta edukiari lotutako hizkuntza akademikoa erabiltzeko gaitasuna behar du atzerriko hizkuntzan klaseak eman ahal izateko (Pavón Vázquez eta Ellison, 2013).

2.2.   CLIL irakaslea: ikasgelako input nagusia

2.2.1. Irakaslearen ingeles maila eta hizkuntza kontzientzia

Perez-Cañadok (2016a) CLIL irakasleen zailtasunak aipatzean, honako hauek azaltzen ditu. Lehenik eta behin, proiektuaren gaztetasuna, esaten baitu "teachers who embark on this difficult enterprise can apply little of others' navigational knowledge" (2.orr). Bestetik, CLILek irakasleei eskatzen dien lan-karga handia izatea, besteak beste, esfortzu asko eskatzen baitu irakaslearen partetik, eta integrazioa helburu hartuta, beste irakasleekin koordinatzea ere eskatzen baitu. Azkenik, eta asko aipaturiko arazoa dugu hau, irakaslearen prestakuntza. Izan ere, irakasleek "(…) must not only master the foreign or second language, but must also have expertise in the subject content and training in second language pedagogy" (2.orr).

Argi dago, beraz, CLIL ezartzen denean, eta ingelesa irakas-hizkuntza bihurtzen denean, irakasle kualifikatuak behar direla arlo konkretuetan eta hizkuntza-maila altua eskatzen zaiela programa arrakastatsua izateko (Pavón Vázquez eta Ellison, 2013). Orokorrean, irakaslea gai izan behar da bigarren hizkuntza horretan eduki akademikoa irakasteko, baina ez dago argi zer nolako maila beharko luketen. Herrialde edo eskolaren arabera, irakasleen hizkuntza eskakizun maila aldatu egiten da. Espainiar testuinguruan, B2 maila gutxienez eskatzen dela komunitate gehienetan, eta batzuetan, Nafarroa edo Madrilen, esaterako, irakasleek C1 maila behar dute CLIL programetan egoteko (Alcaraz-Mármol, 2018).

Gainera, irakasleak "content-trained" (eduki-irakasleak) edo "language-trained" (hizkuntza-irakasleak) izan ohi dira gehienetan, nahiz eta testuinguru batzuetan "dual-certification" edo titulazio bikoitza duten irakasleak dauden (Kong, 2009). Nolanahi ere, CLIL irakaslea bere hizkuntza-mailataz kontziente izan behar du, eta maila mugatua ikusten duten irakasleek bere eduki eta metodoak egokitu behar dituzte, bai eta klaseko plangintza zehatza jarraitu bere buruaz ziurrago egoteko (Papaja, 2013, 149.orr).

Hüttner, et al. -en (2013) lanean ikusi zen bezala, badirudi irakasleentzat CLILen irakasteak ikaste-prozesu bat ekartzen duela. Bertan, irakasleek onartzen zuten CLILen irakasteak ingelesa ikasten jarraitzea esan nahi zuela, eta besteak beste,

"egunero zerbait berria ikasten zutela" hizkuntzari dagokionean. Izan ere, ikasle eta irakasleen rolak ezberdinak dira CLIL testuinguruetan eta ikasgela tradizionaletan. CLILen, aurreko lanean ikusi bezala, irakaslea ikasle ere bada zentzu batean, eta horrek antzeko maila ("equal footing") batean ezartzen ditu. Irakasle batek, esaterako, ongi laburtzen zuen egoera hau:

> It is a more equal basis. The student corrects the teacher's English. The teacher accepts this gratefully. What the teacher is still better at, are the content and theoretical issues and in this way it is complementary. And this is beautiful to observe [...] it is a mutual completion (Hüttner et al., 2013, 276.orr).

Horrela, ikasleek ere onartu zuten CLIL klaseetan giroa 'lasaiagoa zela' (276.orr). Nikulak (2010) ere ondorioztatu zuen, irakasle-ikasle rol horien ondorioz, ikasleek antsietate gutxiago erakusten zutela atzerriko hizkuntza erabiltzeko, eta ikasgelako diskurtsoan espazio gehiago hartzen zutela. Badirudi, hortaz, CLILen hizkuntza ikaste prozesu kolaboratibo bat azaleratzen dela, non klaseko partaide guztiak, modu batean edo bestean, ikasle bihurtzen diren. Hala eta guztiz ere, esan dezakegu goian aipatutako praktika horiek EZ-CLIL klaseetan ere gerta daitezkeela, eta gainera, CLIL testuinguruetan ez direla beti gertatzen.   Berriz ere aipagarria da, beraz, CLIL programen arteko heterogeneotasuna.

CLILen irakasteak, ordea, atzerriko hizkuntza maneiatzea baino zerbait gehiago eskatzen du. CLIL irakasleak hizkuntza kontzientzia erakutsi behar du, hizkuntzak nola funtzionatzen duen ezagutu eta aldi berean, hizkuntza tresna gisa erabiltzen jakin behar du (Papaja, 2013, 149.orr). Irakasleen hizkuntza kontzientzia edo *Teacher Language Awareness* (TLA) "focuses on the interface between what teachers know, or need to know, about language and their pedagogical practice" (Andrews eta Svalberg, 2017, 220.orr).

Aurreko kapituluan ikusi bezala, irakasle askok ez dute hizkuntzari lotutako pedagogiarik landu (Karabassova, 2018), CLILen hizkuntzak duen papera modu ezberdinean ulertzen dute (Skinnari eta Bovellan, 2016) eta ez dute beren burua ikusten 'hizkuntza-irakasle' gisa (Airey, 2012). Ikusi da, beraz, eduki-irakasleek hizkuntza-kontzientzia gutxi dutela (Lo, 2017). Badirudi, gero eta hizkuntza-kontzientzia gehiago eduki, orduan eta hobeto integratuko direla edukia eta hizkuntza CLIL eta antzeko testuinguruetan (Xu eta Harfitt, 2019).

Linen (2016b, 155.orr) hitzetan, egoera honen aurrean, irakasleen formazioan arreta jarri behar da. Alde batetik, kontzientzia areagotu eta bestetik, konfiantza

hartzen lagunduko duten formazioak behar dira, eduki-irakasleak hizkuntza-kontzientzia handitu dezaten eta bestalde, hizkuntza-irakasleak eduki-kontzientzia hori ere handitzeko.

2.2.2. Irakaslearen hizketaldia CLILen

CLIL irakasleentzat, ikasleentzat bezala, klaseko hizkuntza atzerriko hizkuntza da, ez baitira jatorrizko hiztunak kasu gehienetan. Horregatik, interesgarria da arreta jartzea CLIL irakasleen hizketaldietan, besteak beste, esfortzu gehiago eskatzen duelako ama-hizkuntza ez den hizkuntza batean edukiak transmititzea. Gainera, irakaslearen hizketaldia ikasleek jasotzen duten input nagusia da. Input hau, gainera, modu ulergarrian eman behar da ikasleek edukia ulertu ahal izateko, eta eguneroko hizkuntza, hizkuntza akademikoa, H1 eta H2ko baliabideak, etab. har ditzake bere barne (Lin, 2016a, 186.orr).

Irakasle eta ikasleek beraien artean interakzionatzeko duten modua Content-based Instruction (CBI) testuinguruetan gai nagusia da (Lyster, 2017). CLILen ikasgelako diskurtsoa aztertu duten lanak ugariak izan dira azken urteotan, esaterako Dalton-Puffer (2007) eta Nikula et al.-ena (2013). Ikusiko dugunez, ondorio interesgarriak atera dituzte irakasle-ikasle interakzioen inguruan CLIL testuinguruetaz ari garenean. Dalton-Pufferrena (2007) da klaseko interakzioa sakon landu duen lanik handienetakoa. Dalton-Pufferrek, diskurtsoaren analisia erabiliz, Austriako lehen hezkuntzako CLIL 40 klase ordu grabatu zituen, irakasle eta ikasleen arteko interakzioak ikertu nahian. Bertan, konturatu zen irakasleen partetiko *Initiation-Response-Follow-up (IRF)* egiturak oso ohikoak zirela eta ikasleek aukera gutxi zutela gaiari buruzko hizkuntza erabiltzeko. Beste hitz batzuetan, IRF egiturak erreferentzia egiten dio irakasleak galdera bat egiten duenean (*initiation*); ikasleak erantzun egiten du (*response*); eta azkenik, irakasleak erantzuna onartu, zuzendu edo ebaluatzen du (*follow-up*). Hortaz, ikusi zuen ikasleek ez zutela behar bezain input aberatsa jasotzen eta era berean, ez zutela atzerriko hizkuntza erabiltzeko aukera handirik. Horrenbestez, sintaktikoki sinplea zela beren hizkuntza erabilera eta esaldi motzak erabiltzen zituztela ondorioztatu zuen. Gainera, ikusi zuen irakasleak asko kontrolatzen zuela bakoitzaren hizketaldia, eta hortaz, teknikoagoa zela, eta adibidez, ama-hizkuntza erabiliz emandako klase batean baino umorea gutxiago erabiltzen zuela klaseak ingelesez ematean.

Nolabait irakasle diskurtsoa mugatua ikusi zuen Nikulak (2010) ere bere lanean. Honek Finlandiako irakasle baten diskurtsoa ikertu zuen, biologia klaseak finlandieraz (H1) ematen zituenean eta ingelesez ematen zituenean. Horrela, irakasle bakar baten diskurtso praktikak aztertu nahi zituen bi testuinguru horietan (CLIL eta ez-CLIL), atzerriko hizkuntza erabiltzeak bere irakaste-estiloa nola aldatzen zuen ikusteko. Kasu-ikerketa honetan ezberdintasunak ikusi zituen ama-hizkuntzan klaseak ematean eta ingelesez ematean, ikusi baitzuen finlandieraz aritzean "estilo monologikoagoa" erabiltzen zuela eta ingelesez aritzean, berriz, "dialogikoagoa" (114.orr). Horrela, CLIL klaseetan ikusi zuen irakasleak aukera ugari ematen zituela parte hartzeko, finlandieraz aritzean bere hizketaldiak luzeagoak ziren bitartean.

Berdina ondorioztatu zuten van Kampen et al.-ek (2018). Azalpena bilatu nahian, honako hau diote: (…) when teaching through a foreign language, teachers may more consciously focus on providing students with opportunities to participate in classroom interaction, in order to help them to practice and learn the target language" (114.orr). Bestetik, ikusi zuten azalpenak ematean, irakaslearen hizkuntza erabilera "pragmatically less varied and less subtle" zela (120.orr).

Bestelako emaitzak erakutsi zituzten Mahan et al.-ek (2016) beren lanean, non ikusi zuten irakaslearen inputa aberatsa, luzea eta egokia zela (13.orr), Norvegiako CLIL testuinguruan egindako ikerketa batean. Bertan, *Protocol for Language Arts Teaching Observation* (PLATO) (Grossman et al., 2013) erabili zuten zientzia eta matematikako CLIL klaseetako praktikak aztertzeko. Espero bezala, irakaslearen inputa ezberdina zen arlo ezberdinetan ari zirelako, zientzietako irakaslearen arreta nagusia kontzeptuen ulermenean jartzen zelako, eta matematikako irakaslearena, berriz, matematika arau eta prozesuetan. Horren harira, zientzietako irakasleak erabiltzen zituen *visual a*ids aipatzen ditu, prozesu horiek ulertzeko lagungarri egiten zutenak. Oro har, lan honetan ikusi zen, testuinguru honetan behintzat, klaseak ingelesez jasotzen zituzten ikasleek "complex instructional explanations and intellectually challenging tasks through the L2" jasotzen zituztela (14.orr).

Papaja-k (2013) Poloniako bigarren hizkuntzako 31 CLIL irakasleekin elkarrizketak egin eta eskola-behaketak egin zituen. Matematika eta fisikako irakasleekin bildutako datuekin ondorioztatu ahal izan zuen CLIL klaseak eta ama-hizkuntzan emandako klaseak berdin ematen zituztela. Bestalde, Biologia,

historia eta geografiako irakasleek aipatzen zuten ingelesa erabiltzeak aldaketak ekarri zituela klaseak emateko moduan: besteak beste, hizkuntzari arreta gehiago jartzen zutela aipatu zuten batzuk; beste batzuk, ingelesezko terminoak itzuli eta lantzeko denbora gehiago hartzen zutela. Orokorrean, irakasleek aipatu zuten klasea atzerriko hizkuntzan irakasteak ez zuela edukian eragin handirik, baina onartu zuten esfortzu eta denbora gehiago eskatzen zuela.

Aski ezaguna da CLIL irakasleak eduki edo hizkuntza espezialista izan ohi direla, baina atzerriko hizkuntzan klaseak ematen hasteak berengan duen eragina gutxi ikertutako arloa da. Moate-k (2011) Finlandiako 6 CLIL irakasleekin egindako elkarrizketak erabili zituen ikusteko nola eramaten zuten hizkuntza aldaketa hori, eta nola erantzuten zieten behar berri horiei. Lan honetan ikusi zuen CLILen irakasteak, hau da, atzerriko hizkuntza erabiltzeak klaseak emateko, irakasleengan estres sentsazioa pizten zuela. Gainera, irakasle hauek ere aipatu zuten CLIL klaseetan, besteak beste, umore gutxiago erabiltzen dutela.

Oattes, Oostdam, de Graaff, eta Wilschuten (2018) lanean ere aipatzen zuten irakasleek umore eta espontaneitatea galtzen zutela CLIL klase batzuetan, ikasleen ingelesez mailari atxikitzen ziotena. Irakasle batek, esaterako, honako hau dio: "It's difficult to be the teacher you are if students don't understand the jokes you make or the expressions that you use" (Oattes, Oostdam, de Graaff, eta Wilschut, 2018, 172.orr). Irakasle hauek aipatzen zuten lehen urteak zailagoak direla, erronka bat suposatzen duela eta nekagarria ikusten zutela, eta ondorioz, intseguritateak sortzen zitzaizkiela, baina esperientziari esker, erosoago sentitzen zirela CLILen ingelesa erabiltzen zutenean. Batzuk, esaterako, onartzen zuten nahiago zutela ingelesez irakatsi Nederlanderaz baino, nahiz eta momentu batzuetan hitz egokiak aurkitzeko zailtasunak eduki. Gainera, ondorioztatzen dute CLILen irakastea historia irakastean ingelesezko hitz egokiak erabiltzea baina gehiago eskatzen zuen programa dela (173.orr).

Atal honetan ikusi dugu zein garrantzitsua den irakaslearen inputa CLIL klaseetan. Izan ere, hizkuntza-aditu eta eduki-aditu izatea ez da erraza. Horien hizketaldia aztertu duten lanak ikusi ondoren, ikasgelako beste inputean, materialetan, eta input hori ematen den moduan, metodologietan, murgilduko gara hurrengo atalean.

2.3. CLIL metodologiak eta materialak

2.3.1. CLIL eta metodologia aktiboak

Dalton-Pufferren (2011, 182.orr) hitzak hartuz, esan dezakegu batzuetan badirudiela CLIL inplementatzeak nolabaiteko metodologia eta pedagogia aldaketa handiak dakartzala, irakaslean zentratutako praktiketatik (tradizionalak) ikaslean zentratutako praktiketara (berritzaileagoak). Esaterako, Coonan-en (2007) ikerketan parte hartu zuten Italiako 33 CLIL irakaslek aitortu zuten CLIL testuinguru bikaina zela inobazio didaktikoak aurrera eramateko (643.orr). Gainera, irakasle profilari buruz dio: "It has to be noted that this type of teaching should be carried out by teachers with an open mind to teaching, that is, with a non-traditional view of teaching and with a positive attitude to use quite varied approaches to methodology" (50.orr). Pavón Vázquez eta Ellisonek (2013) metodologia aldaketa bati egiten diote erreferentzia, esanez, "it would not be effective to teach the same content, the same way, with another language" (72.orr). Hala eta guztiz ere, badirudi irakasle batzuk ez direla kontziente CLIL testuinguruek eskatzen duten metodologia aldaketei buruz (Pavón Vázquez eta Rubio, 2010, 50.orr), eta ikerketak ere ez du argi zehaztu pedagogia berri horiek zertan oinarritu beharko liratekeen (Martí eta Portolés, 2019).

Alde batetik, eta beste behin oinarri hartuta ez dagoela CLIL metodo eta forma konkreturik, metodologia aldaketarik sumatu ez duten lanak ditugu. Esaterako, Badertscher eta Bieri-k (2009) Suizako CLIL eta EZ-CLIL ikasgaietan behaketak egin ondoren, ondorioztatu zuten ez zeudela ikasgaien oinarrizko diseinuan alderik. Ondorio berdinak atera zituen Dalton-Puffer (2007)-ek Austriako eskoletan egindako behaketetan.

Aurreko atalean ikusi bezala, badirudi CLIL testuinguruak EZ-CLIL testuinguruetan hain ohikoak ez diren klase interaktiboagoak izan ohi direla (Nikula, 2010; van Kampen et al., 2018), batez ere, irakasleak kontziente direlako ikasleei hizkuntza erabiltzeko aukerak eman behar zaizkiela. Esaterako, honako hau zion van Kampen et al.-en (2018) lanean irakasle batek:

> I teach biology and there are no differences in the teaching approaches when we do practical work, while in theory lessons there are. In regular lessons I give a short lecture. In the CLIL lessons I try to find forms where the students need to speak to each other (229.orr).

Nikularen (2010) lanean ere ikusi zen ikasleek gelako diskurtsoan parte-hartzeko leku gehiago zutela, nahiz eta metodologia aldaketa handirik ikusi ez. Ikasleei hitz egiteko aukera gehiago emateaz aparte, beste ikerlan batzuk, metodologia aldaketa eta berrikuntzen azterketa egin dute. Coylek (2013), esaterako, Ingalaterra eta Eskoziako bigarren hezkuntzako 11 ikastetxe ezberdinetako CLIL ikasleen ahotsak entzun nahi izan zituen, pedagogia arrakastatsuen bila, eta datu horiei esker CLILen irudi bat sortu ahal izan zuen: ikasleek zioten CLIL ikasgelak, besteak beste, ikasteko autonomia gehiago ematen zietela, analisi, argudiaketa eta beraien kabuz egiten zituzten lanketei esker.

Badirudi, CLIL inplementazio batzuk praktika berritzaile eta aktiboekin lotuta daudela. Esaterako, Barrios eta Milla Larak (2018) Andaluzian ezarritako programa elebidun bati buruzko iritziak jaso zituzten CLIL programa ebaluatzeko asmotan. Horretarako, 544 ikasle, 92 irakasle eta 237 gurasoei egindako galdetegiez baliatu ziren. Metodologiari lotutako gehien baloratutako ezaugarria zen "… its use of innovative, student-centred, practical approaches such as task- and project-based learning and group-work" (6-7.orr) praktika pedagogiko berritzaileak izan ziren. Izan ere, testuinguru honetako CLILen behintzat Informazioaren eta Komunikazioaren Teknologia (IKT) lanabes eta baliabideak erabili eta lanketa autonomoan oinarritutako proiektu eta talde-lanak egiten dituztela ikusten da, eta horiek guztiak ondo ebaluatuta daudela irakasle eta ikasleengandik. Irakasleek, adibidez, komentatzen zuten ikasleetan zentratzen ziren *task-based* eta *project-based* moduko irakaste metodoak ikasleen goi-mailako trebetasunak (*higher order thinking skills*) garatzen laguntzen zutela, eta gainera, argi zeukaten ikasleek gehiago ikasten zutela proiektuen bidez eta informazioa beraien kabuz bilatuz. Ikasleen aldetik, CLILeko ariketak deskribatu zituzten honako hauek aintzat hartzen zituztela esanik: norberak zuzendutako ikaste prozesua, analisia, eztabaida, talde-lana, internet bidezko informazio bilaketa eta prozesatzea, eta azkenik, eduki ikasketa gidatua baina aldi berean modu independentean ematen dena.

Badirudi CLILen erabilitako metodologia edo pedagogiak, eraginkor direla ikusita, EZ-CLIL klaseetan ere aplikatzen hasi direla (Oattes, Oostdam, de Graaff, eta Wilschut, 2018; van Kampen et al., 2018). Van Kampen et. al-en (2018) ikerketako irakasleek CLILen erabiltzen zituzten teknika eta pedagogiaz baliotzen zirela onartu zuten EZ-CLIL klaseetan ere erabiltzen hasi zirelarik, pedagogia eraginkorrak zirela ikusi zutelako. Oattes et al.-en (2018) lanean ere, antzeko iruzkinak egin zituzten CLIL irakasleek: "CLIL forces you to be more

creative and to offer the students more variation when teaching. When things work well in CLIL it is just as easy to translate and use them also in the regular classes" (172.orr). Izan daiteke irakasle hauek motibazio gehiago dutela eskolak ingelesez ematean, adibidez, irakasteko modu berria delako, eta interakzio forma berriak sortzen direlako.

Dalton-Puffer et al.-ek (2010) irakasleen motibazio horri buruz diote: "CLIL-teachers are special in that they are willing to take on a considerable amount of extra work, which usually implies higher levels of motivation and pedagogical interest than teachers taken more generally" (282.orr). Ezin dugu, beraz, ondorioztatu CLIL metodologia aktibo eta berritzaileekin lotuta dagoela, ikusi baitugu beti ez direla praktika berritzaileak ematen. Argi dagoena da, modu batean edo bestean, klaseko dinamika aldatu egiten dela, atzerriko hizkuntza irakas-hizkuntza bihurtzen denean.

2.3.2. Materialak, baliabideak eta IKTak CLILen

Materialak

Ikasgelako materialez aritzean, ikaste-prozesuan tresna gisa erabil ohi diren idatzizko edo ahozko testuetaz ari gara. Hauek testuliburu tradizionalak, artefaktu digitalak, etab. izan daitezke.

CLILen helburu bikoitza kontutan hartuta, testuinguru honetan material egokien diseinu edo aukeraketa irakasleentzat erronka bat dela ikusi da (Banegas, 2012; Tedick eta Cammarata, 2012). Izan ere, Morton-ek (2013, 117.orr) dion moduan, material hauek bi helburu bete behar dituzte: alde batetik, edukia, eta bestetik, hizkuntza. Aldi berean, atzerriko hizkuntzan idatzitako materialek edukia modu ulergarri batean azaldu behar ditu, eta ikasleen beharrak ere aintzat hartu. Honek lan-karga handia ezartzen du CLIL irakaslearen gainean, ikerketa ugaritan irakasleek onartu duten bezala (Alonso García et al., 2008; Morton, 2013).

Lau herrialde ezberdinetako datuak erabilita, Mortonek (2013) lau material motekin lan egiten zutela ikusi zuen, eta nahasketa egiten zutela ikusi zuen. Alde batetik, CLIL testuliburu konkretuak, jatorrizko hiztunentzat sortutako testuliburua, egokitutako jatorrizko materialak, eta azkenik, beraien kabuz sortutako materialak.

Testuliburuei dagokienez, badirudi CLIL testuliburu espezifikoak urriak direla (Coyle et al., 2010, 86.orr). Hortaz, ikerketa gutxi dago testuliburu konkretu hauei

buruz. Argitaletxe batzuk 'CLIL testuliburuak' deituriko liburuak argitaratzen hasi dira, baina askotan erreferentzia egiten diote atzerriko hizkuntzako klaseetako liburuei, 'CLIL' etiketa erantsiz. Banegas-ek (2014) argitaletxe ezberdinetako EFL testuliburuak ikertu zituen Argentinako bigarren hezkuntzako testuinguruan, 'CLIL' etiketa zutenak, ("language-driven CLIL materials" deitzen diona) eta ikusi zuen, alde batetik, korrelazio gutxi zegoela irakasgaiari lotutako eduki espezifikoaren eta eskolako kurrikulumaren artean; eta bestetik, edukiak gehiegi sinplifikatuak zeudela eta ikasleak bete beharreko ariketak ere maila-baxukoak zirela (345.orr). Hortaz, ondorioztatzen du material hauek CLILetaz aldentzen direla eta "should be locally produced as a joint enterprise between publishers, curriculum designers, content teachers and teachers of English so that contents accurately reflect the complex curricula of secondary education" (Banegas, 2014, 357.orr).

CLIL material eta testuliburu espezifikoen urritasuna dela eta, eta kontutan hartuta CLIL ikasgaiek herrialde bakoitzeko curriculuma bete behar dutela, irakasle askok beste bide batzuk hartzen dituzte, esaterako ama-hizkuntzan idatzitako testuliburuak hartu eta itzuli egiten dituzte (Bovellan, 2014). Hala ere, ikerlari ugarik itzulpenaren aurka egin dute, eta egokitzeari buruz diote: "Mere translation of these materials, therefore, is rarely a successful policy for CLIL provision. Adaptation of L1 materials should also, wherever possible, avoid simplification—either linguistic or conceptual, because this makes no sense in hard CLIL" (Ball, 2018, 228.orr). Hitz hauek jarraituz, materialak egokitzeak ez luke edukien sinplifikazioa ekarri beharko. Hala ere, batzuetan kontestuari egokitutako materialez baliatu behar dira irakasleak, kurrikuluma jarraitu ahal izateko.

Beste aukeretako bat da atzerriko hizkuntzan idatzitako eta jatorrizko hiztunentzat diren materialak erabiltzea (*authentic materials*). Material hauen erabilera ere zalantzan jarri izan da. Izan ere, material mota hauetan hizkuntzaren erabilera erreala islatzen da, eta hori alde ona dute (Moore eta Lorenzo, 2007, 29.orr), baina hizkuntza ikasten ari den ikasleari zuzenduta ez dauden tresnak dira, eta nolabaiteko egokitzapena eskatu ohi dute (Martín del Pozo eta Rascón Estébanez, 2015). Gainera, jatorrizko materialak erabiltzeak dakarren beste alde txar bat tokiko testuinguru falta da, bertako adibide eta gaiez (normalean, Britainia Handikoak eta Estatu Batuetakoak) osatzen baitira (Banegas, 2014, 348.orr). Gainera, kulturen arteko ezberdintasunak azpimarratzen dira. Hortaz, irakasleen lan bihurtzen da, alde batetik, hizkuntza-

mailari dagokionez maila egokitzea, eta bestetik, adibide eta gai horiek bertako herrialdera egokitzea.

Martin del Pozo eta Rascón Estébanezek (2015) diotenez, egokitutako material horien erabilerari buruzko ikerketak emaitza ezberdinak erakutsi dituzte. Aipatzen dute, esaterako Kelly-k (2014) British Councilekin formatzen ari ziren irakasleekin egin zuen ikerlanean, adibidez, CLIL irakasleen artean oso ohikoa zela Britainiako edo AEBko ikasleentzat prestatutako materialak erabiltzea; baina bestetik, Hego Amerikan eta Europako testuinguruetan egindako beste ikerlan batzuk ez dutela jatorrizko materialen erabilera erakutsi, Banegasen (2013) eta Mortonen (2013) lanean bezala. Azken honen lanean, non, Austria, Finlandia, Espainia eta Herbereetako eskoletan bildu zituen datuak, irakasleen %90ak aitortu zuen nahiago zuela materialak beraiek sortzea edo nolabaiteko egokitzapen bat egitea. Moore eta Lorenzoren (2007) lan deskriptiboan, historiako testu akademiko erreal bat (egokitu gabea) hartu eta irakasleei eman zien egiten zituzten aldaketak ikusteko. Horrela, egiaztatu zuen irakasleen artean estrategia ezberdinak erabiltzen zirela testua ulergarriago egiteko eta beraien testuingurura egokitzeko. Horien artean, *simplification* (sinpleago eta motzago egitea), *elaboration* (beste hitz batzuekin azaltzea) eta *discursification* (mezua beste modu batean ematea, edota irudi, grafiko, bideoak txertatzea) aipatzen ditu.

Aurreko paragrafoan azaldutako material horiek egokitu beharrean, badirudi CLIL irakasleek beraien kabuz materialak sortzeko beharra ere ikusten dutela. Horrela, hizkuntza-maila, eduki-maila eta eskola testuinguruari egokitutako baliabideak jartzen ditu irakaslean mahai gainean. Bestalde, lan ordu asko eskatzen dituen lana izan daiteke materialen sorrera. Badirudi, ordea, nahiko ohikoa dela. Mortonen (2013) lanean, esaterako, irakasleen %90ak baino gehiagok aitortu zuten material propioak sortzen zituztela, eta lan-karga eta esfortzu handia eskatu arren, beraien testuinguruko baliagarri ziren materialak sortzeak gogobetetasun profesionala ere ematen ziotela (126.orr).

Gauzak horrela, argi dago material eta baliabideen aukeraketa eta erabilera asko ikertu ez den gaia den arren, beste behin ere CLIL programen heterogeneotasuna erakusten duela, eta irakaslearen esku geldizten dela beste behin ere erabakiak hartzearena. Izan ere, CLIL kurtsoaren beharrak bete eta ikasleen mailara egokitzen den materialak aurkitzea hizkuntza edo eduki irakasgai tradizional batean baino lan zailagoa bilakatzen da CLILen (Elwood, 2018, 44.orr).

IKTak CLILen

Egungo hezkuntza-sistemetan IKTen presentzia gero eta handiagoa da, eta tresna digital hauek CLIL bezalako testuinguru baten duten lekua aztergai interesgarria dugu. Izan ere, teknologia berriek tresna eraginkorrak dira ikasleen atzerriko hizkuntza gaitasunak eta konpetentzia interkulturala garatzeko, bai eta ikasi beharreko edukiari buruzko ulermena handitzeko ere (O'Dowd, 2018, 232.orr).

Ikusi dugun bezala, CLIL irakasle gehienentzat interneta oso iturri ona da materialak gelara eramateko, beraz teknologia berriak kontrolatzeko ahalmena eduki behar dute alde horretatik. Bovellanek (2014) dioen moduan: "Accessing Internet materials banks and numerous video clips, sounds and images enables a teacher to create varied multimedia materials, keeping up learners' attention and thus contributing to better learning results" (76.orr). Material horietan iturri ezberdinetan bildutako informazioa egon ohi da, batzuetan kurrikulumarekin zuzenean bat egiten ez duena, eta ikasleek ikuspegi kritikoa garatzeko aukera du material hauetan dagoen informazio hori kritikoki ebaluatzeko. Material digitaletan, gainera, irakasleak ikaslearen esku utzi ohi ditu informazio gehiago lortu ahal izateko bestelako baliabideak, esteka moduan, esaterako. Arnold eta Rixon-ek (2008) ere, ezaugarri honi buruz diote, ikasleen ikasteko eta lan egiteko independentzia bultzatzen duela.

Ikusita CLIL irakasle askok hizkuntzari behar lukeen garrantzia jartzen ez diotela, Gierlinger-ek (2017) SALT deituriko eredu pedagogiko bat proposatzen du bere lanean, non helburu nagusia den irakasleak formatzea hizkuntza-kontzientzia duen irakasleak izateko (*language-aware teacher*) bilakatu ahal izateko. SALT akronimoa honako terminoetan du jatorri: 1) *Strategic languaging*; 2) *All languages available in the classroom*; 3) *Multimodal Literacies*; 4) *Topic-relevant language*. Eredu hau garatzerako garaian, Gierlingerrek argudiatzen du CLIL irakasleak, SALT eredua jarraituz, gai izan behar direla hizkuntza ikasteko tresnak ikasleengana hurbiltzeko eta kontutan hartzen du irakasleak hizkuntzari lotutako tresna edo baliabide ugari IKTetatik datozela gaur egun. Hortaz:

Becoming a successful text decoder is one of the primary challenges in a CLIL classroom. Therefore, creating space for the strategic use of language-learning tools appears to be of vital importance; for example, how to efficiently use (electronic) dictionaries, thesauri, web-based translation tools, web-based reference materials, such as general and academic wordlists, or language visualization tools, such as graphic organisers, infographics (…), etc. These questions need to be addressed by the SALT teacher. (Gierlinger, 2017, 199.orr)

Izan ere, ikastetxe askok CLIL teknologia berriekin lotzen dute eta eredu berritzaileak inplementatu. Adibide dugu, esaterako Barrios eta Milla Lara (2018) lanean aurkezten den Andaluziako programa elebidun bat. Programa honen oinarrietako bat IKT tresna eta baliabideen erabilera zela aitortzen zuten, besteak beste. Irakasle eta ikasle gehienek aitortzen zuten programa elebidun konkretu horretan jatorrizko (authentic) materialak eta egokitutakoak erabiltzen zirela, eta horiek berritzaileak eta interesgarriak zirela (7.orr). Lan honetan ikusi zuten CLIL programa honek IKTeen erabilera bultzatu zuela; aztertutako lau eskoletan blog eta wikiak erabiltzen ziren, adibidez, ikasleen lanak bertara igotzeko bai eta irakasleak igotako materialak ikasleek eskuragarri edukitzeko. Ordenagailu eta arbel-digitalak ere asko erabiltzen zirela ikusi zuten, bai eta Moodle gisako plataforma digitalak ere. Honela diote: "These resources can definitely increase students' exposure both to general English and to specific content-related language" (Barrios eta Milla Lara, 2018, 9.orr). Azkenik, interneten lortutako material pedagogikoen erabilera oso ohikoa zela ikusi zuten, irakasle gehienek ohiko iturria zela esan baitzuten. IKTei lotutako programa izanik, aipatzen zuten internet konexio arazoak zeudenean, material tradizionalagoei eutsi eta hortaz, ikasleei eskainitako materialek ingelesarekiko ahozko esposizioa gutxitzen zutela, eta ondorioz, programaren helburuetako bat hautsi (10.orr).

Internet bidez material ezberdinak lortzearena ohikoa dela ikusi da beste testuinguru batzuetan (Lancaster, 2016; Pladevall-Ballester, 2015). Lancaster-en (2016) lanean, adibidez, ikasleek esaten zuten klasean erabilitako material horiek interesgarriak eta berritzaileak zirela, baina aldi berean, IKTen presentziari buruz, hobetu litekeela zioten; irakasleek berriz, ikuspuntu positibogo bat erakusten zuten teknologia berrien erabilerari buruz.

Material eta baliabideen iturri izateaz gain, teknologia berriek ikaste-prozesuan forma ezberdinak hartu ahal ditu, input moduan, adibidez, bideo formatua duten klaseak, azterketa/quiz interaktiboak, irakasleak sortutako podcast-ak,

etab. Internetak beste kulturetako ikasleekin harremana egin eta elkarrekin lana egiteko aukerak ere ematen ditu, eta 'virtual exchange' hauek CLILen presente egoteak ikasleen motibazioa handitzea ekar dezake (O'Dowd, 2018). 'Virtual exchange' edo 'telecollaboration' hauen bidez, ikasleek aukera dute lankidetza proiektuak aurrera eramateko beste herrialde eta kultura ezberdineko kideekin, betiere irakaslearen gidaritzapean. O'Dowd-ek (2018) dioen moduan, "virtual exchange is based on student-centred, intercultural, and collaborative approaches to learning where knowledge and understanding are constructed through learner interaction and negotiation" (233.orr).

Bukatzeko aipatu behar dugu CLIL testuinguruetan IKTen erabilerari buruzko hainbat ikerlan aurkeztu direla lerro hauetan, baina ez dela CLILen ezaugarri inplizitu bat. Izan ere, IKTen erabilera eta internetaren rola EZ-CLIL ikasgela arruntentan ere puntu garrantzitua izan daiteke gaur egun.

2.4.   Ulermena errazteko estrategiak

Atal honetan ikusten ari garen bezala, ikasleek jasotzen duten inputa izugarri garrantzitsua da. Irakasleen lanen artean dago, hortaz, input egokia ematea eta material egokiak aukeratzea. Gainera, horien ardura handienetako bat da atzerriko hizkuntza ikasleek erraz ulertzeko moduan erabiltzea (Lyster, 2007), eta aldi berean, hizkuntza eta eduki horiek modu ulergarrian transmititzea. Atal honetan, honi begiratuko diogu.

Ikasleek jasotako inputaren artean, leku garrantzitsua hartzen dute irakasleek egindako galderak. Pavón Vázquez eta Ellison-ek (2013) dioten moduan, irakasleak galdera mota ezberdinak erabili behar ditu ulermena errazteko:

> To facilitate understanding of content and language and promote the development of thinking skills, teachers should vary their use of question types to include simple closed display questions and referential ones which require more thought (73.orr)

Galdera motak sailkatzerako garaian, autore hauek *display questions* eta *referential questions* bereizten dituzte. Lehenak, erreferentzia egiten dio igorleak jadanik erantzuna dakien galdera bati, esaterako, irakasle batek edukia ulertu duten ikusteko egindako galdera bati. Bigarrenak, berriz, erantzun konplexuagoak eman ahal ditu. Hortaz, edukiari lotutako galderek ikasleak hitz egitera bultza dezakete, eta era horretan hizkuntza garapena bultzatu, baina baita ere, irakaslearentzat ulermen froga gisa ere funtzionatu dezakete. Dalton-Pufferrek (2007) irakasleak egindako galdera posibleen sailkapena egin zuenean beste honako hauek bereizi zituen (98.orr): (*1) questions for facts; (2) questions for explanations; (3) questions for reasons; (4) questions for opinion; (5) meta-cognitive questions*. Austriako CLIL klaseetako interakzioa eta klaseko praktikak aztertu zituen lanean, ikusi zuen lehen galdera motak, hau da, *questions for facts*-ek galderen %89a hartzen zutela, gehiengoa, hain zuzen. Gainerako galdera motak %11a besterik ez ziren.

Espainiako testuinguruan kokatutako lan batean, Llinares eta Pascual Peñak (2015) ere berdina ondorioztatu zuten, hain zuzen, CLIL klaseetan egindako galderak oso maiz *questions for facts* zirela eta hortaz, beste motatako galderekin alderatuta, erantzun motzagoak eta ez hain konplexuak sortzen zirela.

Galderak alde batera utziz, ulermena bultzatu eta irakasleak CLILera egokitzeko erabiltzen dituen estrategiaz aritzean, irakasleari lotutakoak aipa ditzakegu

(hizketaldia egokitzea, esate baterako) baina baita ariketak egiten laguntzeko erabiltzen diren estrategiaz ere (hiztegia lantzeko zerrendak, material audiobisualak erabiltzea, etabar). Esaterako, bi hauek aipatzen dira 297 irakasleei egindako galdetegiak erabiliz van Kampen et al.-ek (2018) egindako lanean. Beraien eskola praktikak definitzean, irakasle hauek onartzen zuten CLIL klaseetan *scaffolding* gehiago egiten zutela klase erregularretan baino (ama-hizkuntzan emandako klaseetan baino). Irakasle horien %14ak aipatu zuen hiztegia lantzeko glosario edo hitz zerrendak egiten zituztela. Beste guztiek, ariketei lotutako *scaffolding*-ari egiten zioten erreferentzia, testu bat aztertzeko baliabide gehiago eskeintzean, adibidez, eta irakasleari lotutako *scaffolding*, keinuen erabilera edo gauza bera modu ezberdinean errepikatzea, esaterako. *Scaffolding* atal horretan sartzen dituen beste adibide batzuk honako hauek dira: ulermena errazteko tresna eta baliabide ezberdinak eskaintzea, gai konkretu bati buruz aurretik dakitena aktibatzea, gorputz-mintzaira erabiltzea, gaiari lotutako terminologia espezifikoa erabiltzea eskatzen duen ariketak egitea, eta arrazoitzea eskatzen duten galderak egitea, mota ezberdinetako galderak egitea, besteak beste.

Ikasleek atzerriko hizkuntzan azaldutako eduki horiek ulertu ahal izateko eta ariketak egin ahal izateko, irakasleek hainbat estrategia erabil ditzakete. Esate baterako, mantsoago hitz egin dezakete, edo sinonimo eta antonimo ugari erabili (Pavón Vázquez eta Ellison, 2013). Ikerlari hauek ere aipatzen duten estrategietako bat isiluneak luzatzearena da. Izan ere, CLIL testuinguruan oso garrantzitsua da eduki eta hizkuntza prozesatzeko denbora edukitzea (Pavón Vázquez eta Ellison, 2013, 73.orr). Errepikapena, parafrasia edota adibide anitzen erabilera ere hizkuntza egokitzeko beste estrategiak dira (Lyster, 2017; Lyster eta Tedick, 2014). Espainiako testuinguruan kokatutako lanean, Dafouz Milne eta Llinares Garcíak (2008) ikusi zuten errepikapena oso ohikoa zela ulermena bermatzeko estrategia bezala, batez ere, hizkuntzarekiko esposizioa txikia zenean (atzerriko 'low immersion' testuinguruetan).

Bestalde, hizkuntza egokitzapena eskatzen ez duten estrategiak aipatzen dituzte Lyster eta Tedick-ek (2014), esaterako, keinuak, grafikoak edota multimedia baliabideak (211.orr), hauek ere edukiak ulertzen lagundu baitezakete. Estrategia hauen erabilerari buruz esaten du kontuz ibili behar dela ulermenerako laguntza hau eskaintzean: "Teachers need to engage in a delicate balancing act of providing just the right amount of support to make the target language

comprehensible while being demanding enough to ensure that learners engage in higher-order thinking skills" (Lyster, 2017, 28.orr).

Bestalde, ulermena errazteko estrategia ezaguna dugu ama-hizkuntzaren erabilera ere. Kasu hauetan, irakasleak ama-hizkuntzara jotzen du kontzeptu konplexuak azaltzeko edota ulermena errazteko baliabide gisa (Gierlinger, 2015; Mahan et al., 2016). Asiako testuinguruan kokatutako lanean, Tavaresek (2015) irakasleak erabilitako estrategietan jarri zuen arreta, Hong Kongeko eskola batean kokatutako kasu-ikerketa batean. Ikasgelako behaketak eta irakasle eta ikasleekin elkarrizketak erabiliz, ikusi zuen irakasleak estrategia ezberdinak erabiltzen zituela, esaterako, "noticing, syllabification, morphological cues, think-pair-share, vocabulary-building strategies, questioning techniques, immediate correction and others" (319.orr). Gainera, irakasle konkretu honek ama-hizkuntza erabiltzen zuen modu estrategikoan ikasleak CLILera egokitzeko. Hortaz, H1 erabiltzen zuen momentu zehatzetan eta ikasleen arteko interakzioan egotea ahalbidetzen zuen baita ere.

Honen inguruan ikertu duten lanetan estrategia horien erabilera ikusi da. Esaterako, Tanek (2011) Malasiako testuinguruan egindako lanean, non matematika eta zientzietako irakasleen praktikak ikertu zituen klaseak atzerriko hizkuntzan ematen zituenean. Bertan ikusi zuen oso ohikoa zela irakasleek hizkuntza sinplifikatzea, hitz-gakoak ematea edota itzulpena/ ama-hizkuntza erabiltzea ikasleei ulertzen laguntzeko.

Beste ikerlan ugarik ama-hizkuntzaren funtzio hau azpimarratzen dute (Arocena Egaña, 2018; Luk eta Lin, 2015). Hurrengo kapituluan hizkuntza ezberdinen klaseko presentziaz arituko garenez, sakonago landuko dugu atal hau.

2.5.   Kapituluaren laburpena

Kapitulu honetan inputaren inguruan aritu gara. Izan ere, atzerriko hizkuntzan irakastean, irakasleak input egokia eta aberatsa eman behar du modu ulergarri batean. CLIL testuinguruetan hizkuntzaren erabilera aipatuz hasi dugu atala, eta ikusi dugu BICS, eguneroko komunikazio-hizkuntza, eta CALP, hizkuntza akademikoa lantzen den testuingurua dela.

Ondorengo atalean irakaslean jarri dugu arreta. Ikasgelako hizketaldia eskola askotako input nagusia dela ikusi dugu, eta horretarako irakasleari eskatzen zaio hizkuntza-maila ona izatea, ikasleentzat input egokia izateko, eta bestetik, hizkuntza kontzientzia ere izatea (Gierlinger, 2017; Xu eta Harfitt, 2019).

Irakasleen hizketaldi horiek eta klaseko interakzioa aztertu duten lanetara jo dugu ondoren. Lan batzuetan, irakasleen hizketaldia mugatuagoa da inputa atzerriko hizkuntza batean eman behar dutelako (Dalton-Puffer, 2007; Nikula, 2010), eta beste batzuetan, berriz, input egokia eta aberatsa ematen dela ondorioztatzen da (Mahan et al., 2016; Papaja, 2013). Irakasleek atzerriko hizkuntza erabiltzean estres edota ansietate puntu bat eduki dezaketela erakusten duten lanak ere ikusi ditugu.

2.3 atalean metodologia eta materialetara jo dugu. CLIL askotan metodologia aktibo, parte-hartzaile eta berritzaileekin lotzen dela ikusi dugu, eta baita IKTen erabilerarekin ere. Aldi berean, onartu dugu ezaugarri hauek ez direla CLILen berezko ezaugarri, baina egoera berri honen aurrean, klaseko dinamika aldatu daitekela. Materialak aukeratzea, sortzea edo egokitzea irakasleentzat beste erronka bat da, testuinguruari egokitutako materialak izatea oso garrantzitsua baita ikasleek edukiak uler ditzaten.

Azkenik, input hori (bai irakaslearen azalpenetatik datorrena bai material ezberdinetatik datorrena) modu ulergarrian emateko estrategiei buruz aritu gara. Izan ere, atzerriko hizkuntzan inputa ematean, modu ulergarri batean eman behar da, eta ulermen arazoak daudenean, irakasleek estrategia ezberdinak erabiltzen dituzte. Estrategia horietako batzuk hitz-zerrenda, visuals, edo IKTeen erabilera izan daiteke, bai eta hizketaldian errepikapena, mantsoago hitz egitea, sinplifikatzea edota H1a erabiltzea.

3. kapituluan, H1aren erabilera honi buruz arituko gara sakonago, hizkuntza praktika eleanitzak aztertuko ditugu-eta.

ELEANIZTASUNA ETA PRAKTIKA ELEANITZAK ESKOLAN

Gaian sartzeko, lehenik, eleaniztasuna zer den eta nola ulertzen den ikustea ezinbestekoa iruditzen zaigu, hiztun eleaniztunen hizkuntza praktikak ulertu eta deskribatzen lagunduko digulako. Ondorengo azpiatalean *translanguaging* eta antzeko terminoei hurbilduko gara, eta garatu diren teoriak aztertuko ditugu. Azkenik, hirugarren azpiatalean, antzeko testuinguruetan egindako lanetan jarriko dugu arreta; besteak beste, CLIL ikasgelan irakasle eta ikasleen ama-hizkuntz(ar)en erabilerari buruz arituko baikara.

3.1. Eleaniztasuna

Kontrakoa uste den arren, munduko biztanle gehiengoa eleaniztun/elebidunak gara. Horrek esan nahi du, gure egunerokoan edo testuinguru ezberdinetan hizkuntza bat baina gehiago erabiltzeko ahalmena dugula. Atal honetan eleaniztasuna ulertzeko ikuspegi tradizionala eta gaur egungoa, holistikoagoa, alderatuko ditugu. Ikuspegi tradizionalaz aritzean, hizkuntzak konpartimentu banatuetan mantentzearen ideiak hezkuntzan izan zuen eragina ere ikusiko dugu. Izan ere, metodo zuzena gisako metodoak hezkuntza-sisteman itzulpenaren eta ama-hizkuntzaren presentziaren aurka egiten zuen (Cummins, 2009). Gaur egungo ikuspegi holistikoek berriz, hiztunen errepertorio linguistikoak aintzat hartzen ditu (Cenoz eta Gorter, 2017b). Kapituluaren azken atalean hiztun eleaniztunek egiten ditugun praktika eleanitzen inguruan sarreratxo bat egingo dugu.

3.1.1. Eleaniztasuna lehen eta orain

Eleaniztasuna fenomeno interesgarria den heinean, eleaniztun izatearen inguruan asko ikertu eta idatzi da. Eleaniztasuna ulertzeko modu tradizionalari hainbat modutara deitu zaio, esaterako *parallel monolingualism* (Heller, 1999) edo *the two solitudes assumption* (Cummins, 2007). Termino horiek islatzen duten moduan, hizkuntzen arteko banaketa eta ideia elebakarrak ziren nagusi duela hamarkada batzuk. Ikuspegi honen arabera, "elebiduna bi elebakarren batura" ('the bilingual as two monolinguals in one') (Baker eta Wright, 2017, 9.orr) bezala ulertzen zen; hortaz, idea hau kontutan hartuta, espero zen hiztun eleaniztunak hiztun elebakarren maila berdina edukitzea hauen hizkuntza guztietan. Garciak

(2009a) aipatzen duen moduan, eleaniztasun mota horri, *balanced bilingualism* deitu izan dena, ez da existitzen:

> Early scholars of bilingualism, in particular Bloomfield (1933), only considered native-like control of two languages as a sign of bilingualism. (…) *Balanced bilingualism* presents a picture of children and adults who are equally competent in two languages in all contexts and with all interlocutors. Although this is still a widely accepted idea, especially among educators, it has long been recognized that such a form of bilingualism does not exist. (44.orr)

80. hamarkada aldera ideia haien aurka egingo zuten eredu eta ideia berriak sortzen hasi ziren. Grosjean-ek (1985, 2008), esaterako, argudiatu zuen, pertsona elebidun bat ez zela bi pertsona elebakarren gehiketa, baizik eta elebidunek hizkuntza bat baino gehiago biltzen dituen errepertorioa dutela, beraien ezaugarri propioekin. Horrela, beraz, eleaniztasuna/elebitasunaren irudi osoago eta holistiko bat proposatu zuen. Ildo beretik, Cook-ek (1992) *multi-competence* terminoa proposatu zuen, eta argudiatu ez zuela zentzurik hiztun elebidun bat pertsona elebakar batekin alderatzea. Honen hitzetan, pertsona elebidunak ezberdinak dira, eta jariotasuna duen hiztun elebidun baten helburua ezin da jariotasuna duen elebakar baten berdina izan. Idea honek, hau da, *multi-compence* terminoak, gainera, erreferentzia egiten dio hizkuntza bat baino gehiago jakiteari baina hizkuntza bakoitzean maila ezberdinak edukita.

Gaur egun, beraz, ezberdin ulertzen dugu eleaniztasuna, besteak beste, Europako Batzordeak (2008) emandako definizio honek adierazten duen bezala:

> Multilingualism is understood as the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives. In this context, a language is defined neutrally as a variant which a group ascribes to itself for use as its habitual code of communication. This includes regional languages, dialects, and sign languages. In addition, the term multilingualism is used for referring to the co-existence of different language communities in one geographical or geo-political area or political entity (6.orr).

Definizio hau oinarri hartuta, eleaniztasuna aztertzeko garaian, Cenoz eta Gorterrek (2010) hitzaren esanahiari lotutako hiru dimentsio interesgarri aurkezten dituzte: 1) *individual vs social dimension; 2) the number of languages involved and 3) the level of proficiency in the different languages* (402-403.orr).

Alde batetik, eleaniztasunak dimentsio indibidual eta soziala eduki dezake (*individual vs social dimension*): Izan ere, erreferentzia egin ahal dio banakako batek hizkuntzak erabiltzeko dituen gaitasunari eta aldi berean, gizarte mailan hizkuntza horren erabilerari. Dimentsio hauek oinarri hartuta, ikerlari eta instituzio batzuk bereizketa egiten dute ingelesezko *multilingualism* eta *plurilingualism* hitzen artean (baita gazteleraz ere), lehenak gizarte-eleaniztasunari erreferentzia egiten diolarik eta azkenak banakako hiztunari erreferentzia egiten diolarik. Hala ere, biak ala biak ere fenomeno berdinari erreferentzia egiteko erabiltzen dira kasu askotan; horregatik, tesi honen ingelesezko ataletan *multilingualism* hitza erabiliko da.

Bestetik, eleaniztasuna aipatzen dugunean, hizkuntza 'anitzei' erreferentzia egiten ari gara (*the number of languages involved)*, baina kopurua zehaztu gabe. Elebitasuna, bestalde, literalki bi hizkuntzen erabilerari erreferentzia egiteko erabiltzen den arren, eleaniztasunaren pareko termino gisa ere erabiltzen da, hau da, sinonimo gisa (ipar-amerikako testuinguetan, esaterako). Gurean bereizketa egingo dugu; elebitasuna erabiliko dugu zehazki bi hizkuntzen erabileraz hitz egiterakoan eta eleaniztasuna berriz, bi hizkuntza edo gehiagoz ari garenean, elebitasuna bere barne hartzen duen hitz gisa, hain zuzen.

Azkenik, eleaniztasunaz aritzean, hiztun eleaniztunak erabiltzen dituen hizkuntzetan duen maila (*the level of proficiency in the different languages*) aipatzen dute azken dimentsio gisa Cenoz eta Gorterrek (2010, 402–403.orr). Izan ere, eleaniztun batek ez du zertan maila berdina eduki erabiltzen dituen hizkuntza guztietan (Baker eta Wright, 2017, 3.orr). Honi lotuta, hizkuntzen mailaz ari garenean bestelako dimentsioak ere kontutan hartu behar dira, esaterako, testuinguru formal vs. informala edota hizkuntza idatzia vs. ahozko hizkuntza. Horren harira, hizkuntzak erabiltzeaz ari garenean, hizkuntza sortzeko eta jasotzeko gaitasunak bereizi behar dira, hiztunaren hizkuntza jabekuntza/ikaste-prozesu horretan gaitasun batzuk beste batzuk baino garatuagoak egon daitezke eta. Hauek denak kontutan hartzekoak dira eleaniztasunaz ari garenean.

3.1.2. Paradigma aldaketa eleaniztasuna eta hezkuntza eleanitza ikertzean

Ikusi dugu eleaniztasuna ulertzeko moduak forma ezberdina hartu duela azken urteotan. Honek, ondorioz, eragina izan du eleaniztasuna landu duten ikerketetan. Horrela, hezkuntza eta hizkuntzen ikaskuntzaren inguruko ikerketa arloan, aurretik aipatu ditugun ideia holistiko hauek islatzen dituzten teoriak sortu dira, ideia elebakarrak alde batera utziz. Cummins-ek (2007) *the two solitudes assumption* esamoldea ezagutarazi zuen, zeinak erreferentzia egiten zion irakasle eta eskolek hezkuntza elebidun edo murgiltze testuingurutan hizkuntzen arteko banaketa eta estrategia elebakarrei. Asko dira *two solitudes* deitzen dionaren aurka egin dutenak azken urteotan teoria holistikoagoak proposatuz eta testuinguru ezberdinetako praktikak islatuz. Aldaketa hau *the multilingual turn* (May, 2013) edo *paradign shift* gisa ulertu da, ikerketa eta teoria ugarik hizkuntzak erabiltzearen ikuspegi dinamikogo bat irudikatzen baitute gaur egun.

Egun, beraz, eleaniztasuna dinamikotzat hartzen dela dirudi (García, 2009a), eta hainbat izan dira eleaniztunen hizkuntza praktikak aztertu eta ulertzeko proposatu diren eredu teorikoak, bereiziki hezkuntza arloan, lehen aipaturiko purismo linguistiko *(linguistic purism)* horri aurre egiten dietenak eta hizkuntzen arteko mugak biguntzen dituztenak. Hoien adibide dira Hornberger-en (2003) *Continua of Biliteracy*, Cenoz eta Gorterren (2011, 2014, 2017b) *Focus on Multilingualism*, edo *Translanguaging* (García, 2009a; García eta Wei, 2014), batzuk aipatze arren. Azken hau hurrengo atalean aztertuko dugu sakonago.

Focus on Multilingualism eleaniztasuna eta batez ere hezkuntza eleanitza ulertzeko eta ikertzeko proposatutako eredu teorikoa da. Ikuspegi holistiko bat eskeiniz, 3 ardatz nagusiz osaturik dago: *hiztun-eleaniztuna*, *hizkuntza-errepertorio osoa* eta *testuinguru soziala*.

Cenoz eta Gorterren (2011, 2014) *Focus on Multilingualism* ereduak ikasleak eleaniztun gisa ikusten ditu, onartuz eleaniztunek hizkuntzen artean nabigatzen dabiltzala eta ez dutela hizkuntza bakoitza helburu eta egoera komunikatibo guztietan berdin erabiltzen. Horrela, hiztun eleanitzek beren hizkuntza aukerak erakusten dituzte beraien hizkuntza baliabide konkretuak erabiliz testuinguruaren arabera. Honi lotuta, Cenoz eta Gorterrek, ideologia elebakarrak alde batera utzita, ikasleen hizkuntza-errepertorio osoa hartzen dute kontutan.

Hizkuntza-errepertorio horri esker, eleaniztunen hizketa elebakarrengandik aldentzen da, beraien esku dauden baliabide guztiak erabil ahal dituztelako komunikatzeko garaian. Gainera, ikasle hauek hizkuntza berri bat ikasterako garaian lagungarri suertatuko zaizkien hizkuntza konparaketak egin ahalko dituzte, errepertorio linguistikoan dituzten baliabideak erabiliz. Eredu teoriko honen azken ardatza testuinguru soziala da. Izan ere, *Focus on multilingualism*-ek eskola barruko eta eskola kanpoko, hau da, gizarteko komunikazio praktiken arteko lotura egiten du. Teoria honek ulertzen du hizkuntzak ez direla modu isolatuan ikasten, eta beraz, testuinguruaren eragina garbia dela.

Dimentsio hauek guztiak kontutan hartuta, eredu honek curriculumeko hizkuntzat integratzeko beharra azpimarratzen du, hiztun eleanitzen beharrei hobeto erantzungo zuelako eta beraien errepertorio linguistikoko baliabideak hizkuntza berriak ikastean aktibatzeko. Besteak beste, aurretik ikasitako hizkuntzen kontzientzia metalinguistikoa eta komunikazio konpetentziak erabili daitezke hizkuntza berri hori ikasteko.

Atal honetan, labur azaldu ditugu eleaznitasuna egun ulertzeko moduaren nondik norakoak. Eleaniztasuna ulertzeko moduak jasan duen aldaketa ikusi dugu, eta teoria holistikoei begiratu. Jarraian datorren atalak teoria horietako batzuei buruzko informazio zabalagoa eskeiniko du.

3.2. Praktika eleanitzak izendatu eta sailkatuz

3.2.1. Praktika eleanitzak, code-switching eta translanguaging

Hiztun eleaniztunaren, hau da, hizkuntza bat baina gehiago erabil dezaketen pertsonen ezaugarrietako bat da hizkuntzen artean nabigatzen ibiltzea, edota egoera eta momentu konkretuen arabera hizkuntza aukera ezberdinak edukitzea. Kontua da, hizkuntza praktika malgu hauek deskribatzerako garaian termino edo kontzeptu ezberdinak erabili direla ikerketa arloan, esaterako *metrolingualism, heteroglossia, flexible bilingualism multilingual practices, code-switching* edota *translanguaging*, besteak beste. Guk azken bi hauetan jarriko dugu arreta, ikerketan gehien erabili direnak baitira.

Hiztunen arteko interakzioan hizkuntza bat baino gehiagoren presentzia azaltzeko *code-switching* edo kode-aldaketa terminoa oso ezaguna da. Duela urte batzuk Macarok (2005) honela definitu zuen *code-switching* terminoa:

> Codeswitching (switching between two or more languages) in naturalistic discourse occurs when a speaker and an interlocutor share more than one language or dialect. It occurs because the speaker finds it easier or more appropriate, in the linguistic and/or cultural context, to communicate by switching than by keeping the utterance totally in the same language. Codeswitching occurs frequently and is widespread throughout the world's bilingual language communities. The fact that bilinguals can codeswitch is an asset and a valuable addition to their array of communication strategies (63.orr).

Definizio honek jada erakusten du kode-aldaketa diskurtso naturalean gertatzen den zerbait dela, hiztunen artean hizkuntza edo aldaera bat baino gehiago baldin badaude. Interesgarria da, ikerlari honen hitzetan, hiztunak 'errazagoa' edo 'egokiagoa' den hizkuntza erabiltzen duela azaltzen baitu. Macaroren hitzak jarraituz, *code-switching*-ek hizkuntza batetik bestera pasatzearen fenomenoari egiten dio erreferentzia. Ildo beretik, Grosjean-ek (2010) dio: "(…) the speaker makes a complete shift to another language for a word, phrase, or sentence and then reverts back to the base language" (51-52 orr.). Azalpenean ikusten da, hizkuntza-aldatze hori hitz edo esaldi batean eman daitekela.

Bere lan ezagunean, Poplack-ek (1980) hiru *code-switching* mota bereizten ditu. Alde batetik, *tag-switching,* non hizketaldian beste hizkuntza bateko esalmolde labur bat sartzen den ('I mean' edo 'you know', esaterako). Bestetik, *inter-*

sentential, hizkuntzen arteko aldaketa esaldi barruan gertatzen denean, eta *intra-sentential*, esaldi eta sintagmen arteko mugak errespetatzen dituena. Garcíak (2009a), gainera, azpimarratzen du elebidunen artean espontaneoki gertatzen den fenomenoa dela. Termino honek, ordea, konnotazio negatiboak ekar ditzake bere gain, izan ere, pentsatu izan da, kode-aldaketa egitearen arrazoietako bat hizkuntza-maila eskasa izan daitekeela, beraz hiztuna errazagoa egiten zaion hizkuntzara pasatzen dela arazoak dituenean. Garcíak (2009a) argudiatzen du hiztun eleaniztunak code-switching egitean hizkuntza ezjakintasuna edo maila eskasarekin loturarik ez duela, askok pentsatzen duten bezala. Izan ere, hizkuntzen arteko aldaketak egiteko abilezia hori elebidun trebeen ezaugarri dela argudiatzen du (50.or).

Translanguaging termino berriagoa da, eta era berean, hiztun eleaniztunen praktikak deskribatzeko erabiltzen da. Fenomeno interesgarria den heinean, ikerlari eta autore ezberdinek ezberdin definitzen dute *translanguaging*, batez ere hizkuntzen banatzeari dagokionean. Hitzari eta fenomenoari argia eman dion autoreetako batek, Garciak (2009a), hiztun elebidunaren prozesu gisa ulertzen du, esaten duenean "translanguagings are *multiple discursive practices* in which bilinguals engage in order to *make sense of their bilingual worlds*"(45.orr). Beste lan batean, honela definitu izan dute:

> (…) for us, 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 Wei, 2014, 2.orr) .

Definizioaren oinarrietako bat dirudi hiztunaren errepertorio linguistiko bakarrak, nondik eleaniztunek komunikazio-helburua betetzeko aukeraketa estrategikoak egiten dituzten. Garcíarentzat translanguaging-ek ez dio erreferentzia egiten bi hizkuntza bananduei, ezta hizkuntza praktika ezberdinen nahasketa bati ere; translanguaging hizkuntza praktika mota berri bat dela defendatzen du (García eta Wei, 2014).

Oinarri beretik baina matiz batzuekin, Baker eta Wright-ek (2017) honako definizioa ematen du *Foundations of Bilingual Education and Bilingualism* lan ezagunean:

> Translanguaging is the process of making meaning, shaping experiences, understandings and knowledge through the use of two languages. Both languages are used in an integrated and coherent way to organize and mediate mental processes in learning" (280.orr).

Autore honek, hizkuntzen erabilera integratua translanguaging-en ezaugarri gisa azpimarratzen duen arren, eleaniztasuna ikuspegi holistiko batetik ulertzen baitu. Onartzen du 'bi hizkuntzak' erabiltzen direla prozesuan, beraz, kode-banaketa hori egiten du, Garcíak ez bezala. Blackledge eta Creese-k (2010, 19.orr), beren lanean, 'flexible bilingualism' erabiltzen dute praktika eleanitzei erreferentzia egiteko.

Kontua da, code-switching eta translanguaging sinonimo gisa erabili izan direla eta erabiltzen direla, (adibidez Gené Gil et al. 2012), eta egun *umbrella term* gisa ere erabiltzen direla bai bata eta bai bestea praktika eleanitzak deskribatzeko. Beste batzuk, ordea, bereizketa egiten dute. Izan ere, translanguaging-ek ere hizkuntza ezberdinen erabilera islatzen badu ere, code-switchingetaz aldentzen da eleaniztasunaren perspektiba holistiko baten fruitu delako. Izan ere, oso lotuta dago hizkuntzen arteko mugak biguntzearen alde egiten duten ikuspegi teorikoetatik, esaterako, lehen aipaturiko *Focus on Multilingualism* (Cenoz eta Gorter, 2011, 2014) edo *Continua of Biliteracy*-tik (Hornberger, 2003). Horregatik, Lasagabaster eta Garcíak (2014) honela bereizten dituzte code-switching and translanguaging:

> While code-switching states that the bilingual speaker uses two languages as two separate monolingual codes, translanguaging believes that bilingual speakers have a unique linguistic repertoire which they strategically use to choose elements that enable effective communication. Translanguaging, therefore, is the process by which bilingual students make use of the many resources their bilingual status offers. (558-559.orr)

Gauzak horrela, Garcíak (2009a) eginiko kontzeptualizazioan aipatzen du translanguagingek bere baitan hartzen dituela bai code-switching bai bestelako elebidunen hizkuntza erabilera mota ezberdinak eta hizkuntza praktikak deskribatzerakoan, hiztunaren perspektiba hartzen duela hizkuntzarena baino. Badirudi, beraz, translanguaging-ek hiztunen errepertorio osoa hartzen duela bere barne, ikuspegi holistiko batetik, code-switching-ek hizkuntzen arteko bereizketa argiagoa egiten duen bitartean.

Hurrengo atalean ikusiko dugun bezala, hitzaren eta fenomenoaren inguruan eginiko ekarpenak handiak izan dira (ikus, besteak beste, (Cenoz eta Gorter, 2017b; García, 2009b; García eta Wei, 2014; Lewis et al., 2012). Esan beharra dago, hala ere, translanguaging-i buruzko definizio eta pedagogiek terminoaren esanahi ezberdinak islatzen dituztela, garatzen eta sakontzen ari den teoria eta pedagogia baita (Leung eta Valdés, 2019, 358.orr). Gure kasuan, hitza bera erabiliko dugu "to refer to both the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices" (García eta Wei, 2014, 20.orr).

3.2.2. *Translanguaging* sailkatuz: espontaneoa eta pedagogikoa

Ikusi dugu hiztun eleaniztunek hizkuntza ezberdinak erabiltzeko gaitasuna dutela testuinguru ezberdinetan, eta hizkuntza hauek elkarrizketa batean 'nahastea' ere ohikoa dela. Eskola testuinguruak, ordea, ez du historikoki behintzat errealitate hori islatu. Izan ere, historian zehar oso ezaguna izan da hizkuntza ezberdinak ikaste prozesuan elkarrengandik argi bananduta mantentzeko idea, bai atzerriko hizkuntza testuinguruan bai H2 edo H3 ikaste-prozesuan. Eredu argia dira, Palmer et al.-ek (2014) aipatzen duten bezala, Ipar Amerikako *two-way immersion* programak, non ikasleek bi hizkuntzetan ikasten duten baina egun, edo denboraren arabera bereizita dauden hizkuntzak. Hain urrunera joan gabe, gurean ere curriculumean argi bereizita daude eskolako hizkuntza nagusia eta atzerriko hizkuntza(k), ordutegiko zati konkretu bat hartzen dutelarik. Horrela, hizkuntzak banunduta egon dira ikasgai, irakasle edo denboran zehar (Baker eta Wright, 2017). Eskola elebidun edo eleanitzetan ere, askotan hizkuntza ezberdinetako programazioak banunduta aurkezten dira/independente eta ez modu integratu batean, eta beraz, ez dituzte hizkuntzen arteko erlazioak sendotzen (Cenoz eta Gorter, 2011, 357.orr).

Ikerketa tradizioak eta eskola inguruko ideologiek, beraz, hizkuntzen arteko muga zorrotzak mantentzearen alde egin dute. Errealitatean, ordea, eleaniztunek hizkuntzen artean nabigatzen gabiltza (Cenoz eta Gorter, 2011), eta beraz, hezkuntza planteatzen den moduak eta errealitateak ez dute bat egiten. Izan ere, ideia hauek eleaniztasunaren ikuspegi elebakar bat dute oinarri, non hiztun eleaniztuna elebakar batzuen gehiketa gisa ikusten den. Hezkuntzan, hizkuntza ezberdinak erabiltzen ziren estrategia pedagogikoak sortu dira eleaniztasunaren ikuspegi holistiko horretan oinarrituz. Horietako bat aurreko atalean jada definitu dugun *translanguaging* da.

Hitzaren lehen erabilerari begiratuz, ikusiko dugu *Translanguaging* termino originala Galeseko testuingurutik datorrela, non Williams-ek (1994) lehen aldiz erabili zuen modu planeatuan bi hizkuntza erabiltzen zituen estrategia pedagogiko bati erreferentzia egiteko. Era honetan, ikasle horiek inputa hizkuntza batean jasotzen zuten (adibidez, ingelesez) eta gero informazio hori erabiliz outputa sortzeko beste hizkuntza bat erabiltzen zuten (galesa, esaterako). Terminoa garatuz, esanahi berriak hartuz eta munduan zehar hedatuz joan den arren, egun Galesko hezkuntza-sistema elebidunean ezaguna den estrategia izaten jarraitzen du translanguaging originalak (Lewis et al., 2012).

Egun, beraz, translanguaging-ek erreferentzia egin ahal dio elebidun/eleaniztunen praktika eleanitzak ematen diren prozesuari (eskolan zein gizartean) eta galeseko eskoletan aspaldidanik egiten diren eta bi hizkuntza sistematikoki erabiltzen diren estrategia pedagogikoari. Hurrengo atalak bi translanguaging "mota" hauen arteko informazio gehiago biltzea du helburu.

Cenoz eta Gorterrek (2017a), esaterako, translanguaging espontaneoaren eta pedagogikoaren arteko bereizketa egiten dute:

> Pedagogical translanguaging can also be referred to as intentional translanguaging or classroom translanguaging because it embraces instructional strategies that integrate two or more languages. In its origin, it was a planned alternation of the languages for input and output, but it has expanded to include other pedagogical strategies that go across languages. Spontaneous translanguaging is considered the more universal form of translanguaging because it can take place inside and outside the classroom. It refers to the reality of bi/multilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting (4.orr).

Hortaz, translanguaging pedagogikoaren atzean aurretik planeatutako estrategiak daude, ikaslearen errepertorio linguistikoa biltzen dituztenak; translanguaging espontaneoak, ordea, ikasgela barruan ematen denean, funtzio ezberdinak izan ditzake. Horrela, translanguaging espontaneoak helburu pedagogikoa izan dezake, irakasle batek azalpena argi geratzeako H1a erabiltzen duenean, adibidez; beste kasu batzuetan, ordea, translanguaging espontaneoa komunikazio baliabide gisa erabiltzen da, irakasle eta ikasleen arteko interakzio naturalaren parte bezala. Moore eta Nikulak (2016) bereizketa egiten dute ikasgelako translanguaging-aren barruan, esanez, hizkuntza praktika

espontaneo horiek "orienting to language in content" (lehen adibidea bezala) edo "orienting to the flow of interaction" (bigarren adibidea bezala) izan daitezkela.

Laburtuz, esan dezakegu translanguaging ideiak lehen aipaturiko Cumminsen (2008) *the two solitudes assumption* ideiarekin amaitzen du, eta hizkuntzen arteko mugak arintzen dituela. Gaur egun bi zentzutan uler daitekeela ikusi dugu; bata, pertsona eleaniztunek modu naturalean erabiltzen dituzten praktika eleanitzei erreferentzia egiteko, bai eskolan baita eguneroko bizitzan ere; eta bestea, ikasleen errepertorio eleanitza erabiltzen duten estrategia pedagogikoei erreferentzia egiteko (Cenoz eta Gorter, 2017b). Hurrengo atalean gaia aztertu duten lan ezberdinetan jarriko dugu arreta.

3.3.   *Translanguaging* ikasgelan: ikerketak

Atzerriko, bigarren edota hizkuntza gehigarri baten ikaste eta irakaste prozesuan ama-hizkuntza erabiltzearena aspaldiko gaia da, hezkuntza eta ikerketa arloan landu eta eztabaidatu dena. Fenomenoa deskribatzeko erabili diren terminoak lehen aipaturiko *code-switching, language alternation, translanguaging* edota *H1aren erabilera* izan dira. Atal honetan, begirada bat botako diegu ama-hizkuntz(ar)en presentzia ikasgelan aztertu duten lanei CLIL testuinguruetan, terminologia ezberdina erabili duten arren.   Izan ere, translanguaginen atzean dagoen idea hiztunaren errepertorio bakarra den arren, oso zaila da hizkuntza praktikak deskribatzea terminologia tradizionala (H1, H2, H3) erabili gabe (Moore eta Nikula, 2016). Hortaz, translanguaging espontaneoa eta praktika eleanitzak aztertu dituzten lanei buruz arituko gara.

3.3.1. Ama-hizkuntz(ar)en presentzia ikasgelan

Aurreko atalean ikusitako ikuspegi elebakarrak direla eta, hizkuntzak elkarren artetik ban4nduta egon direnez, ama-hizkuntzaren presentzia hizkuntza berri bat ikasterako testuinguruan kontrobersia handia sortu duen gaia da. Izan ere, egun ikerketak H1aren paper lagungarria azpimarratu duten arren (Arteagoitia eta Howard, 2015; Luk eta Lin, 2015), oraindik nagusi dira xede-hizkuntza-bakarrik (*target-language-only*) edo hizkuntza-bat-egoera-bat (*only-language-at-a-time)* ideologiak eskola praktika eta politiketan (Li, 2018, 16.orr). Lasagabaster eta Garcíak (2014) azaltzen duten bezala, hizkuntzak banandduta mantentzearen atzean bi uste ezagun daude: bata, H1ak H2aren ikaste prozesuan eragin negatiboa izan dezakela (interferentzia); eta bestetik, gero eta esposizio gehiago eduki H2an, gero eta maila altuagoa lortuko dela (558.orr).

Testuinguru ezberdinetan egindako ikerketek, ordea, translanguaging naturalki gertatzen den prozesua dela eta oso ohikoa dela erakutsi dute (Lasagabaster, 2017; Lo, 2015). Ikusi da, beraz, ikaste eta irakaste prozesuan hainbat hizkuntza presente daudela, eta CLILen oraindik ohikoagoa dela. Atzerriko hizkuntza klase tradizioanak (*EFL*) eta CLIL testuinguruak alderatu dituzten ikerketek aztertu dute hizkuntzaren erabilera klasean nolakoa den, eta bi arlotako klase diskurtsoa alderatu dute. Horren adibide dugu, adibidez, Kontio eta Sylvénen (2015) lana, non konparaketa egiten duten EFL ikasgeletako eta ingeles bidezko tailer modukoetakoen (English-medium workshops) ama-hizkuntza eta atzerriko hizkuntza erabiltzeari dagokionez. Ikuspegi etnografiko baten bitartez, ikasleak-hasitako (learner-initiated) eta irakasleak-hasitako (teacher-impelled)

hizkuntza alternazioa aztertzen dute Suediako testuinguruan. Bestalde, Gené-Gil et al.-en (2012) ikerketa Espainiako testuinguru eleanitz batean kokatzen da, Balear irletan, non ikasleek katalana eta gaztelera dituzten ama-hizkuntza eta ingelesa berain atzerriko hizkuntza den. Lan honetan, galdetegi, elkarrizketa eta behaketen bitartez, hizkuntza erabilera aztertu zuten ingeleseko klaseetan (EFL) eta ingelesez ematen zen teknologiako klase batean (CLIL). Besteak beste, emaitzek erakutsi zuten atzerriko hizkuntza edukiarekin eta funtzio pedagogiko batekin lotzen zutela, eta ama-hizkuntzak berriz, eguneroko hizkuntzako gauzekin. Gainera, testuinguruak alderatuta, ikusi zuten CLILen ama-hizkuntzaren presentzia handiagoa zela ingeleseko klasean baino.

Gainera, CLILen kasuan, non askotan ikasle eta irakaslen H1a berdina den eta irakasleak berak ere xede-hizkuntzaren ikasle diren, oso interesgarria da praktika eleanitz horiei begirada botatzea (Moore eta Nikula, 2016, 223.orr). Testuinguru honetan, ordea, atzerriko hizkuntza da eskola-hizkuntza nagusia, eta beraz, ama-hizkuntzaren erabilera gehiegizkoak edukiko lukeen eraginaz eztabaida sortu da. Egun, ama-hizkuntzak CLILen joka dezaken paperaren inguruan iritzi ezberdinak daude. Alde batetik, H1aren presentzia onartzen dutenak baina gutxi erabili behar dela defendatzen dutenak (azalpenak argitzeko, esaterako), eta bestetik, beste funtzio pedagogikoak ere badituela defendatzen dutenak, esaterako hiztegia ikasterakoan edota kontzientzia metalinguistikoa lantzerako garaian (Lasagabaster, 2013).

Iritzi hauek CLIL klaseko hizkuntza-politiketan ere isla daitezke. Asiako testuinguru batzuetan, adibidez, non oso ohikoa bihurtzen ari diren ingeles-bidezko-programak, ingelesa-bakarrik (*English-only*) arauak ezartzen dira, Lin eta He-ren (2017) lanean bezala. Hong Kongeko bigarren hezkuntzako eskola batean egindako lanean, jatorri ezberdineko 13 ikasle eta beraien irakaslearen arteko interakzioak aztertu zituzten, non ikusi zuten, eskolak ezarritako arau elebakarrak alde batera utzita oso ohikoa zela translanguaging egitea momentu ezberdinetan. Ondorioztatzen dute:

(…) translanguaging may be interpreted as naturally occurring speech/action events during which participants of multilingual/multicultural backgrounds deploy their multilingual/multicultural resources (…) to contribute to mutual meaning making. With such a dynamic and interconnectivity view of translanguaging in multilingual classrooms such as CLIL classrooms, there need not be rigid stipulation of using only one language for instruction or interpersonal communication. Rather, it would be advisable to make full use of these multilingual resources (including the home language and cultural resources of the participants) to bridge communication disconnects, to activate creative thinking (…), to motivate learning, and to affirm learners' ethnic/cultural identities (Lin eta He, 2017, 242–243.orr).

CLILek, hain anitza izanik, inplementazio mota ezberdinak eduki ditzake testuinguruaren arabera. Hala ere, ikusi dugu praktika eleanitzak ohikoak direla klaseak atzerriko hizkuntza batean ematen direnean. Horrexegatik, Nikula eta Moorek (2016) dioten moduan, CLIL klaseak eredu ezinhobea dira translanguaging nola ematen den ikusi ahal izateko. Fenomenoaren azterketan, lehenik arreta jarriko dugu irakasleen hizkuntza erabilerari.

3.3.2. Irakasleen hizkuntza erabilera klasean

Kode-aldaketa edota translanguaging CLILen aztertzen duten ikerketen artean, gehiengoak arreta jartzen du irakasleak ikasleen ama-hizkuntzaren erabilerari. Izan ere, eduki konplexuak atzerriko hizkuntzaren bitartez azaldu eta ikasleek ulertu ahal izateko ikusi da ama-hizkuntzak laguntzen duela. Hainbatek H1aren funtzio pedagogikoa azpimarratu dute klaseak ematerakoan, baina aldi berean, ama-hizkuntzaren gehiegizko erabilpenak CLILen helburuetako bat (xede-hizkuntzan ikasleek duten esposizio handia) eta H1aren funtzio pedagogikoa zapalduko lukeela dioten ahotsak ere badaude (Lo, 2015; Nikula, Dafouz, et al., 2016).

Gai honi buruz ikertzean, ama-hizkuntza eta atzerriko hizkuntzaren erabilera modu kuantitatiboan ikertu izan da eta portzentai egokia ere zein litzateken esatera ausartu dira batzuk; Macarok (2005) esaterako %10-15ean kokatu zuen. Hala ere, nagusi dira H1aren erabilera nolakoa den, noiz egiten den eta zertarako azaltzen duten lanak, ikuspegi kualitatibo batekin. Jarraian ikusiko ditugunak horrelakoak dira.

Funtzioak

Interes handia piztu duen gaia denez, irakasleen H1 erabileren funtzioei jarri zaie arreta (Arocena Egaña, 2018; Gierlinger, 2015; Luk eta Lin, 2015). CLILeko diskurtsoa aztertzerako garaian, H1aren erabilerari dagokionean bi erregistro nagusi bereizi dira (Arocena Egaña (2018) eta Gierlinger (2015), esaterako): arautzailea eta hezitzailea. Gierlingerrek (2015, 350.orr) azaltzen duen moduan: "The former being the discourse to allow teachers and students to manage and organise the classroom's social world, the latter being the classroom talk through which the academic content and skills being learnt are communicated". Bi erregistro hauen barruan, ordea, hainbat azpikategoria bereizten ditu Arocena Egañak (2018, 40.orr) euskal testuinguruan egiziko lan batean: jokabideen/ikasgelaren kudeaketa eta soziala eta afektiboa kategoria arautzailearen barruan, besteak beste, jarraibideak ematea, diziplina mantentzea, edota ikasleekin harreman ona garatzea eta hizkuntza-antsietatea murriztea funtzio nagusia izanik. Bestetik, lexikoaren eta edukiaren transmisioa erregistro hezitzailearen barruan, ama-hizkuntza klaseko eduki eta terminologiari lotutako arazoak argitzeko erabiltzen denean. Bai Arocena Egaña (2018) bai Gierlingerren (2015) lanak ondorioztatzen dute irakasleek helburu jakin batekin erabiltzen dutela ama-hizkuntza, eta erabilera hori aurrez pentsatukoa dela.

Ildo beretik, beste ikerketa batzuk ama-hizkuntzaren erabilera sailkatu dute. Luk eta Linen (2015) lanean, ondorengo taulan azaltzen den sailkapena egiten dute (20-21.orr).

3.1 Taula. Ama-hizkuntzaren erabilera funtzioak ikasgelan. Luk eta Linen (2015) oinarritua.

Arloko edukiak barneratzeko funtzioak
- Gramatikako instrukzioak ematea - Ll erabilera lexiko mailan gerta daiteke, hitzaldi partzial batean edo hitzen segida batean
- Hiztegiari lotutako itzulpenak ematea
- Ikasleen ulermen eza/falta konpontzea
- Itzulpenak egitea eta ulermena ziurtatzea
- Gramatika azaltzea

Harremanak negoziatzeari lotutako funtzioak
- Enpatia edo elkartasunerako jarrera erakustea
- Ikasgela kudeatzea eta disciplina mantentzea
- Ikasleak parte-hartzeko motibatzea

Gai, zeregin edo klaseko faseren bat markatzeko funtzioak
- Egin beharreko zereginari buruzko argibideak ematea
- Gai-aldaketa edo zereginen trantsizioa nabarmen egitea

Lan honetan, Hong Kongeko eskola bateko zientzia klasetako praktikak aztertu nahi izan zituzten. Besteak beste, ikusi zuten, aztertutako bi irakasleen klaseetan ikasleek aukera gutxi zituztela parte hartzeko, ez bazen irakasleak planteatutako galdera zehatz bat erantzuteko edo klaseko ikasle 'azkarrenak/maila altuena zutenak' galdera bat egiten zutenean. Orokorrean ikusi zuten, irakasleak dominatzen zituela klaseak, beraz.

Lo-ren (2015) lanak Hong Kongeko CLIL irakasleen hizkuntza erabilera aztertu nahi izan zuen; alde batetik, kuantitatiboki hizkuntzen erabilera neurtuz eta bestetik, ikuspegi kualitatibo baten bitartez 'pattern' eta funtzio batzuk identifikatuz. Horretarako, bigarren hezkuntzako 5 ikastetxeko 12 klase ezberdinetatik lortu zituen datuak, osotara 12 irakasle eta 480 ikasleen hizkuntza erabilera aztertuz. Ikerketa honek erakusten du irakasleen ama-hizkuntza erabilera ohikoagoa dela ikasleen xede-hizkuntza maila baxuagoa denean. Alderantziz, ikasleek maila altuagoa dutenean, irakasleek termino konkretu batzuek itzulpenak egiteko soilik erabiltzen dute kantonera, ikerketa honetan parte hartu zuten ikasle guztien ama-hizkuntza, hain zuzen.

Aurreko lanak irakaslearen hizkuntza erabilera ikaslearen mailaren araberakoa izan litekela dio. Ez dugu ahaztu behar, ordea, CLIL testuinguruetako kasu askotan/gehienetan, irakasleek ez dutela xede-hizkuntza beren ama-hizkuntza, beraz hauek ere hizkuntzaren ikasle direla. Irakaslearen papera ezinbestekoa da CLILen, eman beharreko materian aditu izateaz aparte, atzerriko hizkuntzan maila altua/egokia erakutsi behar baitu; gainera, ikasleek ikasgaiari lotutako hizkuntza akademikoa ikas dezaten estrategia ezberdinak erabili behar ditu (Llinares et al., 2012). Hortaz, ezinbestekoa da CLILeko irakasleek prestatuak egotea CLIL aurrera eraman ahal izateko. Gainera, irakasle horien hitzak entzutea ezinbestekoa dugu eskola-praktikak hobeto ulertzeko.

Irakasleen ahotsak hizkuntza praktikei buruz

Ikaslearena ez den hizkuntza bat eskola-hizkuntza gisa erabiltzean, ikusi dugu hizkuntza praktika eta aukerak, bai ikasle bai irakasleenak, ikerketan atentzioa erakartzen dutela. Hizkuntza praktika hauek aztertzean, ordea, irakasleen iritzi eta pertzeptzioak dira beste ikerketa foku interesgarri bat. Izan ere, irakasleen iritziei buruz jakitean, irakasleen erabaki-hartze-prozesua ulertzen ere ari gara (Haukås, 2016). Horregatik, atal honetan eskolako hizkuntza praktikei buruzko iritziak biltzen dituzten ikerketei begirada bat botako diegu, batez ere ildo kualitatibo batetik lan egin dutenak, testuinguru ezberdinetan kokatzen direnak.

Méndez eta Pavón-ek (2012) lehen eta bigarren hezkuntzako 15 irakasle elkarrizketatu zituzten, Andaluziako bi eskoletan. Lan honetan frantsesa-gaztelera CLIL programan parte hartzen zuten eduki-irakasle, hizkuntza-irakasle eta "language assistant"-en iritzi eta hausnarketak bildu zituzten, eta besteak beste, ikusi zuten irakasleek onartzen zutela arazorik gabe erabiltzen zutela ikasleen ama-hizkuntza, adibidez, ideia zailak ulertzen laguntzeko. Ikerketa honetan aztertutako irakasleak, gainera, kontziente ziren hizkuntzen arteko konparaketak egitearen potentzialari buruz, eta aipatzen zuten CLIL ikasgela testuinguru ideala zela hizkuntza kontzientzia lantzeko. Hala ere, badirudi lan honetako irakasleek intuizioz eta aurreko esperientziatan oinarrituz erabiltzen zutela H1 beren ikasleekin, baina ez zutela H1aren erabilera pedagogikoari buruzko formakuntzarik eduki ezta jarraibiderik ere.

Austriako testuinguruan, aurreko atalean aipaturiko Gierlingerren lanean (2015), ordea, klaseko behaketa eta irakasleen ahotsak bildu ondoren, ikusi zuen irakasleek helburu zehatzekin erabiltzen zutela H1a, eta erabilera hori aurrez pentsatutakoa zela. Horregatik, honako hau ondorioztatu zuen: "code switching by teachers has a clear pedagogical orientation, is not carried out haphazardly nor unprincipled and neither does it primarily operate as an emergency tool" (363.orr). Bestetik, eta eskola praktiketan nabaritu ez zuen arren, elkarrizketetatik argi ikusi zuen, era batean edo bestean irakasle guztien ahotan zeudela jatorrizko-hiztuna ez izatearen kontuak sortzen zizkien intseguritateak. Gai horri helduz, irakasleen artean zeuden iritzi ezberdinak ere bildu zituen; adibidez, irakasle batek bere hizkuntza defizitei aurre egiteko erabiltzen zuen estrategia zela onartu eta ondo sentitzen zela azaltzen du testu-pasarteetako batean; beste irakasleetako batek, aldiz, H1aren erabilera printzipio zuzentzaile izatea ukatzen zuen.

Irakasleen arteko iritzien ezberdintasun horiek ere topatu zituen Lasagabasterrek (2013). Colombiako 35 irakaslen hausnarketak biltzen zituen bere lanean ikusi zuen orokorrean ama-hizkuntzaren erabilera funtzio ezberdinei lotzen zutela eta iritzi positiboa zutela ama-hizkuntzak erabiltzeari buruz, baina aldi berean bazirela irakasle batzuk H1aren erabileraren aurkakoak, argudiatuz hobe zela beste estrategia batzuk erabiltzea edota atzerriko hizkuntzan esposizio handiagoa edukitzea. Hala ere, irakasle guztiek onartzen zuten momenturen batean H1a erabiltzen zutela. Egoera ohikoenak, irakasle hauen hitzetan, (1) hiztegiari buruzko azalpenak, (2) instrukzioak ematea, (3) diziplina mantetzeko momentuak, (4) kontzientzia metalinguistikoa lantzea, (5) ikasleen maila baxua zenean izan ziren. Azken egoera hau irakasle ugarik

aipaturikoa izan zen, azpimarratzen baitzuten CLIL testuinguruan H1a erabiltzeak maila baxuko ikasleak hobeto eta gusturago sentiarazteko balio zuela.

Egoera berdin horiek Lasagabaster (2017) eta Doiz eta Lasagabasterren (2017) datuetan azaleratu ziren euskal testuinguruan eginiko lanetan. Eskola barruko erabakiak eta praktikei buruz jakitearren, Doiz eta Lasagabasterrek (2017) beren ikerketa fokua irakasleez gain, eskolako beste agenteetan ere jarri zuten. Bertan D ereduko hiru eskoletako irakasle eta zuzendaritza taldeekin 24 *discussion group* egin zituzten, CLIL ikasgelan ikasleen ama-hizkuntzaren erabilerari buruz zuten iritzi eta praktikei buruz jakiteko. Bilbo eta Vitoria-Gasteiz inguruko bigarren hezkuntzako eskoletan, non ikasle gehiengoen ama-hizkuntza gaztelera zen eta euskara H2a. Irakasle eta zuzendaritza taldeetako partaideen artean idea nagusia CLILen atzean dagoen ingelesa-bakarrik idearekin bat egiten zuten arren, H1/H2aren erabilerari dagokionean, malgutasuna aipatu zuten ezaugarri nagusi gisa, ez baitzuten H1/H2aren noizeanbehingo erabileran ezer txarrik ikusten. Hala ere, askok onartu zuten malgutasun hori esperientziak eman diela, CLILen lehen urteetan 'puristagoak' zirela eta ama-hizkuntzaren erabilera saihesten zutela aitortzen baitzuten. Azterketa edota lan idatziak eskatzerako garaian, ordea, hizkuntza malgutasun horri buruzko iritzi ezberdinak bildu zituzten lan honetan. Izan ere, eskola bateko partaideek ingelesa ez den hizkuntzen erabileraren kontra zeuden, CLILen helburuak hautsiko lituzkela argudiatzen baitzuten. Beste bi eskoletako irakasle eta zuzendaritza taldeek, ingelesaren erabilera ebaluazioan babestu arren, malgutasun gehiagorekin jokatzen zutela zioten, batez ere zailtasunak zituzten ikasleekin.

Ikusi dugun moduan, irakasleen kode-aldaketa praktikak aztertu dituzten lanen gehiengoak gaia ikertu dute elkarrizketa kualitatibo edo galdetegi kuantitatiboen bitartez nagusiki, klaseko hizkuntza praktikei erreparatu gabe. Lan mota hauek, irakasleen hitzak eta klasean ikus daitezken praktikak kontrastatzen ez dituztenez, ez dute ikasgelako hizkuntza praktika konplexuen errealitatea ongi islatzen (Gierlinger, 2015, 351.orr). Gure lan honetan, behaketen bidez lortutako eta irakasleekin edukitako elkarrizketetik ateratako datuekin, CLIL ikasgelako hizkuntza praktiken errealitatea ulertu nahi izan dugu.

Jarraian datorren atalean, ikasleengan jarriko dugu atentzioa. Era honetan, ikasgelako praktika eleanitzen beste protagonistei buruzko lanak izango ditugu ikergai.

3.3.3. Ikasleen translanguaginga: hizkuntza aukerak eta eskolako interakzioa

CLILen, kasu askotan, irakasle eta ikasleek ama-hizkuntza berdina dute/dituzte, beraz atzerriko hizkuntza atzerriko hizkuntza da bai ikasle bai irakasleentzat. Kasu horixe da Nikulak (2007) eginiko lana. Honek Finlandiako bigarren hezkuntzako CLIL ikasgeletan ingelesaren erabilera eta code-switching praktikak aztertu zituen bere lanean, non ikusi zuen irakasleen partetik gutxitan jotzen zutela finlandierara (klaseko ikasle gehiengoen ama-hizkuntza). Ikasleei dagokienez, atzerriko hizkuntza erabilera oso serio hartzen zutela dio Nikulak, ingelesa erabiltzen baitzuten egoera gehienetan, naturalki eta erraztasunez. Gainera, ingelesa erabiltzen zuten ez bakarrik edukiari lotutako gaiei buruz aritzerakoan baizik eta elkarren arteko klase-bukaerako elkarrizketetan ere, 13-15 urte soilik zituzten arren. Lau zientzia klasetako datuak aztertu ondoren, autoreak azpimarratzen du ikerketa honetako partaideek finlandiera (H1) erabiltzen dutenean (ez askotan) arrazoia ez dela ingelesez komunikatzeko abilezia falta edo hizkuntza arazoak. Izan ere, hauen hizkuntza erabilerak ikasgela eremu elebidun gisa ulertzen dutelaren seinale dela dio, eta ikasgelako egoera horrek elebidun bihurtzeko prozesuan dagoen pertsona gisa beren identitatea azpimarratzeko balio diela. Norvegiako testuinguruan egindako ikerketa berriago batean (Mahan et al., 2016) ere ikusi zen eskola-hizkuntzaren erabilera oso altua zela. Izan ere, zientzia eta matematika ingelesez ematen ziren klaseetan, bigarren hezkuntzako 3. eta 4. Mailan, ikusi zuten ingelesa erabiltzen zela denboraren %83-97 artean.

Beste testuingu batzuk, ordea, bestelako emaitzak erakutsi dituzte ikasleen xede-hizkuntza erabilerari dagokionean. Balear irletako eskola batean eginiko ikerketa batean, Gené-Gil et al.-ek (2012) erakutsi zuten ikasleek ez zutela atzerriko hizkuntza erabiltzen beraien artean hitz egiteko ezta irakasleari mintzatzeko ere. Ikasle hauek bigarren hezkuntzako hirugarren mailan zeuden, eta autoreek aipatzen dutenez, hitz teknikoak aipatzeko erabiltzen zuten ingelesa soilik, nahiz eta irakasleak puntuak eman atzerriko hizkuntzan mintzatzeagatik. Antzeko kasua erakusten du Temirova eta Westall-en (2015) lanak. Hauek ez zuten beren behaketetan ikasleen arteko ingelesezko elkarrizketarik topatu, haien artean ama-hizkuntzan egiten baitzuten, Valentzian kokatutako bigarren hezkuntzako ikastetxetik ateratako datuetan. Emaitzak labur azaldu arren eta testuinguruari buruz gutxi espezifikatzen den arren, autoreek aipatzen dute irakasle-ikasle arteko elkarrizketak egon bazeudela xede-hizkuntzan; bestalde, irakasleak

ingelesez hitz egin eta ikasleak ama-hizkuntzan erantzuten zuen adibideak ere topatu zituzten.

Izan ere, bat-bateko translanguaging-az ari garenean, nahiko ohikoak dirudite hizkuntza ezberdinak elkarrizketa batean erabiltzeko momentu horiek, non hiztunek beraiek aukeratutako hizkuntza hitz egiten duten. Fenomeno honi *receptive multilingualism* deitu izan zaio, eta beste adiera batzuekin, *intercomprehension*. Honela definitu izan da *receptive multilingualism*: "receptive multilingualism is a mode of interaction in which speakers with different linguistic backgrounds use their respective preferred languages while understanding the language of their interlocutor" (Blees eta ten Thije, 2015, 333.orr). Gizarte mailan, Europako Batzordeak *receptive multilingualism* bultzatzen du, Europan zehar komunikazioa eta mugikortasuna sustatzeko. Blees eta ten Thije-k (2015) dioten moduan, *receptive multilingualism*ek hizkuntza kontzientzia handia eskatzen du, besteak beste:

> On the level of the individual language user, receptive multilingualism requires language awareness: knowledge of the option to use this mode, basic receptive knowledge of the interlocutor's language, conscious activation of receptive competencies, and sensitivity to the interlocutor's level of comprehension and problems of reception during interaction. Conversely, gaining experience with LaRa will contribute to language awareness, as speakers are forced to apply the required linguistic and interactive skills in practice (335.orr)

Hezkuntzan, ordea, ez da fenomenoa sakonki aztertu, bere presentzia deskribatu den arren, lehen aipaturiko Temirova eta Westallen (2015) lanean bezala. Creese eta Blackledgen (2010) lanean ere ikusi zituzten *receptive multilingualism* adibideak, non irakasleak ikasle eta irakasleen translanguaging estrategiak aztertu zituzten eta kasu batzuetan, irakasleak Cantonese edo Bengali erabiltzen duen (eskola-hizkuntza), eta elkarrizketa berean, ikasleek ingelesez erantzuten duten. Blees eta ten Thije-k (2015), hala ere, translanguaging mota hau gehiago aztertu beharreko gaia dela diote, ikasleen gaitasun produktiboan zer nolako eragina duen ikusteko (342.orr).

Klaseko interakziora itzuliz, Andaluziako CLIL testuinguruan, Pavón Vázquez eta Ramos Ordoñezek (2018) lehen hezkuntzako 5.mailako ikasleek gizarte zientziak eta plastika ingelesez egitean ama-hizkuntza erabiltzen zuten momentuak aztertu zituzten. Hauen helburu nagusia zen ikustea ikasleek zer estrategia eta zer helbururekin erabiltzen zituzten estrategia horiek. Bideoz

grabaturiko zortzi klaseetako ikasle-ikasle eta irakasle-ikasle elkarrizketak aztertu ondoren, ikasleen estrategiak sailkatu zituzten honela:

> The examination of the different uses of the L1 by students reveals that the strategies present in the interaction during the lesson could be classified as: (1) asking for confirmation, (2) direct appeal for help (to teacher), (3) direct appeal for help (to classmates), (4) sentence-internal code-switching, (5) confirmation, (6) repetition, (7) message abandonment, (8) translation, (9) calling attention, (10) giving instructions to other classmates, (11) expressing emotions, (12) personal petitions, (13) asking for instructions, and (14) teachers' encouragement to use the L1 (Pavón Vázquez eta Ramos Ordóñez, 2018, 39.orr).

Ikerlari hauek ondorioztatzen dute ama-hizkuntzaren erabilera, aztertutako testuinguruan behintzat, lagungarria dela ikasleak ikasi beharreko edukiarekin konektatzen dituelako. Bestalde, erakusten du klaseko "interakzioa estrukturatzeko" ere beharrezkoa dutela ikasle hauek ama-hizkuntza. Kontutan hartu behar da, lehen hezkuntzako testuinguru honetan, ikasleak 10/11 urte dituztela, eta A1/A2 dela beren gutxi gora beherako ingeles maila.

Antzeko ondorioak ateratzen dituzte Moore eta Nikulak (2016) beren lanean, non edukiari lotutako hizkuntza momentuak, batetik, eta interakzioa errazteko erabiltzen diren hizkuntza momentuak bestetik, aztertzen diren. Hauek proiektu handiago baten emaitzak laburtzen dituzte beren lanetan (Moore eta Nikula, 2016; Nikula eta Moore, 2016). Herrialde ezberdinetako CLIL programak aztertu zituzten lanean (Austria, Finlandia eta Espainia) CLIL klase ezberdinetako interakzioa aztertu zuen modu kualitatibo batean, bai irakasle eta bai ikasleetan arreta jarriz, xede-hizkuntza (ingelesa) ez zelako irakasleen ama-hizkuntza inongo kasuetan, irakasleen hizkuntza erabilera ikasleena bezain interesgarria dela aipatzen dutelarik (6. or). Lan honetan ikuspegi holistiko bat erabiltzen da; horrela, integrazioaren ideia aztertu nahi izan zuten hizkuntza erabileratik ikusiz: "(…) we argue for the usefulness of translanguaging as a construct that helps make the coexistence and value of both L1 and L2 in CLIL more visible and highlight that in practice, we are dealing with integrating content and *languages*." (212.orr). Aztertutako CLIL ikasgeletako hizkuntza nagusia xede-hizkuntza den arren, praktika eleanitzen presentzia argia erakusten dute, eta adibideek islatzen dutenarekin translanguaging 'is meaningful and functional' (231.orr) ondorioztatzen dute.

CLIL klaseko testuinguru gehienetan behintzat ikusi dugu ikasleek ama-hizkuntza ere funtzio ezberdinetarako erabiltzen dutela, eta orokorrean (Nikularen (2007) kasuan ezik) ikasleek ama-hizkuntza erabiltzen dutela beren artean aritzeko. Gainera, Dalton-Pufferrek (2011) aipatzen duen moduan, ikasleen hizkuntza aukerak irakasleak ezarritako klaseko arauekin lotura estua dute. Kasu gehienetan, irakasleek translanguaging praktikak onartzen dituzte klaseko ahozko interakzioan, bai beraien artean bai irakasleei mintzatzeko, baina ez da ohikoa translanguaging idatzizko praktiketan erabiltzea (Canagarajah, 2011, 7.orr). Dena den, eta ikasleetan arreta ezarriz, bat egiten dugu autore honekin honako hau esaten duenean: "But apart from such local rules of use, one should also take into account the amount of CLIL in students 'weekly timetables as well as the wider sociolinguistic context in terms of affecting the status of the target language" (Dalton-Puffer, 2011, 191.orr). Izan ere, ikasleen ahozko hizkuntza erabilera ulertzeko ezinbestekoa da testuingurua ezagutzea, atzerriko hizkuntzan duen maila, esposizioa, edota pertsonalitatea bezalako faktoreak jakitea.

3.3.4. *Pedagogical translanguaging*: ikerketak eta interbentzioak

Aurreko atalean ikusi dugun moduan, translanguaging espontaneoa edo bat-batekoa ikasgela barruan naturalki gertatzen den fenomenoa dirudi, bai irakasle bai ikasleek beraien errepertorio linguistikoa erabiltzen baitute ikaste eta irakaste prozesuan. Aipatutako lan horietan, kasu batzuetan, ama-hizkuntzak aldamio gisa egiten duen arren eta funtzio pedagogiko bat duen arren, ez dugu ikusi irakasleek aurretik planeatutako eta errepertorio linguistiko osoa kontuan hartzen dituen estrategia pedagogikorik erabiltzen dutenik. Atal honetan, hizkuntza bat baino gehiago erabiltzen dituzten estrategia pedagogikoei begirada botako diegu, Cenoz eta Gorterrek (2017a) translanguaging pedagogiko gisa izendatzen dutena. Bere barne har ditzake itzulpena, input-output estrategia, co-languaging, edota hitz sustraikideetan oinarritutako ariketak, besteak beste.

Translanguaging pedagogikoaz hitz egitean (termino originala) praktika hauen garrantzia eta potentziala azpimarratu da (Baker eta Wright, 2017; Cummins, 2007). Baker eta Wrightek (2017), esaterako, honen erabilera pedagogikoaren alde egiten du, eduki ditzaken onurak azpimarratuz. Honako onura hauek aipatzen ditu: lehenik, edukia hobeto eta sakonago ulertzeko aukera eman dezakela translanguagingek; bigarrenik, hizkuntza ahularen garapenean lagun dezakeela; bestetik, testuinguruaren arabera, etxea eta eskola arteko harremanak sor

ditzakela eta familiekin elkar-laguntza; azkenik, maila ezberdinetako ikasleen arteko integrazioa aipatzen du. Horrela, ikasleen hizkuntzak klasera eramaten dira (ikus baita ere Lewis et al. 2012). Izan ere, CLIL bezalako testuinguruetan edukia bi hizkuntzetan prozesatzeak ikaste-prozesua sendotu eta areagotzen du; esaterako, ikasleek inputa ondo ulertu eta prozesatu behar dute gaiari buruz hizkuntza batean hitz egiteko eta gai berdinari buruz beste hizkuntza batean idatzi ahal izateko, adibidez (Gallagher eta Colohan, 2014).

Lehen aipatu bezala, Galesko eskola batzuetan ingelesa eta galesaren erabilera sistematikoa azaltzeko erabilitako terminoa izan zen translanguaging (Williams, 1994), non ingelesa eta galesa erabiltzen ziren klaseko ariketen parte ezberdinak lantzeko. Esaterako, ikasleek zerbait irakurtzen zuten galesez eta ondoren ingelesez egin behar zituzten input horri lotutako ariketak, komentarioak edo idatziak. Era berean ulertu genezake, adibidez, ikasleek informazioa lortzeko erabiltzen dutela hizkuntza bat, eta informazio hori prozesatu ostean egin beharreko ariketak edo lanak beste hizkuntzean egitea. Galesko hezkuntzan praktika ezaguna den arren, egia esan ez da asko ikertu translanguaging bere jatorrizko adieran, hau da, hizkuntzen arteko alternantzia hori estrategia bezala erabiltzean (Lin, 2015).

Lewis, Jones eta Bakerren (2013) lanak Galesko lehen eta bigarren hezkuntzako eskoletan zentratuz translanguaging aztertu zuen. Datu bilketa eskola – behaketaz eta elkarrizketaz osatu zen, eta osotara 100 bat klasetan egon ziren. Autoreek dioten moduan, translanguaging ikuspegia ikusi zuten aztertutako klaseetako heren batean nagusi zela, batez ere lehen hezkuntza maila bukaeran. Identifikatutako translanguaging estrategien artean zeuden input/output, hau da, terminoa bere zentzu originalean, 18 klaseetan topatu zutena; eta itzulpena, 42 klasetan identifikatu zutena. Gainera, adibide ugari topatu zituzten non ikasleek bi hizkuntzak erabiltzen zituzten ulermena hobetu ahal izateko (651.orr), esaterako, interneten informazioa bilatzen zutenean ingelesez eta gero informazio hori galesez eztabaidatu.

Translanguaging pedagogikoaren barruan sar genezake Garciak (2009a; García eta Flores, 2012) *co-languaging* deitzen duena ere. Co-languaging estrategiarekin, irakasleak hizkuntza ezberdinak erabiltzen ditu bere materialetan, Powerpoint batean esaterako, kolore edo letra estilo ezberdinak erabiliz. Horrela, edukia hizkuntza bat baino gehiagotan dute ikasleek eskuragarri. Honela azaltzen dute García eta Floresek (2012) :

> The students are free to choose the language through which they make sense of the lesson, and to compare and contrast the ways in which the languages are written and concepts are expressed. Many bilingual books offer examples of co-languaging, as students decide which language to read the text in or to read in both or to go from one to the other, making their own comparisons (240-241.orr)

Co-languaging erabiliz, ikasleek erraz uler dezakete hizkuntza bat, bestea edo bien biak. Co-languaging gertatzen da ikasle gorrek hitzaldi bat zeinu hizkuntzaz ulertzen dutenean eta hitzaldi bera beste ikasleek entzunez ulertzen dutenean edota bideo bat ikustean ikasle batzuk entzun eta beste batzuk hizkuntza ezberdin bateak azpitituloak irakurtzen dituztenean (García, 2009a, 303.orr). Estrategia hau testuinguru ezberdinetako hezkuntza eleaniztunean eman daiteken arren, Garcíak dio estrategia hau, batez ere, hizkuntza profil ezberdinetako ikasleei bideratuta dagoela.

Antzeko ildotik, *preview-view-review* teknika ere translanguaging pedagogikoaren barruan sar genezake (García, 2009a; García eta Flores, 2012). García eta Floresen (2012, 241.orr) hitzetan, estrategia honekin hizkuntza ezberdinei funtzio ezberdina ematen dio irakasleak. Horrela, irakasleak erabaki dezake klaseko eduki nagusia aurkeztu aurretiko momentuetan (*preview*) hizkuntza bat erabiltzea, edukia bera (*view*) beste hizkuntzan aurkeztea eta azken errepasoa (*review*) berriro lehenengo hizkuntzan egitea. Prozesua alderantziz ere gerta daiteke, testuingurua eta irakasle/ikaslen hizkuntza beharren arabera alda baitaiteke.

Translanguaging pedagokioa ikertu duten lanen artean, Gallagher eta Colohan-en (2014) lana dugu aipagai. Nahiz eta interbentzio txiki bat izan (eskola batean, 2 klaseordutan). Italia iparraldeko eskola txiki batean bi talde hartu zituzten, Geografia ingelesez egiten zuten 14-15 urteko ikasleekin: kontrol taldea (29 ikasle) eta experimentu taldea (30 ikasle). Bertan, 'twisted-dictation' deitzen dioten ariketa bat aplikatu zuten, eta gero ikasleen iritziak bildu. Ariketaren oinarria zen irakasleak ingelesez diktatzen zituen esaldiak idaztea (ingelesez), esaldien itzulpena egitea italierara (ikasleen ama-hizkuntza) eta ondoren ariketa berak eskatzen zuena egitea, hau da, esaldi bakoitza zutabe konkretu batean kokatzea (klimari edukiari lotuta/geografia). Horrela, ariketak bi helburu zituen: edukiari lotutakoa, klimari buruzko sailkapen bat egin behar zutelako, eta hizkuntzari lotutakoa. Irakasleak diktatutako esaldi horietan, gainera, aditzondo ugari zeuden, estrategikoki jarrita, italieraz aditzondoen posizioa oso ezberdina

izan daitekelako. Kontrol taldeak, bestalde, ez zuen itzulpenik egin behar, beraz, entzundakoa idatzi eta zutabe egokian jartzea zen beraien egin beharrekoa. Emaitzek erakutsi zuten itzulpen ariketa egin zuten ikasleek bi hizkuntzen arteko sintaxia eta hitzen ordenaz jabetu zirela itzulpen ariketa egiterakoan; kontrol taldeko ikasleak, bestalde, esaldien esanahi eta edukian zentratu zirela soilik. Gainera, ikasle gehienek onartu zuten *twisted-translation* ariketa erronka bat izan arren, ariketa motibagarria iruditu zitzaiela. Ondorioztatzen dute traslanguaging oso tresna eraginkorra izan daitekeela hizkuntzak irakatsi eta ikasteko, "particularly as a technique to develop a way of 'noticing' and raising awareness of certain features of the language of instruction" (Gallagher eta Colohan, 2014, 494.orr).

Horixe bera defendatzen du Cumminsek (2007) ere. Itzulpenean oinarritutako ariketa batzuk egin ondoren, ikasleen iritzi batzuk biltzen ditu bere lanean, non ikasleen ahotsek erakusten duten ama-hizkuntzaren presentzia ariketa horretan lagungarri izan zitzaiela hizkuntzen arteko ezberdintasunez jabetzeko (urdu eta ingelera). Horregatik, ondorioztatzen du ama-hizkuntzatik beste hizkuntzara edota alderantzizko itzulpenak egitea hizkuntza gaitasuna eta kontzientzia metalinguistikoa lantzeko tresna ona dela. Gainera, irakasleek ere jabetze momentu horietan beste modu batean parte har dezaketela dio, honako adibide hau emanez:

> For example, if the teacher is explaining the meaning of the term *predict* in science (taught in English) within a French immersion program, it makes sense to explain the meaning of the root (from the Latin *dicere* meaning 'to say') and the prefix (meaning 'before') as well as drawing students' attention to the fact that the root and prefix operate in exactly the same way in the French word *prédire* (Cummins, 2007, 233.orr).

Hizkuntzen konparaketa hori oinarri duten ikerketa lanetako batzuk hitzen morfologia aztertzean jarri dute arreta. Horietako batzuk erakutsi dute esplizituki hitz sustraikideak irakastean, emaitza positiboak lortzen direla. Horietako bat da Arteagoitia eta Howard-en (2015) lana, ama-hizkuntza gaztelera zuten eta Estatu Batuen bizi ziren 230 ikasle parte-hartzaile dituena. Interbentzio honetan gaztelerazko eta ingelesezko sustraikideak landu ziren ariketa ezberdinetan, eta ondoren irakurmenean eta hiztegia barneratzerakoan eragin positiboa ote zuen neurtu nahi izan zuten. Kasu honetan, emaitza positiboak izan ziren, bai ikasleek emaitza hobeak atera baitzituzten ingelesezko hiztegi eta irakurmen gaitasunak neurtzean. Kanadako murgiltze testuinguruan,

Lyster eta bere kideek (2013) ere interbentzio bat inplementatu zuten, kasu honetan, ingeles eta frantseko aurrezki eta atzizkietan oinarritzen zena. Ikasleen iritzi positiboez gain, 'morphological awareness test'-ean emaitza hobeak lortu zituzten esperimentu taldeak kontrol taldeak baino. Horrelako estrategiekin, ikasleek beren aurre-ezagutza erabil dezakete beste hizkuntzako hitz tekniko edo akademikoak identifikatu eta asmatzeko (Arteagoitia eta Howard, 2015).

Gure testuinguruan, aipagarri ditugun lanak dira Leonet et al.-enak (2017, 2019). *Focus on Multilingualism* ereduan oinarritutako eta euskal eskola batean egindako proiektu baten emaitzak aurkezten dituzte bertan. Proeiktu eleaniztun bat zen hau, non interbentzio bat egin zen hizkuntzen arteko mugak arindu eta horien arteko erlazioak sendotzen zituena. Lehen lanean (Leonet et al., 2017) euskara, gaztelera eta ingelesa biltzen zituzten ariketez osaturiko interbentzio bat egin ostean, irakasleen iritziak jaso zituzten. Lehen hezkuntzako 5. eta 6. mailako ikasleekin egindako interbentzioa izan zen, zeinak ikasleen kontzientzia metalinguistikoa eta linguistikoa garatzea zuen helburu. Orokorrean, irakasleek hiru hizkuntzak biltzen zituen interbentzio hau positiboki baloratu zuten. Hala ere, euskararen egoera beste bi hizkuntzen egoera soziolinguistikoarekin konparaezina dela diote, beraz, hizkuntza gutxituarekiko kezka erakutsi zuten. Bigarren lan batean (Leonet et al., 2019) interbentzio ondoren jasotako datu kuantitatiboak azaltzen dira, ikasleei morfologian oinarritutako testak egin ondorengoak. Emaitzetan ikusi zen interbentzio pedagogiko honek eragin positiboa izan zuela kontzientzia morfologikoaren garapenean.

Izan ere, halako interbentzio eta praktiketan ezinbestekoa da testuinguruari egokitutako praktikak ezartzea (Ballinger et al., 2017), are gehiago hizkuntza gutxitu bat tartean dagoenean, Euskal Autonomia Erkidegoan bezala. Blackledge eta Creesek (2010) translanguaging praktikak kontuz erabiltzearen alde egiten dute, testuinguruaren garrantzia azpimarratuz:

> Although we can acknowledge that across all linguistically diverse contexts moving between languages is natural, how to harness and build on this will depend on the socio-political and historical environment in which such practice is embedded and the local ecologies of schools and classrooms (107.orr)

Dena den, ikerketa gehiago behar da ama-hizkuntza eta ikasleen errepertorio linguistiko osoan oinarritzen diren praktika eta interbentzio hauen eraginkortasunaz ondorioak ateratzeko (Cenoz eta Gorter, 2017b).

3.4.   Kapituluaren laburpena

Kapitulu honetan eleaniztasuna eta hiztunen praktika eleanitzetara hurbildu gara. Lehenik eta behin, sarrera bat egin dugu eleaniztasuna ulertzeko modua nola aldatu den ikusteko. Izan ere, duela urte batzuk, bi hizkuntza erabiltzeko gai zen pertsona bi elebakarren batura gisa ikusten zen. Gaur, ordea, eleaniztasuna ulertzen dugu modu holistikoago batetik.

Modu holistigo horretan, non hizkuntzen arteko muga zorrotzak arintzen diren, eredu teoriko batzuk ikusi ditugu. Horietako bat, *Focus on Multilingualism* (Cenoz eta Gorter, 2011, 2014, 2017b). Labur esanda, *Focus on Multilingualism*ek ulertzen du eleaniztunak hizkuntzen arten nabigatzen dutela, eta bere hizkuntza-errepertorio oso bat dutela (eta ez errepertorio bat hizkuntza bakoitzeko) testuinguruaren arabera erabil dezaketena. Proposatutako teoria hauek kontutan hartuta, hezkuntzarekin lotura egitea ezinbestekoa da. Izan ere, ohikoa da eskoletan hizkuntzak elkarrengandik bananduta ikastea, curriculumeko ordu konkretuak hartzen dituztela hizkuntza bakoitzak. Eredu honek eta bestelako eredu holistikoek, hizkuntzen arteko muga horiek arintzearen alde egiten dutela ikusi dugu, baita eskola testuinguan ere.

Hiztun eleaniztunen praktikak aztertzera jo dugu ondoren. *Code-switching* eta *translanguaging* terminoekin aritu gara, eta ikusi dugu, batzuetan sinonimo gisa erabiltzen diren arren, konnotazio ezberdinak eduki ditzaketela. Dena den, biek erreferentzia egiten diete hiztunaren errepertorioko baliabide ezberdinak erabiltzen diren momentuari, hizkuntza ezberdinak tartekatzen direnean. *Translanguaging* terminoa erabili dugu gurean, eleaniztasuna ulertzeko modu holistikogo bati lotuta dagoelako, eta ikusi dugu, bi aldaera bereiz daitezkela (Cenoz eta Gorter, 2017a): *spontaneous translanguaging* eta *pedagogical translanguaging*. Lehenak, modu espontaneoan gertatzen diren translanguaging momentuei egiten die erreferentzia; bigarrenak, ordea, aurretik planeatutako eta ikasleen errepertorioko baliabideak erabiltzen dituzten estrategia pedagogikoei.

Azken atalean, hizkuntza praktika eleanitzei eta translanguagingen inguruan egindako ikerketan murgildu gara, eta besteak beste, irakasle zein ikasleen hizkuntza aukeraketak aztertu dituzten lanak ikusi ditugu.

Tesi honen atal teorikoari amaiera emateko, jarraian datorren kapituluak testuingurura gehiago hurbilduko gaitu. Bertan, Euskal Autonomia Erkidegoko hezkuntza-sistemaren nondik norakoak ikusiko ditugu, bai eta ingelesa irakas-hizkuntza duten esperientziak aztertu gure testuinguruan.

ELEANIZTASUNA ETA HEZKUNTZA-SISTEMA ELEANITZA EUSKAL AUTONOMIA ERKIDEGOAN

4.1. EAEko gizarte elebiduna: egoera soziolinguistikoa EAEn

Euskal Herria (Basque Country) dugu Euskararen lurraldeari erreferentzia egiten dion terminoa. Bere barne hartzen ditu Euskal Autonomia Erkidegoko (EAE aurrerantzean) hiru probintziak (Gipuzkoa, Bizkaia eta Araba), Nafarroa, eta 'Pyrénées Atlantiques' departamentuko hiru probintziak (Lapurdi, Nafarroa Behera eta Zuberoa). Bertako egoera soziolinguistiko ezberdinak eta ikerketa egin den testuingurua EAEn barruan kokatzen dela kontutan hartuta, atal honetan EAEko egoera soziolinguistikoa aztertuko dugu, bai eta bertako hezkuntza-sistema ere.

Euskal Autonomia Erkidegoa (EAE) da Euskal Herriko populazio handiena biltzen duena. Izan ere, hiru probintzia hauek 2.207.776 (Instituto Nacional de Estadística, 2019) biztanle inguru biltzen dituzte. Espainiar legepean egon arren, EAEk autonomia du bertako hezkuntza-sistema eta hizkuntza-politikak gestionatzeko. Bi hizkuntza ofizial daude, gaztelera eta euskara, eta hortaz, hezkuntza-sistemak errealitate hori islatzen du. Gainera, atzerriko hizkuntzen garrantzia dela eta, EAEko hezkuntza-sistemak hezkuntza eleaniztuna proposatzen du bere eskoletan.

Euskara, gure hizkuntza

Euskara jatorri indo-europearra ez duen hizkuntza da. Gainera, jatorri ezezagunekoa. Denbora luzez ahozko hizkuntza izan zen, eta salbuespenak salbuespen, XVI. mende arte euskara ez zen idatzi (Igartua eta Zabaltza, 2012). Tipologikoki bere inguruko hizkuntzez aldentzen da, erromantzea ez delako, gaztelera, frantsesa, portugesa edota katalana bezala. Euskararen aldaera linguistikoei euskalkiak deitzen zaie, eta aldaera estandarra ere badu, Euskara Batua. Euskararen oinarri garrantzitsua, euskara batua, literaturan, hedabideetan, administrazioan edota hezkuntza-sisteman erabiltzen da nagusiki.

Gizarteari begira, EAEn bi hizkuntza ofizial egon arren, gaztelania da hizkuntza nagusia, eta euskara hizkuntza minorizatu kontsideratzen da (Cenoz, 2009). Izan ere, EAEko euskaldun guztiek dakite gazteleraz, hortaz, elebidunak dira; bestalde, asko dira euskaraz ez dakiten biztanleak. Kontutan hartu behar da historian zehar euskara bi hizkuntza indartsuen inguruan bizi izan dela, gaztelania eta frantsesaren artean, hain zuzen.

Cenozek (2009) aipatzen duen moduan, azken hiru mendeetan izan du euskarak atzerakada handiena, batez ere, 20. mendean. Hiru arrazoi nagusi laburtzen ditu ikerlari honek bere lanean:

- Frankoren diktadurapean (1939-1975) euskara esparru publikoan eta hezkuntzan erabiltzea debekatua izatea eta gaztelera soilik erabiltzeko aukera izatea. Erabilera murriztu eta gainera, milaka gaztek gazteleraz ikasi behar izan zuten.
- Industrializazioaren eraginez, 1950-1970 hamarkadetan Euskal Herrira eta EAEra konkretuki gaztelera-hiztun langileen iritsiera. Biztanle hauen gehiengoak ez zuen euskara ikasi ez bertako euskaldunekin komunikatzeko gaztelera erabil zezaketelako. Egungo biztanleriaren heren bat dira hamarkada horietan iritsitako pertsonak.
- Komunikazio eta komunikabideen garapenak mobilizazioan eragina izan, eta ondorioz, hizkuntza 'handien' presentzia handitzea.

Dena den, 1980ko hamarkada inguruan euskararen normalizazio prozesuan lehen urratsak eman ziren. Lehen esan bezala, 1979ko Euskal Autonomiako Estatutuan (Ley Orgánica 3/1979, de 18 de diciembre) euskara (gaztelaniarekin batera) EAEko hizkuntza ofizial izatera pasa zen, eta bertan aitortzen zen biztanleriak bi hizkuntza ofizialak jakiteko eskubidea zutela. Lege honek, gainera, EAEko instituzio ezberdinei eskumena eman zien normalizazio prozesuan pausoak emateko. Ondoren, 1982. urtean, *Euskararen erabilera normalizatzeko oinarrizko legea* plazaratu zen, non, besteak beste, EAEko ikasle guztiei euskaraz nahiz gazteleraz ikasteko eskubidea aitortu zien. Gainera, lege honek euskal eskola normalizaziorako tresna garrantzitsu bihurtu zuen.

Euskara biziberritzeko emandako pauso hauek eragin positiboa izan dutela dirudi. Eusko Jaurlaritzak publikatu duen azken inkesta soziolinguistikoan ikusten da (Eusko Jaurlaritza, 2016b) euskaldun kopurua hazi egin dela. Datu hauek 2016ko apirila-maiatza tartean bildu ziren 16 urtetik gorako pertsonei bideratutako 4.200 inkesten bitartez. Bertan ikusten da, EAEko biztanleriaren

%33,9 dela euskalduna, %19,1 euskaldun hartzailea, hau da, ulertzen duena, eta %47a erdaldun elebakarra dela.

Datu honek gora egin duela ikusten da, 1991ko datuekin alderatuz gero (4.1 irudian ikus daitekeen bezala). Bertan ikusten da, egun euskaraz dakiten pertsonen kopurua 212.000 hazi dela geroztik. Ehunekoetan, 1991ko euskaldunen kopurua %24,1ekoa zen, eta 2016an, berriz, %33,9koa, ia 10 puntu gehiago.

4.1 Irudia. Euskararen bilakaera EAEn, 1991-2016 (%)
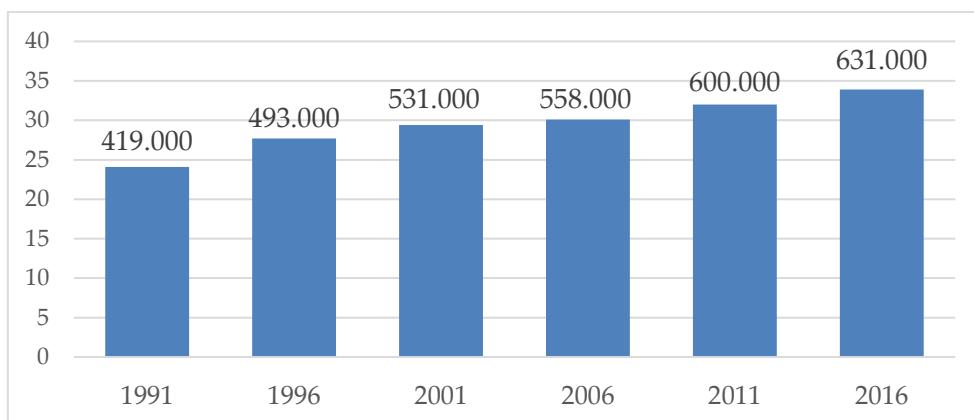
Iturria: VI. Inkesta Soziolinguistikoa (Eusko Jaurlaritza, 2016b).

Euskara dakiten biztanleen artean, datu interesgarriak eskaintzen ditu inkesta soziolinguistikoak adin-tarteei buruz. Izan ere, euskaldunen adinari erreparatzen jarriz gero, ikus daiteke ehuneko handiena gazteen artean dagoela. 16-24 adin tartean, % 71,1ek daki euskaraz, eta 25-34 adin tartean, berriz, ia %50ak. Grafikoan ikus daitekeen moduan, ehuneko hori bera doa adinak gora egin ahala. Hala ere, 1991eko datuekin alderatuz, bilakaera oso esanguratsua da. Garai hartan, 25-34 urtekoen artean %22,7 soilik zekien euskaraz; 16-24 adin tartean, bestalde, %25ak bakarrik.

4.2 Irudia. Euskararen bilakaera adinaren arabera EAEn, 1991-2016 (%).
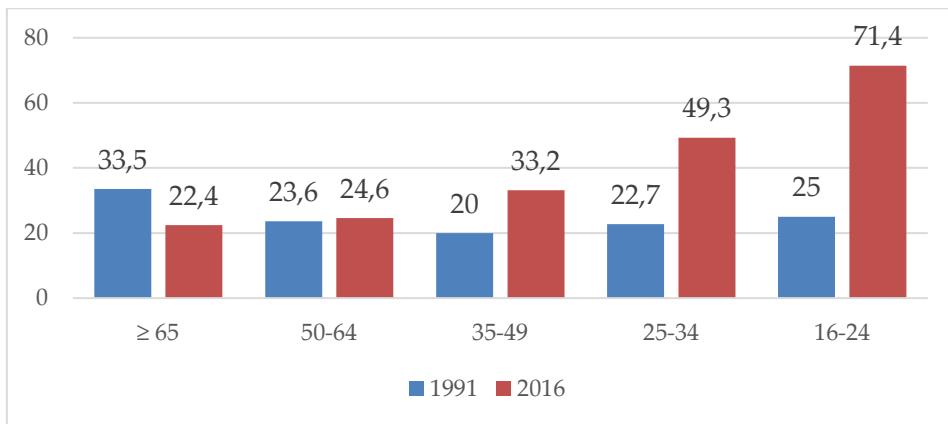
Iturria: VI. Inkesta Soziolinguistikoa (Eusko Jaurlaritza, 2016b).

Grafiko honek erakusten du, hortaz, euskaldun kopuruaren hazkundea gazteen taldeetatik ari dela zabaltzen, eta EAEko gazteak gero eta euskaldunagoak direla.

Hau jakinda, interesgarria iruditzen zaigu begirada bat botatzea euskaldun hauek hizkuntza non ikasi duten erreparatzen dien datuei. Inkesta soziolinguistiko honek erakusten duen moduan, duela 29 urte, ia %80a euskaldun zaharra ziren, hau da hizkuntza etxean jaso zuten lehen hizkuntza gisa. Gaur egun, ordea, egoera guztiz aldatu da, eta elebidunek eta euskaldun berriek pisu handia hartu dute. Hurrengo grafikoan ikus daitekeen moduan, 16-24 urtetako euskaldun gazteen erdiak baino gehiago dira euskaldun berriak. Honek esan nahi du euskara etxetik kanpo ikasi dutela, hala nola, eskolan.

4.3 Irudia. Euskaldunak lehen hizkuntzaren eta adinaren arabera EAE, 2016 (%)
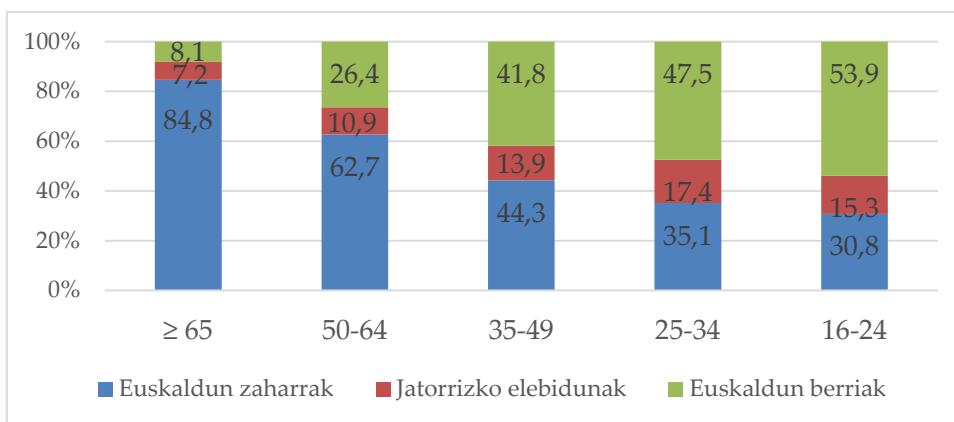
Iturria: VI. Inkesta Soziolinguistikoa (Eusko Jaurlaritza, 2016b).

Atal honetan, EAEko egoera soziolinguistikoa labur aztertu dugu. Jarraian, ezinbestekoa zaigu EAEko hezkuntza-sistema eleanitzari begirada bat botatzea, besteak beste, egoera soziolinguistiko honekin erlazioa bilatzeko.

4.2. EAEko hezkuntza-sistema eleanitza: elebitasunetik eleaniztasunera

4.2.1. EAEko hezkuntza-sistemaren ezaugarri nagusiak

Atal honek EAEko hezkuntza-sistema eta bere ezaugarri nagusiak deskribatzea du helburu. EAEko hezkuntzaren egitura, Espainiako komunitate erkidego guztietan bezala, 2006ko *Ley Orgánica de Educación* (LOE) eta 2013ko *Ley Orgánica para la Mejora de la Calidad Educativa* (LOMCE)-k zehazten du. Horrela, unibertsitate-aurreko ikaskuntza honelako mailetan sailkatzen da:

Haur Hezkuntza: bi ziklotan banatzen da eta ez da derrigorrezkoa. Lehen zikloa 0-3 adin-tartean ematen da, eta bigarrena 3-6 urteetan. Legez derrigorrezkoa izan ez arren, ikasle gehiengoa joaten da eskolara haur hezkuntzan, batez ere bigarren zikloan (3-6 urte). Hala ere, EAEko haurren %90a 2 urterekin eskolatuta daude jada (Eusko Jaurlaritza, 2019b).

Eskolatzea derrigorrezkoa da 6-16 urte artean, eta doakoa Haur Hezkuntzako bigarren ziklotik aurrera. Derrigorrezko hezkuntza honen helburua da oinarrizko gaitasunak lortzea.

Lehen Hezkuntza: espainiar hezkuntza-sistemaren barruan, derrigorrezkoa den lehen etapa. Sei maila hartzen ditu bere baitan, hiru ziklotan banatuta. Ikasle hauek 6-12 urte dituzte.

Bigarren Hezkuntza: bigarren hezkuntzaren barruan daude honako hauek:

Derrigorrezko Bigarren Hezkuntza (DBH): derrigorrezkoa den bigarren eta azken fasea. Lau mailetan banatzen da (DBH1, DBH2, DBH3, DBH4) eta ikasleek 12-16 urte dituzte.

Batxilergoa: goi-mailako ikasketetarako bidea ematen du etapa honek. Bi mailatan banatzen da, eta ikasleak 16-18 urte izan ohi dituzte.

Oinarrizko Lanbide Heziketa (OLH): derrigorrezko bigarren hezkuntza ostean egin daitekeen heziketa mota, Erdi mailako lanbide heziketa eta Goi mailako lanbide heziketa hartzen ditu bere baitan. Lehenera DBHko ikasketak egin ostean sar daiteke; bigarrenera, berriz, batxilergoko ikasketak egin ostean.

Ikastetxe motak

EAEko hezkuntza-sistema bi eskola-saretan banatzen da: publikoak eta intunpekoak. Lehenak, EAEko hezkuntza sailaren menpe daude, eta publikoak diren heinean, doakoak dira. Itunpeko ikastetxeek kanpo-finantzazioa izan ohi

dute, baina Eusko Jaurlaritzaren diru-laguntzak ere jaso ditzakete. 2019-2020 ikasturtearen matrikulazio datuen arabera, EAEko ikaslegoaren %52,22ak ikasten du ikastetxe publikoetan, eta %47,78ak ikastetxe pribatu edo itunpekoetan. Dena den, ikastetxea publikoa edo pribatua izateak ez du aurretik aipatutako hezkuntza egitura aldatzen, eta aldi berean, hizkuntza-ereduak errespetatzen dituzte, jarraian ikusiko dugun bezala.

Ereduak

Aurreko atalean aipatu dugun bezala, euskararen egoerak aldaketa handiak izan ditu gizarte mailan, eta hizkuntzaren normalizazio prozesuan hezkuntza ezinbesteko tresna izan da gizartea euskalduntzeko eta horrela, elebitasuna lortzeko bidean.

1980 hamarkada hasierako *Euskararen erabilera normalizatzeko oinarrizko legea*n zehazten zen EAEko ikasle guztiek euskara eta gaztelania irakurtzeko eta idazteko ahalbidetu behar zituela, eta helburu hori betetzeko, EAEko gurasoei beraien seme-alaben irakas-hizkuntza aukeratzeko aukera eman zitzaien, eredu ezberdinak eskainiz. Eredu horiek, 138/1983 dekretuan zehaztu ziren eta gaur egun arte iraun dute. Honako hauek dira: **A eredua**: gaztelera da irakas-hizkuntza nagusia, eta euskara ikasgai gisa soilik eskaintzen da; **B eredua**: gaztelera eta euskara dira irakas-hizkuntzak; **D eredua**: euskara da irakas-hizkuntza, eta gaztelera ikasgai gisa soilik eskaintzen da.

Hiru ereduetan, gainera, ingelesa irakasten da 4 urtetatik aurrera, beraz gutxienez hiru hizkuntzekin lan egiten dute ikasleek EAEko sisteman. Hala ere, atzerriko hizkuntza eta eleaniztasuna bultzatzeko ekimenak aurreko atal batean aztertuko ditugu.

EAEn D eredua da nagusi unibertsitate aurreko ikaskuntza programetan bai ikastetxe publiko zein itunpekoetan. Izan ere, EAEko ikasleen %66,45ak D ereduan ikasten du, %15,19ak A ereduan, eta %17,76ak B ereduan (Eustat, 2019). Datu hauek beren baitan hartzen dituzte Haur Hezkuntzatik hasi eta Batxilergorako programak, Lehen Hezkuntza, Derrigorrezko Bigarren Hezkuntza eta maila guztietako Lanbide Heziketa programak ere. D ereduak hizkuntza-desorekaren aurka egiten duenez (euskara da hizkuntza nagusia D ereduko eskoletan) elebitasuna lortzeko hurbilen egon daitekeen eredua dirudi. ISEI-IVEI-k (2018) argitaratutako azken txostenean, non DBHko 2.mailako eta Lehen Hezkuntzako 4. Mailako ikasleen diagnostiko frogen emaitzak aztertzen dituzten, argi ikusten da hezkuntza-sistemak, bakarrik, ezin duela elebitasuna

bermatu (77.orr). Elebitasun maila neurtzeko ISEI-IVEI-k (2018) erreferentzia gisa hartzen du ikasleek oinarrizko hezkuntza amaitzean (DBH-ko 4.maila amaitzean, hain zuzen) B2 maila lortu beharko luketela euskara eta gaztelanian. Datu hauek erakusten dute elebitasuna ez dela lortzen ez DBH-ko 2.mailan ezta Lehen Hezkuntzako 4. mailan ere, nahiz eta Lehen Hezkuntzako emaitzak pixka bat hobeak izan. Jarraian datorren grafikoan, ISEI-IVEI-k argitaratutako DBHko datuak agertzen dira laburtuta, eredu bakoitzean elebitasuna lortzen duten ikasleen portzentaia erakusten du.

4.4 Irudia. DBH-n elebitasuna lortzen duten ikasleen portzentaia (%)
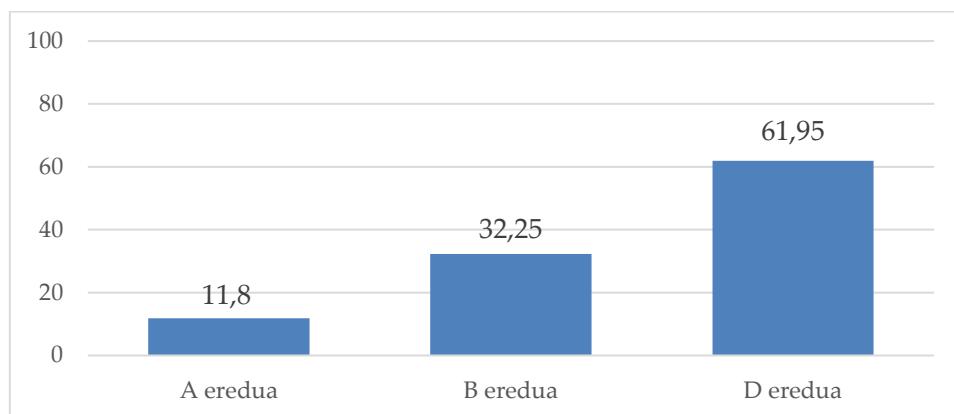
Iturria: Ebaluazio Diagnostikoa 2017 Txosten exekutiboa oinarrizko hezkuntzaren egoerari buruz (ISEI-IVEI, 2018). Egokituta.

Izan ere, DBHko datuei erreparatuz gero, honako hau ikus daiteke: A ereduko ikasleen %11,8ak soilik du lortzen elebitasun maila hori; B ereduan, pixka bat igotzen da portzentaila %32,25-ra; eta azkenik, D ereduko ikasleen artean % 61,95ak lortzen du elebitasuna bi hizkuntza ofizialetan.

Lan hau DBH eta Batxilergoko ikasgelatan zentratzen denez, komenigarria zaigu begirada bat botatzea ereduen egoerari maila konkretu hauetan. Portzentai horiek gora egiten dute DBHn eta Batxilergoan. Izan ere, 2019/2020 ikasturte honetan, DBHn matrikulatutako ikasleen ia %70ak ikasten du euskaraz (ikus 4.4 irudia).

4.5 irudia. DBHko eta Batxilergoko matrikulazioak ereduaren arabera, 2019-2020 ikasturtean
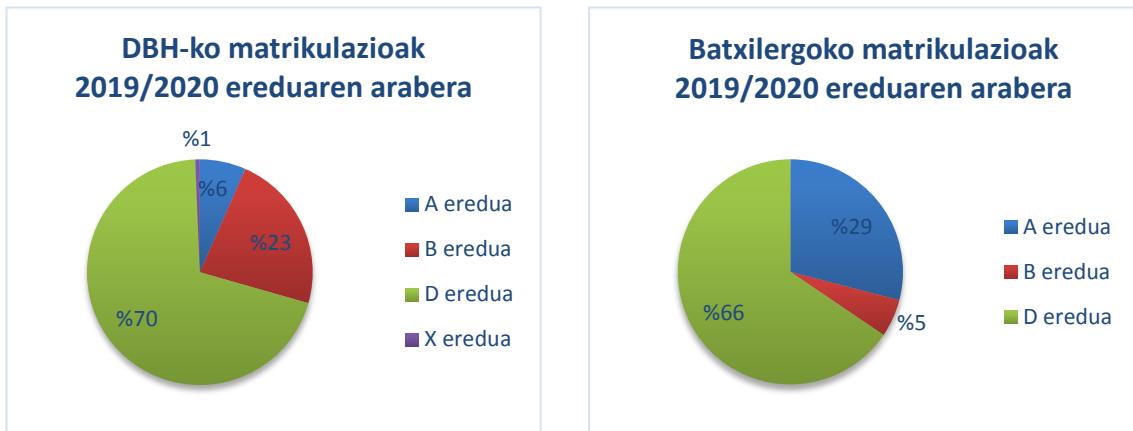
Iturria: Eustat. 2019-2020 ikasturteko matrikulazioak: datuen aurrerapena.
http://www.euskadi.eus/web01-

Batxilergoko bi mailei dagokienez, antzeko datuak ikusten dira D ereduaren nagusitasunari buruz. Kasu honetan, ikasleen %66ak egiten du Batxilergoa euskaraz.

Cenozek (2009) eta Zalbidek (2007) azaltzen duten moduan, eredu hauek helburu linguistiko ezberdinak ez ezik, ikasle populazio talde oso ezberdinei bideratuta sortu ziren. A eredua gaztelera ama-hizkuntza zuten eta giro ez-euskaldunean bizi ziren ikasleentzat sortu zen; B eredua, berriz, etxean euskara ama-hizkuntza izan ez arren euskara-gaztelera elebidun izan nahi zutenentzat; eta D eredua, azkenik, ama-hizkuntza euskara zuten eta giro euskaldunean bizi ziren ikasleentzako sortu zen. Gauzak, ordea, asko aldatu dira geroztik eta gaur egun, D ereduak ama-hizkuntza euskara duten eta gaztelera (edo beste hizkuntza batzuk) ikasleak biltzen ditu. Inguru erdalduna duten ikasleak D ereduan gero eta gehiago dira, guraso erdaldun askok beren seme-alabak euskaraz ikastearen alde egin dute-eta (Cenoz, 2009). Horrek esan nahi du, H1 euskara duten ikasleentzat mantentze programa gisa jokatzen duela D ereduak (duela 40 urte bezala) eta aldi berean, ama-hizkuntza euskara ez duten ikasleentzat murgiltze modukoa dela.

4.2.2. Hezkuntza-helburuak eta erronkak: Heziberri 2020

Hezkuntza-sistemaren egitura eta hizkuntza-ereduak ikusi ondoren, hezkuntza planteamendua aztertzea du helburu atal honek, EAEk martxan duen plan pedagogikoari begirada bat emanez.

Heziberri 2020 planaren barruan argitaratutako *Hezkuntza eredu pedagogikoaren markoak* (Eusko Jaurlaritza, 2014a) EAEko hezkuntza-sistemak jarraitu beharreko ildo nagusiak aurkezten ditu. Atal honetan, ildo hauek aztertuko ditugu: konpetentzien araberako hezkuntzaren ikuspuntua; adierazpenezko, prozedurazko eta jarrerazko edukiak irakatsi eta ikastea; eleaniztasuna garatzea, euskara ardatz hartuta; eta irakatsi eta ikasteko prozesuetan IKTak txertatzea.

Konpetentzien araberako hezkuntzaren ikuspuntuak oinarri hartzen du hezkuntzak bizitzarako prestatu eta edukien transmisio hutsetik haratago joan behar duela. Hezkuntzaren ikuspuntu berri honek diziplina anitzetako ekarpenak hartzen ditu bere baitan, hala nola, hizkuntzalaritza, psikologia naturala, psikologia kognitiboa eta abar. Konpetentziek honako Oinarrizko Hezkuntzaren xedeak betetzen lagundu behar dute (Eusko Jaurlaritza, 2014a, 8.orr):

- Kulturaren oinarrizko elementuak eskuratzeko prozeduretan alfabetatzea – dimentsio guztiak modu orekatuan integratuz, euskaldunetik unibertsalera–, eta jakintza horiek modu kontziente eta integratuan erabiltzea, bizitzaren maila guztietako egoerak eta problemak konpontzeko, eta hobekuntzak egiteko aukera berriak emateko.

- Pertsonaren garapen integrala, maila guztietan: garapen fisikoa, kognitiboa, komunikatiboa, soziala, kulturala, morala, afektiboa nahiz emozionala, estetikoa eta espirituala.

- Ikaslea helduarorako prestatzea, bizikidetza harmonikoago bat lortzeko eta gizarte justuago eta ekitatiboago bat eraikitzeko konpromisoa duen gizabanako gisa bete-betean bizitzeko gai izan dadin, gizarte anitz eta global bateko kide aktibo gisa, eta naturaren kontserbazioarekin eta garapen jasangarriarekin konprometitutako pertsona gisa.

- Ondoren ikasten jarraitzeko eta/edo lanean hasteko prestatzea, behar bezain ongi.

- Motibatzea eta prestatzea, bizi osoan zehar ikasten eta prestatzen jarraitu ahal izan dezan.

4.6 irudia. Oinarrizko konpetentziak Heziberri 2020an zehaztuak
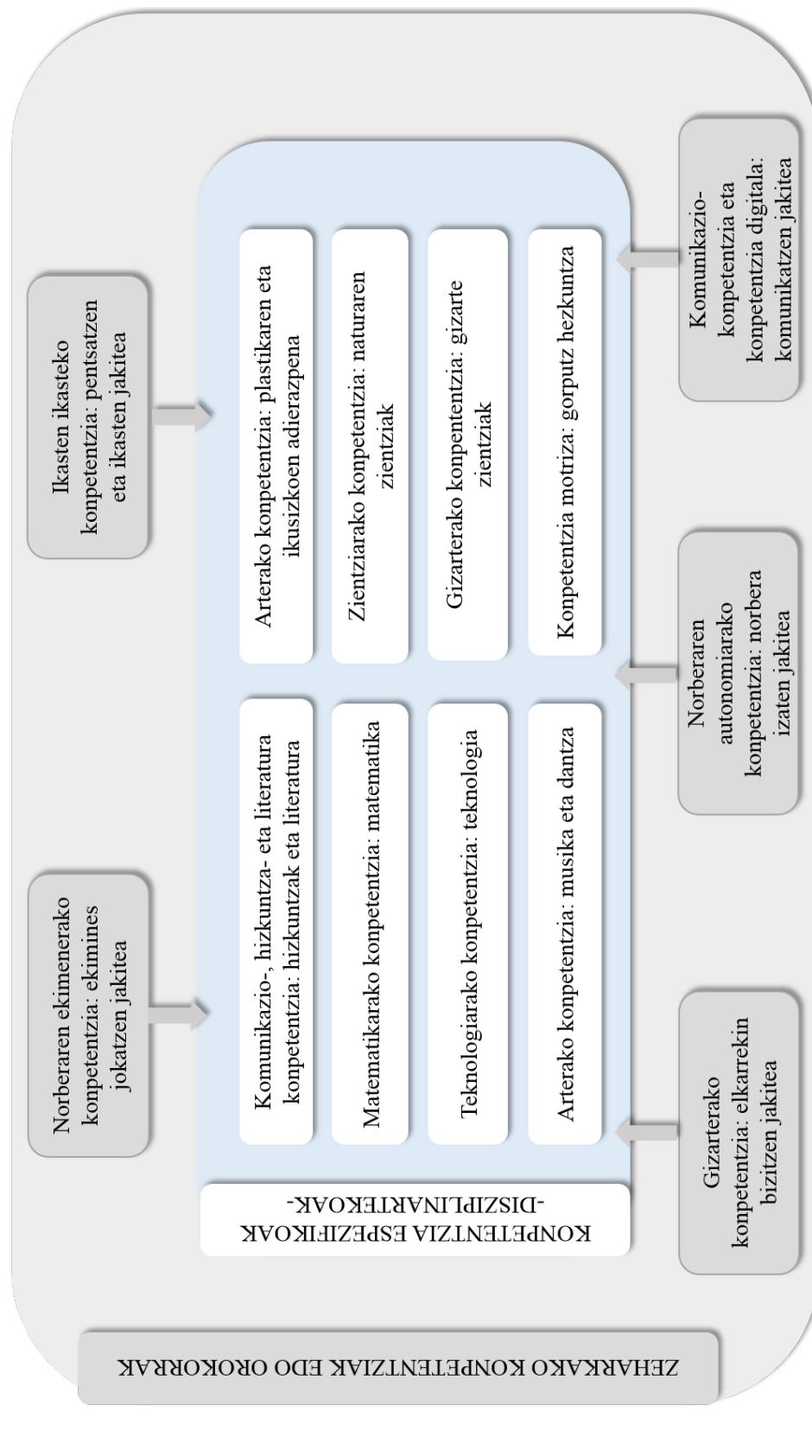
Iturria: *Hezkuntza eredu pedagogikoaren markoa*, Eusko Jaurlaritza (2014a). Egokituta.

Irudian ikus daitekeen moduan, EAEko hezkuntza-sistemak, Europako herrialde gehienak bezala, bi oinarrizko konpetentzia mota bereizten ditu, bizitzeko beharrezkoak direnak: orokorrak edo zeharkakoak eta espezifikoak edo diziplinartekoak. Orokorrak dira 1) ikasten ikasteko konpetentzia; 2) Hizkuntza-komunikaziorako konpetentzia, eta teknologia digital eta mediatikoa erabiltzeko konpetentzia; 3) Gizarterako eta herritartasunerako konpetentzia; 4) Norberaren autonomiarako konpetentzia; 5) Norberaren autonomiarako eta ekimenerako konpetentzia. Diziplinarteakoak, berriz, 1) Hizkuntza-komunikaziorako konpetentzia; 2) Matematikarako konpetentzia; 3) Zientziarako konpetentzia; 4) Teknologiarako konpetentzia; 5) Arterako konpetentzia; 6) Motrizitaterako konpetentzia; 7) Gizarterako eta herritartasunerako konpetentzia. Markoan azaltzen den moduan, biak erlazionatzea komeni da, "oinarrizko zehar-konpetentzien bitartekaritza beharrezkoa baita diziplina baitako oinarrizko konpetentziak eskuratzeko" (Eusko Jaurlaritza, 2014a, 10.orr).

Konpetentzietan oinarritutako ikuspuntu hau klasetara eramateak metodologia aldaketak ekarri behar ditu derrigorrez. Gainera, honako hau dio Markoak (Eusko Jaurlaritza, 2014a):

> Konpetentzien araberako ikuspuntuak, gainera, irakasleen rol eta zereginak aldatzera ere behartzen gaitu, eta alde horretatik, ikasleak askoz aktiboago bihurtzen ditu. Horrek irakasleen lana bera ere aberastu egiten du, konpetentziak garatzea hartu behar izaten baitute oinarri, eta ez ezaguerak transmititzea eta buruz ikasaraztea (28.orr).

Hortaz, badirudi EAEko hezkuntza-sistemak planteatzen duen konpetentzietan oinarritutako ikuspuntu honetan irakasleak ikasleen ikaste prozesuan bideratzaile edo bitartekari bilakatzen direla.

Adierazpenezko, prozedurazko eta jarrerazko edukiak irakatsi eta ikastea da proposatzen den beste ildoetako bat. Adierazpeneko edukiak ikasgaitan antolatzen diren jakintza teorikoak dira. Jarrerazko edukiak, berriz, ikasten diren ohitura eta jarrerak dira, jakintzak eta sinesmenak beren barne hartzen dituztenak, esaterako. Azkenik, prozedurazko edukiak aurreko biak (adierazpenezko eta jarrerazko edukiak) eskuratzeko estrategiak dira (15.orr). Eduki mota hauek, banandu ezinak dira ikaste prozesuan, eta horrela, konpetentzien ikuspuntuan oinarrituta, ikasgaietatik abiatu beharrean, konpetentziak lortzeko behar diren edukiak aukeratu behar dira orain. Izan ere, hezkuntzaren funtzioak konplexuagoak dira gaur egun, eta ikasleak alfabetatu

eta edukiak transmititzeaz aparte, eskolak pertsona osoki garatzen laguntzeko eta herritar arduratsuak izateko tresna izan behar du.

Irakatsi eta ikasteko prozesuetan IKTak txertatzea ere azpimarratu beharreko ildoa da. Horrela, konpetentzia digitalaren beharrezko lekua onartzen du curriculumean. Konpetentzia hau jakintza-arlo gisa landuko da (IKTez ikastea), baina multimedia edukiekin lanean aritzeko (IKTetatik ikastea) eta ikaste prozesuan erabiltzeko tresna bezala ere izango du papera (IKTekin ikastea) (34.orr).

Azkenik, EAEko testuingurua kontutan hartuz, marko honek eleaniztasuna garatzea, euskara ardatz hartuta du azken puntua. Gure garaiari zuzen lotuta dagoenez, atal berri batean azalduko dugu.

4.2.3. Eleaniztasuna garatzea, euskara ardatz

EAEko hezkuntza-sistemak argi dauka eskolak herritar eleaniztunak sortu behar dituela, eta hizkuntza ofizialez gain, atzerriko hizkuntza bat edo gehiago jakin behar direla. Hortaz, euskara eta gaztelaniaz elebitasuna bermatuko da, betiere bi hizkuntza hauen arteko desoreka soziala kontutan hartuz (gaztelera da hizkuntza nagusia kalean), eta euskararen erabilera bultzatuz (Eusko Jaurlaritza, 2014a, 31.orr).

Egun gai garrantzitsua eta erronka handietako bat da eleaniztasuna lortzearena. EAEko hezkuntza-sistema hobetzeko Planean, 2016-2018, jasotzen den ildo estrategietako bat da "elebitasuna hezkuntza eleaniztun baten barruan" garatzea (Eusko Jaurlaritza, 2016a). Horretarako, hobetzeko arloak azpimarratzen ditu dokumentu honek (41-42.orr):

1. Ikasleen hizkuntza-konpetentzia hobetzea euskaran eta ingelesean
2. B ereduaren eskaintza Batxilergoko etapara hedatzea eta bertan D ereduaren eskaintza sustatzea.
3. A ereduan euskararen irakaskuntza areagotzea.
4. Ingelesezko irakaskuntza areagotzea eta zabaltzea.
5. Atzerriko bigarren hizkuntzaren ikaskuntza areagotzea Derrigorrezko Bigarren Hezkuntzan.
6. Euskararen erabilera handiagoa ahalbidetu eta erraztea, barruko nahiz kanpo jardueretan eta eskolako jardunetan oro har.
7. Ingelesa eta ingelesez irakasteko konpetentzia duten irakasleen kopurua handitzea, eta euskara eta euskaraz irakasten duten irakasleen hizkuntza-eguneratzea bultzatzea.

8. Irakasleek hizkuntzen didaktikan duten konpetentzia hobetzea, eta hizkuntzak irakasten dituzten irakasleek koordinatuta lan egiteko antolaketa-bideak ezartzea, hizkuntzen tratamendu integratuaren ikuspegia aplikatuz.

9. Hizkuntzakoak ez diren arlo eta ikasgaietako irakasleek arlo eta gai horren erabilera espezifikoei dagokien hizkuntza-komunikaziorako konpetentzia modu integral eta sistematizatuan lantzeko beharrezko prestakuntza eskaintzea.

10. Euskal hizkuntza eta literaturako irakasleek, baita hizkuntzakoak ez diren arlo eta gaietako irakasleek ere, euskal kultura espezifikoari lotutako edukiak barnean hartzeko beharrezko prestakuntza eskaintzea.

11. Ikastetxe guztiek Hizkuntza Proiektua landu eta dinamizatuko dutela ziurtatzea.

Bestalde, interesgarria da EAEko hezkuntza-sistemak eleaniztasuna ulertzen duen moduari erreparatzea. Metodologiari dagokionez, *Hezkuntza eredu pedagogikoaren markoak* (Eusko Jaurlaritza, 2014a) erreferentzia egiten dio 'ikuspuntu eleaniztuna' deitzen dionari, eleaniztasuna ulertzeko modu holistiko bati hain zuzen. Honela dio:

> Ikuspuntu eleaniztunean, pertsona baten esperientzia hedatu ahala hizkuntza baten kultur inguruneetara –familiaren hizkuntza, gizarte osoarena, beste herri batzuetako hizkuntzak...–, pertsonak ez ditu hizkuntza eta kultura horiek gordetzen buruko konpartimentu bereizitan; aldiz, bere komunikaziorako konpetentzia osatzen dute hizkuntza-jakintza eta -esperientzia guztiek, eta hizkuntzak elkarrekin harremanetan daude. Ikuspuntu horrek erabat aldatzen du hizkuntza baten irakaskuntza. Kontua ez da bi edo hiru hizkuntza eskuratzea, zein bere aldetik. Aldiz, hizkuntza-gaitasun guztiak biltzen dituen hizkuntza-bilduma bat garatu nahi da (Eusko Jaurlaritza, 2014a, 31.orr).

Ikuspuntu eleaniztun honetan oinarrituz hezkuntza markoak hizkuntzen trataera integratua eta integrala defendatzen du.

Agerikoa da hizkuntzen irakaskuntza integratuaren premia. Izan ere, bi hizkuntza edo gehiago dakizkiten ikasleen egitura kognitibo eta emozionaleko elementu dira, bai dakizkiten hizkuntzak, bai hizkuntza horien bidez ikasi dituzten ezagutzak. Horrez gainera, hizkuntzak ikasteko prozesuaren elementu ugari komunak dira hizkuntza guztietan, eta hizkuntza batetik bestera erabil ditzakete bi hizkuntza edo gehiago dakizkiten pertsonek. Azkenik, kontuan izan behar da hiztunen jardun-esparru guztietan erabiltzen direla hizkuntzak, eta hiztunek erabaki behar dutela beren hizkuntza-errepertorioko zer hizkuntza erabiliko duten komunikazio-egoera bakoitzean.

Arrazoi horiengatik ezarri behar da hizkuntzen ikuspegi integratua; eta, ildo horri jarraituta, hiz- kuntzen ezaugarri bereizgarriak eta hizkuntza guztien alderdi komunak landu eta partekatu behar dira, hizkuntza guztiak behar bezala erabiltzeko. (Eusko Jaurlaritza, 2015, 97.orr)

Argi uzten da, errespontsabilitatea ez dela hizkuntza-irakaslearena bakarrik, baizik eta edukiak ematen dituzten irakasleena ere bai. Izan ere, "eskolan, curriculum-arloak irakatsi eta ikasteko prozesuak dira hizkuntza erabiltzeko eremurik eta egoerarik ohikoenak eta naturalenak; beraz, hizkuntza eta edukia integratzea komeni da" (Eusko Jaurlaritza, 2014a, 32.orr). Horrela, edozein arlotako irakasleei hizkuntza eta edukia integratzeko eskatzen zaie, hizkuntza-konpetentzia garatzearren.

Atal honetan, beraz, ikusi dugu EAEko hezkuntza-sistemak zeren alde egiten duen eta zein diren bere ezaugarri eta ildo nagusiak. Ikusi dugu eleaniztasuna dela horietako bat, eta horregatik, hurrengo atalean atzerriko hizkuntzen irakaskuntzarako egindako esperimentu eta proiektuetan jarriko dugu arreta.

4.3.   Ingelesa EAEko hezkuntza-sisteman

4.3.1. Esperimentu eta esperientzia eleaniztunak EAEko hezkuntza-sisteman

EAEn, munduko herrialde askotan bezala, ingelesa da atzerriko hizkuntza nagusia. Cenozek (2009) aipatzen duen moduan, "English is becoming increasingly important for Basque citizens as a medium of intra-European and international communication" (19.orr). Gizartean presentzia gutxi duen arren, biztanleria kontziente da atzerriko hizkuntza bat maneiatzeak dakartzan onuretaz. Gainera, hezkuntza-sistemaren helburua da "ikasleek bi hizkuntza ofizialak era egokian eta eraginkorrean eta atzerriko hizkuntza nahikotasunez erabiltzeko gaitasuna lortzeko helburua duen hezkuntza-sistema eleaniztuna" lortzea (Eusko Jaurlaritza, 2019a, 32.orr).

Esan bezala, ingelesa da euskal ikasleen atzerriko hizkuntza nagusia, hau da, kasu gehienetan, horien H3a da. Ikastetxe askok bigarren atzerriko hizkuntza ikasgaia ere eskaintzen dute.

EAEko hezkuntza-sistemako curriculumean derrigorrezkoa da atzerriko hizkuntza, eta ikasle hauen kasuan gehiengoak du ingelesa. EAEko ikasleak 4 urterekin hasten dira ingelesa ematen eta oinarrizko hezkuntzako mailaren arabera atzerriko hizkuntzan eman beharreko orduak aldatu egiten dira. Esaterako, Lehen Hezkuntzako lehen bi urteetan astean atzerriko hizkuntza ikasgaia astean bitan ematen da; 3., 4., 5. eta 6. mailan, astean 3 ordutara luzatzen da. DBHko ordutegiari dagokionez, 3-4 ordu izaten dituzte astean, eta Batxilergoan, gutxienez 3 ordu.

Horrela, azken urteetan hezkuntza-sistemak ahaleginak egin ditu elebitasunetik eleaniztasunerantz mugitzeko. Jada 1996an, Hezkuntza Sailak **Ingeles hizkuntzaren sarrera goiztiarra** jarri zuen martxan, 4 urtetik aurrera, 13 eskoletan. Gainera, esperientzia honen barruan beste bi modalitate ere bazeuden: alde batetik, **INEBI** deitu zena, Lehen Hezkuntzako ingeles ikasgaiaren ordutegia handitzea (2 ordu izatetik 5 ordura) edukiak ingelesez emateko eta bestetik, **BHINEBI**, Derrigorrezko Bigarren Hezkuntzan, ingeles hizkuntza bakarrik ez baizik eta arloetako edukiak ere ingelesez emateko.

2003an **Esperientzia Eleaniztuna** 18 eskoletan jarri zen martxan, Batxilergoan curriculumaren arloak atzerriko hizkuntzan emateko. Antzeko ildoa jarraituz,

2010-2014 kurtsoetan zehar **Hezkuntza Marko Hirueleduna** deiturikoak Lehen hezkuntzako 4.mailan eta DBHko 1.mailan edukiak ingelesez emateak zuen eragina ikusi nahi izan zuen, emaitza positiboak lortuz (Eusko Jaurlaritza, 2016a, 38.orr).

2014tik martxan dago **Eleaniztasunerantz** deialdia, zeinak hizkuntza proiektu eleaniztunak bultzatzen dituen, eskola bakoitzaren egoera soziolinguistikoa kontutan harturik eta euskara ardatz izanik. Gure ikerketan parte hartzen duten ikastetxeak Eleaniztasunerantz deialdian parte hartzen dutenez, honen nondik norakoak azaltzea komeni da hurrengo atal batean.

Laburtuz, EAEko hezkuntza-sisteman abiapuntutzat euskara hartuta, ikasle elebidunak lortu behar dira, egoera komunikatibo eta akademikoetan bi hizkuntza ofizialak erabiltzeko gai izan behar dutenak. Honi, gainera, lehen atzerriko hizkuntzan (ingelesa) komunikatzeko gaitasuna lantzeko dute EAEko ikasleek ingeleseko ikasgaia. Azken urteotako egitasmoen ondorioz, eta ikusita ingelesa edukien bitartez ikastean ikasleen maila handitzen duela, CLIL proiektuak (beste izen batzuekin) bultzatzen ari direla ikusi dugu. Honek esan nahi du, gure ikasleak, orain arte ikasi duten atzerriko hizkuntza beste modu batean landu behar dutela, hau da, edukiak edo arloak ikasteko erabili behar dutela eta hortaz, hizkuntzaren erabilera akademikoa landu. Zirkunstantzia honetan, laburtu dezakegu, Cumminsek (2008) proposaturiko BICS eta CALP hartuta, EAEko ikasleei euskara, gaztelania eta ingelesezko erabilera komunikatiboak (BICS) lantzeko eskatzen zaiela, eta aldi berean, euskara, gaztelera eta ingelesaren erabilera akademikoa (CALP) ere lantzera bultzatzen zaiela. Gauzak horrela, ondorioztza dezakegu EAEko hezkuntza-sistema nahiko zorrotza dela hizkuntzen ikaste prozesuari dagokionez.

4.3.2. Eleaniztasunerantz eta hizkuntza proiektua

Esan bezala, Eusko Jaurlaritzak 2014-2015 urtean atera zuen **Eleaniztasunerantz** egitasmoa, baliabideak eskainiz parte hartu nahi zuten ikastetxeei. Honen helburu nagusia ikastetxe bakoitzak Hizkuntza Proiektu propioa garatzea da, euskara ardatz hartuz eta eleaniztasunerantz pausoak emanez. Bi modalitate ezberdintzen dira urtero deialdietan: alde batetik, atzerriko hizkuntza irakasgaiaz gain beste irakasgai bat ingelesez emateko laguntzak; eta bestetik, irakasleek atzerriko hizkuntza-maila hobetzeko laguntzak.

Egitasmo honen bitartez, curriculumean ingelesez emandako orduen kopurua handitu nahi da, Eleaniztasunerantz-en azaltzen den bezala, lotura estua dagoelako ingelesez emandako ordu kopurua eta lortzen den ingeles mailaren artean (Eusko Jaurlaritza, 2017, 2.orr). Ikerketa egin zen urtean, 2017-2018 ikasturtean, 117 ikastetxe publikok hartu zuten parte deialdian, horietatik 51 DBHko ikastetxeak izanik.

Horrela, ikastetxe bakoitzaren erabakia izango da ikasgai bat edo gehiago ingelesez ematearen aukera ematea. Ikasleei dagokienez, aukeratu ahal izango dute eta ez dute hizkuntza-eskakizunik bete beharko ingelesaren bidez emango den ikasgai horretan matrikulatzeko (Eusko Jaurlaritza, 2015, 23.orr).

Kontua da helburu hau bete eta ingelesez klaseak eman ahal izateko, prestatutako irakasleak behar direla. Horregatik, Eleaniztasunerantz deialdiak irakasleentzako formakuntza eskaintzen du ingeles maila hobetu dezaten. 2019an publikaturiko datuen arabera (Eusko Jaurlaritza, 2019a), 2018an EAEko eskola publikoko irakasle guztien %13,3ak soilik daukate ingelesez klaseak emateko behar den maila, B2a, eta %8ak soilik C1 edo C2a.

Hizkuntza proiektuan hizkuntzen lotutako erabaki guztiak jaso behar dira, hizkuntzak erabili eta irakastearekin lotutako guztia, hain zuzen. Eusko Jaurlaritzako Hezkuntza Sailak *Hizkuntza Proiektua egiteko Gida* argitaratu zuen 2014an, dokumentu honen nondik-norakoak azaltzeko. Helburu orokor bat planteatzen da: "Hizkuntza Proiektuak balio behar du, beraz, ikasleek hizkuntzak hobeto ikasi eta erabiltzeko, euskararen erabilera sustatzeko eta hizkuntzen arteko bizikidetza-jarreretan aurrera egiteko" (Eusko Jaurlaritza, 2014b, 8.orr).

Hizkuntza proiektu eleaniztun hauek garatzeko, ikastetxe bakoitzak bere egoera soziolinguistikoa aztertu behar du, "metodologia-, prestakuntza- eta antolaketa-alderdiak hizkuntzen tratamendu integratu eta integralaren inguruan zehatz ditzan eta hizkuntzen irakaskuntzari eta erabilerari dagozkien neurri guztiak planifikatu ditzan" (Eusko Jaurlaritza, 2017, 2.orr). Gainera, dokumentu honetan hizkuntzen erabilera eta irakastearekin lotutako erabaki guztiak egon behar dira, bai eta ikastetxearen egoera soziolinguistikoaren azterketa sakona, irakasle eta ikasleen beharrak eta ikastetxe bezala dituen hizkuntza-helburuak eta planteamenduak (Eusko Jaurlaritza, 2014b).

4.4.   Kapituluaren laburpena

Kapitulu honek ikerketa hau testuinguruan kokatzea izan du helburu. EAEko hizkuntza egoerara hurbildu gara, eta ikusi dugu, gaztelera hizkuntza nagusi den arren, euskara hiztunak irabazten ari dela eta hiztun horietako askok euskara ez dutela etxean ikasten, eskolan baizik. Izan ere, D eredua, euskarazko irakaskuntza, nagusi da EAEko hezkuntza-sisteman, eta hortaz, D ereduko eskoletan ama-hizkuntza euskara duten ikasleak eta erdara duten ikasleak biltzen direla egun.

Euskara ardatz duen eta konpetentzietan oinarritzen den hezkuntza-sistema dugu gurea. hezkuntza-sistemaren helburu nagusietako bat da ikasle elebidunak lortzea, bi hizkuntza ofizialak egoera komunikatibo eta akademiko ezberdinetan erabiltzeko ahalmena izan dezaten. Gaur egun, atzerriko hizkuntzak jakitea beharrezkoa da, eta EAEko hezkuntza-sistemak elebitasun horretatik hezkuntza eleaniztunera aldatzen ari da. EAEko curriculumean derrigorrezkoa dute ikasleek atzerriko hizkuntza bat jakitea (gutxienez), eta hori gehienetan ingelesa da. Atzerriko hizkuntzako klaseetaz aparte, EAEko hezkuntza ahaleginak egiten ari da pixkanaka CLIL programak bultzatzeko, hau da, edukiak eta arloak ingelesez emateko. Ekimen horietako bat Eleaniztasunerantz da, ikastetxeei baliabideak eskaintzen dizkiena ikasgai bat edo gehiago ingelesez emateko eta irakasleen ingeles maila hobetzeko. Izan ere, egoera berri honen aurrean, arloetan espezialistak diren eta ingeles maila dezente bat duten irakasleen beharra dago.

Eleaniztasuna du helburu beraz, EAEko hizkuntza sistemak, eta ikusi dugu eleaniztasuna ulertzeko modu holistiko bat deskribatzen dela ofizialki, non onartzen den hizkuntzak ez direla konpartimentu itxiak eta elkar elikatzen direla. Era berean, hizkuntzen irakaskuntza integratu eta integral bat defendatzen da EAEko hezkuntza-sistematik, hizkuntza batean ikasitakoa beste hizkuntzak ikasteko erabil dezaketela azalduz.

RATIONALE AND METHODOLOGY

5.1. Rationale, research questions and brief context of the study

5.1.1. Rationale for the present work

As explained in the introduction of this thesis, this study looks at the way Content and Language Integrated Learning (CLIL) programs are being implemented in secondary schools in the Basque Autonomous Community (BAC). The education system in the BAC has made efforts to implement programs to foster multilingualism and improve students' foreign language skills, but research has mainly focused on language and content outcomes (Gallardo del Puerto eta Gómez Lacabex, 2013; Lasagabaster, 2008; Ruiz de Zarobe, 2010). In contrast, there is much less information about the process itself, that is, about the way English-medium classes are taught in Basque schools. This study aims at shedding some light on the way content and language are integrated and input is provided in the FL as well as on translanguaging in CLIL. In addition, it looks at the differences between teachers with a content-teaching background and those with a language-teacher background when teaching CLIL, an aspect that has received scant attention in the research literature.

Through a qualitative perspective, we aim at looking at aspects that have been recurrent in the literature on CLIL or on programs where a foreign language is used as the medium of instruction to teach content.

One of these aspects is related to the way teachers understand their role and integrate content and language in their teaching practices. Research in other contexts have shown how teachers find it difficult to understand their role as content and language facilitators, and therefore, their pedagogies do not reflect the double aim in CLIL. We are interested in analyzing the voices and practices of Basque teachers using English as the medium of content transmission in their classes.

Another aspect that has been a topic of debate in CLIL is how to give students the input for learning if using a foreign language. Teachers need to be aware of their students' English proficiency and skills and adapt their teaching to their

class. For that reason, we feel the need to explore how the four teachers in this study transmit content to their students and the strategies they use to make content comprehensible.

Finally, recent research has been exploring the presence of the mother tongue in CLIL settings. Our setting is great to analyze this phenomenon: secondary schools in the Basque Country where students have at least three languages in the curriculum and multilingual practices are common outside the classroom. This way, the presence of languages other than the target language in CLIL (English) will be interesting to look at so the way they are used in our schools will be explored.

5.1.2. Research questions

As it has already been said in the introduction, the aim of this thesis is to provide insights on CLIL classroom practices in secondary education in the BAC, especially focusing on the attempts to integrate language and content, teachers' strategies to make content comprehensible, and the role of the other languages of the classroom in the subject taught through English.

This study will analyze data from four secondary school classrooms and teachers, with which we will answer the following research questions:

RQ1. How do teachers shape their classrooms when it comes to integrating language and content?

- How do teachers understand their role as language and content facilitators?
- How do CLIL teachers shape their classrooms when it comes to methodologies chosen and output opportunities?
- Is there an explicit focus on language in these classes?

This question lies on the idea that integration of language and content is the main feature of the CLIL approach, and teachers may show different attempts to integrate these two elements. Within this research question, we will analyze how teachers see their roles as CLIL teachers and how they plan their CLIL subjects, looking if there are language objectives presented in the CLIL subject or specific activities with language aims. In addition, we will see if classroom dynamics offer students opportunities to use the foreign language. We will also take into consideration focus on form instances (if any) where teachers draw attention to

language forms and corrective feedback episodes in both classroom interaction and students' written production. All those will be described for each case and analyzed taking into account the variables that may change the way teachers integrate language and content, such as the subject itself, the teacher's profile (language teacher or content teacher) or the conceptualization and understanding of CLIL for schools and teachers themselves. In essence, this question will describe the way language and content is fused when English is the language of instruction and the role language plays in these CLIL settings taking into account factors such as the teacher's profile and understanding of CLIL or the subject itself.

The data used to answer the first research question were obtained through classroom observations, document analysis (syllabi of the courses and other classroom materials) and the semi-instructed interviews to the teachers at the end of the observation period.

RQ2. How do teachers provide input in a comprehensible way in CLIL?

- What kind of input do teachers give in their CLIL lessons?
- What strategies do teachers use to make input comprehensible?

This second research question deals with the main input provided by teachers in the CLIL classroom (teachers' explanations or talk and materials used) and the way this input is given. This RQ aims at exploring how this input looks like and the challenges that teachers may encounter in giving that input using the foreign language. It is also related to the idea that teachers need to make input comprehensible and at the same time give students opportunities to use academic language for students to acquire knowledge and fulfill language and content objectives. We will describe the strategies used by the different teachers when explaining concepts, giving instructions or reacting to understanding difficulties in the class. We will also check whether the input other than the teachers' speech (classroom materials such as texts or videos) is adapted to the students' level as a strategy for comprehensible input. Once again, the field notes from the observation, the interviews with the teachers and the classroom documents will provide data to answer this question.

RQ3. How do teachers and students make use of their multilingual repertoire in CLIL?

- How do teachers use English, Basque and Spanish in their discourse?
- How is classroom interaction and students' language use in CLIL?
- Do teachers use students' multilingual repertoire for pedagogical purposes?

This study takes place in a multilingual context where students master at least two languages (Basque and Spanish) and have been learning the third one (English) for several years. Obviously, all the teachers participating in this study are multilingual speakers as well, and are accredited to teach content through English. The first subquestion aims at exploring how teachers' use the language of instruction and the official languages of the community (if they do), while looking at how they feel with that language use. We also seek to understand interactions in the classroom especially those of teacher-student, in relation to how teachers understand CLIL and their perceptions of language use in the CLIL classroom. The third part of this question will try to see if there are instances of pedagogical translanguaging, i.e., if languages other than English are used in the CLIL classroom with pedagogical functions.

Three collection instruments (recordings and field notes from observations, interviews and analysis of classroom documents) were used to collect the data for this research question.

5.1.3. Context of the study

The schools from which the data were taken from this study are entirely state-funded D model schools. As explained in the previous chapter, D model schools are schools in which the language of instruction is Basque. The two schools, named from now on School A and School B, offer Secondary Education (compulsory grades 1-4) and Upper Secondary Education/Baccalaureate (grades 1-2). The schools are similar in terms of size and organization, with around 600-700 students and 80-100 teachers in total distributed in more than one building. They are also both located in similar socioeconomic settings with a very high percentage of Basque speakers in the area.

School A and School B are involved in a multilingual project from the Basque Government called *Eleaniztasunerantz* ('towards multilingualism'). As we have already seen in Chapter 4, this 4 year project provides financial aid, training

programs and extra hours for teachers to create their own 'language project' and establish lines to promote multilingualism in their school having their context in mind. This gives the school freedom to choose the distribution of English-instructed hours, for example. In fact, one of the requirements to get into this project is to increase the number of hours for foreign language immersion as optional subjects. Both schools have been offering subjects taught through English for three years. School A, from which Classrooms 1, 3 and 4 are, offers one optional subject through the medium of English in Grade 2, one in Grade 3, another one in Grade 4 and another one in Grade 1 in Upper Secondary Education. In School B, there are two subjects taught through English in Baccalaureate, and they are also optional.

The two schools make special emphasis on the idea that their aim is to promote multilingualism while having in mind that Basque is the language of the school and has to be supported and used. It is noteworthy that Basque is the main language of these two schools, not only because it is the language of instruction and because they both have a commitment to promote the use of this minority language, but also because it is the language used for communication among peers and teachers most of the times.

5.2.   Methodology

This study provides an insight into the implementation of English-medium of instruction programs in Basque secondary level schools from a qualitative perspective. This chapter describes the study's overall methodological approach, research design, participants, methods of data collection and data collection and analysis procedures.

5.2.1. Research method and design

Qualitative studies

Due to the purpose of this study, that was exploring CLIL classroom realities in our context, a qualitative research design was selected. This allowed the researcher to describe everyday classroom practices, have in-depth information on how some CLIL classrooms work, and better understand participants' behavior. In this thesis, the overall aim was to describe and explain how teachers implement an approach that uses the foreign language as the language of instruction.

As described by Merriam (2009), the main characteristics of qualitative research are the following four: 1) the focus is on the process, understanding and meaning; 2) the researcher is the primary instrument of data collection and analysis; 3) the process is inductive, and 4) the final product is richly descriptive (14.orr). According to this author, qualitative research aims at understanding "how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning - making, and describe how people interpret what they experience" (14.orr). With this aim in mind, then the researcher becomes the most appropriate instrument in data collection analysis, as it has the ability to process information immediately, interpret verbal and non-verbal information, and to be extremely adaptive. The researcher, therefore, has a crucial role in qualitative research. On the other hand, a very common characteristic of qualitative studies according to Merriam is that the process is inductive, that is, that researchers work from the data obtained into theories or hypothesis instead of doing it the other way around, as in deductive approaches common in quantitative studies. Finally, qualitative studies are usually very descriptive, where quotes and excerpts, descriptions of the context, the participants or the events are included rather than numbers. Although it is not always the case, qualitative study designs tend to be emergent and flexible as it

responds to "changing conditions of the study in progress" (Merriam, 2009, 16.orr). At the same time, the researcher usually spends a substantial amount of time in the setting of the study.

Often used in educational research and other areas of research, qualitative research methods are also becoming quite common in the field of second language acquisition. As Nassaji (2015) explains, this may be due to the idea that the teaching and learning process of L2 is complex, and qualitative research methods can provide an in-depth examination of experiences and analysis of factors to understand this complexity (129.orr). In this work, we aim at addressing our research questions by providing a rich description of the phenomenon of CLIL classroom realities, being aware of the complex process of teaching and learning, and being especially attentive to the context of the study.

Case study design

Among the different approaches of qualitative research methodology, this study adopted a multiple case study approach. A definition of case studies by Creswell (2012) is given in the following excerpt:

> Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a *case description* and *case themes* (97.orr).

The phenomenon under study, that is, practices in the CLIL context, are real-life and contemporary events worth investigating. Considering the aims of the study, four CLIL classrooms with their corresponding teachers were chosen to be our four *bounded systems* under analysis, so the study is a *multiple case study*, also called *collective case study* (Stake, 1988) or *comparative case study*. In this type of case studies, the focus is within each of the cases and across them as well, as common themes tend to be analyzed after patterns within each case have been identified (Yin, 2009). More specifically, this study has the shape of an observational case study, as the main data collection technique is classroom observation, together with interviews and document analysis.

When talking about case studies, Stake (2006) underlines the importance of the particular and the situational, and believes "the power of case study is its

attention to the local situation, not in how it represents other cases in general"
(8.orr). By focusing our attention on four CLIL classrooms to seek answers to our
research questions, we are getting information from a very specific context, in
this case, to partial CLIL classrooms with little exposure to the target language
(English), in a multilingual context where Basque is the main language of the
schools. As seen in the previous chapter, CLIL has been defined as 'a dynamic
process of a contextualized nature' (Ruiz De Zarobe, 2017, 156.orr), and the
nature of these classrooms is worth investigating with case-study research and
qualitative methods.

The four classrooms described in this study will contribute to a greater
understanding of the phenomenon of language and content integration in CLIL
contexts. In order to create a detailed description of the realities of these
classroom practices, a qualitative case study design was chosen to see what
happens at the local level, as it fits with the needs and aims of this thesis.

Participants

As previously stated, this thesis will consider four cases as the units of analysis.
These cases are four CLIL classrooms with its corresponding teachers and
students from two different secondary schools in the Basque Autonomous
Community. Numbers and letters will be used to refer to the participants of the
study, so Classroom 1, 3 and 4 belong to School A while Classroom 2 belongs to
School B (see previous section for more information on context). We will also
refer to teachers as Teacher 1 (economics), Teacher 2 (anatomy), Teacher 3 (digital
communication) and Teacher 4 (world literature). All the names of the
participants were omitted in order to maintain confidentiality. There are a total
of 74 participants (four teachers and 70 students) in this study, although our
primary focus is on the four classrooms and the teachers who are teaching their
subject through English. All of the teachers have accredited the necessary level
to teach through the medium of English, which is a B2 level CEFR, and all of the
students have enrolled in these CLIL classes as optional classes. The context of
the study is Secondary Education and Upper Secondary Education. As we have
seen in chapter 4, Secondary Education is compulsory in the Basque Education
System and has 4 grades: 1st -4th grade. Upper Secondary Education, also called
Baccalaureate, has two grades (1st and 2nd) and are offered in the same schools.
What follows is a brief description of some characteristics of these classrooms
and participants.

Participants from Classroom 1, Economics: There are 13 students enrolled in this subject, 8 girls and 5 boys. It is an optional subject for these students in 4th grade, and take this classes 3 times a week. It is the only subject taught through English for these students this year, apart from the English language arts class (2 hours/week). Students do not need to fulfill any special requirements to get into this subject, and it is their choice to enroll in the *Ekonomia* subject in Basque or in the Economics subject in English. It is these students first (mostly) or second experience in CLIL in secondary education, as some of the students had received instruction in English in the previous year. Like all the participants in this study, the students from Classroom 1 are Basque-Spanish bilingual. The teacher in this classroom (T1) is a young woman who arrived at School A in the middle of the school year, right before Easter break, as a substitute teacher. It was her first time teaching through English, and admitted not having been trained for this approach. However, she kindly accepted to be part of the study. In School A, she is also in charge of subjects related to economics and business management in Basque in 4th grade and 2nd grade of upper grade secondary school.

Participants from Classroom 2: There are 8 students enrolled in the anatomy class, 4 girls and 4 boys, who are in 1st Baccalaureate. It is their first experience learning in CLIL, and it was their choice to enroll this class, but showed no difficulties in following explanations in English. The students in this class have 4 hours/week of the anatomy classes in English in their curriculum. The anatomy teacher (T2) is a biologist with more than 20 years of experience who also teaches other two subjects through the medium of Basque in this school. He has been teaching the anatomy subject in English for 3 years and received some training from the school for teaching through the foreign language. The subject's aim is to deepen students' knowledge about the functions and structures of human bodies.

Participants from Classroom 3: Teacher 3 (T3) teaches in two similar classrooms that we will call 3a and 3b. In general terms, both classrooms have the same shape, as they are focused on digital communication and media with the use of new technologies. The main difference is that classroom 3 students are in 2nd grade of secondary education (15 students) while students in classroom 4 are in 3rd grade (22 students). For most of the students in classroom 3 it is their second experience learning in English, but it is the first time in CLIL for students in grade 2. These students have these CLIL subjects 2 hours/week each. Because our research questions focus on teaching strategies and practices mainly, these two

classrooms will be combined as one to analyze the data. T3 is a language teacher (she also teaches English in School A and is a German philologist) who teaches these subjects related to media through English. She has about 8 years of experience in teaching and 3 of CLIL teaching.

Participants from classroom 4: Participants from classroom 4 are students in 1st of Baccalaureate who have chosen World Literature in English as an optional subject (they also have the option of choosing this subject in Basque with another teacher). This year, there are 12 students enrolled in this class that takes 4 hours/week in their timetable. Teacher 4 (T4) is an English and Spanish philologist who is also in charge of teaching Spanish to these students. T4 has been trained in CLIL and has attended courses on language integration in the curriculum together with T3.

A summary of the participants is shown in Table 5.1.

Table 5.1. Summary of the participants

Classroom	School	Subject	Grade	# students	Teacher	Teacher's background
Classroom 1	School A	Economics	4th CSE	13	T1	Content-teaching
Classroom 2	School B	Anatomy	1st Bacc.	8	T2	Content-teaching
Classroom 3(a)	School A	Digital communication	2nd CSE	15	T3	Language teaching
Classroom 3(b)	School A	Community manager workshop	3rd CSE	22		
Classroom 4	School A	World literature	1st Bacc.	12	T4	Language teaching

5.2.2. Methods of data collection

The data in this study were obtained using the three typical data collection instruments for case-study research: classroom observation, interviews and document analysis. This way, triangulation was allowed. Here is a brief description of each.

Classroom observation

Classroom observation was the main method used to collect data. The researcher would attend the lessons taught by the participants, observe them and take notes on aspects related to the research questions of this study. The observation period took place from December 2017 to June 2018. The aim of these observations was to get firsthand information on classroom practices in CLIL contexts.

All this was recorded into field notes for later transcriptions. A total of 93 hours of CLIL lessons were observed, and later transcribed into digitally written documents. The researcher used a flexible and simple template to write down all the information needed to answer our research questions. The researcher would look at specific moments in the class where the teacher would focus on language forms (data for RQ1), on moments were input (oral or written) was given (data for RQ2) or on moments were languages other than English were heard/used (data for RQ3).

Although the template for observation used was very open, a list of things to look at was developed in advance. These aspects were based on previous literature on effective teaching, such as De Graaf et al.'s (2007) penta-pie, *The Protocol for Language Arts Teaching Observation (PLATO)* (Grossman et al., 2013) or the *Sheltered Instruction Observation Protocol* (Echevarria et al., 2013). In De Graaf et al.'s (2007) penta-pie, five L2 learning categories are presented: exposure to L2 input, focus on meaning, focus on form, student output and use of strategies. PLATO includes 13 elements in a rubric for English language arts classrooms, which included *Strategy use and instruction*, *classroom discourse* or *feedback*. On the other hand, "the SIOP protocol incorporates best practices for teaching academic English and provides teachers with a coherent approach for improving the achievement of their students" (Himmel eta Short, 2009, 1.orr). Both PLATO and SIOP share *comprehensible input* and *content and language objectives* as some of their main features. Although not originally created for CLIL contexts, both have been used for CLIL classroom observation and evaluation (Bárcena Toyos, 2017; Mahan et al., 2016).

This list used by the researcher included: 1) focus on language moment, 2) error correction in interaction, 3) task type, 4) opportunity to use English in the task, 5) materials and resources used, 6) teacher explanations, 7) comprehension checks and problems, 8) use of Basque or Spanish. When one of these situations was observed, the researcher would write down the moment and situation in detail in the empty template. Some of the classes were also audio recorded in order to get some longer extracts from classroom interaction for later analysis.

Apart from that, the researcher used a notebook to write down any aspects that did not match with the points above but helped to understand classroom realities and provide additional information. Conversations with the teachers that took place in the class or outside the classroom and feelings after some of the classes were also recorded in this notebook.

Interviews

Towards the end of the observation period, interviews were conducted with the four teachers who took part in the study. These, which lasted up to one hour each, were audio-recorded. For the purpose of this study, semi-structured interviews were found to represent a good choice for collecting data. This way, interviews are a fundamental part of this study as they represent teachers' voices on CLIL. Teachers' previous experiences and believes were also displayed in the semi-structured interviews. In addition, classroom observations could be contrasted with teachers' self-reported practices.

The semi-structured interviews had 43 questions in total. These questions, although self-created, included some of the issues raised by the previous literature in CLIL and CBI contexts on CLIL practices and teacher experiences (Cammarata eta Tedick, 2012; Papaja, 2013). They were divided in seven different groups of questions with a focus on: teacher's profile, the role of language and content, resources, methodology and teaching strategies, language use in the classroom, CLIL management and personal thoughts on CLIL. The following table summarizes the type of questions included in the interviews with the teachers. An example of one of the interviews is included in Appendix 1.

As mentioned before, the data collected from the interviews provided interesting data of each of the teachers and their understandings of CLIL, among others. Informal conversations with teachers before and after the classes complemented the researcher's view of how CLIL classroom realities were in these settings.

Table 5.2. Questions in the interview

Question types	Number of questions	Topics covered
Background	8	Career, experience, personal experiences on language learning, use of English.
Content and language role	6	Reflections on their role as content/language/CLIL teachers, doble objectives in CLIL, assessment, focus on language, error correction.
Resources	2	Materials and task design
Methodology and teaching strategies	5	Differences with teaching in the L1, comprehension, methodologies used, strategies used to make content comprehensible.
Language use	8	Language policy, self-reported language use in the class, presence of L1 and L2, pedagogical use of languages.
Management	8	Coordination, school planification, students' requirements.
Personal opinions on CLIL	6	Advantages/disadvantages of CLIL, aspects to improve, general opinion on CLIL

Classroom documents

Although the observations and the interviews were the main data sources to answer our research questions, the researcher had access to documents that work as complementary resources in this thesis. Some of the documents were the syllabi of the subjects, evaluation criteria documents or school materials used in some of the lessons. All of them provide insights for a better understanding of CLIL practices in the chosen context.

5.2.3. Data collection procedures

The schools participating in this study were contacted through a course that the DREAM research group organized called 'Focus on Multilingualism: language integration in the curriculum'. This course, in which teacher 1 and teacher 2 participated, aimed at 'developing competencies to implement an integrated curriculum in primary and secondary school', using a multilingual focus and providing some theoretical perspectives together with more practical strategies 'to integrate languages and also language and content in the classroom'. After some meetings, the representatives and teachers of the two secondary schools from where the data were collected agreed to participate in the study and opened the doors of their schools to the researcher.

In April-May 2017, I visited both schools for the first time and conducted some observations with the purpose of getting to know the school and the way CLIL

was being implemented. During this pre-study phase, I also conducted some interviews to two CLIL teachers and several students who had attended English-medium classes in the previous year. These interviews provided me with the necessary information to identify the main features of CLIL in these two schools.

In the beginning of the 2017/2018 academic course, we got permission to observe some classes with the four teachers selected for the study. Teachers were told that the study aimed at investigating different ways of integrating language and content. I was introduced to the students as a researcher who was learning about Content and Language Integrated Learning and would sit in the classroom in the place of a student. Both teachers and students were very helpful at all times, as they would give answers to many of my questions and give me access to the school documents and materials in this period of time.

Both schools offered a similar multilingual program where one optional subject was taught through the medium of English in one grade. The number of classes observed varied from teacher to teacher, and made a total of 93 hours of classroom observation. School B offered another subject in English that was observed for several lessons but not included in the study as most of the classes were taught through the medium of Basque and the use of English was very limited, even though it was considered a 'bilingual subject'.

Interviews were conducted towards the end of the observation period. All of them were carried out in Basque and voice recorded for transcription. The interviews were conducted to 1) school stakeholders who were responsible for the "language project" of the two schools when CLIL was implemented and 2) the four CLIL teachers. The first interviews provided information about the school's view to multilingual education, training offered for CLIL teachers or difficulties when taking part on a CLIL program. This was also helpful to see if the school itself had internal rules for subjects taught through English. However, the interviews with the teachers represent a more important role in the study, as we have already explained in the previous section. All those were conducted in Basque and later transcribed into English.

The following table summarizes the data collected from the participants.

Table 5.3. Summary of the data collected

Participant	School	Subject	Grade	Classes observed	Interview
Teacher 1	School A	Economics	4th Secondary	18	✓
Teacher 2	School B	Anatomy	1st Bacc	12	✓
Teacher 3	School A	Digital communication /workshop	2nd & 3rd Secondary	37	✓
Teacher 4	School A	World literature	1st Bacc	26	✓

5.2.4. Data analysis procedures

After collecting the data from the observations, interviews and documents, it was time for putting it all together for analysis. After transcriptions and field notes classification, data analysis consisted of coding and categorizing all the data using Atlas.ti 8. To organize the big amount of data, a first coding phase was done with codes that emerged from our three research questions, following a primarily deductive approach. This way, our main themes were 1) content and language integration, 2) making input comprehensible and 3) use of languages in the class. The multiple data sources and the data from all four classrooms were classified according to these main themes.

Later, new categories were created, classified as sub-categories, also following a deductive approach as we followed relevant theory regarding CLIL and the integration of language and content. At this point, new categories emerged from the data as well (inductively). Therefore, codes for our data were firstly drawn from the literature review and included: integration in CLIL, focus on form, negotiation of meaning, comprehensible input or translanguaging. Inductive codes also derived from the analysis and interpretation of the data from the classroom observations, interviews with teachers and analysis of documents.

Instead of following a thematic analysis were codes helped organize the sections for the findings, it was decided that data for each of the participants would be presented individually. This way, this study presents the same specific topics (codes) for each of the teachers, looking at differences and similarities that each of them show. A cross-case analysis is presented in the discussion part of the study, were common trends and main differences are analyzed and compared to other studies in the literature review.

5.3.   Summary of the chapter

This chapter has firstly presented the rationale and the research questions of this study. We have seen that the main aim of this thesis is to analyze and describe CLIL classroom practices in Basque schools. We are especially interested in the attempts to integrate language and content on the one hand. Our second research question aims at describing the input given by teachers and on the way this input is given. Finally, RQ3 analyzes multilingual practices that take place in the classes taught through the foreign language.

In the methodology section, the design chosen for this study has been explained first. We have seen that for the purposes of our study, a qualitative study and a multiple case study design was chosen.

The participants of the study are four classrooms in which English is the language of instruction. These subjects are offered as optional subjects in two secondary schools in the BAC. In these schools, Basque is the main language of instruction (D model schools) but offer one or two subjects taught through English. We have briefly explained the background of the teachers. We have also explained that classroom observations, semi-structured interviews with the four teachers and classroom documents were the main instruments used to collect the data. A qualitative deductive analysis was done next.

FINDINGS

In this chapter, the findings for our research questions will be addressed. Within each research question (sections 6.1, 6.2, 6.3), findings for each of the classrooms will be presented, and a summary of the findings will be provided in the end of the chapter (6.4).

6.1. Language and content integration in the CLIL classroom

As seen in the theory part of this thesis, one of the aspects that research on CLIL has covered is the integration of content and language in the classroom and therefore, the role that the two main ingredients in CLIL adopt.

This first section of findings will examine the attempts of integrating language and content in CLIL settings, addressing the following research question (RQ1):

RQ1. How do teachers shape their classrooms when it comes to integrating language and content?
- How do teachers understand their role as language and content facilitators?
- How do CLIL teachers shape their classrooms when it comes to methodologies chosen and output opportunities?
- Is there an explicit focus on language in these classes?

This first part of findings aims at looking at the balance of content and language in these four classrooms by looking 1) how teachers see their role as CLIL teachers and the role of English in their subjects, 2) what shape they give to their lessons specially looking at the opportunities given to students' to use the foreign language, 3) how teachers focus on language or form in their classroom practices. We will do so by presenting the data related to the four teachers and classrooms, using classroom observations, the interviews with the teachers and classroom documents.

6.1.1. Classroom 1, economics

Understanding and planning the role of language in the CLIL classroom

Economics is a 3ʳᵈ grade subject that takes place in School A. The teacher in this class, T1, has recently arrived to this school. As it has already been said in the methodology chapter, she has a content teaching background and no experience in CLIL, so it is her first time using English as the medium of instruction. Taking this fact into account, her case constitutes and interesting one when it comes to knowing about teachers' understandings of their role in the approach.

When asked about her feelings about being a language or a content teacher, in the following excerpt T1 defines herself as a content expert and distances herself from the responsibility of being a language model in the classes she teaches through English.

> R: Testuinguru honetan, ekonomiako irakasle, ingeleseko irakasle edo bi rolak hartzen dituzula sentitzen duzu?
> T1: Ekonomiakoa *(zalantzarik gabe)*, ez, inglesekoa ez.
> R: Edo biak?
> T1: Ez, ez, nik argi daukat ni ekonomiako irakasle naizela eta inglesez saiatzen naizela egiten, baina…
> R: Orduan ez duzu sentitzen batzutan rol hori hartzen duzula…
> T1: Ez, ez.
> **Interview T1, excerpt 1:2**
> *R: In this context, do you feel like you are the economics teacher, the English teacher, or both?*
> *T1: I'm the economics teacher (no doubt), no, not the English one.*
> *R: Or both?*
> *T1: No, no, it's clear for me that I'm the Economics teacher and that I try to do it in English, but…*
> *R: So you don't feel like you take that role sometimes?*
> *T1: No, at all.*

T1 strongly believes her role is not that of a 'teacher of English', while she also shows a certain insecurity as she uses the expression "I try to do it in English" to refer to her teaching. Indeed, the fact that T1 arrived in School A in the middle of the term has to be taken into consideration. T1 did not have much time to prepare the subject, and was not responsible for the planning of the subject or syllabus creation. In such document, the only reference to language is related to the aim "developing language competence both in oral and written tasks with language used in economics" (syllabus), but without explicitly mentioning the language of instruction or objectives related to the target language.

In line with the syllabus, T1 does not feel her job goes beyond transmitting knowledge related to the subject matter, as she also admits not considering language aims when creating tasks or materials for her lessons:

> Ez [ez ditut hizkuntza aukerak aztertzen materialak eta ariketak diseinatzerakoan]. Baina bai eskatzen dut, inglesez denez… Entregatu izan didate lanen bat euskeraz zituen zatiekin eta orduan hori bai ez dut ondo puntuatu. Edo puntua bajuagoa izan da ze berez ingelesez erantzun zizkidaten galderak. Nik inglesez bota ditudan bezela beraiek inglesez erantzun.
> **Interview T1, excerpt 1:6**
>
> *No [I don't take language aims into account when designing materials and creating activities]. But I do ask, as it is in English… I have collected tasks with parts written in Basque, and I haven't marked that positively. Or the grade has been lower as the answers should be in English. I ask them in English so they should answer in English.*

An aspect that T1 understands as a characteristic of CLIL is the idea that all the tasks and activities that students have to deliver must be done in English, as she explains in the excerpt above. Tasks or parts of tasks done by students in Basque are punished, says T1, decreases the final mark. Classroom observations showed how this rule was consistent throughout the term. Interestingly, although she would not think in language aims or see herself as a language facilitator, T1 expressed in the interview that she thought her students would improve their English skills in the end of the term, because of the time spent in learning through English.

Classroom dynamics and opportunities to use the foreign language

T1 admitted that the methodology she decided to follow in her CLIL classroom was the same as when she teaches other subjects in Basque. She would follow the classroom dynamics that the previous teacher had established, where classes were taught in the ordinary classroom two days a week and in the computer room once a week.

The Economics classes with T1 are quite teacher-centered when they are in the ordinary classroom (2 hours a week). For these lessons, students do not use textbooks but sets of photocopies that they have to study for the exams during the year. Each unit is introduced by the teacher using the photocopies and reading the text aloud while students listen to their classmates. While T1 goes through the worksheets and explains, students can ask questions if something is not clear for them, so interaction is common in this part of the class. The lessons

usually end with students working on the activities related to the theory within each unit individually or in pairs, which consist of questions about definitions such as 'what is Gross Domestic Product?' or 'what are the differences between macroeconomics and microeconomics?' as well as more practical activities where students have to apply a formula or calculate percentages. Students in turns then correct the activities aloud with T1's help. The teacher does not usually collect work done in the class, and if students do not finish the activities in the given time, they have to do them as homework.

The class takes a more student-centered approach on Wednesdays, when students have to work on different tasks in groups in the computer room and work on practical real-life based tasks using ICTs. One example of such tasks is one where students have to think of a weekly menu for a family of four, 'buy' the products from a local supermarket online with a limited budget of 100€ and see the effects that inflation (a topic that was seen in the theory on previous lessons) may have in the family menu. These class hours are exclusively for group work and the teacher works as a guide around the groups for questions students may have in the process of completing the task.

With this classroom dynamics, students' opportunities to use the foreign language were mostly linked to answering the questions in the activities in the worksheets. However, as most of the answers were actually easily accessible from the texts, it was common that students provided these definitions by retrieving the answers straight from the texts or give short simple answers, for example. Regarding the oral use of the foreign language, in the beginning of the lessons, T1 would ask students about terms that had been covered in previous classes. It was in these situations where students could use their own words to show T1 their knowledge. Although there were some students that would answer to these questions in English, in general, students did not tend to provide answers in the foreign language. Excerpt 82.4 is an example of that:

[Students have been working in pairs to work on the meaning of some terms such as 'unemployment'. T1 then asks the question to the class:]
T1: So what's unemployment?
St: Paroa, no tener trabajo.
   Unemployment (Basque), *not to have a job* (Spanish)
T1: Ok, sit down properly. You said?
St: Is desempleo…
   Is unemployment (Spanish)…
T1: yes, but in English?
St: Unemployment
T1. Yes (laughs)… but a definition?
St: Not to have jobs.
T1: OK.
Classroom observations, excerpt 82.4

There were a few instances were students had opportunities to use the foreign language, such as an oral presentation on tax fraud that students had to prepare in groups and present it to the class. Apart from this, opportunities to use the target language were limited.

Focus on language and error correction

In a previous section of this chapter, we have seen how T1 distanced herself from 'teaching language', as she understands English as merely the language of instruction and the language students have to use in tasks or exams. That may explain the fact that there were no teacher-initiated focus on language instances identified in the classroom observations.

T1 considered that it was "usually not necessary" (1.13) to focus on grammar or language issues in her classes, except from moments where content vocabulary was not understood and needed clarification. The observations in the economics class confirmed that correcting language mistakes and pushing students towards the correct use of structures was not common either. Classroom observations showed how T1 missed opportunities of showing a correct use of the language as there were recurrent linguistic errors in the class such as the use of *millions** instead of the singular form of the word in expressions such as *two million euros*. Another example of that is when students had to create a presentation on tax fraud in groups and orally present it to the class. Language errors were present in both spoken and written aspects (in the PowerPoint slides), but none of them was corrected nor commented in the class. Instead, T1 preferred to avoid language related issues. In the interview, however, T1 explained she did correct 'big' language mistakes:

> T1: Bai, ikusten badut oso akats grabea dela, bai jartzen dut, ba 3.pertsonan 's' hoiek eta… hoiek bai.
> R: eta asko daude orokorren?
> T1: ez, azterketan eta horrela normalean ez dira egoten askorik. Oso esaldi laburrak eta sinpleak eskatzen ditugu ere bai…
> **Interview T1, excerpt 1:14**
> *T1: Yes, if I see it's a big mistake, I do correct it, like a 3rd person 's' …*
> *R: Are there plenty of such mistakes?*
> *T1: No, there aren't many of those in exams and stuff. We ask for very short and simple answers so…*

In this excerpt, the teacher confirms a characteristic of the classroom that was mentioned in the previous section: students do not have many output opportunities, and when they have, those are commonly 'short and simple sentences', so there is almost no need to correct language related mistakes. It is very interesting that the third person's "s" is considered a big mistake when it does not imply any problem for comprehension.

It is therefore obvious that this case represents a content-focused teacher, with little experience in teaching who is facing CLIL for the first time. Language aims are not explicitly nor implicitly presented and taken into account for the lessons. Integration of content and language refers, in this case, to the use of English as the medium of instruction and the subject follows a similar methodology as it was taught through Basque. Classroom practices showed a clear content focused approach with little importance given to students' language production or other language aspects (focus on form).

6.1.2. Classroom 2, anatomy

Understanding and planning the role of language in the CLIL classroom

The teacher in classroom 2, T2, is a biologist who has been teaching in secondary school for around 20 years. He has been in charge of the anatomy subject for 3 years and has attended some CLIL training courses offered in school B. He has clear ideas about his lessons being delivered in English and his role as a CLIL teacher:

Ez, anatomiakoa (irakaslea sentitzen naiz). Ingelesaren partetik ezer gutxi… (far egin) ez det ikusten nire burua nolabait ingelesa irakasten diedala. Agian ez dakit ondo egiten dudan edo ez baina da nolabaiteko nire ikuspegi pertsonala (…) nik nolabait praktikotasuna ez nion ikusten, ba bai, atzerrira juten zea baina oso gutxitan juten zea atzerrira, ordun praktikatzeko ta hoi guzia ez… iruditzen zait ulermen aldetik, bene-benetan nik etekina atera diodala ingelesari. Ordun, iruditzen zait nire ikasleak ingelesez nolabait ikasteko gauza balin badia, hau da, ingelesez dago materiala, ingelesez jasotzen dituzte azalpenak, hoi guztia erabili balin badezakete ya dagoeneko nire helburua betetzen det.
Interview T2, excerpt 2:11

No, I'm the anatomy teacher. When it comes to English… (laughs). I don't see that I'm teaching them English. I don't know if I'm doing it right but, this is my personal view (…) As a learner, I didn't feel it was really useful, well, you practice it when you go abroad, but you don't really go abroad that much. I think the most useful thing that I got from English is comprehension. So, I feel like, if my students are able to learn through English, that is, materials are in English, they receive explanations in English, and all that, if they can do all that, then I have achieved my goal.

Following T1's thoughts, T2 clearly identifies himself as a content-teacher here and does not think he acts as a language model for his students. His experience as a foreign language learner has shaped his thinking about learning and using languages (*nik praktikotasuna ez nion ikusten, ulermen aldetik bene-benetan etekina*), and he shows that in his approach to CLIL. This way, T2 underlines his main aim when teaching through English to be to develop students' comprehension skills and to be able to work with the target language. His main aim is not linked to the idea of making students learn English, but to be able to use it for learning purposes:

Ez nau horrenbeste kezkatzen a ver ingelesez maila egoki bat lortzen duten edo ez. Baina da ingelesari beldurra galtzea, eta esatea ba beno, ba ez naiz kexatuko ingelesez daolako. (…) Nahiz eta ni momentu hortan ez pentsatu, nahiz eta nik gauzak hizkuntza horretan ez adierazi, kapaza naiz hizkuntza horrekin lantzeko. Berez da bide bat bezela, nik dakidana erabili, zerbait lortzeko, anatomia lortzeko, anatomia maila on bat lortzeko ingelesa erabiltzea. Hoi, tresna bezela.
Interview T2, excerpt 2:29

Whether students get a nice level of English doesn't bother me that much. It is something like don't being afraid of English, and saying 'well, I'm not going to complain because everything is in English (…) Although I don't think in that language, although I may not be able to express it in English, I'm able to work with that language'. So it's something like the means, 'I use what I know to achieve

something, to achieve Anatomy', it's using English to achieve a good level of anatomy. Yes, it's like a tool.

As seen in his words, T2 sees the foreign language as a tool for learning, and not as an aim itself. He underlines the importance of somehow normalizing the use of English, even if students are not able to produce in that language, but serve as a tool to achieve content aims. In addition, T2 was the only teacher who did not think his students would improve their English level or proficiency when enrolling in his subject. In fact, he thought students would get used to working with the language, and feel more comfortable in the end of the term but did not consider that students would get a better level of English in CLIL.

In line with his understanding of CLIL and the aims for his class, the syllabus for the anatomy subject focuses its attention on content objectives and does not mention the role of language in the class. T2 explained how he decided not to include 'language' in the assessment part of the syllabi but recognized the effort and attitude students had towards the language of instruction.

Classroom dynamics and opportunities to use the foreign language

T2's class is quite teacher-centered and takes place in the ordinary classroom. There are eight students in this class and they sit individually. The teacher usually explains the content-matter using PowerPoint presentations, and provides rich explanations on the topics while students listen. They may take notes but it is not something all of them do regularly as students can access to T2's notes through the classroom platform online at home. The PowerPoint presentations created by T2 are quite dynamic, and include definitions, processes explained schematically, pictures or graphs and are used as a base for his more elaborated explanations. It was common in the classes that students kept silent most of the time in these moments of the class. Students make use of these PowerPoint presentations to study for the exams that take place towards the end of each of the three terms. There are also some mini-tasks or activities between the theory slides, which students have to complete all together after a topic has been covered. These activities include true/false questions, identifying a disease, etc.

There were, however, some other moments when students had to work in groups. Throughout the year, students had to complete 'practical cases' related to the theory learned. These cases presented a real-life based problem related to health and/or genetics and some questions students had to answer about it.

Students used to work in groups to try to find the right explanation for the questions. T2 then collected and corrected the cases, and then commented them with the whole class.

T2 decided to establish different levels within the same class, which he called "bide erraza" (the easy way) and "bide zaila" (the hard way). Half of the class was following the easy way and the other half was doing so in the harder way. The main difference between these two levels was that the students in the hard way could get a higher grade as they would have more questions to answer in the exams and practical cases. T2 explained the necessity to provide this option as there were different levels in the classroom and students with a lower level of subject knowledge could pass the subject. When asked whether he thought language proficiency had an effect on students choosing the easy or hard way, he explained that "best students of anatomy usually have a better level of English as well" (personal communication).

The opportunities to use the foreign language for these students were limited because of the teacher-centered shape of this class. However, students would use English to complete the practical cases, where they worked in groups and used their own words to answer the questions. These questions sometimes required reasoning, but they were not hard for these students to answers either. In the following caption, we can see an example of two questions from one of the practical cases about the Hemophilia and its relationship with the royal family. In the first question, students are asked to explain who has the gene and why, so reasoning is needed. In the second one, students need to choose if one of the members of the royal family is normal, carrier or a hemophilic, so just choosing one of the options was required.

Classroom documents classroom 2, 18.1

The foreign language was also used in the exams and activities that all of them would do orally within T2's presentations. These last ones, though, required just one or two words.

There was one occasion when it was decided that four students would take the role of the teacher and explain the content matter to the rest of the students and present a unit while using the foreign language with the help of T2's Powerpoint presentations. This idea came after some students told the teacher that the classes were boring. This way, these students had the opportunity to use the foreign language in oral explanations for two class hours. However, the class finally decided it was better to follow teachers' explanations than preparing a class to teach their mates. T2 explained how he did not think oral presentations would be the best task to achieve the goals for his subject:

> (…) zeren bere garaian saiatu nintzen egiten, bilakatzen da zerbait nahiko artifiziala alde batetikan. Hau da, ikasten dute buruz zerbait, eta hor landuko genituzke, ondo daola, baina landuko genituzke helburu batzuk agian ez dienak nik zehazki nahi ditudanak. Ez hoinbeste ba saiatu ba ulertzen, edo hau irakurri, ez, izango zan gehio ba beno, prestatu behar duzue testu on bat, ikasi behar duzue testu hau, eta izango zan lotura gehio hizkuntzarekin gaiarekin baino. **Interview T2, excerpt 2.32**
>
> *(…) I've tried it before, and it becomes quite artificial. I mean, they learn something by heart, so there we would achieve certain goals that are not exactly what I want. It wouldn't be like understanding, or reading, it'd be like 'you have to learn this text', so the link would be with the language instead of with the topic itself.*

In excerpt 2.32 T2 admits oral presentations and similar tasks were not part of his class planning, basically because he linked these tasks with language related aims more than to content related aims. However, he admits he has 'tried it before' showing he has experienced these moments and knows what he thinks is better for the class. Once again, he shows clear ideas about the importance of understanding the content, avoiding tasks that may focus more on language.

Focus on language and error correction

In the classes taught by T2 there were no moments were attention was put on specific language aspects explicitly. Even though there was a lot of academic and scientific input in the foreign language, the teacher did not tend to stop and focus on language. Classroom observations showed that students did not tend to focus on language forms either, although there were some exceptions such as in excerpt

8.3 where a student struggled about how to pronounce a word in English and asked for the correct way of doing it:

> [Text: steroids: water insoluble]
> St: steroids are water insoluble [struggles to pronounce the word]. Insoluble nola esatea?
> > *Steroids are water insoluble. How do you say insoluble?*
> T2: it can't be disolved in water.
> **Classroom observations, excerpt 8.3**

In this situation, T2 did not go into the correct way of pronouncing the word and provided an explanation of the meaning of the word in this student-initiated focus on form, giving no importance to this aspect of language. However, it is not clear if he misunderstood the question or did not hear it. In this other example in excerpt 8.5, T2 decided it was necessary to clarify an aspect related to the correct use of a specific word, and draw attention to it but for content matter reasons:

> T2: don't use the word 'chemical' to refer to these hormones because all hormones are chemical messengers, use 'artificial'.
> **Classroom observations, excerpt 8.5**

When errors were present in oral or written works (few occasions), T2 did not focus on them nor correct them and showed that to the class. In the following extract, an example of how T2 was reading aloud some of the answers given by students, where he found a mistake, explicitly mentioned the correctness of language but showed the little importance given to the error itself:

> [T2 reads student's answer from the worksheet that says: "she may *had a heart attack…"]
> T2: hemen ingeles maila hobetu dezakezu baina bueno…
> > *you could have improved your English level here but anyway…*
> **Classroom observations, excerpt 6.3**

In this situation, T2 detected a language mistake and commented the production could have been better. However, he did not provide the correct language form and went on correcting the following answer. Observations showed T2 does not give importance to this kind of errors his students might make, unless they are obstacles for understanding. His words also confirmed this fact:

> Idatzizko lanetan ez, ez diet zuzentzen. Ez diet gehiegizko garrantzirik ematen, (…) askotan izaten dia ba … egiten dituzten akatsak agian oso egokia ez den aditz bat erabili, ortografi mailan, ba agian hitza behar bezela ezautzen ez dute, ez dute behar bezela idazten, eta gauza hoiei ez diet… berez ez dute… kasu zehatz batzuetan ez baldin bada, ez dakate zuzenketarik. Ulertezina bilakatzen baldin bada adierazi nahi dutena ba kasu hortan bai, bai.
> **Interview T2, 2.24.**
>
> *In their written works, I don't correct them. I don't consider them important, (…) most of the time the type of errors are, for example, using the wrong verb or orthography, when they don't really know a word, the don't write it correctly, so these don't usually have a correction. If what they want to say becomes incomprehensible, then I do correct them.*

This teacher, T2, also represents a content-aimed teacher and subject, using English as the tool for students to get knowledge in anatomy, as he wants them to improve comprehension skills. Students are offered few opportunities to use the foreign language. For T2, it is important to focus on content aspects and prepare students to learn through a foreign language, but does not feel his role is that of focusing on language aspects at all.

6.1.3. Classroom 3, digital communication

Understanding and planning CLIL

T3's background is quite different from the above mentioned T1 and T2 who are content specialized teachers. T3 has been teaching English for several years. In School A, she has been in charge of two subjects related to the use of technology digital workshops taught through English for three years now. When explaining her approach to CLIL, she considers herself as both a language and a content teacher:

> Hautazko horietan gehiago da nolabait nik irakatsi nahi diet eduki konkretu bat eta eduki hori da aitzakia hizkuntza erabiltzeko. Ordun, bi gauzak, ordun tarteka saiatzen naiz inglesarekiko kontzientzia har dezaten hizkuntzari buruz eta hizkuntzaren erabilerari buruz, baina beti eduki horiek transmititzeko aitzakiarekin. Zerbait berria ikasten deu eta bidea, edo tresna [hizkuntza da], edo hizkuntza ba baitare saiatzen naiz horrekiko grina pizten.
> **Interview T3, excerpt 3.4**
>
> *In these optional subjects it's like I want to teach them some specific content and that specific content is an excuse to use the language. So both (roles). I often try to make them aware of the English language and language use, always having content*

as an excuse. We learn something new and the way, or the tool, is English. I also
try to increase their motivation.

T3 sees CLIL as an approach where foreign language is used to transmit knowledge, underlining the importance of content ('*baina beti eduki horiek transmititzeko aitzakiarekin*). However, T3 considers it is important to work on language and language use awareness in her lessons while at the same time, transmitting a positive attitude towards language learning ('*horrekiko grina pizten*'). Related to this idea, she believes that one of the aims of these subjects is learning or improving students' proficiency skills in English:

> Bueno, kurtso hasieran bai esaten dieguna da ba helburuetako bat dela inglesa ikastea dala, de hecho beraiek taldeka lan egiten dute eta beraien talde plana egiten dutenean ba helburuetako bat askok jartzen dute inglesean hobetzea. Ordun beraiek eskatzen duten zerbait da, asko horregatik apuntatu dia.
> **Interview T3, excerpt 3.19**
> *Well, and this is something that we tell them in the beginning of the term… that one of the aims of this is to learn English. (…) In fact, in the first task they do as a group, they usually write down that one of the aims is to improve their level of English. So it is also something they ask for, and many of them have enrolled in this subject for that reason.*

In fact, because of the shape of this class, which is a media workshop, students use language to produce works and upload them in social media or share them with the school community. Language, therefore, has a role other than being the language of information-transmission, and is part of the assessment in some of the tasks, such as the group blog, where language competence is evaluated. Classroom observations and the syllabi of the subject also showed how T3 included 'language' as part of her rubrics. An example of one of the rubrics created by T3 is presented here (62.1), where we can see that accurate language and spelling, punctuation or grammar mistakes are taken into account for the final grade.

Events are clearly described using accurate and vivid language.
There are no grammar, punctuation, nor spelling mistakes.

LANGUAGE
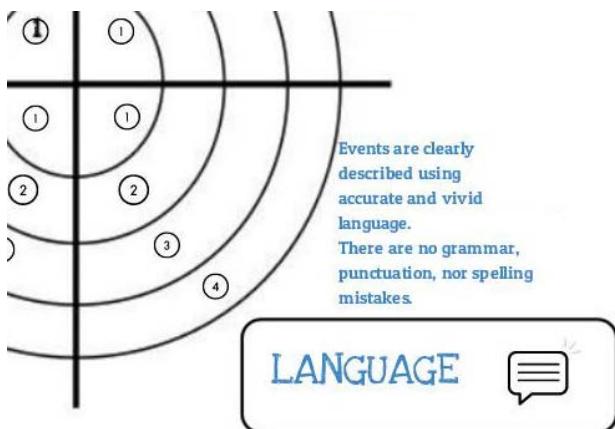
Classroom documents classroom 3, 62.1

Classroom dynamics and output opportunities

The subjects taught by T3 are related to digital communication and media, so students learn how to create videos, write articles, blog entries, animations, etc. with many different applications and share them with the school community and social media. For this class, T3 follows a task-based approach, where group work is a core element. Groups of four or five students were created in the beginning of the school year and students always sit with their group. Within the group, each student has his or her own laptop, although sometimes they just need to use one per group. T3 admitted she does not think the methodology she follows in her classrooms has to do with the language of instruction, as she would do it the same way in Basque. She also believes the shape of the classroom (working in groups, not having to study for an exam and learning by doing) is great to implement CLIL.

The different groups in the classroom work together in the tasks assigned each week. The beginning of a task consisted on the presentation of the task from the teacher, who gives instructions about what steps to follow and when necessary, explains how a certain App works or how to write an article to publish it later, for example. In this part of the lesson, T3 also provides students with the necessary tools to carry on the task and presents the evaluation rubric for the activity. This way, students know what aspects T3 is going to take into account for assessment. At this point, groups decide their roles (the coordinator, the speaker and the secretary) and decide their functions and responsibilities for the task. After all this has been done, groups start working and T3 role becomes that of guiding students towards the right way of completing the task. T3 goes around the classroom and helps the groups with problems they might have. A task can take several lessons.

Google classroom is the platform used by T3 and the groups to share information. Here, students have all the information related to the tasks. These tasks vary, but usually ask students to produce some kind of work using different apps online. The students in this class had many opportunities to use the foreign language, as most of the tasks required working with language somehow. As part of these tasks, students had to watch videos and retrieve information from them and later create a biography timeline, for example, or listen to the teacher's explanation on writing newspaper articles and write one for the school webpage. Other examples of tasks include creating an animation about climate change, or recording and editing an interview with foreign students. These students also had group blogs, where they would write about what they have been doing during the semester and how they did it.

Focus on language and error correction

In this student-centered collaborative learning environment, students receive much input related to technology in the foreign language, mostly through instructions. In addition, as it is a media workshop, students inevitably produce a lot of language, and T3 feels necessary to focus on language:

> Tarteka… gustatzen zait tarteka hizkuntzari begiratzea, (…) ba baliadibe hori ere eskeintzea. Euskeraz ba ez nuke egingo behar bada. Hau justu da prentsa tailler digital bat eta asko idatzi behar dugu ta adierazmenari asko erreparatu behar zaio, ordun hizkuntzari etengabe ari gea erreparatzen.
> **Interview T3, excerpt 3.7**
>
> *Sometimes… I like to pay attention to language, to give them that resource. Probably I wouldn't do it if it was in Basque. This is a digital media workshop and we have to write and put a lot of our focus on expressing/producing, so we are constantly paying attention to language.*

The shape of the classroom and the teacher's background makes the teacher be very focused on language, as classroom observation instances also confirmed. In fact, drawing attention to language aspects was very common in T3's lessons, where she would use any opportunity to make students aware of correct language use. In excerpt 25.4, for example, T3 was asking for more synonyms of a word that students did not know.

> T3: are you creating something amusing?
> St: what is amusing?
> T3: amusing is enjoyable, entertaining, amusing…do you know more synonyms?
> **Classroom observations, excerpt 25.4**

Apart from these moments, T3 provided much corrective feedback. She would go through her students' tasks to correct them before they were uploaded to the platform, so she would comment on language mistakes. Therefore, T3 did focus on students' correct language production, and provided feedback when necessary, as she explains:

> Idazterakoan ba testu digitalak zuzentzen ditudanez ba google docs-ek aukera ematen du komentarioak jartzeko eta komentari hoietan beti saiatzen naiz azalpena ematen zergatik dago gaizki, edo sinonimoak erabili behar badituzte ba erabili hauek, edo lokailuak edo azalpen horiek ematen saiatzen naiz. Beraiek zuzendu dezaten gero. Hitz egiterakoan saiatzen naiz ezetz. Nik uste dut joera dela zuzentzea belarriko mina egiten digulako, baino saiatzen naiz hitz egiterakoan ez zuzentzen.
> **Interview T3, excerpt 3.17**
>
> *Because we work with digital documents, I try to comment on the mistakes they do in Google Docs, and I try to explain why something is wrong, or 'use these synonyms or linkers', so that they can correct them later. I don't like to correct them when they talk. I think it is common to correct them, but I try not to do it.*

In classroom observations, we could see how T3 corrected written tasks and commented them with her students in different ways. Sometimes, as in excerpt 35.2, the errors were explicitly addressed, with her providing the correct form of the language. In some other occasions, she would underline the mistake and make students realize about it and correct it as in excerpts 15.15 or 32.1.

> [T3 talks to one of the groups]
> T3: You wrote 'work' instead of 'worked' in the past, that was the only mistake.
> Sts: OK.
> **Classroom observations, excerpt 35.2**

> T3: there's a spelling mistake "blogg" please correct it.
> **Classroom observations, excerpt 15.15**

> T3: (reads) 'He went to London and worked as an actor when the theatres get closed…'. The verb tense is not correct here. Which verb tense is 'give'? Present? Past?
> St: present
> T3: present simple, so in this case we are writing about… what verb tense should be used?
> St: past simple
> T3: past simple, what is the past simple of get?
> St: got
> T3: OK, so change it, 'the theatres got closed because of a plague, and he started to write poems'. **Classroom observations, excerpt 32.1**

Regarding errors in oral interaction, T3 mentioned that she 'tried not to correct them' (excerpt 3.17). However, her words did not match with classroom observations. Even though there were some instances where T3 would not focus on mistakes done by students in oral interaction, T3 normally correct students' utterances automatically. These corrections included errors on pronunciation (excerpt 16.4), grammar (20.3) or lexical choice (excerpt 18.9). The way she addressed them also differed as she would use recasts, prompts and explicit corrections as well.

> [They are talking about meetings with the parents]
> St: I don't know if they can come /kom/.
> T3: you don't know if they can come /kam/?
> **Classroom observations, excerpt 16.4**

> St: [T3's name], where it is?
> T3: Where is it? On the left, scroll down in our webpage.
> **Classroom observations, excerpt 20.3**

> T3: what did you write?
> St: to have more attention
> T3: to pay more attention. In English we say to pay more attention.
> **Classroom observations, excerpt 18.9**

This classroom follows a task-based methodology where students work in groups and work on tasks where language is widely used. They learn by using different apps and resources from internet while they produce language. The teacher in this class, T3, sees herself as both a language and content teacher, and likes to use all her English teaching background to improve her students' language skills, not only by putting attention to language and giving them opportunities to use English but also pushing students towards the correct use of the foreign language.

6.1.4. Classroom 4, world literature

Understanding and planning CLIL

Teacher 4 is also a language teacher who teaches universal literature through the medium of English. T4 has a close relationship with her students. She is very aware of her role as a teacher, and she tries to talk with students a lot about different topics, listen to them and transmit values for life. Her ideas on what teaching means for her are reflected in this excerpt when she was asked about her role in the CLIL subject:

> [When asked whether she considers herself a content or language teacher]
> (Pentsatzen geratzen da) Biak ezin dia izan? Eske ez det ulertzen nik gauza bat edo bestea… eta ez bakarrik hori eh, eske nik ez det sinesten kajatan. Ordun hau edo hau galdetzen badiazu zer senttizen naizen, klase ematen dudanean, 140iterature irakaslea edo lengua irakaslea igual aurretik ez nuke jarriko ez bata ez bestea, baizik eta irakaslea.
> **Interview T4, excerpt 4.6**
>
> *(Thinks) Can it be both? I don't understand this as being one or the other, and that's not all, I don't believe in 'boxes'. So if you ask me what I think I am when I teach, I wouldn't say 'literature teacher' or 'language teacher', I'd just say 'teacher'.*

T4's attitude toward teaching in general is based on the idea of not believing in closed boxes and strict classifications (4.6), so she cannot think about herself as being a content teacher or a language teacher. This idea is also reflected on the way she sees the role of language and content in CLIL, as she understands the process as an integrated approach that cannot be separated:

> Esaten zan hori ba egin nuen kurtso baten ba CLIL irakasleok hizkuntza ez degula erakutsi behar eta gu gure edukia eta hola, jo ni ez nago batere ados horrekin, hizkuntza beti erakustsi behar da, baino igual ez erakutsi espreski aber apunta hau erakutsiko dizut. Erabiltzen ere erakusten ari zara, eta erakusten ari zara jarrera bat ere bai.
> **Interview T4, excerpt 4.8**
>
> *In a training course that I attended, someone said CLIL teachers shouldn't teach language and should focus on our content… I don't agree with that at all. Language has to be taught always, not maybe explicitly like 'I'm going to teach you this, write it down'. With you using the language, you're already teaching them, and you're showing them an attitude as well.*

As seen in the excerpt above, T4 believes every teacher should always teach language, not explicitly teaching it as in a traditional way, but showing a positive attitude toward the language and use of language. Related to what she mentioned about the attitudes about language, T4 wanted to show her students that it is OK if someone has difficulties with English, as she could adapt her teaching to her students. This idea was clearly shown when future students of the school came and visit her classroom one day and she described her CLIL subject to them:

[Open-day at School A. Forthcoming students are visiting the school today, and T4 introduces them to her subject when they come in the classroom]

T4: This is World Literature, *Literatura Unibertsala inglesez*. (…) students are free to use Basque or Spanish, but we mainly work in English.

This is World Literature, Universal literature in English. (…) students are free to use Basque or Spanish, but we mainly work in English.

St: Uan ai gea task-a egiten 20.mendeari buruz…

now we are working on a task about the 20th century…

T4: We don't correct the language, but we learn in English…

Classroom observations, excerpt 64.3

The way she presented the subject to these students was interesting, as she underlined the fact that 'langauge is not corrected' somehow trying to say that everyone is welcome to her class regardless their English proficiency. T4 is aware that English has an important role in her subject as it is a CLIL subject, and although students in her class have the freedom of using any language they want, working in English is something that is positively evaluated in her rubrics when planning her subject.

As explained by herself and seen in the observation period, there was a section called 'language' in the rubrics for all the tasks. Students would obtain the maximun score if the text they produced had cohesion and coherence and it was written in English, while a cohesive and coherent text written in Basque would obtain a lower mark, for example. In some other moments, T4 admitted that fluency in English was not what she was assessing but willingness and positive attitude towards the language (4.28).

Classroom dynamics and output opportunities

World literature classes take place in the computer room, where students sit individually and have their own computer. T4 follows a project-based approach for this classroom and students work on tasks within a project individually. There are however, some tasks in which work has to be done in groups of two or three. T4 works with a flipped-classroom approach. The flipped classroom, as defined by Turan and Akdag-Cimen (2019), "is an educational method in which homework and instruction are swapped and learning takes place beyond the classroom" (p. 2). This way, students receive instructional input at home through the online platform and the time in the class is devoted to put that theory in practice and work on tasks. All the necessary materials related to the tasks (literary texts, teacher's notes and her own podcasts, videos, questions, etc.) are available in *Google Classroom*. *Google Classroom* is therefore, as in Classroom 3, a

core element in these subjects. In the beginning of each project, T4 presents the activities or tasks that students have to deliver in *Google classroom* and uses a video or suggests a group activity providing a brief introduction to the topic. She does not go on deep explanations or teacher-centered lectures as all the instructions and materials are available for students online. As the main readings are done as homework and classroom time is devoted to answer questions and mainly to carry on the tasks at their own pace.

The opportunities these students have in this class to use English were plenty, mainly in written form. One of the objectives for this class is to develop critical thinking and for that purpose, students have to use English to provide extended answers that require more than retrieving information from the texts. These tasks include a variety of activities related to different eras and works of universal literature, such as answering questions for text analysis or summarizing the main ideas of a literary movement. These usually require good reading comprehension and written production skills, as understanding the materials (texts mainly but also videos) and interpreting them was the main point of these lessons. Although the previously mentioned tasks were the most common ones, there were also projects in which students had to work in groups. One of them focused on Heroes, and students created an exhibition for the school community on the topic. In the other, students created literary routes through London based on authors such as Shakespeare, Dickens or Wolff, and present them to their classmates. All these projects consisted on several tasks. Students also had to complete individual e-portfolios explaining each task and self-evaluating their work (what they did, how they felt and what they learnt) each term.

Focus on language and error correction

In this classroom, students have many opportunities to use English, specially written ones, as mentioned earlier. Following her words and ideas on teachers being important to 'teach language always' (4.8), T4 did not only provide rich input to her students but also focused on language aspects during her lessons. Excerpt 44.8 is one example of that, where T4 stopped to check whether students were able to distinguish between two similar words in English and also asked for the correct pronunciation of them, putting attention in that aspect of language.

> T4: how do you pronounce this word ('genre')?
> Sts: genre (say it right)
> T4: and the other one, when talking about difference between women and men? It's a matter of…
> St: gender!
> T4: good.
> **Classroom observations, excerpt 44.8**

Regarding error correction of students' output, T4 underlined the idea correcting mainly 'basic errors' that are constant in the texts. In a similar way as T3, T4 explains that she gives students several opportunities to reflect on language and use correct language by underlining their errors.

> Normalean lehenengo aldian ez [ditut zuzentzen], ezta bigarrenean ere. Errepikakorra denean, eta danean zerbait oinarrizkoa dena, bai. (…) Nik nahi det aske idaztea, ta nahi det komunikatzea ta hola, orduan, akats larriak ez direnean, nik jartzen detena da gorriz, edo azpimarratu, baino ez det bertsio ona ematen. Haiek kontuatzeko hemen zerbait dago, hemen zerbait dago... Baina ezin da jarri 'he cans'. eske ez da existitzen, eske inork ez dizu ulertuko… edo 'he cans will' (…) Hori ez da existitzen eta ez da ulertzen. da oinarrizko akatsa, hori kendu in behar dezu. (…) Nere rubriketan horrela ikusten da, 'bere erantzunak modu koherente eta kohesionatuan daude idatzita eta ez dauzka 5 akats gramatikal baino gehiago', adibidez. Garrantzi gehiago ematen diot gramatikari ortografiari baino. Gramatika ahoz ere nabaritzen da, ortografia ez, gainera gramatika oinarria da.
> **Interview T4, excerpt 4.45**
>
> *I don't correct errors the first time, nor the second. But when it's repetitive, and when it's a basic mistake, I do correct it. (…) I want them to write freely, and I want them to communicate and stuff, so when mistakes are not that big I put them in red or I underline them, but I don't give them the correction, so that they can realize 'there's something wrong here'. But you can't say 'he cans', it doesn't exist, no one will understand you… or 'he cans will' (…) That doesn't exist and it's not comprehensible, so you need to change it. (…) You can see it in my rubrics, 'her/his answers are written in a coherent and cohesive way and there are no more than 5 grammatical errors', for example. I give more importance to grammar than to orthography. Grammar is also seen in spoken forms, but orthography isn't, and in addition, grammar is the base.*

This way, T4 explains how she usually does not correct language errors if the message is clearly understood and the student has written 'freely'. However, she seems to show concern about 'basic' errors like 'he cans' or 'he cans will'. This kind of mistakes are taken into account in T4's rubrics for assessment, where she takes basic grammatical errors into account. Orthographical errors do not bother her that much, as she considers grammar to be essential in language.

In oral interaction, students' opportunities to use English were less common, and therefore, there were few mistakes to correct in class interaction. These mistakes were sometimes corrected as in excerpts 43.3 and 43.4 but T4 would not automatically correct and put attention to all of them. Anyway, classroom observations showed how these language mistakes were taken with naturality and sense of humor in T4's class (see 43.4).

> St: nowadays it's a library.
> T4: a library or a bookshop?
> St. A bookshop, yes yes.
> **Classroom observations, excerpt 43.3**

> St: we are going to *repass…
> T4: *repass… (*students laugh*)
> St: Nola esatea?
> *How do you say it?*
> T4: overview or something like that (*laughs*).
> **Classroom observations, excerpt 43.4**

T4 is a very passionate teacher who cannot define herself as a content or language teacher, as she considers every teacher has the responsibility to teach language in their classes. For her subject taught through English, she has chosen an approach where students read and produce a lot of texts while working with ICTs, where they have many opportunities to use the foreign language (although mainly written ones). For her classes, she has decided to give students the option to use Basque or Spanish to carry on the tasks, although trying to use English is better assessed in her rubrics.

6.2. Making input comprehensible in the CLIL classroom

This second section aims at answering our second research question. In fact, this chapter is related to the input teachers provide in CLIL contexts, and on the strategies they use to make that content comprehensible. The process of choosing the approapiate materials and language will be dealt with, together with the difficulties that teachers may encounter when making that content comprehensible when the language of instruction is also the foreign language for them.

This section aims at answering the following research question related to the input CLIL teachers provide in their CLIL lessons:

RQ2. How do teachers provide input in a comprehensible way in CLIL settings?

- What kind of input do teachers give in their CLIL lessons?

- What strategies do teachers use to make input comprehensible?

As in the previous chapter, the results for RQ2 will be presented case by case. For each classroom, first, we will look at the general teaching approach when it comes to input choice, specially that of teacher talk and materials. Then, we will look at the strategies that teachers use to make that input comprehensible and how they react when there is a comprehension issue. Data from all four teachers will be analyzed individually for each of the sections, once again using excerpts from classroom observations in the CLIL classroom, interviews with the teachers and document analysis that the researcher had access to such as materials and rubrics.

6.2.1. Classroom 1, economics

General teaching approach: input in the economics class

This academic year, there are 13 students enrolled in this class in which they learn about income, good and services markets, production, economic indicators or the tax systems, among others in English. In T1's economics classes, the main input students receive is that of worksheets and teacher's explanations. The whole group go through these worksheets where the theory for the exam is presented, reading it aloud and the teacher explaining the texts. In these worksheets there are also some activities to put that theory into practice. It is here where content transmission occurs and students make meaning from content.

The worksheets used in Classroom 1 were specially created for the class by the previous teacher, and as mentioned by T1, she herself added some extra content to them. The text in these materials is academic including technical terms and related to topics such as inflation, macroeconomics, economic growth, bugdets, etc. and short activities related to the theory part of the worksheets. When asked about the level of the texts in the worksheets, T1 thought they were appropriate for her students' level as she did not think students had comprehension problems:

> R: iruditzen zaizu ikasleei kosta egiten zaiela edukia ulertzea atzerriko hizkuntzan?
> T1: Ulertzea? Testuak edo materialak ulertzea? Ez, bueno, egia da nirekin testuak ez ditugula asko lantzen… Orokorrean dagoen maila testuetan nik uste dut ulergarria dela beraien mailarako. **Interview T1, excerpt 1.9**
> *R: do you think it is hard for students to understand content in the foreign language?*
> *T1: Understanding? To understand texts and materials? No, well, it is true that we don't work with texts much… I think the level in the texts is comprehensible for these students' level.*

Some of the materials in this class show a characteristic of the class that is the idea that the class is connected to the local level, that is, to the economic system in the Basque Autonomous Community. The worksheets used by T1 in this classroom had many references to technical terminology used in Basque:

> [Unit 5 worksheets]
> Text: 'Sole proprietors or traders: Banakako enpresaburua (autonomoa)'
> Text: 'Sole proprietors pay Pertsona Fisikoen Gaineko Zerga (it can be %49 if the company has high profits)' **Classroom documents, 1.1.**

The excerpt above shows how a translation for a term was provided in Basque in the first example, while in the second example both languages are used. In a similar way, there were constant links of terms such as 'Gross Domestic Product' and its equivalent in Basque 'Barne Produktu Gordina' or 'Consumer Price Index' and 'Kontsumorako Prezioen Indizea' from the teacher during her explanations.

During the observation period, T1 would also use some Youtube videos and a documentary related to the topics covered in the worksheets. These videos worked as complementary input for students used as an introduction to the new unit, for example. Those, however, were never the main source of information that students had to study for the exam.

As previously mentioned, the texts in the worksheets lead to the teacher's explanations on the topic in this classroom. The observations showed that this teacher talk, however, was influenced by T1's proficiency level in English, which many times, lead to poor explanations and problems when making input comprehensible and making herself understood. In fact, the classroom observations showed that T1 did not feel comfortable using the foreign language, and therefore, made use of Basque to overcome this problem. There were moments in which T1 even made explicit reference to the L1, Basque, when switching to that language to explain content, such as in the following example when she admits it is easier to explain it in Basque:

> T1: azalduko dizuet zati hau euskeraz pixkat liosoa izan daitekelako inglesez azaltzeko, ados?
> *I'll explain this in Basque cos it can be a bit tricky in English, OK?*
> St: bai.
> *Yes.*
> St: ados.
> *OK.*
> T1: Hemen formula erabili behar dugu (she writes the formula on the board). (Explains in Basque).
> *We have to apply a formula here* (she writes the formula on the board). (Explains in Basque)
> **Classroom observation, excerpt 76.5**

Strategies to make input comprehensible

With that handicap of language proficiency and insecurities related to the use of the foreign language, it became common for T1 to use Basque, the school's main language of instruction and both students' and the teacher's main language, to

make content comprehensible. Even when students did not show comprehension problems, T1 used Basque for her explanations, by translating the meaning of texts. An example of that is excerpt 67.3.

> [St reads in English]
> T1: esaten du hazkuntzaren arrazoiak direla ondorengoak: soldaten igoera, interes tasak, gobernuak egiten duen inbertsioa edo gastua… (translates literally from text)
> *It says that the causes for growth are the following: salary raises, interest rates, the investments and expenses made by governments… (translates from text).*
> **Classroom observations, excerpt 67.3**

Therefore, the use of the L1, Basque, was common not only when content was explained and the teacher and students were engaged in reading and understanding, but also when giving instructions for task or activities and T1 wanted to make these clear, even though students were not showing problems with understanding.

Overall, comprehension issues about content did not abound, or at least students did not show so. Students in this class asked for explanations in Basque when something was not clear for them. In the following excerpt, a student asking for an explanation in the mother tongue in order to 'understand better'.

> [Teacher 1 dictates a definition: "statement of all transactions made between entities in one country and the rest of the world in a period of time"]
> St: Euskeraz al dezu esan?
> 　　*Can you say it in Basque?*
> T2. This is in English
> St: Yes, but to understand better….
> T1: 'Transactions' salerosketak egitea izango zen… (uses English for the first time).
> *Transactions would be to buy and sell things (trading)* (uses English for the first time) **Classroom observations, excerpt 82.7**

This excerpt was from one of the first lessons taught by T1 when she would resist to use other language than English in the classroom, but finally provided an explanation to the student asking for help. This, however, changed in the following lessons as T1 would later automatically use the L1 when students showed comprehension problems.

T1 would use the board for practical explanations when working on equations or correcting tasks that involved numbers, for example. However, the use of the L1 was the main strategy in this class to make input comprehensible and help

students in the learning process. Language proficiency limited teacher's instructional strategies to adapt her speech in the classroom.

In the beginning of each class, T1 used to check if students had learnt the content by asking students about concepts or topics covered in the previous lesson. This way, it was common for T1 to ask about inflation, GDP or unemployment. Checking for comprehension was also common in other moments in the class.

There were also some language-related questions in the economics class, which the teacher would usually answer by providing a translation of that word in Basque or Spanish. In excerpt 67.6, an example of what the teacher thought was a lexical issue, but was indeed a concept that the students did not know even in the mother tongue, so the explanation was provided in Basque, after giving them the translation in both Spanish and Basque. On the other hand, in excerpt 71.2 the concept is understood with just the translation of the word, which indicates that the student did not now the term in English.

 [Student is reading aloud. He reads "a country lacks the infrastructure to produce goods".]
St: Zer da infrastructure?
       What is infrastructure?
T1: infraestructura, azpiegitura.
       Infrastructure (Spanish), infrastructure (Basque)
St: Ta hoi zer da?
       And what is that?
T1: ba behar diren neurriak, tokiak etabar.
       The resources and spaces needed, etcetera.
Classroom observations, excerpt 67.6

St: dairy zer da?
       What's dairy?
T1: Esnekiak, yogurrak, gazta eta horrela.
Dairy (Basque), yogurts, cheese and stuff.
Classroom observations, excerpt 71.2

In sum, few strategies were identified in T1 classroom to make content more accessible for students. The materials used for this classroom were materials especially created for this class, but most of them were not created by T1. The main strategy for the teacher to adapt her speech was to use the L1 to make content understandable and accessible to students, but also as a tool for herself

to give input in an easy way as she felt limited because of language proficiency and lack of training.

6.2.2. Classroom 2, anatomy

General teaching approach: input in the anatomy class

In the previous chapter on language and content integration, we described the shape of the subject as being pretty teacher-centered and saw how T2 followed a pretty traditional approach to CLIL. The main input the eight students in this class face is T2's explanations based on his PowerPoint presentations. These presentations cover topics related to anatomy such as genetics or diseases. Content transmission is therefore based on traditional teacher explanations in the foreign language using T2's notes on the screen. These include a lot of scientific language and images for better comprehension. Most of the time, the teacher dominated the lessons with his explanations in English, while students would silently pay attention and take notes. T2, however, admitted 'not being comfortable' when teaching in English:

> Ez, ez, ez, alde hortatikan ez nao eroso, gauzak dian bezala. Askotan, ezautzen ez ditudan hitzak daude, eh ahozkapena, ba ez dakat ona, askotan ez det ezautzen zein den ahozkapen egokia hortarako… Nere hitzeitteko joera baita ere izaten da ingelesarekiko oso konplikatua, erabili beharko nittuzke eh… esaldi motzagoak, baina era horretan azalpenak ematia ez zait ateratzen. Ordun ikusten det nire burua ez oso eroso ingelez hitzeitten.
> **Interview T2, excerpt 2.6**
> *No, no, no, to be honest, I don't feel comfortable in that sense. There are words I don't know sometimes, eh pronunciation, my pronunciation is not good and sometimes I don't know the correct way of pronouncing a word… I tend to speaking English in a complicated way also, I think I should use eh… shorter sentences, but I'm not able to explain things that way. So, I don't feel comfortable when speaking English.*

Excerpt 2.6 shows insecurities as T2 saw himself somehow limited because of 'pronunciation' or 'vocabulary'. However, observations in his classroom did not show language difficulties nor lack of proficiency when teaching in this high level of secondary school. In fact, T2 had a good command of academic uses of English and scientific language and as rich explanations were given in English. T2 was aware of the fact that providing comprehensible input in English is not as easy as doing it in the mother tongue, as he considers explanations are a bit more limited when teaching through the foreign language. As we can see in the following excerpt, these limitations are linked to students' level of English and

his own abilities to make the content more accessible. He admits that if his class was taught in the mother tongue, he could use more anecdotes or provide more examples in his explanations.

> Geldittu dena da apur bat mugatuagoa. Errextasuna, hainbesteko errextasuna ez izatea, bai nire partetik, nolabait azalpenak emateko, bai ikasleen partetik azalpen hoiek ulertzeko, mugatzen nau gehio azalpenak emateko orduan. Ziuraski beste zerbaitekin, ba anekdotaren bat, lagundu dezaken beste zerbait azalduko nuke, eta azalpena gelditzen da askoz ere mugatuagoa ingelesez. Juten naiz justo momentu hortan, bakarrik harira, esanez, ba hau da hitz hau, ez balin bada ulertzen ba agian euskerara jotzen det, baina ez det gehiegi zabaltzen. Ta aberatsagoa ateako zan hobeto menperatuko banu ingelesa ta haiek baita ere maila hobegoa eukiko balukete.
>
> **Interview T2, excerpt 2.13**
>
> *Everything gets a bit more limited (in English). The fact that I don't have enough easiness to explain things in English and students' don't have that easiness to understand those explanations limits me when teaching. Probably, things would be more clear if I used an anecdote or something like that, but the explanation is more limited in English. I just go to the main point, saying 'this is this word' and if they don't understand I just say it in Basque, but I don't extend myself. All this would be much richer is I had a better command of English and if they did too.*

As we have said before, T2's explanations where linked to his powerpoint notes. The Powerpoint presentations for each of the lessons in this class were specially created for this class by T2. T2 acknowledged the fact that he could make use of plenty of resources to create his own materials in English, something that according to him 'saved him some time':

> Denbora pila bat galtzen da hor (materialak bilatu eta sortzen), baina ingelesez materiala eukitzea, ingelesez izatea, aukera eman dit material hobeagoa hartzeko, beste era batea lantzeko, eta alde hortan ziuraski denbora aurreztu dit. (…) Horrek puntu bateaino konpensatzeu, agian egin behar dizkiozun aldaketak material horri, prestakuntzarako erabili behar dezun denbora, hoi nire ustez nahiko ondo konpentsatuta dao alde hortatik. Ordun bai, iturri hobeagoak daude. **Interview T2, excerpt 2.17**
>
> *I waste a lot of time there (creating and looking for materials), but having resources in English gives me the opportunity to have better materials, and to work with them in a different way, and in that sense, it has probably saved me some time. (…) Taking into account the changes you need to make to those materials, to prepare them, it compensates in a way. So yes, I think the resources are better.*

The materials used for the practical cases, which were an important part of the subject as students would put in practice the theory learnt and relate it to real-life contexts, were not adapted for these students. Interestingly, this decision on the choice of these materials was explained as follows:

Ez, ez det egiten denbora faltagatik, baina egia esango banizu nahiago det material batzuk ez ikuitzea alde hortan. (…) Ziuraski egin beharko nuke… baina alderdi batetikan gu ai gea prestatzen gehiengo batean kasu praktikoak. Eta erabiltzen den ingles maila batzutan agian ez da egokiena, edo baneukan hobeto moldatzeik. Hala ere denbora izanda ez nuke ingo, zeren nire helburua da leheno esan dizudan bezala puntu bateraino a ver kapazak dien ingelesez dagoen materiala erabiltzeko zuzenean iturritik, ordun egokitzapen bat egiten baldin badiet, kasu horretan ya ari naiz hori puntu bateraino aldatzen. Interesatzen zait? Froga bat jartzen baldin badiate atzerrian eh material hau edo liburu hau aurkitzen baldin badet izan behar naiz… (…) Hori nahiagoet originala… daon bezala. Zeren helburua da a ver kapazak dien hoi eitteko, nolabait.

Interview T2, excerpt 2.28

I don't do it (adapt materials) because of lack of time, but to tell you the truth I prefer not to change some materials. (…) I should probably do it… But we are mainly working with practical cases and the English used in such texts may not be the best one for my students, I could adapt them. However, I wouldn't do it even if I had time, because my aim is to see if they are able to use the original materials in English, from the original source, so if I adapt the language in there, I'm somehow changing all that. Do I want that? If I have an exam or if find this material or book abroad I should be able to… So I prefer to use the original sources without changing them. Because the aim is to see if they are able to do it.

These texts, therefore, were not adapted so that students could be able to develop scientific language and understand articles as they were in a foreign context. This idea underlined T2's thoughts on preparing students for the future and confirmed the aim of T2 when teaching through English, mainly linked to developing comprehension skills (see RQ1).

Strategies to make input comprehensible

While going through the PowerPoint presentations where content was presented visually and summarized, T2 would provide elaborate explanations to his students using a lot of scientific language and rich input. These elaborated explanations did not seem to be difficult for students to understand. However, T2 was critical with himself and thought he should try to adapt his speech to a more 'simple language':

Ziuraski gehio saiatu beharko nintzateke ingelesez. Gehio saiatu beharko azalpenak gehio prestatzen, ingelesez, hizkuntza nolabait errazago den bat erabiltzen. Ez bakarrik ya dagoeneko nire ahozkapena, hitz egiteko era, ez bakarrik hoi zaindu, baizik eta ba haientzako errextasun gehio maila baxugo bat jarri agian azalpenetan, sinpleagoak egin, errexagoak ulertzeko. Ziuraski hoi askoz ere gehiago zaindu beharko nuke, baina denbora eskatzeit.
Interview T2, excerpt 2.26
I should probably try a bit more in English. I should try to work on my explanations a bit more, and use a simpler language. Not only my pronunciation and the way I talk, but make it easier for them to understand. I should work on that, but it's very time-consuming.

Despite these thoughts, T2 did use simplification strategies and paraphrasis when making content comprehensible to students. Linked to the use of simplification in this context, it was common for T2 to relate to real-life aspects for students to better understand concepts and explanations. In the following excerpts, some examples of these can be seen:

Dialysis is when you are forced to go to the hospital three times a week…
Classroom observations, excerpt 1.10

T2: miscarriage… meaning we are losing the child.
Classroom observations, excerpt 5.7

T2: what happens when we have low pressure?
St. Mareatu ittezeala.
        That you faint.
T2: why?
[St. Silence]
T2: there's not a lot of pressure when you stand up quickly, the blood doesnt get to the brain so fast so you can faint…
Classroom observations, excerpt 3.9

In this subject, the use of visuals in the presentations or the youtube videos previously mentioned were also used to make students better understand the content matter. As additional learning materials, these videos provided visual explanations of several topics on anatomy and visual information on anatomy processes that helped students understand T2's PPTs. Using subtitles for the videos in English was common and made students follow the videos in an easier way, but they were not always used. T2 would stop the videos to draw attention on important content aspects, summarize the main points or use simplification when necessary.

Although most of the input was in English, T2 also used students' L1, Basque, as a strategy to make content understood. Interestingly, T2 decided that the language of instruction would be exclusively Basque in some lessons. One of these lessons, which T2 considered an 'extra' lesson, for example, focused on basic aspects related to chemistry that were essential for students to be able to do the practical cases. Another lesson was done in Basque as a result of the poor results obtained by the group in one of the practical cases, where the teacher, pretty worried about the results, decided to make things clear and go through the case to analyze it in Basque.

Basque, the main language of instruction of the school, was also used in the ordinary lessons taught by T2 in English, when the teacher considered some things had to be explained again and to ensure the content had been understood or to underline the importance of a given topic. T2 used Basque naturally, as seen in the following excerpt, but did not substitute the role of English as the main language for teacher input.

> *[After explanation in the FL]*
> T2: Zalantzak? Nephronena jarriko dizuet berriro [shows picture again]. Ulertu behar duzuena da bi zatitan egiten dela; hemen filtrazio gehiago dago eta ura eta beste sustantzia asko tubulo hortatik pasatzen dira eta gero odolarekin nahastean disolbatzen da…
> **Classroom observations, excerpt 1.12**
> *T2: Questions? I'll show you the nephrons again [shows picture again]. What you have to understand is that it happens in two phases; here there is more filtration and water and other substances go through that tubule and then they dissolve when mixed with blood.*

When we focus on students' reactions, we see that the eight students in this class were pretty quiet and did not tend to ask a lot of questions or interrupt the teacher in his explanations. However, there were moments in which something was not understood or known. For example, when explanations were taking place or when students were working on the practical cases, some language-related episodes took place. The teacher's reaction to these questions related to the lexicon was usually providing a translation of the word in Basque as in the following example:

> St: What does diuretic mean?
> T2: pixa egiteko!
> *To pee!*
> **Classroom observations, excerpt 1.7**

In some occasions, however, T2 would not use the L1 to answer but instead would provide a definition or brief explanation of the concept in the foreign language (excerpt 3.4), and sometimes, provided the translation after the explanation in the FL (excerpt 1.8).

> St: zer da friction?
> T2: When you have a movement and the movement is not free…it's against another surface…friction may happen.
> **Classroom observations, excerpt 3.4**

> St: what does trace mean?
> T2: When you can find a really small amount… you can say you find a trace of something… traza bat. **Classroom observations, excerpt 1.8**

However, some understanding issues in this class taught through English were not always linked to language. In Teacher 2's words, there were moments in which content could not be understood due to lack of knowledge and not because of the students' language level:

> Baina ya ikusten baldin badet kontzeptu mailan daola, anatomiako kontzeptu hori ez dute behar bezela ezagutzen, edo zaila egiten baldin bazaie, ba kasu horretan euskeraz ematen diet azalpena.
> **Interview T2, excerpt 2.27**
> *If I see that the comprehension problem is conceptual because they don't know that anatomy concept, then I explain it in Basque.*

In these occasions, he admitted providing explanations in Basque (excerpt 8.8) was the main strategy used. In excerpt 3.13, we can see how there seems to be a problem with a word (viscosity), but providing the translation in Basque does not seem to work, as students are not able to answer the question. Therefore, T2 realized there was a comprehension issue with the meaning of the concept, as students did not know the meaning in Basque or Spanish:

> T2: viscosity, what does it mean?
> St: Biskosidadea
> *Viscosity (Basque)*
> T2: yes, likatsua, euskeraz. Are viscosity and density the same thing? What's the difference?
> > *Yes, viscosity (basque), in Basque. Are viscosity and density the same thing? What's the difference?*
> [Students dont know]
> T2: inglesez dago baino agian kontzeptua ez dugu ondo maneiatzen [explains in Basque and then briefly repeats in English].
> *It is in English but we may not know the concept [explains in Basque and then briefly repeats in English].*
> **Classroom observations, excerpt 3.13**

We have seen how the way language is used by T2 is an important part of this subject, as T2's explanations were usually the main input in the classes observed. T2 showed insecurities on his explanations and strategies used to teach through English although high-level explanations were seen in the observation period. Although his presentations are originally developed by T2, this teacher defends the use of authentic materials for some activities in the class so as to train students with real scientific language used in science. Regarding strategies to make input more comprehensible, the use of visuals and use of Basque were common. Although T2 was critical about himself and thought he could make his explanations easier, use of paraphrasis and simplification was also seen in this class.

6.2.3. Classroom 3, digital communication

General teaching approach: input in the digital communication class

T3, an English teacher teaching CLIL, is in charge of two subjects taugh through English which were very similar in content and methodology. The main difference between these two subjects was that one was taught to 2nd graders and the other one was taught to 3rd graders. In both, teacher talk was a core element.

In this case, T3's use of language does not refer to content explanations, as it is a media lab where students learn how to do something and later do it rather than studying content as such. The presence of lots of instructions is therefore a main characteristic of these classrooms as the teacher provides a lot of information and explains the steps students have to take to work in groups also using the classrooms' *Google Classroom* platform.

Before students start working on a task, it is the teacher who introduces the task, presents the objectives of it and explains the steps students have to take in order to fulfill the objectives. This time, T3 may explain how to write a newspaper article, tell students about the process of creating an animation or simply give them instructions. Students sit in groups and work in their own pace as a group, so teachers' first instructions are usually aimed at the whole class and later to each of the groups. This teacher talk, which is linked to terminology related to technology and media (attach, upload, sign in, infographic, files, etc.), is mainly in English. The following excerpt provides an example of teacher talk in this classroom.

> T3: you have to create a video of our trip to London… Using the pictures from google, include 5 folders inside the album and start selecting the pictures for day 1, day 2… so how do you do that? (…) A videojournal is something to tell what we did, day by day, of our school trip. Include text, pictures… the first step is selecting pictures and videos. Create an album with 5 folders, classify the pictures and share it with your mates. Please be respectful with the pictures…
> **Classroom observations, excerpt 35.3**

When it comes to materials, we could say that T3 makes use of plenty of resources from the internet to use in her classes, most of them being videos from YouTube or other educational platforms. These videos are used for different purposes depending on the task, but are always used as main sources of information to answer questions, to write down notes and later create media documents with that information, or to learn about a certain topic. In the following excerpt, T3 explains how she tries to choose suitable videos looking at both content and language so that students can make the most of them:

> Tutorialak edo horrelakoak saiatzen naiz bidio formatuan egotea eta saiatzen naiz atzerriko hizkuntzan inputa jasotzeko hau da entzumen frogak bizango balira bezela, pixka bat beraiek entzumenean trebatzeko. Eta beste ahoskera batzuk entzun ditzaten natiboenak edo ez natiboenak, baino desberdinak, eta hor saiatzen naiz aukeraketa egokia egiten beraien mailara egokitzeako. Eta batez ere hizkuntza aldetik asko erreparatzen diot bidioari, eta gero baita ere eduki aldetik ez dadin oso luzea izan, guk behar dugunerako egokitua izan dadila. **Interview T3, excerpt 3.21**
>
> *I try to find tutorials and other materials in video format, and I try to make them work as they were having a listening test with the foreign language input they receive, so that they can work and improve their listening skills. I also try to choose different pronunciations, native or non-native ones, and I try to adapt to their level. I mainly look at the language part of the videos, but also I also look at the length of it when it comes to content, as it should be adapted to our needs.*

These videos were available in the classroom online platform for students, so that they could watch them more than once and get the necessary information. Depending on the task, videos could be watched all together, per groups or individually. In any case, subtitles in English could be used and were most of the time used to make the input more accessible. In the following example, for instance, the whole class watched a video all together for the first time in order to get notes from it. Teacher 3 would make sure students had obtained the main ideas from the video and understand it, by asking questions and scaffolding:

[After watching the video]
T3: was it easy?
St: No
T3: was the man speaking too fast?
St: Yes!
T3: what is 'isolate'? (it has been mentioned in the video)
St: You put like a thing in the door…
T3: to prevent the heat to…
St: Go away!
T: can you give me the translation in Basque?
St: *Isolatu*
[Now they have to watch it again and take notes again]
St: Can you put the *subtitulos* in Spanish?
T3: no, you have to take notes in English, so the subtitles should be in English.
Classroom observations, excerpt 20.30

In excerpt 20.30, we can see how T3 was aware that the video might not be fully understood by her students as 'the man was speaking too fast'. This may be the reason why she wants to make sure one of the most important terms ('isolate') was understood, and she checks that by asking what it is and a translation in Basque. In the same excerpt, we see a student asking for subtitles in Spanish to see the video again, but gets a negative answer from T3.

In this same task, T3 was also aware of the idea that students could not understand everything from the input they receive in the class, but her experience told her that the necessary information was received, and therefore, the objective of the task was fulfilled:

(Talking about a previous taks/tutorial) Orduan beraiek esaten zuten, 'bueno ez zen errexa eh', baino gero apuntek ikusten bazenitun behar zuten informazioa ondo hartu zuten. Ordun karo, dena ez zuten ulertu, noski, baino behar zuten informazioa hartzeko gai izan zian.
Interview T3, excerpt 3.14
They would say 'well, it wasn't easy', but then if you looked at their notes you could see that they got the information they needed (from the video). So, of course, they didn't understand everything, but they were able to catch the information they needed.

Strategies to make input comprehensible

Even though T3 tried to adapt her materials to students' level and class objectives, she showed her fears on not being able to make herself understood:

Ordun ba beti beldur hori eduki det, jo ba igual ez naute beti ulertzen eta ez naiz iristen beraiengana, ea berdin iritsiko dan mezua oraindik maila ez dutelako edo nik ez detelako nahikoa egokitu ingles maila beraien mailara edo.
Interview T3, excerpt 3.5
I have always had that fear, maybe they don't always understand me and I don't get to them, that fear of whether they will get the message because they don't have enough proficiency or because I haven't adapted mine (English level) for them.

This may be the reason why as seen in the observations, T3 would constantly ask questions about concepts or words that had appeared in a video or that she had just said in order to check students' understanding and make sure students were following her. It was very usual for T3 to use this strategy to check for comprehension. The following example illustrates this:

[The class goes through the rubric for the task. It says 'the facts must be accurate']
T3: what are facts?
St: *datuak*
T3: yes, facts, information, *datu zehatzak*. Do you know the meaning of accurate?
St1: *espezifikoa*
St2: *zehatza*
T3: that's right, very good.
Classroom observations, excerpt 27.3

Some other times, T3 did not receive an answer to her questions because she herself would answer it without giving much time to her students to formulate responses, such as in the following example.

T3: He's a paralympic. What's paralympics? Do you know? He uses a wheelchair. He's a paralympic swimmer.
Classroom observations, excerpt 20.1

T3 wanted to make sure her students have understood what they needed to do, and therefore, apart from asking questions constantly, made use of self-repetition. This strategy was characteristic of her teaching style, as it was not seen in the other teachers. In her idea of providing the maximum exposure to the foreign language (as seen in the previous chapter) and her fears about having communication problems with her students, T3 would explain and give the same information in English plenty of times. If she detected students had problems with understanding after her attempts and use of repetition and paraphrase, she would use the L1. It was interesting to see how T3 would repeat the same

information in that target language and if she felt it was necessary to clear things up, would use the L1 afterwards.

> T3: do you think you'll finish by Monday?
> St. I'm not sure.
> T3: do you all know how to upload the video? The secretary has to download it and upload it in classroom by Monday. Do you know how to do it? Secretaries come here… come here to learn how to download the… do you know how to download the video in MP4 format?
> St. eee?
> T3: bukatzen duzuenean, astelehenerako, deskargatu behar duzue MP4 formatuan eta geo classroomen jarri. (L1 explanation)
> *When you finish, for Monday, you have to download it in MP4 format and then upload it in Google Classroom.*
> **Classroom observations, excerpt 29.12**

As it has been previously explained, this subject's aim is to engage students in doing and creating, learning how to do something rather than learning it by heart. This characteristic of the subject is explained in the following excerpt, when T3 explains how comprehension issues are not a problem in her classroom:

> Nik uste beldur handiena (CLILen) dela edukiak ez hartzea edo edukiak ez barneratzea komunikazio arazo batengatik. Gurean hori ez da arazo handia esan dudanagatik, gehiago da komunitateari eskeintzen dizkiogun gauzak sortzea, eta gehiago lantzen dugu egitearen hori edukiak buruz ikasteari baino. Egia da ezagutza batzuk barneratu behar dituzula, ze ez badezu ulertu artefaktu digital bat nola egiten den edo nola erabiltzen den ba zaila egingo zaizu egitea eskatu zaizun hori. Baino buruz ikasi behar ez danetik ezer, iruitzen zait arazo asko saihesten ditugula.
> **Interview T3, excerpt 3.38**
> *I think one of the biggest fears (in CLIL) is that students won't learn content because of a problem with communication. In our subject that doesn't happen, as I said here we mainly focus on creating things for the community, and we work with learning by doing than with learning contents by heart. It is true that we sometimes need to get some knowledge from explanations, because if you haven't understood how to create or how to use a digital artefact then it will be hard to do what you are required to do. But as we don't have to learn anything by heart, I think we avoid many problems.*

However, in this rich input context where there is a lot of teacher talk mainly related to instructions but also to audiovisual input in the foreign langue, there were instances were students could not understand meanings of certain words or phrases. In these situations where there was a communication problem, T3 admitted that she would use two main strategies: synonyms and using Basque.

Bueno saiatzen naiz, alde batetik sinonimoak edo erabiltzen hizkuntza berean, eta gero beste batzutan inongo arazorik gabe jotzen det beste hizkuntzetara baita ere. Bi eratara. Aprobetxatzen det sinonimoak erabiltzeko, beraiek ere ba lotura hori egin dezaten. Baino bai, momentu batean transferitzen det beste hizkuntza horretara ta gainera saiatzen naiz 'espresio hau ba horrela esaten da gazteleraz edo horrela euskeraz'.
Interview T3, excerpt 3.13

I try to use synonyms, on the one hand, and then some other times, I have no problems to use other languages too. Both. I use these situations to give them synonyms so that they link the words. But yes, some other times I try to say 'this expression is like this in Spanish, or like that in Basque.

Her words were confirmed with classroom observations, which confirmed that T3 would usually take advantage of these language-related moments to introduce synonyms, create links between languages or to refer to other aspects of language.

St. What is grab?
T3: heldu, but if I say grab his attention, bere atentzioa erakarri. To grab the readers attention.
Classroom observations, excerpt 18.18

T3: what is gather information?
St. Bilatu
T3: bildu. How do you say bilatu in English?
St. Search
T3: yes, search information.
Classroom observations, excerpt 19.3

T3 has experience in teaching through the medium of English, so she feels confident and provides a rich input to her students in the class. In addition, her role as a language teacher makes her focus on materials that may be useful for students to improve their language skills, such as tutorials or appropriate texts. Questions to check comprehension and self-repetition are a common strategy observed in this classroom where the L1 is also used but not after explanations and instructions are given in the foreign language first.

6.2.4. Classroom 4, world literature

General teaching approach: input in the literature class

T4 has a language teaching background (she is a Spanish philologist). The literary works covered in this subject are ancient Greek or Latin works, British ones or Spanish ones, for example. However, this literature class does not look like a traditional class where students read books and then pass the exams.

As we said before, in the World Literature class students have to access the main input (texts mostly but also teacher-created podcasts or videos) outside the classroom, and it is in the classroom where students work on the input they have read before and carry out tasks. This way, the teacher's role is that of ensuring students have understood the materials and scaffold their learning process by helping them carry on the tasks and answering their questions. Because of this student-centered approach, original literary texts, teacher's notes or teachers' podcasts could be considered the main input in this class. Teacher talk refers in this context to overall instructions and teacher's explanations when she considered necessary to make some things clear.

As mentioned in the previous chapter, this class took place in the computer room, where each student had one computer to work on the tasks. All the materials, which included teacher's own notes about a literary movement, comprehension questions about a text, readings or links to videos, were accessible to students in *Google Classroom*. The teacher made use of plenty of sources from the internet, and made available tools for students to get information from. These could include a literary text or an explanation of a literary movement such as romanticism with its main characteristics in video or text format, for example. She would also create her own materials adapted to her students based on several educational sources, as explained by herself:

> Zenbait webgunetik hartzen ditut dokumentuak, edo zuzenen linka jartzen det eta zuzenen hortik irakurtzen dute. Askotan bi gauza konbinatuta: nik neuk egindako laburpentxoa dago, apuntek bezala, eta gero dauzkate beste link batzuk ikusten dela fidagarriak direla, hortik informazioa jaso dezaketela eta konsulta ditzaketenak gero haiek sortzeko dokumentoa. ordun konbinazio bat da.
> **Interview T4, excerpt 4.40**
> *I get the documents from certain webpages, or I put the link for them to read it from there. Usually I combine both: there's the summary I've done, like the notes, and*

then they have other links that are reliable, from where they can get information to fulfill the tasks.

However, she underlined the fact that the input students have to face in her class (authentic literary texts) were hard even for native speakers of English and even harder for students to handle. That is why she admitted that, when choosing literary texts for students to work on, she had to be realistic about students' level and the language genre in such texts and adapt them as her aim was that students understood what they read and show their understanding (4.39):

> Obra kanonikoak irakurtzen ditugu, zerbaitengatik dira kanonikoak, onak dira. Orain bertan erdaldun batei esateiozu irakurtzeko Delibes eta hiztegia ondoan behar du, o Camilo Jose Cela La Colmena. Ordun nere ikasleek ezin dute irakurri inglesez literaturako obrak. Irakur ditzakete egokituak. Irakurri dugu adibidez Pride and Prejuidice Jane Austenena, egokitua hemen liburutegitik hartuta. O Romeo and Juliet, adaptation. Vale. Baino benetakoa? Irakurriko dute Hamlet inglesez, Shakespearek idatzi zun bezela? ¿de que? Ezin da. Orduan alde hortatikan ba hori ikaslen maila ez dator bat irakurgaiekin. **Interview T4, excerpt 4.77**
>
> *We read canonical works, and these are canonical for a reason, they are good. Right now, you tell a Spanish speaker to read Delibes or Camino Jose Cela "La Colmena" for example, and they new the dictionary next to them. So, my students can't read the English literary works in English. They can read the adapted versions. We have read "Pride and Prejuidice" by Jane Austen, adapted. Or the adapted version of "Romeo and Juliet". OK, but original ones? Will they read Hamlet in English in the way Shakespeare wrote it? How? That's impossible. So in that sense, students' level does not match the one required in the readings.*

Strategies to make input comprehensible

For some of this type of tasks and readings, T4 would provide translations of the texts in Spanish and/or Basque as an extra help for comprehension. These versions in Spanish or Basque were provided to students to better understand literature in English. The following excerpt illustrates the role of these translations as an aid to carry on a task and show comprehension. Here, a student asks if the task has to be in English as the input they had was in both English and Basque. T4 recommended her to do it in English:

> St: long answers or short?
> T4: as you feel.
> St: inglesez?
>> *In English?*
> T4: yes, try to do it in English. Use the translation if you need to understand the text, but it's better if you use the English version to answer the questions.
> **Classroom observations, excerpt 46.3**

T4 would also use more strategies to make the input comprehensible. In some other task where the main information source for students was a Youtube video on the era of romanticism, T4 decided to give students the audio transcription from the video, because according to her, the subtitles available from the original source were not appropriate and the video was not easy to understand. The following excerpt illustrates this:

> T4: what did you think about the video?
> St: ez dut ulertu.
>> *I didn't understand it.*
> T4: OK, but there's something more than words here…
> St: oso ondo egina zeon.
>> *It was really well done.*
> T4: yes, the images are beautiful. The text is quite difficult to understand, that's why I wrote the transcript for you.
> St. Baina subtituloak jarri daitezke.
>> *But there are subtitles available.*
> T4: yes, but the subtitles are usually awful, cos it's a machine interpreting… and it mentions many names that in the subtitles are not well written. You have a document with the script I wrote for you. You watch the video with the subtitles if you want or read the script and do task 1 at home.
> **Classroom observations, excerpt 55.2**

Other input that students would work with were notes created by the teacher, which T4 admitted that would make more comprehensible and practical, so that students would not waste time in searching and filtering information and would focus on understanding and expressing themselves:

> Dudik gabe (egokitzen ditut materialak). Ulergarriagoak eta praktikoagoak egiten ditut, bestela, zuk denbora asko balin badauzkazu ikasleak bilatzen... eta adierazmena kostatzen zaie asko. Eta nik ez det nahi corta y pega egitea. Ordun denbora asko pasatzen badute bilatzen, aukeratzen eta filtratzen, gero posible da agortzen ai zaigu epea ingo det corta y pega bat. Nik hortan asko insistitzen det, 'corta y pega ez egin, izan zu'. Zu izateko euskeraz egin ahal izateko, in zazu euskeraz, baino izan zu. Ez hartu beste baten hitzak. Orduan askotan ahalbidetzen det hori. Jartzen diet apunteak erreferentziakoak eta gero link batzuk bueno horrea jun zaitezke, ez hasi googlen bilatzen porque... denbora hori ya nik galdu det.
> **Interview T4, excerpt 4.41**
>
> *No doubt (I adapt materials). I make them more comprehensible and practical, if not… if you make students look for information for a long time… and expression is hard forth them. And I don't want them to copy and paste. Because if they spend a lot of time looking for information and answers, and then choosing them, maybe the lack of time makes them copy/paste. I tell them this a lot: don't copy/paste, just be you. If you need Basque to be you, then use Basque, but don't use others' words. So I let them do this. They have my notes and the best links and they can go there, 'don't start searching in Google because I've already spent a lot of time there.*

The observation period confirmed T4's words on her efforts to make things comprehensible for her students. She made a great effort on adapting materials and facilitating students learning process. In her words, when the foreign language was 'the problem' students had the tools to surf the internet and search for meanings of words.

> Eta gehien gehienetan, ni saiatzen naiz egokitzen eta uler dezaten. (…) hizkuntzan egon daiteke arazoa, baino gaur egun hori interneten begiratzen dute esanahia eta ordun arlo honetan bereziki ez daukat arazo handirik ulermenean. **Interview T4, excerpt 4.35**
>
> *Most of the times, I try to adapt myself for them to understand. (…) there might be a problem with the language, but nowadays they can look for the meaning of the words online. So in this class, I don't think comprehension is a big problem.*

In fact, the observation period showed how students (and the teacher) tended to use different resources from the internet to gain knowledge when something was not understood. Tools such as Google Translator or online dictionaries were used by the students in a daily basis to look for words that they did not understand or for words they needed to produce in the foreign language. Students would also use online resources to look for extra information on Wikipedia or similar webpages.

Some other times, it was the teacher who provided definitions of terms that students could not understand, by giving them definitions of terms in the foreign

language as in excerpts 45.5. T4 would also use the translation of the word in Basque or Spanish (excerpt 40.1) or both (excerpt 57.3).

St: what is satiric?
T4: to critize someone but from a humorous point of view, do you know the *chirigotas* in Cadiz? Satire is a very sharp critic, but with humor.
Classroom observations, excerpt 45.5

T4: do you know what doomed means?
St: condenado
T4: doomed means *condenado,* someone who's destiny is written and has no remedy than to fullfil it. Not a criminal that has to go to prison, you know?
Classroom observations, excerpt 57.3

The main input in the class taught by T4 are written or spoken texts that students have to use to carry on their tasks because of the student-centered and flipped-classroom methodology followed. T4 made great efforts in adapting texts to their students' level, while providing aid in students' other languages (Basque and Spanish) to understand the input and successfully do the tasks. As students had autonomy in this class, they would mostly make use of online resources for language related issues.

6.3.   Language use and multilingual practices

In the previous chapter we have seen how Basque was present in the CLIL classrooms of the study as a strategy to make content comprehensible. This chapter aims at more deeply exploring how students and teachers use the FL, their L1 and L2 in the CLIL classroom. Within this research question, we will explore how teachers and students make use of their linguistic repertoire for both communicative and pedagogical purposes while looking at teachers' thoughts on language use.

This section aims at answering the following research question related to the presence of languages other than English in CLIL lessons:

RQ3. How do teachers and students make use of their multilingual repertoire in CLIL?

  - How do teachers use English, Basque and Spanish in their discourse?

  - How is classroom interaction and students' language use in CLIL?

  - Do teachers use students' multilingual repertoire for pedagogical purposes?

The first section is a description of teachers' overall language choices and thoughts on the use of multiple languages in the classroom. The second section deals with the presence of different languages in interaction in the CLIL classroom and student language use, referred here as spontaneous translanguaging. The last section is devoted to the use of multiple languages other than English for pedagogical purposes in the CLIL classroom, referred here as pedagogical translanguaging.

6.3.1. Classroom 1, economics

Teachers' overall language use

As we have already seen, teaching through English was a new experience for T1 in which we saw how she dealt with some challenges regarding English language use and establishing a language policy for the class.

In fact, when T1 arrived in the school and was assigned to teach through English, she decided to follow an English-only approach. This way, she would only use English for explanations and constantly remind students to use it in class. An example of this was seen in one of these lessons when a student asked her for an explanation in Basque so that he could understand it better and she responded 'this is in English' (see excerpt 82.7 in RQ2). This reaction showed how, although not having guidelines on how to deal with these situations, she understood the only language spoken in the class should be English. However, she only followed that English-only policy in the first two lessons or so, as it was clear that her proficiency in the foreign language limited her teaching to the point where she would not be able to finish sentences and provide clear explanations. Classroom observations showed that T1 had difficulties when expressing herself in English, and as explained by her words, she did not feel comfortable when teaching through English as she lacked of academic language proficiency:

> R: Zein da zure konfiantza/segurtasun maila ingelesez klaseak ematean?
> T1: Nahiko flojo. Gauza da nik ingelesez bai hitz egin dezaket baina gauza teknikoetan karentzia asko ditut, orduan… Egunerokotasuneko konbertsazioa bai eraman dezaket baina diferentea da klase bat ematea ekonomiako hitzak erabiltzea eta… orduan… -Orduan euskaraz izango balira bezala ez da ez? – Ez, ez.
> **Interview Teacher 1, excerpt 1.3**
> *R: How does your condifence when teaching through English look like?*
> *T1: pretty weak. The thing is that I can speak English but I have shortages with technical terms, so… I can follow every day conversations, but it is pretty different to teach using economic terms and stuff… so…*
> *R: So you don't feel like when you teach through Basque, right?*
> *T1: no,no.*

The previous excerpt reflects the distinction made by T1 of everyday English and academic English (as defined by Cummins as BICS and CALP), explaining how she sees herself able to communicate in English in a colloquial register but not that competent in teaching through English. This way, she made it clear that it was very different from teaching in Basque.

Her English level made some students laugh at T1 every time she would mispronounce a word or make a mistake. In one of these first classes, one of the students even told her about how bad her English was. Although she laughed at this comment, the tension in the class was obvious. This situation led to the point where T1 admitted to the researcher that she was having a really bad time when teaching through English. T1, therefore, decided to start using Basque in her CLIL classes. Although she felt she tried to use English as much as she could, observations showed how she eventually would make extensive use of Basque for different functions. Some of these functions included classroom management, checking for understanding or explanation of content when she had difficulties to do so in English as in excerpt 69.6 (also see RQ2). This example, taken from the first weeks of T1's arrival, shows her difficulties in explaining the topic. Students were introduced to the new topic/unit of macroeconomics and after reading the theory text-content from the worksheets, T1 started checking for comprehension by asking questions as she used to do:

[After reading the text from the worksheets, asks her students]
T1: do you understand now? So what is inflation?
St: Prezio guzik igotzea
   When prices go up
T1: And what … causes?
St: Printing of money, balioa galtzeula…
   Printing of money, lose value…
T1: Costs? Do you remember what it says about costs? (No response) It says that… (Stops and sighs, difficulties)
Zer esan nahi du kostuekin? Kostuak igotzen badira?
   What does it mean with costs? If costs are increased?
St2: Prestamoa, bankuk eta esan du…
   It says loans, banks…
T1: If in January to *product a book cost 2€ and now the value of the paper is more… so the value of the product will be more… the product will be more expensive (explains in Basque).
Classroom observations, excerpt 69.6

In the previous excerpt, first of all, and after reading the definition and characteristics of inflation in economy, T1 asked for the meaning of the word, and quickly got an answer ('when prices go up', in the L1). T1 wanted her students to show their understanding by asking them the factors that cause inflation as well, so the same student mentioned one of them (printing money). However, none of the students answered her questions about the relationship between the costs and inflation that were mentioned in the text, so she tried to explain it herself, but stopped for a second, sighed and decided to ask the

question again, this time in Basque. Avoiding to answer the question herself, T1 finally decided to use a simple example for students to understand, but immediately finished her talk going back to Basque for a better explanation for her students. As it has already been said before, switching to Basque when explaining content became pretty common in T1's classes, both because she wanted her students to understand but also as a strategy to lessen her anxiety when teaching in English.

Students' language use and class interaction

This English-only approach followed by T1 in the first lessons made her students try to use English in class interaction. Interesting situations were seen in these first lessons taught exclusively through English. In the following excerpt, for example, we can see how, although not relating to content matter, some students attempt to use the foreign language.

> ST1: you like langostinos? *(St asks the teacher)*
> *You like prawns?*
> ST2: do you like izangoa, ez?
> *Shouldn't it be 'do you like'?*
> ST1: zeba?
> *Why?*
> ST2: hola delako beti.
> *Cos it's always like that*
> T1: come on, you have to finish this before next Monday. (…) Your mates are working.
> ST1: but I'm intentando working *(students laugh)*
> *But I'm trying working*
> ST2: Trying to work, tu!
> *Trying to work, you!*
> **Classroom observation, excerpt 80.8**

In this conversation between a student and T1, we can see how on the one hand, ST1 uses English to ask T1, which seemed unnatural and uncommon in this class, but making an effort to align with the medium of instruction norms. On the other hand, another student detects language errors and corrects his friend, creating some kind of language awareness moment. It is also interesting to see how ST1 translanguages when trying to express himself in English, as seen in the utterance 'but I'm *intentando* working', which makes ST2 react with another correction.

However, these kinds of situations where students tried to use English decreased soon, and overall, little English was used by students in oral interaction during the classes observed. Although there were a couple of students who would actually try to use English when communicating with T1, overall classroom

interaction was based on students using Basque (mainly) or Spanish (in a lesser extent). The truth is that it was common that students used English for simple, yes/no answers, but switch to Basque or Spanish when longer answers were required. The following is an example of students answering to T1's questions, and using English when a one-word answer was required.

> T1: What's the difference between microeconomics and macroeconomics?
> ST1: Macro es grande y micro es pequeño.
>   *Macro means big and micro means small.*
> ST2: Micro detailek ikustettuzu ta macron handiagoa.
>   *Micro you can see details and macro is bigger.*
> T1: We said same examples last day… for example: inflation, GDP, unemployment are…
> STs: (*Finish the sentence)* macroeconomics.
> T1: OK.
> **Classroom observations, excerpt 85.6**

In excerpt 85.6, two students answered the question by T1 about the differences between microeconomics and macroeconomics. Interestingly, both responded similarly but each of them using a different language (Spanish and Basque). ST1 tended to use both Spanish and Basque in the classroom, while most of his mates mainly used Basque. In the excerpt, it is only when the specific academic word is required that all students use the word in English.

When asked about students' language use in class, T1 explained that students did not feel the need to use English in her classes (excerpt 3.22). Although showing some kind of annoyance, T1 understood the fact that students would not use the foreign language as she would underline the importance of communicating, regardless of the language chosen by the interlocutors:

> Azkenean bion parteko esfortzu bat izan beharko luke, pentsatzen dut. Ikasleek ingelesez jasotzen dute baino beraiek ikusten dute beraiek ez dutela zertan ingelesez erantzun behar. (…) Bai molestatzen dit baina bueno… saiatzen zara benga ingelesez egin, batzuk egiten didate ingelesez, baina… Badakit ingeleseko irakasgai bat dela, baina egia da batzuetan komunikazioa dela garrantzitsua eta ez hizkuntza, baizik eta ondo komunikatzea eta ondo ulertzea esaten ari garena eta gutxieneko eduki batzuk barneratzea. Orduan, ez badira gai ingelesez egiteko eta euskaraz egiten badute ba bueno, ulertzen dut. **Interview T1, excerpt 1.22**
> *I think we all should make the effort. Students tend to use Basque because they see they don't need to answer in English. (…) Yes, it bothers me but well… I know this is a subject in English, bat it is true that sometimes communication is important and not the language itself, to communicate and to understand what we are saying and to learn content. So, if they are not able to speak English and if they use Basque, well, I understand.*

Using the multilingual repertoire for pedagogical purposes

Apart from these spontaneous moments where Basque and Spanish were present in classroom interaction, there was almost no planned use of these languages by the teacher. During the observation period, T1 chose to use a documentary on economic growth in Spanish. When the researcher asked about it, she explained that she could not find it in English, so she was not really using Spanish for any particular reason or for pedagogical purposes as it was just a coincidence. T1, however, admitted that she would use the local languages (Basque and Spanish) consciously for other specific situations:

> Bai (erabiltzen ditut beste hizkuntzak modu pedagogiko batean), batez ere siglak. Sigla asko daude ekonomian, eta erabiltzen direnak hedabideetan eta… zertaz ari garen jakiteko erabiltzen ditut, pixkat lotura egiteko. BPG eta horrelakoak. Nire ustez garrantzitsua da ere bai ikasten daudena errealitate batera eramatea, eta errealitatea guk daukagu edo euskeraz edo gazteleraz.
> **Interview T1, excerpt 1.24**
>
> *Yes (I use other languages in a pedagogical way), specially acronyms. There lots of acronyms in economics, the ones that are used in the media… I use them to somehow link and know what we are talking about. BPG (BPG refers to Gross Domestic Product in Basque) and similar ones. I think it is very important for them to link what they study with our reality, and our reality is in Basque or Spanish.*

T1 referred particularly to providing translations of acronyms in Basque to link terminology in Basque with English. This subject, Economics, referred to general economics but also to local economy topics such as the Tax System in the Basque Autonomous Autonomy, so T1 thought a link to reality needed to be established. For some of the tasks, students needed to retrieve information from local webpages. For instance, there was one specific task where students had to look for data related to the labor market in the BAC. Students had to look for information either in Basque or Spanish, the official languages of the BAC. The following excerpt shows how students tried to link the terminology learned in English with the one on the webpage, which was either in Spanish or Basque:

[Task about labor market. Have to look for information in Basque or Spanish. Retrieve data and calculate activity rate and unemployment rate. Find a map of the BAC and write the numbers in the corresponding tables and comment on the results].

T1: jarri 'lan merkatua', 'Erkidegoan da lan merkatua'. Edo jarri gazteleraz.
Type 'labor market', 'labor market in the BAC', or type it in Spanish.

St1: A ver, datos empleo CAV… (Spanish)
Let's see, employment figures BAC

T1: euskaraz ere topatu dezakezue.
You can find it in Basque too.

St1: Hemen hemen, tasa de actividad.
Here, here, activity rate (Spanish).

St3: Eustaten badao.
It's on Eustat.

St2: [T1's name], 2016/2017ko datuak eztia agertzen…
There's no data from 2016/2017

T1: orrialdean ondo zaudete, gauza da hor saltseatu behar duzuela…
You're on the correct webpage, the thing is that you have to look around there…

St: Zer da 'tasa de ocupación'?
What is 'employment rate' (Spanish)?

St2. Activity rate, ez?
Activity rate, right?

St. Baino 'tasa de actividad' ere badago.
But there's also 'activity rate'.

St2. 'Tasa de paro' da 'unemployment rate'… biztanleria ehunekoan kalkulatu behar deu 'unemployed' hortan…
'Unemployment rate' (Spanish) is 'unemployment rate' (English)… we have to calculate the percentages in the 'umemployed' section…

Classroom observations, excerpt 66.7

Students tried to link the terminology and academic language learned in English with the ones in the webpage, in this case in Spanish. Although the aim of T1 was to connect them with reality as expressed by her in the previous excerpt, and therefore, to focus on content matter, this activity made students aware of the differences and similarities of the language of instruction and the local languages.

To sum up, we could see how in this classroom, Basque and Spanish were present in spontaneous talk both for T1 and her students. As seen in the beginning of this section, T1's proficiency level in English influenced this circumstance. In this classroom, limited use of the target language was seen on part of the students. Basque was also considered necessary as some of the content learnt was linked to the local context.

6.3.2. Classroom 2, anatomy

Teachers' overall language use

The previous chapters of this thesis have shown how Teacher 2 had clear objectives for his anatomy class taught by English. Using English is, for Teacher 2, a tool for learning anatomy and develop comprehension skills. Therefore, we have seen how T2 would make use of authentic materials and provide great input in the foreign language to his students.

When it comes to language use, the observations in T2's classes showed how he created a clear separation for the language used for communication in the classroom and the language used when referring to content-subject matter in materials, explanations or exams. This way, Basque was the main language of the classroom as it was the way students and T2 would communicate, but English was the language of instruction and the language used for content-related matter, as explained by himself:

> Nagusia da euskara, zeren nekin erlazionatzeko daukaten bidea izaten da gehiengo batean euskara. Ingelesa gelditzen da gehiago ba… informazio iturri bat daukagu edo eskatzen digute zerbait ingelesez adieraztea eta ari gea. Baina printzipioz erlazionatzeko bidea izaten da euskara. Hala ere, orokorra dena azalpena klase guztirako hori ingelesez da. Nolabait, jartzen zaien froga ingelesez da, maneiatu behar duten materiala ingelesez da.
> **Interview T2, excerpt 2.30**
>
> *The main language of the class is Basque, because it is the way they communicate with me. English is more like… our source of information or if they ask use to express something in English we do it. But our way of communication is Basque. However, the main language for my explanations is English. Somehow, the exam they have to pass and the materials they have to use are in English.*

Interestingly, the observations confirmed how T2 used Basque, the main language of the school, as 'the language of the classroom', that is, the language used to communicate with students about non-content-related things, such as exam dates, their lack of motivation, or greeting students in the beginning of the class. However, T2 would automatically switch to English when giving his explanations and work on subject matter content:

> T2: Egun on! Prest zaudete hasteko? Itxoingo deu beti bezela besteak etorri arte… esna gaude?
>
> *Good morning! Are you ready to start? We'll wait for the others… are we awake?*
>
> St: juxtu juxtu…
>
> *So so…*
>
> (*T2 starts his presentation and switches to English*)
>
> **Classroom observations, excerpt 8.1**

Both his words in excerpt 2.30 and the previous excerpt from classroom observations show how T2 linked the two distinctive uses of the language, BICS and CALP, with the two main languages in the class, Basque and English as it seemed artificial for him to use the foreign language to interact with his students for everyday, non-academic language.

Students' language use and classroom interaction

When it came to students' language use, T2 had decided not to establish any 'language rule' in his class, although he had previously thought about it. According to him, pushing students to use English would result in students not participating in the class and being quiet all the time, so he felt he needed to be realistic and flexible with it:

> (…) Zeren esaten baldin badiet, derrigorrez, zalantzan bat baldin badaukazu, planteatu behar dezu ingelesez, ba nahiko zaila baldin bada batzutan zalantza planteatzea, ingelesez eskatzen baldin badiet kasu horretan esango zidaten ezinezkoa da, ez det ulertu… ordun lehenego gauza da ingelesa berez mehatxu bat ez izatea ze batzuentzako bada, zoritxarrez bada.
>
> **Interview T2, excerpt 2.25**
>
> *(…) if I tell them, 'if you have any question, you must ask it in English'… if I ask them to do it in English they would say 'that's impossible, I didn't understand', taking into account that asking questions in any language is hard. So, the first thing is that English shouldn't be a threat, because for some, it is a threat, unfortunately.*

In his words, it can be seen how T2 is aware of the difficulties that students may have when asking questions about content if they were asked to ask them in English, so he underlines the idea of English 'not being a threat' for them and not putting extra pressure by forcing them to use it. In this situation, it was not common to hear students use the foreign language in oral interaction. Although there were some exceptions (e.g. 2.12), students mainly used Basque to ask questions or to answer them.

> The text describes strength and elasticity as characteristics of arteries, T2 asks:
> T2: why strength and elasticity?
> St: because they have to pump a lot of blood.
> T2: yes, because of the volume and they need to be elastic as well (…).
> **Classroom observations, excerpt 2.12**

In this situation where students did not feel the need to use the foreign language in the classroom, there were often naturally occurring instances where both languages were used in interaction. T2 would use English and students would answer in Basque, showing interesting receptive multilingualism instances in their exchanges. Students and T2 were using different languages to communicate, as in excerpt 4.3. Here, T2, checking if students had understood the practical case presented in the text, wanted students to comment or summarize what they had just read. Students' natural reaction was to answer his questions about comprehension in Basque. In any case, T2 would accept any answers given by his students regardless the language chosen.

> (T2 is making sure students have understood the practical case presented, asks some questions to check their understanding)
> T2: So what's the important information here?
> St: Rubia dela neska.
>   *That the girl is blond.*
> T2: OK, could be. But what has happened?
> St2: Hil in da.
>   *She died.*
> T2: OK, is there any strange thing here?
> **Classroom observations, excerpt 4.3**

Using the multilingual repertoire for pedagogical purposes

In this class, T2 did not make use of other languages for pedagogical purposes, apart from specific moments where he would create links between technical terms in English and Basque, or translation of words as seen in RQ2 as a strategy to make content comprehensible. Other than that, T2 did not use students' multilingual repertoire for pedagogical purposes:

Summing up, this case represents an interesting approach to teaching in CLIL with regards to the use of languages in the classroom. We saw how in T2's classes, English was the main language used from the teacher to transmit scientific topics, but Basque was present in interaction once the language changed to everyday-communication. As in T1's classroom, students in this class rarely used the foreign language in oral interaction when meaning-making,

which led to interesting receptive multilingualism moments where both languages were used in conversation. Finally, strategies that used students' languages for pedagogical purposes were not identified.

6.3.3. Classroom 3, digital communication

Teachers' overall language use

Teacher 3 has an English teaching background and a very high English proficiency level. As explained by her in the interview, English has been the language used in all her career as a teacher, so she feels pretty confident with it and feels more trained every year. With her English teaching background, T3 believes she should provide the maximum exposure to English in her CLIL lessons and uses it as much as she can. She underlines the idea of improving students' communicative skills in the foreign language as an aim in her subject:

> Ordun nik ustet denok dugula kontzientzia hori aldan neurrian ingo degu ingelesez, eta batez ere gelako jardun hori, gure komunikazio-hizkuntza ingelesa izan dadila. (…) Baina bai lehentasuna ematen diogula ba gure komunikazio gaitasuna hobetzea gure eguneroko jardun hortan, ordun ni bai saiatzen naiz, esaten diet nik emango ditudan azalpenak ahal den neurrian inglesez izan daitezela, inongo arazorik gabe aldatzen naiz euskerara momentu batean. Baina bai lehentasun hori jarrita daukagula eta nik uste dut hori ongi baloratzen dutela beraiek edo eskatzen dutela.
> **Interview T3, excerpt 3.19**
>
> *I think we all have that in mind, the idea that we'll be using English as much as we can, the idea that English should be our language of communication.(…) But yes, one of our priorities is to improve communication skills in our daily situation, so I try to tell them that my explanations will be in English, although I have no problem to switch to Basque in a moment. But yeah, we have that priority and I think students want it and value it positively.*

Following her words, classroom observations revealed how T3 showed the importance given by her to the use of the foreign language, by using it as much as possible for instructions, content matter issues or communicative purposes, making it the language of the classroom the majority of the time. English was definitely the main language used by T3 in her talk, although there were moments where T3 would naturally use Basque (as admitted by her in excerpt 3.19). These, occurred spontaneously in her talk in the class, as presented in the following example:

Students' language use and classroom interaction

According to T3, the methodology and shape of this class based on active group work was thought to be a good option for students to engage in learning while using the target language, English. In fact, she explained, working in groups helped students use English, as otherwise, they would not use it.

Asignatura guztia dago pentsatuta gauzak sortzeari, taldean sortzeari,
orduan taldean lan egiteak asko laguntzen du ba komunikazio gaitasuna
landu behar dalako, (…) Ordun ba taldean egiteak ya laguntzen die hortan,
bakarka egingo balute ez lukete inglesez hitz egin beharko, baino kasu
honetan hemen taldeka 178ueno178in behar dute, ordun hori horrela
planteatu da hizkuntza erabili ahal izateko gelan.
 Interview T3, excerpt 3.37

*the whole subject is planned to create stuff in groups, so the fact that they work in
groups helps a lot because they have to work on their communication skills (…)
Working in groups helps them with that, because they wouldn't speak in English
if they had to work individually. We planned it like that so that students could use
the language in the classroom.*

It is true that the tasks involved students to work together and produce some kind of language (an article, a tweet, a blog entry or the script for a play). This means that they did use the language for that purpose. However, when it comes to oral interaction, it was visible that students working in groups naturally used Basque to communicate with each other and engage in the tasks. It was when T3 came to the groups that they would use the target language with her. In these moments, students knew they had to use English and tried to do so. T3, in addition, helped and pushed with language production when students had difficulties when expressing themselves as in excerpt 18.6:

[T3 to a group]
T3: What did you agree?
--silence—
T3: agree, *adostu*. What did you agree?
St: [Student's name] was the idazkari…
T3: was or will be?
St: Will be.
T3: OK, so [Student's name] will be the secretary.
St: Yes.
T3: OK, [student's name] what do you have to do? Can you say it in English?
(*St tries in English, teacher scaffolds*).
Classroom observations, excerpt 18.6

The previous excerpt is an example of how would T3 push students' language production in English ('can you say it in English?'). In fact, the observations in the classroom showed that T3 would constantly encourage students to try to use English in the class. With the objective of improving their communicative skills, she would ask students to use English not only when talking about content but also for communication about non-content related things. Excerpt 23.2 is an example of that, where a student wanted to ask her about some doubts about a school trip:

St: [Teacher's name], amak galdetu zian…
[Teacher's name], my mom asked me…
T3: can you tell me in English? We need to practice!
St: Bueno, my mom said…
Classroom observations, excerpt 23.2

Although they would try to use English when T3 was around, students made use of Basque in everyday classroom talk. As in the other classrooms, the use of English by T3 and the use of Basque by students resulted in interesting interactions with both languages involved. In these situations, communication took place without problems. In the following excerpt, we can see how, in a conversation between T3 and a few students about meeting after class, T3 answered the questions asked by her students in English while they would make them in Basque.

> [Talking about when to meet after the class]
> St: Ordu bat bakarrik edo bi?
>   *Just one hour or two?*
> T3: from half past 2 to half past 3.
> St: Noiz da hoi?
>   *When is that?*
> T3: Next Monday.
> St: Nik azterketa daket.
>   *I have an exam.*
> T3: OK, so you have an exam on Monday.
> **Classroom observations, excerpt 20.6**

Using the multilingual repertoire for pedagogical purposes

T3 also made use of Basque and Spanish to link terminology in English. She clearly stated that she considered necessary that students manage this vocabulary in the three languages (English, Basque and Spanish), that is why she tried to make students aware of the meaning and form of these terms. As she said, she wanted her students to be competent in all three languages. In classroom observations, we saw how T3 would put attention in some of these terms and ask students about how to say them in Basque or in Spanish. In her words, these moments were not spontaneous at all:

> Ez da espontaneoa eh, nik oso garbi daukat hizkuntza hori dominatu behar dutela… (…) 'Embed the code', 'embed' zer da? Gazteleraz incrustar eta euskeraz da kapsulatu, ba oso desberdinak dia, 'kapsulatu', 'incrustar' edo 'embed' oso desberdinak dia… Orduan, batzutan euskeraz irekitzen dituzte aplikazioak, baino beste batzutan inglesez. 'Embed the code' edo 'incrustar el codigo' edo kapsulatu kodea edo kapsulatze kodea zein den aurkitzea, hori lantzen saiatzen naiz eta ez da espontaneoa ez, aldiro-aldiro aplikazio berri batean funtzio berri bat ikasten dugunean hiru hizkuntzetan erakusten saiatzen naiz.
> **Interview T3, excerpt 3.25**
> *It's not spontaneous, I know they have to dominate the terminology (…) 'Embed the code', what is 'embed'? it's 'incrustar' in Spanish and 'kapsulatu' in Basque, they are very different. Sometimes they open the apps in Basque, and some other times in English, and they may have to 'embed the code' or 'incrustar el código' or to find the 'kapsulatu kodea' or the 'kapsulatze kodea'. I try to work on that terminology and it is not spontaneous, every time we learn a new function of an app I try to teach them in the three languages.*

Another way of using students' multilingual repertoire was to incorporate other languages than English for students to work in the tasks. This way, there were tasks in which students would receive instructions and the main input in English but had to create their work in Basque. An example of that is when students in

her class had to create an infographic about 'what is a blog?', having to watch a specific video on YouTube to retrieve information and main ideas, and then using an app, create the final product in Basque. Students could also choose to do the final infographic using three languages: Basque, Spanish and English.

Some of the tasks in this class had to be done in Basque because that is how T3 planned it in the syllabi. Most of students' productions in Basque were created to upload them to the school's webpage, so the target audience was the school community and parents, and therefore Basque had to be used. One of the tasks that students had to fulfill using Basque was a newspaper article on events that happened in the high school to upload in some of the school's media pages (webpage, or social media). In order to show students how to write this type of text, T3 decided to explain the structure of an article using notes that were written in English, Basque and Spanish. This way, she integrated all three languages to show that most texts follow the same structure regardless the language they were written in. T3 did so using her notes on the screen, from where students would read aloud in all three languages. All this was done while T3 used English for her talk. After these general explanations, T3 presented an extra PPT on tips to write an article, which was written in English, and finally showed an example of a real article from a newspaper in Basque. After this, students started working of their articles in Basque.

In a lesser extent, Spanish was also present in some of the tasks presented. For example, students had to choose the best app for editing one of their interviews (conducted in Basque), and to decide about which one to use, T3 provided a blog entry written in Spanish that students had to read in order to analyze different options for editing videos. This way, students' repertoire was a tool to reach the different aims of the subject.

The way T3 has decided to teach this subject, including students' multilingual repertoire for different tasks and even in her explanations shows how she sees multilingualism a good opportunity for students to learn. T3 integrated Basque, English and Spanish in her planning as she wanted her students to learn the specific terminology required in her subject in all the languages. Apart from that, she considered essential to give her student the maximum exposure to English as possible, and at the same time, to make them use the language, as she considers students should improve English skills in CLIL. This resulted in students trying to use the language in interaction when she was around, but definitely not when working with peers.

6.3.4. Classroom 4, world literature

Teacher's overall language use

T4 is a Spanish philologist who loves learning languages as she considers they "help us understand the world" (1.52). She can understand or speak about eight languages and English is one of them. Thus, in her classes taught through English, she would use all her resources to provide the best input to her students. This input was mostly in English, as it constituted the language of the classroom. In some of her lessons, T4 would play with her speech by using different English accents, switching from a British accent to a more American-like accent, for example, so that students would notice. She provides a very rich input in the target language to her students as she has a high proficiency level of English. She also shows confidence in teaching through English.

Classroom observations showed how T4 would use languages freely when talking to her students. Although English was the language used by T4 most of the times, she had no problem to use Basque or Spanish when talking to her students, especially when these had questions and T4 went to their desk and engage in some kind of individual talk. Her understanding of the use of languages referred to the idea of not believing in strict boxes and classifications. She admitted using languages 'freely' (1.49) and naturally at home, as explained by herself using the term *translanguaging*.

> [When talking about how her family uses languages…]
> Guk (bere familiak) hizkuntzak ez ditugu ikusten itxiak, benetan, (…) osea guretzako translanguage hori da… pfff oso naturala. Inolako konplejuik gabe iten deu gainera. Beste gauza bat da ,ikasten ari naizena uan, egituratzea hori eta helburu batekin egiten ta hori da zailagoa. Baino bestela modu naturalean? Buah… pff… libre libre.
> **Interview Teacher 4, excerpt 4.27**
> *We (referring to her family) don't see languages as closed boxes, honestly (…) for us, that translanguaging is… very natural. And we have no shame when we do it. Now, another thing is what I'm learning to do now, that is structuring it and doing it with a purpose. But in a natural way? Yeah, free, free.*

As T3, T4 took part in a training course on translanguaging and language integration in the curriculum, so had some theoretical knowledge about the phenomenon. In this excerpt T4 refers to spontaneous translanguaging as something naturally occurring in her home, but also mentions the idea of learning how to make use of these moments for a pedagogical purpose in her classroom, something that she considers is harder. Her attempts to incorporate

her students' multilingual repertoire will be described in the last section of this chapter.

Students' language use and classroom interaction

With her understanding of CLIL and view of multilingualism, T4 did not have rules regarding the use of language in her class. Interestingly, a characteristic of T4's classes was that students were free to use their other languages (Basque or Spanish) to fulfill the tasks, although using English was evaluated more positively. In some of the rubrics that the researcher had access to, it could be seen how working on tasks in English would be more highly graded than if other languages were used.

The following excerpt gives us an idea of how flexible she was with the languages students used to fulfill their tasks. In fact, it can be seen how in some tasks, she wants them to reflect on specific topics, work on them, and show her they have understood, giving content the main role here and putting language aside:

> Intsistitzen diet, egin lasai, idatzi lasai, informazioa bilatu duzu ba euskaraz edo erderaz, zergatik ba saiatu zara gero itzultzen dena? Ez da behar! Nik batzutan nahiago det zurea (enfasia), ze hoixe galdetu dizut. 'Nola interpretatzen duzu zuk hau?' (…) nik inglesez jarri dizuet eta erderaz jarri dizuet uler dezazuen, nik nahi dut ulertzea. Ordun gero hori analizatu in behar dezu, ingurune soziohistorikoan, ezta? Eta ulertu in behar dezu eta hori islatu. Ulertu duzu, baino gero islatzean ez da ikusten ulertu duzula? Ba ezin dezulako hori islatu ingelesez. Behar da ya lexiko maila, adierazpen maila altua, zuk eztaukazuna.
> **Interview Teacher 4, excerpt 4.23**
>
> *I insist them, if you have searched for information in Basque or Spanish, why are you trying to translate every single thing? You don't need to! Sometimes, I prefer your (emphasis) answer, because I have asked you that. 'How do you interpret this?' (…) I give you the input in English and Spanish so that you can understand, because I want you to understand. So you have to analyze that in the socio-historical context, right? And you have to understand it and show you understand it. You understood it, but then when showing it, is it unclear you understood it? Because you can't show that in English. You need a variety of lexicon and a high level of expression, and you don't have it.*

As described by herself, we could see how students, although having the freedom of using languages that may make them feel more comfortable, preferred to use English for their tasks. T4 explained that that decision limited her students' responses to some of her questions about the texts because of their proficiency in the foreign language, as they could not fully develop their ideas and reflections using English.

When it comes to students' oral use of language, on the contrary, students did not tend to use the foreign language. T4 linked this with students' personality (feeling shame, for example) but also with their level of English. In these situations, she understood her students would communicate 'as they can', but also showed some thoughts about students not using the target language in communication.

> Atzutan esan egiten det eh, (…) ba gauza bat da gehienetan euskaraz egitea, baino hau oso erraxa zen erantzutea. (..) saiakera pixkat egin behar degu ez? Hau da literatura unibertsala inglesez. Beraz nik egin bakarrik ez, zuek ere egin behar duzue. Orduan erantzuna erraxa bada eta nik balin badakit beraiek lasai esan dezaketela eta ez dala haeien barruko adierazpena ziurtatu nahi dudala baizik eta dela erantzun objetibo bat, sinple bat, jo ba hori bai, hor eskatzen diet (…)
> **Interview Teacher 4, excerpt 4.51**
>
> *I sometimes tell them (…) one thing is that you use Basque most of the time, but this question was really easy to be answered in English. We should try a little, right? This is universal literature in English. So I shouldn't be the only one using English, you should do it too. So, if I know that it is not a question that requires their inner expression skills, if the answer is easy and requires an objective and simple answer, then I ask them to answer it in English.*

Using the multilingual repertoire for pedagogical purposes

As previously seen in the section above, T4 admitted she was learning how to use students' multilingual repertoire in a planned way for pedagogical purposes, which she considered more difficult than using it spontaneously. In her lessons, observations showed how her students would work with translation by using different languages. In some other classes, we saw how T4 would make students aware of the link between languages.

As in T3's class, the students in the World literature class also completed some tasks that were created for the school community, such as their exhibition in the school library with the different tasks they had been working on for some weeks. This exhibition included for example, a welcome sign written in both English and Basque, information for other students to know about the topic of Heroes also using the two languages (such as a bilingual vocabulary list), characteristics and texts about classical heroes, and finally, texts written by T4's students in either Basque, English or Spanish about their own hero. Thus, for this project, students worked on the topic using more than the language of instruction, English. In fact, students had to translate some parts of their work so that other students in the school community could have the information in Basque too (class 54.2).

T4 would also make use of pedagogically planned strategies that enabled students to use their multilingual repertoire. T4's content units were based on the history of universal literature, although there was one specific unit, the one related with the Roman and Greek literature that put its attention to the words derived from Latin and the similarities between terminologies used in the languages they know. In this unit, the teacher drew attention to specific words that derived from either Greek or Latin in order to foster metalinguistic awareness and language awareness, creating links between languages and genres (academic English):

> [The whole class goes through the text; T4 draws attention and focuses on specific words in the text.]
> T4: (…) as you can see English incorporates a lot of Latin and Greek root words, especially in academic language. And because you know Spanish you can understand most of these words, cos Spanish is a romance language.
> **Classroom observations, excerpt 44.7**

> T4: 'confession' in Spanish?
> St: *confesión*
> T4: and in French?
> St. *confession* (sts try to pronounce it)
> T4: *confession* (T4 provides the correct pronunciation)
> T4: and in Italian?
> St: *confessione!*
> T4: see! They all come from the same roots.
> **Classroom observations, excerpt 44.10**

Finally, this last case represents an open-minded teacher with clear ideas about how helpful our multilingual repertoire and our languages are. Her relationship with languages has led her to develop language and metalinguistic awareness, which she uses to make the most of her classes improve her students' language abilities. At the same time, she is familiar with terms such as translanguaging. She uses this knowledge to teach through English, while being flexible with language use in her class, although she considers students' could try and use more English in oral interaction.

6.4.   Summary of findings

In the following lines, a summary of the main findings will be provided. We have firstly started with RQ 1, which aimed at understanding how four CLIL teachers shape their classrooms when integrating language and content under the themes understanding and planning CLIL, classroom dynamics and output opportunities and focus on languge and error correction. Some differences were seen in the way CLIL and the language part in CLIL was understood by these teachers. While T1 and T2 did not seem concerned about their role as language models and focused their attention on content comprehension and students' ability to understand content through the foreign language, T3 and T4 seemed to be more aware of their role as CLIL teachers. These teachers included 'language' as a part of some of their rubrics. T3 admitted language proficiency was assessed in one of the tasks during the course (blog entry). They also tended to draw attention to language forms and correct language mistakes, while T1 and T2 did not. More opportunities to use the foreign language where seen in T3 and T4's classrooms, as they chose a more student-centered approach to teaching.

The findings for our second research question followed. This question aimed at exploring the input CLIL teachers provide to students and the strategies used in the classroom to make that input comprehensible. The findings show that the input students receive is highly linked to the methodological approach the teachers have chosen. T1 and T2 show mainly teacher-centered practices, although students in T1's class do more interactive tasks once a week. T3 and T4 use more participative approaches, where group work and ICTs are important. This means that the input students receive differs, as in the first two classrooms, texts, worksheets and explanations through teacher talk abounded. On the other hand, T3 used a variety of materials as input for her students, and teacher talk was mainly synonym of instructions. In classroom 4, we saw how T4 provided different sources of input, especially audiovisuals, in a way that students could work from home and then acted as a guide in the classroom (flipped-classroom).

When it comes to the strategies used by these four teachers to make that input comprehensible, the use of Basque could be underlined as a common step to make things clear in all the classrooms. In T1's case, in addition, this strategy served as a way of making herself undertood as she showed some difficulties in explaining certain things in English. T2 made efforts to adapt his talk for teaching in the foreign language, but felt limited in some aspects. On the contrary, T3 and

T4 seemed to use more strategies to to enhance comprehension such as the use of synonyms, repetition, or paraphrasis.

Finally, RQ3 has looked at language use in the CLIL classroom. T1 language use was limited by her English proficiency and lack of academic language knowledge, so we saw how she would make extensive use of Basque for different functions. In classroom 2, T2 interestingly showed a clear distinction of languages for different functions, as content transmission would occur in English but he considered Basque as the language of the classroom, that is, the language used for non-content-related topics. T3's language use was characterized as being almost always in English, because she wanted to provide the maximum exposure to English for her students. For T4, English was the main language used too, but felt free to use both Basque and Spanish in her classes.

Something in common in all four classrooms is students' little use of the target language in overall interaction in the class. Overall, students did not use English for answering teachers' questions orally, especially when those were longer than two or three words. This issue was understood by the teachers, who did not establish any language policy in the class, and accepted answers in Basque. The situation seemed a bit different in T3's classroom, who would make students use English by encouraging and scaffolding their speech.

With regards to the use of students' languages with pedagogical purposes, T3 and T4 seemed to be more aware of the options to use the L1 and L2 in their CLIL classes as they both showed different strategies that involved the use of more than one language. In the case of T3, we saw how she tried to integrate all three languages in the classroom by giving input in more than one language or making students use different languages for different tasks. T4 included a literature unit in which she focused on students' linguistic and metalinguistic awareness, and also gave them the option to use the language they preferred to complete the tasks in her classroom.

In the next chapter, the main findings of the study will be analyzed while relating to literature in CLIL contexts.

DISCUSSION AND CONCLUSION

This chapter is the last chapter of this PhD thesis. It first presents a discussion with a summary of the main findings by making connections with the literature that has examined CLIL teaching and learning. The second section highlights the general conclusions reached from the research study. Finally, the chapter concludes with the strengths and limitations of the study as well as with recommendations for future research and didactic implications for CLIL education.

7.1. Discussion

7.1.1. Language and content integration in the CLIL classroom

The first research question has looked at how teachers understand CLIL, especially looking at the language part of it, and how that understanding is reflected on their classroom pedagogies. We were interested in looking at the way teachers see 'language' as a part of CLIL, and how they see themselves as content and language facilitators. For that, we mainly examined teachers' words and focus on classroom observations to see how CLIL classrooms in this context look like, in an attempt to discover similarities and differences among them. More specifically, the first research question was the following:

RQ1. How do teachers shape their classrooms when it comes to integrating language and content?
- How do teachers understand their role as language and content facilitators?
- How do CLIL teachers shape their classrooms when it comes to methodologies chosen and output opportunities?
- Is there an explicit focus on language in these classes?

Understanding and planning CLIL

Not surprisingly, the CLIL classrooms presented in this study show a content-driven approach, where language aims are not presented in the subjects' syllabi but content related aims drive these subjects' planning. It seems that the schools in our context follow an approach to CLIL described by Dalton-Puffer (2011) to

be prototypical in European contexts, where CLIL classes are "timetabled as content lessons (…), while the target language normally continues as a subject in its own right in the shape of foreign language lessons taught by language specialists" (p. 184). The described CLIL subjects have the form of CLIL in other countries as the content-driven approach and lack of language aims have been underlined in several studies (Lorenzo, 2007a; Mahan et al., 2016). Lorenzo (2007a), for example, in a study set in the monolingual region of Andalusia in Spain, explained how linguistic aims were not usually present in CLIL lesson plans. Our participants seem to agree that content learning was the main focus in their classes.

Our findings also show that teachers have many different ways to carry out CLIL and integrate content and language in the classroom. Each of them adapts to their realities in their classroom and shows pedagogies that they consider to be appropriate. Literature has shown that teacher believes are essential when planning subjects and implementing approaches like CLIL. In fact, as Skinnari and Bovellan (2016) confirm in their study, teachers express their thoughts referring to "personal and professional experiences, histories, goals and interests" (p. 165). In our context, differences on the way teachers expressed the aims of CLIL were interesting to analyze. T2, for example, explicitly stated that his aim was related to improving students' comprehension skills and provide them with the necessary tools to be able to work with English. He reached this conclusion as he recalled his experience as a student of English, where being able to understand the language was what really helped him. This case represents the so called 'English as a tool' perspective of the role of the foreign language in CLIL: language is the tool to reach the main aim in his class, which is content matter. In T3's words, English is also the tool for learning, although her words show a different perspective of 'tool' to get content. In fact, this teacher underlines that one of the aims of her class is to learn English; therefore, although seen as the tool for working, the language component seems to be especially important in her understanding of CLIL.

We can conclude that there are also big differences on the way teachers understand CLIL teaching and learning, even within the same context. This lack of knowledge about what language means in CLIL, content and language integration or about CLIL conceptualization was underlined as a main theme in Karassova's (2018) work in the trilingual context of Kazakhstan. In her interviews, teachers showed a conceptualization of CLIL as merely 'teaching in

another language' and admitted no major changes in their methodologies or practices.

Another important aspect that derived from teachers' words on the integration of content and language is how these teachers see their role as CLIL teachers. In our study, two teachers (T1 and T2) described themselves as content-teachers only, while the other two teachers (T3 and T4) understood their role to be both content and language teachers. Once again, there might be different factors (past experiences, educational background or training background, for instance) that influence this 'positioning'. The nature of the content subject may have an influence on this, as previous research says (Nikula, Dalton-Puffer, et al., 2016). In fact, it could be argued that the subjects 'digital communication' and 'world literature' are closer to language than 'economics' and 'anatomy'. However, we also argue that their educational background and previous teaching experience seems to be clue in this aspect, as those teachers with a content-teaching background (T1 and T2) distance themselves from their students' language development, and on the other hand, those with a language-teaching background (T3 and T4) feel they are both content and language facilitators.

This 'separation of roles' idea is confirmed by previous research in different contexts (Creese, 2005; Karabassova, 2018; Koopman et al., 2014; Lo, 2017; Tan, 2011). These studies have shown that content teachers tend to focus on content and language teachers tend to focus on language. However, most of the research on CLIL teachers in Europe refer to content teachers, as it is a common reality in European CLIL that content teachers (not language teachers) teach through the foreign language (Dalton-Puffer, 2011, or. 183). The teachers participating in Karabassova's (2018) study showed how content teachers place importance in content-matter only and thought language was secondary. In the same line, content teachers in Koopman et al.'s (2014) study believed putting attention to English forms was not part of their job, but the English teacher's job. In Tan's (2011) study, similarly, set in Malaysian secondary schools, science and mathematics teachers saw themselves as subject matter teachers and therefore, their main pedagogical focus was to teach content and the language teachers in the same line, saw themselves as language experts only. This study differs from ours as the English teachers interviewed are not teaching content but serve as content teachers' "language resource persons" (p. 334) in the CLIL class. Their role in the school is a different one (they actually teach language arts), and when they are in the CLIL classroom, their role is that of a language assistant. In fact,

the CLIL teachers described in the literature tend to be content specialists, and some of these studies include the language assistant role in the CLIL classroom. Our case is an interesting one in which all teachers are in charge of a CLIL subject, and have to teach content through English, but have different educational backgrounds. Therefore, our study also shows a picture of classroom realities in which CLIL teachers can be science teachers with an English certificate to teach in CLIL or language teachers with content knowledge to teach in CLIL. This way, our findings agree with the studies mentioned above about content teachers putting their main focus on content matter, but also add the viewpoint of language teachers in CLIL, who see themselves as both content and language facilitators.

Understanding CLIL and teachers' own role within this approach also showed interesting data on expected results on CLIL. In our study, all teachers but T2 believe that learning through the foreign language somehow improves students' English proficiency and skills, as input is provided in English. This finding seem to be consistent with other research in European contexts (Dalton-Puffer, 2011; Hüttner, Dalton-Puffer, & Smit, 2013; Nikula, 2015; Skinnari & Bovellan, 2016; Tan, 2011). In these studies, teachers believed that the achievement or improvement in the foreign language was rather incidental. In Hüttner et al. (2013), for example, content teachers believed teaching in English improved students' level, even though they would not pay explicit attention to language nor have language aims in their classes. In the same line, the teachers in Karabassova's (2018) and Skinnari and Bovellan's (Skinnari eta Bovellan, 2016) work maintain this idea of learning the target language in a naturalistic way, while learning content, and putting attention to language was not considered necessary. In our study, it is T2's beliefs that differ from what it seems a common thought among teachers, as he thinks his students' foreign language skills are not better after learning anatomy through English. This is related to his understanding of CLIL and the language part of it mentioned earlier.

Classroom dynamics and opportunities to use the FL

In the literature review, we have seen how CLIL aims at fostering multilingualism and improving foreign language skills. For that purpose, apart from receiving meaningful input, students need to produce output in the foreign language (Lyster, 2007; Swain, 1995). The shape of our four CLIL classrooms highly depends on the subject matter and on teachers' decisions. This way, a variety of teaching styles and methodologies chosen was observed in the

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observation period. The economics and anatomy classes were teacher-centered and could be described as what Dalton-Puffer (2007) called 'language bath' approaches, where classes are taught in the same way as they would be taught in the mother tongue but just changing the language of instruction. Interestingly, both of them admitted they did not change their methodologies in order to teach through English. Although group-work tasks were present in both classrooms, content transmission from the teacher took more time than group tasks.

In these classrooms, students had few opportunities to use English in written and oral forms, and when they had, simple answers were required. This finding is contrary to previous studies which have suggested that output opportunities are high in CLIL contexts. Studies that have analyzed CLIL teachers' words on classroom practices and have looked at the opportunities given to students to produce output and therefore, use the foreign language have shown, overall, that teachers are aware of the need to give them such opportunities (Koopman et al., 2014; van Kampen et al., 2018). Studies that have analyzed classroom practices seem to confirm that teachers' awareness of the importance of producing language in context is shown in practices as well. In Oattes, Oostdam, de Graff, Fukkink and Wilschut's (2018) study, for instance, students had plenty opportunities to listen, read, talk, interact and write in English. In the same line, Perez Vidal (2007) described how the opportunities to use the foreign language in lessons taught through English in the Spanish context were very high and very communicative. On the other hand, some studies have underlined the lack of opportunities to use the foreign language in certain contexts, such as in writing, for example. In Mahan et al.'s (2016) study on CLIL in Norway, there were few opportunities for students to read and write in English. Dalton-Puffer (2007) mentioned the same in her description of Austrian CLIL realities. The above-mentioned studies analyzed mainly science, mathematics or history lessons taught through the foreign language, which could be compared with our anatomy and economics classrooms. In this sense, we could state that our findings do not match the studies mentioned previously. On the other hand, students in T3's classes constantly worked with language, but that might be because the subject was very linked to language. In the same line, T4's literature classes provided students with many opportunities to read, analyze and express themselves in the foreign language, especially in writing. However, these subjects are difficult to compare with other research done in CLIL settings, which usually deal with science or history subjects.

Focusing on language

As mentioned in the literature review, research on CLIL and CBI have underlined the idea of putting explicit attention to language forms in the classroom as a way to integrate language and content (Lyster, 2007; Lyster & Tedick, 2014; Milla & García Mayo, 2014). In our study, we looked at the way teachers would pay attention to language and correct language-related errors in their lessons taught in English.

In this aspect, teachers' words on their role as CLIL teachers and the integration of CLIL corroborate their own classroom practices. In accordance with their words of not feeling responsible of their students' language development, the teachers with a content-teaching background (T1 and T2) did not focus on language forms or corrected students' language errors. Recent research has demonstrated that it is common that CLIL teachers focus on teaching content only or put little attention to language and teachers find it difficult to integrate language and content (Koopman et al., 2014; Oattes, Oostdam, de Graaff & Wilschut, 2018; van Kampen et al., 2018). As in these studies, our anatomy and economics teachers avoid any moments where attention could be put on language. Their training and teaching background might explain this fact, as they have both received training in their specific subjects and have no training in language teaching. Teachers in CLIL and immersion contexts seem to struggle to focus on language and content at the same time and find it challenging to know what language to focus on (Cammarata & Tedick, 2012; Oattes, Oostdam, de Graaff, & Wilschut, 2018). This is probably because most CLIL teachers "do not have a professional background in language pedagogy" (De Graaff et al., 2007, or. 603) and therefore, tend to focus on content only. We agree with Costa (2012) when she states that content teachers may feel unprepared to deal with language-related issues in CLIL settings.

On the other hand, attempts were made by T3 and T4 to focus on language in moments that included correcting language errors both orally and in written forms. These teachers believed it was part of their job to provide students with a good quality input. This is probably due to their educational background (they are both philologists) and their experience in language teaching (T3 teaches the English language arts subject and T4 teaches Spanish). In conclusion, these teachers showed greater language awareness and felt responsible for the correct use of language in their classes.

7.1.2. Making input comprehensible in the CLIL classroom

The second research question aimed at looking at what input teachers provide and at looking at their teacher talk and materials chosen. We were also interested on the way teachers attempted to make that input comprehensible and the strategies they used. In the following paragraphs, some interesting points from the findings will be discussed. The second research question was the following:

RQ2. How do teachers provide input in a comprehensible way in CLIL?

- What kind of input do teachers give in their CLIL lessons?
- What strategies do teachers use to make input comprehensible?

General teaching approach and main input

When talking about providing students input, the teachers with a language teaching background seem to be more comfortable when teaching through English, while content teachers showed insecurities. Although they all meet the requirements of their schools to teach in CLIL (B2 level of the CEFR), only T3 and T4 admitted feeling good when using English as the medium of instruction. A possible explanation for this might be that these two teachers are used to using English apart from their CLIL classes. T3 is also the English teacher in School A, so English is the language used in her teaching. In the case of T4, she admitted that it was common for her and her family to read, watch TV and work with English, so the confidence showed may be explained by this. This confidence may be due to proficiency in the foreign language too.

T2's case, on the contrary, was different. Even though we did not see limitations or language issues in the observation period, the anatomy teacher clearly stated that he did not feel comfortable using English in his classes. Although not finding linguistic deficits in classroom observations, teachers' reflections in Gierlinger's (2015) study showed "a general deficit attitude" and admitted they felt they had limitations. In this line, our anatomy teacher explained that his explanations were much simpler than if he was teaching in Basque. Research on CLIL teachers' words on self-practices has underlined this idea of somehow feeling limited when teaching through English. In the context of Finland and the Netherlands, in Moate (2011) and Oattes, Oostdam, de Graaff and Wilschut (2018) studies, CLIL teachers admitted the loss of humor and anecdotes in their teaching, which sometimes simplified their talk. It seems to be the case for T2, who underlined this issue as well. However, the reason behind this differs from that of Oattes et

al. (2018). In their study, teachers felt the need to simplify their teaching in order to adapt to their students' language proficiency, while in our study, T2 felt this way because his own insecurities and proficiency, although he admitted that his students' English level also had to do with it.

In fact, teachers' English proficiency to teach in CLIL is another topic of debate in the extant literature. Overall, and although our study did not analyze specifically the teachers' talk, we could conclude that they provided sufficiently rich input, except T1. The economics teacher (T1) in our study showed limitations in her talk, as admitted by her and seen in the classroom observations. She had difficulties when explaining certain things in academic language, and also with more communicative aspects of language. This teacher met the requirements to teach through English as she had previously obtained a B2 level, but lacked of sufficient fluency to be able to teach in CLIL. However, one of the points of CLIL to be successful is to have proficient and fluent CLIL teachers with a good command of the different aspects of language in order to provide the best input for these students (Papaja, 2013). Both students and teachers are now facing a new reality where they should not only work with communicative uses of language (BICS) but also academic uses of the language (CALP) (Cummins, 1982). As we have seen in chapter 4, students in the BAC face a demanding situation where they are supposed to be able to use BICS and CALP in Basque, Spanish and English. For these students, learning content through the foreign language involves the learning of the language with its academic uses for the first time. CLIL teachers have to be able to manage with these two aspects of language. The lack of students' or teachers' language proficiency can on the one hand, create spaces where stress and insecurities abound, and at the same time, complicate the learning and teaching process (Cammarata & Tedick, 2012; Oattes, Oostdam, de Graaff, & Wilschut, 2018).

In most CLIL settings, the teachers are not native speakers of the language (Dalton-Puffer & Smit, 2013), and this fact situates the CLIL teacher as a 'language learner' as well. Hüttner et al. (2013) analyzed teachers' and students' thoughts on their respective roles, and found that CLIL teachers viewed themselves as content experts and the students as co-experts in the foreign language, where students sometimes corrected the teacher's English. This way, the learning process occurred in a collaborative way, and a more 'relaxed' space was created. The same idea was found in Skinnari and Bovellan (Skinnari eta Bovellan, 2016) in a study that collected CLIL classroom data from Spain, Finland

and Austria and in Nikula (2010). The case of T1, though, seems to go further as students would even laugh at their teacher's English. This case represents a reality of CLIL classrooms, and raises the question of the fact that a B2 level is enough to successfully teach in CLIL.

The type of input students receive in CLIL is also linked to the methodological approach chosen by the teachers. We have seen completely different approaches to CLIL in this sense. The economics and anatomy classes (T1 and T2) follow a teacher-centered and front-teaching approach to CLIL where content transmission occurs mainly through teacher explanations with worksheets or power point presentations. On the other hand, T3's classes are based on group work, and although teacher talk also takes an important space, students interact with each other and the learning process in much more participative. The CLIL approach chosen by T4 for her world literature class is a flipped-classroom one, where her input is given by podcasts, readings, videos, etc. Although researchers and CLIL experts have underlined the idea of CLIL being linked with innovative and student-centered approaches (Coonan, 2007) and the idea that it is senseless to teach the same way in another language (Pavón Vázquez & Ellison, 2013, p. 72), research has shown that there is diversity in this aspect as well. Our participants seem to represent the reality of CLIL where both traditional approaches to teaching and more innovative ones are used to teach through English. This agrees with previous studies in different contexts. Badertscher and Bieri's (2009) observational study, for example, compared CLIL and NONCLIL classes in Switzerland and concluded that the overall design and classes were the same. Dalton-Puffer (2007), in her research on Austrian CLIL, agreed. These two studies resemble our economics and anatomy classrooms. However, although not finding clear methodological changes, Nikula (2010) pointed that CLIL classes tended to be more participative. In our study, we could see that in T3 and T4's classrooms, more participative and innovative approaches were used, as they would work through projects and tasks. This relates to Coyle's (2013) study in English and Scottish secondary schools where students described CLIL as an approach that gave them more autonomy, study skills like researching content themselves, greater interaction opportunities and less use of textbooks. Barrios & Milla Lara (2018), in their study in Andalusian CLIL (Spain) described the CLIL approach followed in these schools as innovative and student-centered, following task- and project-based approaches. In the same line, students' autonomous work, group work and the use of ICTs were successful characteristics of these CLIL classes. We can therefore conclude that both

innovative approaches and traditional, teacher-centered approaches were presented in our study.

In our study, the CLIL teachers (all of them) had an extra role in creating and selecting materials for their classes, because of the lack of specific materials created for CLIL such as textbooks or other resources. In fact, research in different contexts have underlined this characteristic of CLIL (Banegas, 2014; Bovellan, 2014; Coyle et al., 2010), arguing that it is difficult to publish materials that follow the curriculum of each country and adapt to different realities of CLIL. Considering this situation, the teachers in our study would make use of a diversity of teaching materials, mainly adapted and self-created ones to use in their lessons taught through English. This finding supports the work of other studies in European contexts on the use of materials in CLIL (Banegas, 2013; Morton, 2013), where a majority of CLIL teachers admitted the need of creating materials from scratch to be used in their lessons. Although it means more work-load, the teachers in Morton's (2013) study revealed a professional-satisfaction feeling. Our participants also showed the importance of adapting their input to the local context, as in T1's case, because part of the curriculum dealt with specific topics from the Basque Autonomous Community. Another reason for not using authentic materials was students' level of English, which together with the lack of contextualization, is one of the reasons why they are not used as reviewed in the literature (Banegas, 2014; Moore & Lorenzo, 2007).

Nonetheless, although in a lesser extent, some of our teachers included authentic materials in their classes as in (Kelly, 2014), and the reasons behind it seem interesting. This way, the anatomy teacher (T2) included group-tasks that were intended for American students, because he thought it was the best way to expose them to real cases, in order for them to improve their learning abilities and understand the content "as they were in a foreign country". Authentic texts, with higher linguistic demands, could be too difficult for students and therefore, impede content learning (Moore & Lorenzo, 2007). On the other hand, in the media-lab classes taught by T3, authentic audiovisual material was used for different purposes, such as to expose students to real accents and pronunciations, and to improve their listening skills. This way, the dual objectives of CLIL seem to appear when selecting materials for the class.

Another point to mention about the materials is that the process involved careful selection and time. However, our teachers agreed that collecting materials in

English was not a difficult task, as different options abounded. We can conclude that they say this when compared with the difficulties of getting materials in Basque, where the resources available are more limited.

The Internet was extremely useful in the CLIL lessons, both for teachers and students. As mentioned above, the internet provided teachers with several materials to use in their lessons as research studies in several contexts have confirmed (Barrios & Milla Lara, 2018; Lancaster, 2016; Pladevall-Ballester, 2015). These could be the main input of the class in the form of audio, text or video, or an aid for better understanding in the form of visuals, for example. For the latter, YouTube videos were common, and provided visual support although sometimes not everything in the video could be understood. Subtitles constituted an extra aid in these situations. In addition, the web provided students with the necessary tools to successfully learn through English. Students in the CLIL lessons observed went online to retrieve information, but also to translate words, or check the pronunciation of certain words, and this gave them more autonomy and a bridge to make content more comprehensible when language issues were presented. This realities are present in other studies on CLIL classroom practices (Arnold & Rixon, 2008; Barrios & Milla Lara, 2018; Bovellan, 2014). As mentioned by Bovellan (2014) it is natural for "the learners of the Internet generation" to design, surf and write in their computers. She adds that that is even more noticeable in CLIL classroom materials that can combine several multimedia elements from different sources.

Strategies to make input comprehensible

As this research question dealt with the input that CLIL students receive, we also looked at how teachers made efforts to make that input comprehensible. In our study, it can be concluded that comprehension of the input was not a problem in the classes observed. Students did not have big problems when facing teacher talk or materials in English. In the observations, we could see how there were linguistic and conceptual comprehension problems. Sometimes, it was difficult to know what the impediment in the process really was, if a language issue or a conceptual one. In any case, the teachers in our study made efforts to make their explanations comprehensible so that students could learn in CLIL. The use of paraphrasing, repetition or synonyms were common strategies for mainly all teachers, although there were differences on this. T3 and T4, with a language-teaching background, seem to have developed more strategies to enhance comprehension. These two teachers had many resources to provide answers

when something was not understood. T2, the anatomy teacher, showed his abilities to simplify his talk and adapt to his students' level. Research has shown that the above mentioned strategies are successful and common ways of making content accessible to students (Lyster, 2017; Lyster & Tedick, 2014; Pavón Vázquez & Ellison, 2013; van Kampen et al., 2017). Other tools present in CLIL settings such as vocabulary lists, glossaries or similar were not identified in the classes observed. Finally, the case of T1 showed she had limited options to use strategies to make input comprehensible, as using Basque (L1) when something was not understood or students showed difficulties was usually her first option. In her case, the lack of experience, proficiency and insecurities, among other factors, may have influenced this.

In fact, the four teachers in our study used the L1 (Basque) as a way to enhance comprehension and as an aid for learning. This seems to be a common and very useful practice in CLIL and CBI settings (Arocena Egaña, 2018; Gierlinger, 2015; Mahan et al., 2016; Tan, 2011; Tavares, 2015). Most researchers agree with the importance of using the mother tongue for students to access content when the foreign language is being used. In our participants' classrooms, Basque was naturally used to explain complex concepts, provide translation of specific words or to make instructions clear, for instance. This seems to support findings in other settings that show the use of the L1 for the same purposes (Lo, 2015; Nikula & Moore, 2016). Our teachers therefore used it to make the learning process in English a bit easier. In order to adapt to their students' needs, T2 freely chose some lessons to exclusively be taught in Basque, showing how the focus for him is on content matter. There can be different reasons for that. For example, T4 used translated texts as extra aids for comprehension, as she considered the level of English required for understanding certain literary texts was not equivalent to her students' proficiency.

7.1.3. Language use and multilingual practices in the CLIL classrooms

Our last research questions aimed at exploring overall language use in these CLIL classrooms. For that purpose, we looked at the way teachers and students used language in oral interaction and also how languages other than the official medium of instruction were used and present in the class. We did so by using data from classroom observations and interviews with the four teachers. The third research question was the following:

RQ3. How do teachers and students make use of their multilingual repertoire in CLIL?
- How do teachers use English, Basque and Spanish in their discourse?
- How is classroom interaction and students' language use in CLIL?
- Do teachers use students' multilingual repertoire for pedagogical purposes?

Teachers' overall language use

In the CLIL classroom, the foreign language (or the additional language) becomes the medium of instruction and therefore, the main language of the class. Although some studies reflect English-only policies in some schools (mainly in Asian contexts as in (Lin & He, 2017; Lo, 2015)), the majority of them do not describe classrooms with language rules. In our classrooms, teachers are the ones that decide and establish "language-policies", following their perceptions, understandings and prior experiences and they do not have any guidelines on the use of the L1. This finding is in line with previous research on the use of the L1 in CLIL (Doiz & Lasagabaster, 2017; Gierlinger, 2015; Lasagabaster, 2017; Méndez García & Pavón Vázquez, 2012).

In our study, diverse ideas on language use were identified, but all of them denied the idea of establishing strict language rules and show flexibility with language use. T1 was an interesting exception, who resisted to use Basque in her first classes. As she did not have any training nor experience in CLIL, she firstly identified CLIL as being 'English-only' where other languages should not be present. This reflected the overspread idea in society and educational research in the past that stated that languages should be kept apart in the learning process and that the maximum exposure to the language would lead to higher proficiency (Lasagabaster & García, 2014). Some development was seen

afterwards when she realized that the L1 was inevitably present in her class. Due to her limitations on sticking to English 100% of the class time, she started incorporating the L1 in her economics classes, although some guiltiness on this was identified in the interview. This same feeling was described in Doiz and Lasagabaster's (2017) study set in the Basque Country, where teachers admitted that in their first years as CLIL teachers they would avoid the use of the L1, but that that 'purism' became more flexible with time and experience.

Their language policies were consistent with their language practices. In the anatomy class, Teacher 2 believed it would be unnatural that only English would be used in his class. In his class, academic content matter was delivered in English and students were able to understand and work with it, but he did not see English as a natural source of communication between teacher and students, so he was flexible with using Basque in such situations. In fact, taking into account that students and teachers share the same mother tongue, it has been described that it becomes artificial to force them to use the foreign language to communicate (Bovellan, 2014). On the contrary, classroom observations from T3's classroom show how her ideas were the opposite: this teacher would use English as much as possible for both content- and non-content- matter and at the same time, encourage students to use it for practice. T3 wants to make the most of the communicative part in CLIL while T1 focuses on content learning in English and not that much in promoting students' productive abilities. In T4's case we could see another way of understanding and using languages. This teacher would use the medium of instruction as much as possible but at the same time, underlined her students the idea of being free to use their languages. This way, teachers' perceptions are crucial and determinant when it comes to language use in CLIL.

Our study therefore shows that spontaneous translanguaging practices occur in these CLIL classrooms and that teachers legitimate these practices. This finding seems to be consistent with other research which found the presence of the L1 (and/or L2) in CLIL and CBI settings (Arocena Egaña, 2018; Gierlinger, 2015; Moore & Nikula, 2016). Both teachers and students use their multilingual repertoire in different situations. Although it was not our focus of research to find the functions of translanguaging instances, we could identify some moments in which Basque was used apart from when input was given in a comprehensible way or help them understand (Arocena Egaña, 2018; Nikula & Moore, 2016; Pavón Vázquez & Ramos Ordóñez, 2018) (RQ2). For instance, the use of the L1

by teachers was seen as a tool to be able to express themselves when teaching in English. That was mainly the case for T1, the economics teacher, who had difficulties in teaching academic content in English and tended to use the L1 in many situations. This same finding was reported in Gierlinger's (2015) study, where teachers mentioned the idea of 'code-switching' when they struggled with expressions or could not find the right words.

Moreover, teachers admitted using the L1 and letting students use the L1 as a way of adapting to students' proficiency and creating a more relaxed atmosphere in the class, because using only English would limit their communication. In contexts where teachers stick to official English-only policies, limited student-teacher interaction has been seen (Lo, 2015). This finding is in line with what Lasagabaster (2013) found in his study on CLIL teachers' perspectives. In this study with 35 CLIL teachers in Colombia, he found that among others, teachers would use the L1 "to make students feel comfortable (…) and as a way to boost their confidence" (p. 10). This way, the teachers in our study seem to be aware of the benefits of creating an "anxiety-free" context as they are also aware of the difficulties that students may encounter when learning through a foreign language. The fact that students have little exposure to the foreign language, the little presence of English in their society and the little or non-experience in learning in a foreign language is taken into account by these teachers. Other several studies in different settings have shown the same findings and demonstrate that the use of the L1 in the class encourages students to participate and promotes more classroom interaction (Lin, 2006; Lo, 2015; Pavón Vázquez & Ramos Ordóñez, 2018; Pun & Macaro, 2018). In Pavón Vázquez and Ramos Ordoñez (2018), for instance, classroom excerpts showed how teachers would encourage the use of the L1 in some occasions. In our study, this was also identified in T4's classroom, especially when expressing themselves in written tasks.

Students' language use and classroom interaction

When it comes to students' language use in the CLIL classes, if we look at oral production, it can be concluded that the students' in these classrooms do not speak the foreign language among them. This seems natural in a context where students are not used to working with English and their communicative skills in English are limited, in addition to the fact that most of them do not use it outside the school context. This idea of students not using the language of instruction is

consistent with the literature as it has been underlined in previous studies in CLIL settings (Gené-Gil et al., 2012; Nikula & Moore, 2016). These studies, both set in Spain, showed how students would not use English in their spontaneous talk, except from referring to technical terms. This has seen to be the case even in classrooms where English-only policies were established (Lin & He, 2017). In that study, students were found to use their home languages to talk among them, although they were required to use English. On the contrary, there are few studies that describe opposite realities. One of them is Nikula's (2007) work set in Finnish schools, where students would use English in group work and even in pre- and post- lesson moments to interact with their teacher. The students in our study show completely different language choices as their mother tongue was the main language used by them.

This study has shown that it is not common for students to use English to talk to the teacher either, although there are some exceptions. In our study, for example, T3's made big efforts to encourage student use English for their talk. It is true that she was sometimes successful and students would try to speak in the foreign language when she was around. In Kontio and Sylvén (2015), for example, instances where teachers pushed students towards the correct use of English orally were seen in EFL settings, but not that much in CLIL.

The teachers' tolerance can determine if the mother tongue is present in the class (Pavón Vázquez & Ramos Ordóñez, 2018). However, that does not seem to be the main factor. The students in our study are not used to learning content in English, although in their education system English is a compulsory subject from the age of 4. English does not have the presence in society that it may have in other European countries. Students' proficiency may be a factor as well, although it is not always the case. Moreover, the fact that teachers share their mother tongue can make students think that they do not need to use the foreign language to be understood. Personality factors or shame could also explain the situation.

It has been argued that the students' use of the L1 in CLIL is highly determined by the teacher's use of the L1 (Lin, 2015; Tavares, 2015). However, we could see how common it was to see students sticking to their mother tongue in conversations even when teachers were using the target language. We identified these moments as receptive multilingualism instances, where communication takes place using the interlocutors' preferred languages. Literature that has explored the way receptive multilingualism can explain itself in CLIL settings is

scarce. In social settings, receptive multilingualism requires language awareness, and at the same time, improves language awareness (Blees & ten Thije, 2015, p. 335). However, as a drawback, it can be said that students are not developing their oral productive skills in the target language if they do not use it. In fact, as Pavón Vázquez and Ramos Ordoñez (2018) state, the lack of exposure to the language and limited use in classroom interaction impedes the growth of the target language, which is one of the aims of CLIL.

The multilingual repertoire for pedagogical purposes: pedagogical translanguaging

The cases presented in our study reflect multilingual CLIL classrooms where languages are inevitably present. However, it is interesting to have a look at how these languages are used with a previously planned pedagogical purpose. In general, we could see how all teachers were aware of the importance of connecting content in English with the local and real context (in Basque and Spanish). Language links were constant and an important part of these teachers' practices, as they wanted their students to learn academic content in English but at the same time be able to know the equivalent terminology in their mother tongue. This way, it is shown how multilingual skills are developed in CLIL contexts, as it is natural to be navigating between languages when learning vocabulary and new concepts.

T3 and T4, who have received training on the integration of languages and the benefits of using students' multilingual repertoire and have more language awareness, experiment with pedagogical translanguaging practices. Interestingly, these teachers used a variety of planned strategies that used students' languages while adapting to their needs. Activities that involved Basque-Spanish-English translations were identified in the literature class, for instance. There are few studies that have looked at how pedagogical translanguaging and specifically translation is present in CLIL (Cummins, 2007; Gallagher & Colohan, 2014; Lewis et al., 2013). Gallagher and Colohan's (2014) is one of them, where a short activity that involved translating sentences from English to Italian (students' L1) was successfully implemented. They argued that the translation activity increased students' motivation and that it was a successful "technique to develop a way of 'noticing' and raising awareness of certain features of the language of instruction" (p. 494). In a similar line, Cummins (2007)

also defended that translation activities were helpful to improve language skills and metalinguistic awareness.

Another pedagogical translanguaging strategy seen in these classes was what it was originally called *translanguaging* in Wales, in which one language is used for input and another one is used for output. In this study, we identified moments in which students had to look for information or retrieve it from their materials in one language and then produce some kind of text or work in another language. This was sometimes not specifically planned by the teacher but due to the lack of materials in a certain language. For example, when T1's students in the economics class had to look for information about the Economic System in the Basque Autonomous Community (only available in Basque and Spanish) and fill in activities in English. Some other times, however, it was planned by the teacher, as in T3 and T4's classrooms. This way, students worked simultaneously with their whole linguistic repertoire in the learning process. Little research has been done on the way this type of pedagogical translanguaging is used in CLIL settings (Lin, 2015). However, the presence of this practice was described by Lewis et al. (2013) in their analysis of 100 bilingual lessons in the context of Welsh education. In the mentioned study, the authors identified practices that involved different languages for input and output in 18 of the lessons they observed, as well as other practices like translation (identified in 42 of them). On the other hand, studies aimed at exploring translanguaging in CLIL contexts could not find planned strategies that involved the use of students' repertoire (Moore & Nikula, 2016; Nikula & Moore, 2016), so it may not be a common characteristic of CLIL classrooms.

In a similar way, we observed how in one of the CLIL lessons in this study, T3 used a similar strategy of what Garcia (2009a) calls *preview-view-review*. T3 integrated students' languages in a lesson where she was able to explain how to write an article in Basque, Spanish and English. Although sticking to the language of instruction for her talk, T3 used sections in her materials that were written in all three languages, and then showed real examples in Basque. This was intentionally done to show students that the structure of certain type of texts is the same in all these three languages.

Within these CLIL classes, we could also see strategies that involved putting attention to word formation in order to foster metalinguistic awareness. Although T3 showed spontaneous instances where she would focus on this

aspect of language, we could observe how T4, the literature teacher, included a unit based on the origin of words, derivation and word formation, and how students were very motivated. This practice created a way of raising metalinguistic awareness, and students could create links with academic words in English and one of their languages, Spanish, as they have the same origin. As Cummins (2007) underlines, it is completely logical and helpful that teachers use certain opportunities to draw students' attention to the way roots and prefixes operate in languages that have the same origin. Studies that have looked at how putting attention to morphology of words are mainly based on interventions (Arteagoitia & Howard, 2015; Leonet et al., 2017, 2019; Lyster et al., 2013) and have shown positive results. In our context, Leonet et al.'s (2017, 2019) studies showed a positive effect on morphological awareness after an intervention in a Basque primary school.

These experiments with students' multilingual repertoire done specially by T3 and T4 show how teachers are the decision-makers in CLIL and neither have clear guidelines to follow nor cooperation. Their background as language teachers and also their training on the integration of languages affected their practices. The other teachers could have done similar experiments with students' linguistic repertoire but did not. These teachers, through their practice, showed the potential of using students' multilingual repertoire in a planned way in CLIL. In addition, we could say that both T3 and T4 seem to be closer to what the Basque Education System aims at, that is, to foster multilingualism by integrating languages in the curriculum and understanding that multilingual speakers have a multilingual repertoire with plenty of resources.

7.2.   General conclusion

This thesis has explored three main aspects on the implementation of CLIL programs in the Basque Autonomous Community: the integration of content and language, the way input is provided in a comprehensible way, and multilingual practices in CLIL classrooms. These aspects were explored by analyzing school documents, listening to teachers' words and observing classroom practices.

Our findings show a picture of CLIL realities in two schools of the Basque Autonomous Community and how contextual factors impact its implementation. This study has contributed to understand classroom practices when a foreign language, English in our case, is used to teach and learn content. It has shown that teachers are the main decision-makers in the planning and teaching of their CLIL subjects, and that they face many difficulties and challenges. One of them is how to integrate language and content or whether they should put attention to language aspects. Another challenge that teachers face is the need to develop strategies that make their materials and explanations comprehensible to students. Finally, teachers are required to position themselves in a multilingual classroom where the presence of the L1 and L2 is characteristic and to make use of them (or not) with a pedagogical purpose.

In summary, the study has shown how different teachers' backgrounds have an effect on the implementation of these programs, and has found that the teachers with a language-teaching background tend to pay more attention to the language part in CLIL. The findings have also pointed out that for effective CLIL practices teachers' proficiency is a key aspect. Finally, a wide range of strategies that included the languages of the community were identified, something that underlines the potential of pedagogical translanguaging in these settings.

Although these realities represent a very specific context of CLIL, they acknowledge the great diversity of this approach. As seen in the literature review, CLIL has no single blueprint (Pérez Cañado, 2012), and it is highly contextualized (Ruiz De Zarobe, 2017). However, it can be said that some of the points discussed in this PhD thesis are seen to be common in other realities where a foreign language is used to teach and learn content.

7.3. Limitations, strengths and future directions

The aim of this section is to present the limitations of the study and explore future directions on research on CLIL practices and implementation.

This thesis is a multiple-case study where CLIL classroom practices in four classrooms in the BAC were described and analyzed. As this type of qualitative study aims at exploring few participants' realities in depth, the main purpose of this study is not to generalize our findings. However, it could be argued that a bigger picture with more participants could provide more data of the way CLIL is being implemented in our schools.

Our data come mainly from these four teachers' experiences and perceptions, together with some school documents that provided more information to the study. On the one hand, this has helped to include rich descriptions and better understand their practices. On the other hand, it is true that their words can be biased by the way they understand the world and the way the researcher sees the world. In line with this, the possibility to audio- or video-record all the lessons could have provided better and more complete data to answer our research questions, and deeper discourse analysis could have been done. In addition, a second researcher observing the CLIL classes could have strengthen the study.

Because of the way data was analyzed, using a deductive approach with predetermined structures based on the literature, some aspects may have been not covered. Our focus was on the way language and content were integrated in the class, how teachers provided the necessary input in CLIL and the presence of multilingual practices. This has helped us answer our research questions, but we are aware that many aspects of classroom dynamics were not explored, such as students' behavior, their perception of CLIL, other difficulties in the class, etcetera.

It is true that, because it is a multiple case study, the findings cannot be generalized and may not be representative of the whole Basque Autonomous Community. However, it has described how teachers adapt to a new reality of teaching through English, in a context where Basque has a strong presence in students' and teachers' lives, and has explored the stories and practices of each of the participants. In this way, this work has contributed to a better

understanding of CLIL implementation in Basque secondary schools and beyond.

The methodology adopted here has been very useful to find answers about our questions on some of the main aspects of CLIL implementation, listening to teachers' words, looking at the different materials and documents and observing what is happening in the class. However, it could have been interesting to add some quantitative data to this study, so as to complement our qualitative data and be able to identify trends that go beyond our four cases.

In spite of these limitations, this study has found that teachers' background can influence the balance of language and content and the way they implement CLIL. We consider that this study has important didactic implications, as we will see in the following section.

7.4.   Didactic implications

After carrying out a descriptive observational study, our findings have shown how teachers' decisions are key when shaping a CLIL classroom. This teachers' decisions highly depend on past experiences, beliefs, teaching background and also their training (or lack of it) as CLIL teachers. Attention needs to be paid to these teachers' training before implementing English-medium-instruction programs. In our study, the teachers had not received a common training, and one of them did not have any kind of training to be able to teach through English. Therefore, we argue that all CLIL teachers need to attend teacher training courses on the basic aspects of CLIL and for instance, to understand the ways to better integrate language and content in their lessons.

In fact, we have seen that the language-content relationship is challenging in some cases, especially when teachers are asked about their role in CLIL as language or content teachers. Research has shown that content teachers tend to see themselves content teachers and that they distance from the responsibility as language experts as well (Cammarata & Tedick, 2012; Tan, 2011). As CLIL teachers are usually content teachers with a foreign language certificate, it is necessary to make them aware of their new role in CLIL. In our study, we could see that mainly in our teachers with a content teaching background. On the contrary, the language teachers in our CLIL lessons showed more awareness on their role as both content and language facilitators. This is interesting and makes

us think about the aspects that all CLIL teachers should be trained for based on language teaching and language acquisition theories. Within these professional development courses, attention needs to be put on the way language works as well, in order for these teachers to work on language awareness and metalinguistic awareness and make the most of CLIIL. In that sense, we agree with Gierlinger (2017) when he says that the CLIL teacher needs to be a language-aware teacher and follow a language-aware pedagogical model for the teaching of CLIL.

CLIL teachers would benefit from training that include strategies to make their materials comprehensible and adapted to their students' needs, as well as the best ways to make themselves understood in the foreign language without simplifying content or using the L1 in excess. However, teachers should be aware of the possibilities of using the students' languages as a strategy to enhance comprehension.

This study is set in two secondary schools in the Basque Autonomous Community and has shown how both Basque and Spanish (in a lesser extent) were present in the CLIL classrooms naturally in classroom talk but also in a pedagogical way. These CLIL classrooms are far from English-only contexts and show the potential of translanguaging (both spontaneous and pedagogical) in our classrooms. We agree with other experts that see that teachers should have an overall understanding of what translanguaging means, both as a natural multilingual resource that they can use according to classroom demands and also as a pedagogical strategy (Cenoz, 2017; Lo, 2015; Nikula & Moore, 2016).

In this situation, we see the need for local implementation guidelines that help teachers adapt to their students' needs and be able to make the most of their multilingual repertoire in a way of helping them achieve content and language learning aims.

Apart from specific teacher training courses, schools should make sure that all teachers have the sufficiently rich language level to teach through English. Teachers' language proficiency to be able to teach academic content in CLIL should be demonstrated by not only showing a language certificate, as teaching through English involves using English in its communicative and academic aspects. Schools could offer academic English courses for CLIL teachers to improve their foreign language skills.

We cannot forget, however, that CLIL teachers have huge demands: they are required to be content experts, be able to teach that content in a foreign language, have a high level of academic language knowledge and show language awareness, among others. This study has shown that they also have to make and adapt their own materials, and face multiple challenges. Coordination within teachers and departments is seen to be necessary in this aspect. In addition, we cannot forget that in a situation where both students and teachers are new in CLIL, the EFL class could be a space for the better transition of students to the realities of learning and receiving content in the foreign language. Therefore, we are aware that support for CLIL teachers should be provided by the schools, the English department, and the education department of the local governments.

As a final point, we argue that this study has direct didactic implications in the situation of the Basque Education system today. As we have seen in chapter 4, students that receive instruction through Basque are already the 66%. The reality is that for a big percentage of these students, Basque is not a language used in their homes and everyday communication. This makes the D model (Basque-medium) classrooms a kind of CLIL for both teachers and students, as for many of them the contact with Basque is minimum outside the school context. Although our aim is not to cover the similarities and differences of these programs, we believe that classroom realities and practices in some D model classrooms and CLIL classrooms may share the same challenges and difficulties. Therefore, the paragraphs above could relate not only to our specific CLIL setting but to these Basque-medium settings as well. For instance, we believe that teachers could benefit from training on the use of different strategies to make content comprehensible. At the same time, teachers' language-awareness and proficiency should be key in Basque-medium schools as well, especially when students have little exposure to Basque outside the school. A language-aware teacher that knows how language works may develop strategies to make the most of students' multilingual repertoire, not only in CLIL settings, but in any classroom.

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APPENDIX 1/1. ERANSKINA: EXAMPLE OF SEMI-STRUCTURE INTERVIEW/ELKARRIZKETA EREDUA

Noiz hasi zineten ingelesa irakas-hizkuntza gisa erabiltzen?

3 urte eskeintzen aukerako ikasgaien artean inglesez arlo bat. Hasi ginan 2. Edo 3. Mailan, eskaini genitun lehen aldiz, eta batxilergo 1. Mailan. Duela 2 urte ya eskeintzen dugula ekonomia inglesez, 4. DBHn. 1.mailan hautazkorik ez dagoenez… baina beste mailatan bai.

Ikastetxeak pauta modukoak ezarri zituen klaseak inglesez emateko edo?

Ez, hor egin zen hautu nagusia izan zan garbi ikusi genun derrigorrezko arlo baten kokatu beharrean hautazkoetan kokatu behar genuela, hori bai genuela argi. Hori izan zen erabaki garrantzitsu bat ba horren inguruan. Baina nola eman ikasgaia, alde batetik, 2. eta 3. mailako arloetan ingleseko mintegiak hartu zun ardura, ordun nolabait bermatzen zan hizkuntzaren ezagutza maila bat eta gero literatura unibertsalekoa beharrazko maila, tituloak eta baditu C2koak, ordun horrekin ere bermatuta zegon… 4. mailan bai egia da ekonomia eskeintzen dugula eta ez dagoela irakasle finko baten eskutan baizik eta ordezko baten eskutan. Ordun hor bai galtzen dugu kontrola batzutan ba ez dakigulako nor etorriko zaigun, eta printzipioz B2 batekin nahikoa da. eskolak eskatzen du perfil hori, bueno baina ezin deu gehiago eskatu, eskatzen duguna da ingleseko gaitasuna edukitzea eta hor B2kin printzioz nahikoa da. Hor bai erabaki genun ikasgai motaren arabera, eta batez ere genituen baliabideen artean, 4. mailan ez genuelako beste bolondresik, ordezkoen bitartez egiten da.

Zailtasunak eduki dituzue CLIL egiteko?

Ez, bueno, klaustro aldetik beti dago… beldurrak sortzen dia. Ikaslego eta familien aldetik ez, harrera ona izan da eta galdetegiak pasatzen ditugun aldiro, aurten ere galdetu diegu zer iritzi duten ikastetxeak hori eskeintzeari buruz eta denak oso erantzun positiboak eman dituzte. Aldiz klaustroan, hasieran batez ere, ba beldur handia ez? Batez ere ea suposatuko zuen plaza konkreturen bat perfilatzea inglesez, eta horrek nolabait betirako baldintzatzea, eta bueno ba normalak dian beldurrak. Egia da ere beldurrak izan arren azkenean onartu zala, eta klaustroak onartu zuela.

Aldaketak egin behar dira hurrengo kurtsora begira? Eskeintza handitu edo?

Ez. Mantentzea erabaki dugu, maila bakoitzean arlo bat, baldintzak aldatu ez direlako, prest gaude irakasle berdinak ematea hautazko hauek eta esan deguna, 4.mailan perfilatuko da plaza inglesez eta hor ez da… esan bezela galdetegiak pasa ditugu eta emaitzak positiboak izan dianez ba ez daukagu arrazoirik ba aldaketa berezik egiteko. Iaz egin genun aldaketa bat, ta izan zan ordurarte 4.mailan balio etikoak inglesez eskaini genun urte betez ekonomia beharren, baina hor talka egiten zun araudiarekin, ze orduan erlijioa ere eskaini beharko genuke eta ez geneukan erlijioko irakaslerik atzerriko hizkuntzan trebatuta ba erabaki genun ikasgaia aldatzea, ordun bai, baino legedi asuntoangatik eta ez ikasgai egokia ez zelako.

Zer ikasketa dituzu?

Aleman filologia ikasi nuen eta gero goi mailako ziklo bat atzerriko merkataritzan.

Irakasle gisa esperientzia eta esperientzia CLILen?

Oso gutxi, printzipioz ni hasi nintzen enpresa munduan eta gero 2010en edo hasiko nintzen eta 2012an aterako nitun oposaketak. Hasiera batean tokatu zitzaiten ordezkapenen bat

alemanekoa, bainoa gero ya inglesekoak. Gaztelania ere tokatu zait. Eta orain ba digital eta community ematen ditut inglesez.

Zenbat denbora ikastetxe honetan?

2012tik

Zer klase ematen dituzu eta ze mailatan?

DBH 1en inglesa, DBH2n digital communication, eta DBH3n community manager workshop.

Formakuntza CLILen edo kurrikulum integratuan? Eskolatik edo kanpotik?

Eskolatik kanpo egin non bat British Councilen baino hoi zen gehie effective English teaching edo horrelako zerbait, orain apuntatu naiz beste baten uda hontarako baino 21. nago itxaron zerrendan. Ordun ez dut uste aukera edukiko dudanik. Asmo non iteko Bilbon bat hori bai zala CLIL, urrian, beste bat British Councilekoa. Baina ez dut uste onartuko nautenik, ordun ba bueno, hurrengoan. Eta donostiko kurtso edo master hori…

Zer hizkuntza maneiatzen dituzu?

Inglesa, alemana, gaztelera eta euskera. Frantsesa oso oso gutxi dakit.

Eta ingelesa nola ikasi zenuen? Noizbait CLIL jaso duzu, hau da jaso dituzu klaseak zurea ez den hizkuntza batean?

Batez ere eskola garaian partikularreta joatea gustatzen zitzaidan inglesa ikasi nahi nulako, eta gero ba 5 urte jarraian joan nintzen irlandara famili berdinera eta udak aprobetxatzen nitun hobetzeko edo. Batez ere ordun, ze gero ya karreran ere ikasi nun, nahiz eta filologia alemana egin, baino gutxiago, eta gerora bueltatu naiz tarteka irlandara beti. Bai. Bai.

Eskolatik kanpo erabiltzen duzun hizkuntza bat da?

Oso gutxi, aukera gutxi ditut, ikusi ditzaket pelikulak eta baino erabili, erabili, aukera gutxi.

Ingelesez klaseak ematerakoan, eduki ala hizkuntza irakasle sentitzen zara? Ala biak? Batzutan rol hori hartzen duzu (hizkuntza irakaslearena)? Eduki-irakasle edo ingeleseko ere bai? Non kokatuko zenuke zure burua? Zergatik?

Saiatzen naiz transmititzen komunikazio tresna bezela, kultura berri baterako tresna dela transmititzen, pixka bat hori. Eta batez ere ikasteko grina. Hautazko horietan gehiago da nolabait nik irakatsi nahi diet eduki konkretu bat eta eduki hori da aitzakia hizkuntza erabiltzeko. Ordun, bi gauzak, ordun tarteka saiatzen naiz inglesarekiko kontzientzia har dezaten hizkuntzari buruz eta hizkuntzaren erabilerari buruz, baina beti eduki horiek transmititzeko aitzakiarekin. Zerbait berria ikasten deu eta bidea, edo tresna, edo hizkuntza ba baitare saiatzen naiz horrekiko grina pizten.

Zein da zure konfiantza/segurtasun maila ingelesez klaseak ematean? (Euskaraz izango balira bezala, gustora sentitzen naiz, inseguridadea, ez naiz gustora sentitzen…)

Urduriago ez naiz jartzen ze klaseak beti horrela eman behar izan ditut, gero eta trebatuagoa sentitzen naiz klaseak ematen baina hizkuntzak ez nau horrenbeste baldintzatzen, ez. Bai gertatzen zaidana da iruditzen zaitela neri hizkuntza bera barrera bat dela nire ikasleengana iristeko. Iruduitzen zait ikaslegoarengana iristeko traba bat daukadala nik segun ze mailatan. Hori bai, baino ni eroso nago. Eroso bai nago. Batzutan pentsatzen det eta gero konturatu naiz tarteka euskararekin ere pasa zaidala, osea hizkuntza ez dela horrenbesteko traba, ze euskaraz ere traba batzuk sortzen zaizkizu. Ordun ba beti belduz hori eduki det, jo ba igual ez naute beti ulertzen eta ez naiz iristen beraiengana, ea berdin iritsiko dan mezua oraindik maila ez dutelako edo nik ez detelako nahikoa egokitu ingles maila beraien mailara edo.

Zure irakasteko metodologia aldatu behar izan duzu klaseak ingelesez emateko edo euskaraz izango balira bezala ematen dituzu? Ariketa mota ezberdinak prestatzen dituzu? Maila jeistea tokatu zaizu?

Ez det uste. Euskeraz izango balitz metodologia ez nuke aldatuko. Aldatzen dana da euskeraz emango banu, ez nuke tarteka… gustatzen zait tarteka hizkuntzari begiratzea, eta nolabait beraiei fokoa hor jartzea tarteka, ba baliadibe hori ere eskeintzea. Euskeraz ba ez nuke egingo behar bada. Hau justu da prentsa tailer digital bat eta asko idatzi behar dugu ta adierazmenari asko erreparatu behar zaio, ordun hizkuntzari etengabe ari gea erreparatzen. Euskeraz izango balitz euskarari, euskal hizkuntzari erreparatu beharko nioke eta hor nik ez nuke holako gaitasuna edukiko, ez nago hain prestatuta.

Iruditzen zaizu inglesez delako maila baxuagoa dela?

Edukiena? Ez, ez. Prentsa tailer bat da, digitala eta hizkuntzak ez digu hortan mugatzen.

Materialak eta ariketak diseinatzerakoan, hizkuntza aukerak aztertzen dituzu? Atzerriko hizkuntzan maneiatu beharreko terminoak kontutan hartzen dituzu edota atzerriko hizkuntzan garatu litezken arloak kontutan hartzen dituzu?

Hori daukat beti buruan, nik uste dut gehiago egin beharko nukeela. Baino saiatzen naiz. Eta batez ere hiru hizkuntzetan konparatzen saiatzen naiz, transferentzi hori egiten, tarteka, aitzakiaren bat baldin badaukat, saiatzen naiz.

Programazioa diseinatzerakoan, edukiari lotutako helburuak bakarrik hartzen dituzu kontutan edo hizkuntza-helburuak ere bai? Ebaluazio atalean atzerriko hizkuntzak badu bere tokia?

Hizkuntzari lotutakoak ere bai. Adibidez infografia bat sortzen badugu, adibidez Google bilaketak egiteko modu aurreratuak, ba infografia hori denoi ailegatzeko modu horretan edo saiatzen naiz 3 hizkuntzetan izatea. Bai.

Bai, badu bere eragina ze hor badaude sortu behar dituzten jarduera batzuk inglesez eta adierazmena lortzen dana. Adibidez, taldeko blog bat sortzen dute eta hor konpetentzia digitala ere neurtzen da baina blog sarreran neurtzen da momentu batean bakarrik adierazmena. Edo adierazmena gehi IKT baliabide batzuk nola sartu dian baino adierazmena bereziki. Baino hor dihoan nota gehiengoa hizkuntzaren inguruan dijoa. Badaude jarduera batzuk bete betean, normalean konpetentzia digitalarekin batea, baino bai, hizkuntza komunikazio gaitasuna bai, bai.

Lan karga handiagoa suposatu dizu klaseak ingelesez prestatu behar izanak? Ze aldaketa suposatu dizu zure ikasgaia ingelesez emateak?

Ez, horregatik ez. Alderantziz gai honen inguruan material asko dago inglesez.

Zer da zure ustez ikasleei gehien kostatzen zaiena? (Testu eta material originalak ulertzea, azalpen edo aurkezpenak ingelesez egitea, idaztea…?)

Adierazmena. Egia da kurtso hasieratik bukaerara gero ta gehiago trebatzen badituzu ba progresio bat badagola baino bueno nik ustet inglesen egingo duten arren (ingeles asignaturan) gurean osatzeak ba nik ustet gero ta gehiago egin, ba gero ta gehiago trebatzen ditugula.

Ahozkoan, idatzizkoan edo orokorrean?

Adierazmena orokorrean. Ze entzumena adibidez kostatzen zaie tarteka… ba igual informazio bat bideo formatuan entzutea ta apunteak jasotzea eta… a ver beraien mailara egokitutako bidioak dialako ez? Baino okerrego ikusten ditut adierazmenean.

Zer estrategia erabiltzen dituzu ikasleek zerbait ulertzen ez dutenean? (Euskara edo gazteleraz azaltzen diet, azalpena errepikatzen dut, beste hitz batzuekin azaltzen saiatzen naiz, arbela, eskemak… erabiltzen ditut.)

Bueno nik azalpenak inglesez… inglesez jasotzen duten input guztia da nire azalpenak aplikazio berri baten inguruan, edo tutorial batean bideo bidez, ulertzen ez dutenean aukera dute beti ere galdetzeko edo berriz entzuteko bidio hoiek edo informazio hori lortu behar dutena nahi adina aldiz entzuteko. Ez ulertu esan nahi duzu komunikazio arazo bat dagoenean? Bueno saiatzen naiz alde batetik sinonimoak edo erabiltzen hizkuntza berean

eta gero beste batzutan inongo arazorik gabe jotzen det beste hizkuntzetara baita ere. Bi eratara. Aprobetxatzen det sinonimoak erabiltzeko, beraiek ere ba lotura hori egin dezaten. Baino bai, momentu batean transferitzen det beste hizkuntza horretara ta gainera saiatzen naiz espresio hau ba horrela esaten da gazteleraz edo horrela euskeraz.

Materialak egokitu egin behar izaten dituzu ulergarriagoak izateko?

Ez da literatura bat bezela. Nik bai egin behar detela egokitu behar dudana da, ba adibidez, tutorial baten bidez ikasi behar baldin badeu zerbait egiten inglesez, ba saiatzen naiz tutorial egokia aurkitzen, beraien mailara egokitua dagoena. Bai. Adibidez orain dela gutxi ikasi genun storytelling edo nola sortu istorio laburrak eta 2.mailan adibidez ipuin bat sortu behar izan dute inglesez, ba hori ikasteko ba tutorial/bidio batzuk ikusi genituen marrazki bizidun formatuan non esplikatzen zitzaigun pertsonaia bat nola sortzen dan, gero istorio batek ze atal eduki behar dituen nahi ta nahi ez, ordun guzti hori aurkitu nitun materialak beraien mailara egokituta zeuden. Orduan beraiek esaten zuten, bueno ez zen errexa eh, baino gero apuntek ikusten bazenitun behar zuten informazioa ondo hartu zuten. Ordun claro, dena ez zuten ulertu, noski, baino behar zuten informazioa hartzeko gai izan zian. Nik behintzak hori egin behar det beti.

Hizkuntza oztopo da batzuetan? Hizkuntza arazoek denbora kentzen dizutela iruditzen zaizu?

Nik ustet erlazio pertsonaletarako gehiago, edo iristeko ikaslearengana izan daitekeela oztopo. Baino gero ta gutxiago. Egia da maila gero eta maila altuagoa izan errexago. Nei tokatu zait DBH1en ematea inglesa eta hor ikusten da oztopo handina, aldiz 3. mailan ba gutxiago. Hor alde handia nabaritu det. Baino bai izan daiteke batzutan.

Hizkuntza arazoek denbora kentzen dizutela iruditzen zaizu?

Ez, ez, nire ikasgaian ez.

Behar denean, hizkuntzari buruzko azalpenak ematea beharrezkoa zaizu, gramatika, hiztegiari lotutakoak? Edo orokorrean ez dira beharrezkoak?

Orokorrean ez dira beharrezkoak baina gustatzen zait ematea, hau da, blog sarrera hori zuzentzen dudanean adierazmena beti saiatzen naiz zuzen dagoena esan beharrean ba araua azaltzen edo zergatik dagoen oker eta beraiek deduzitu dezatela zer dagoen gaizki… batzutan ematen diet azalpena zer dagoen gaizki, eta zer legoken ondo, batez ere hasieran eta hortara ohitu dianean ya bukaera aldera gehiago ya juten naiz bakarrik esatea gaizki daola baina ez zuzentzea, beraiek zuzendu dezatela. Ordun bai, zentzu horretan gustatzen zait beraiek erreparatzea hizkuntzari eta ikustea zergatik dagon gaizki, batez ere adierazmeneko frogetan edo jardueretan.

Ikasleek egiten dituzten akats linguistikoak zuzentzen saiatzen zara? Bai hitz egiterakoan bai idatziz?

Hitz egiterakoan saiatzen naiz ezetz. Nik uste dut joera dela zuzentzea belarriko mina egiten digulako, baino saiatzen naiz hitz egiterakoan ez zuzentzen. Idazterakoan ba testu digitalak zuzentzen ditudanez ba Google docs-ek aukera ematen du komentarioak jartzeko eta komentari hoietan beti saiatzen naiz azalpena ematen zergatik dago gaizki, edo sinonimoak erabili behar badituzte ba erabili hauek, edo lokailuak edo azalpen horiek ematen saiatzen naiz. Beraiek zuzendu dezaten gero. Orduna 2 zuzenketa daude, hasiera batean doa dena komentarioekin, beraiek zuzentzen dute, berriro zuzentzen dut nik, hor bai ya zuzenean gaizki zuzendu badute ondo zuzentzen diet. Behin da berriz ez naiz hasiko. Ez, normalean behin aholkuak eta bigarrenean ya zuzenketa zuzena zerbait geldituko balitz, baino normalean zuzentzen dute.

Ikasleek egiten dituzten akatsak notetan eragina dute? Zergatik? Edo zenbateko garrantzia ematen diezu akats gramatikalei, ortografiari, hiztegiari…?

Bai, gurean adierazmenak badu bere balorea. Jarduera batzuk neurtzen dia hizkuntza-maila, baina beti ere ez lehenengo emaitzarekin baizik eta… hau da, lehenengoan akatsak daude, nik jarri dizkizut oharrak, horri nota bat ematen diot bai? Eta gero oharren ondoren beste nota bat normalean hobea izaten dena jartzen det. Baloratzen da beraiek zuzendu izana.

Baduzu hizkuntza araurik klasean? English only edo horrelakoak… hori argi esaten diezu ikasleei edo nabarmenduarazi?

Bueno, kurtso hasieran bai esaten dieguna da ba helburuetako bat dela inglesa ikastea dala, de hecho beraiek taldeka lan egiten dute eta beraien talde plana egiten dutenean ba helburuetako bat askok jartzen dute inglesean hobetzea. Ordun beraiek esakatzen duten zerbait da, asko horregatik apuntatu dia, ordun nik ustet denok dugula kontzientzia hori aldan neurrian ingo degu inglesez, eta batez ere gelako jardun hori, gure komunikazio-hizkuntza ingelesa izan dadila. Gero jardueraren arabera denez, prentsa tailer bat denez, eta guk sortzen dugun hori ikas komunitaterako dan ba batzutan albisteak euskeraz dihoaz. Ordun albiste hori euskeraz dijoa, beste batzutan elkartrukean etorri direneai, ba elkarrizketa inglesez egingo diegu, nahiz eta gero euskal hiztunen komunitate bati eskaini, ba bueno azpitituloak euskera jarriko ditugu. Hor aitzen gea 3 hizkuntzak lantzen ez? Baina bai lehentasuna ematen diogula ba gure komunikazio gaitasuna hobetzea gure eguneroko jardun hortan, ordun ni bai saiatzen naiz, esaten diet nik emango ditudan azalpenak ahal den neurrian inglesez izan daitezela, (inongo arazorik gabe aldatzen naiz euskerara momentu batean), baina bai lehentasun hori jarrita daukagula eta nik uste dut hori ongi baloratzen dutela beraiek edo eskatzen dutela.

Eta arau internorik? Hau da, nola iruditzen zaizu emango beharko zenituzkela klaseak? Zergatik?

Hobetzeko proposamenak bezela? Bai, hobetzeko baditut gauzak. Adibidez, joera gehiago edo gutxiago egon daiteke euskarara jotzekoa. Orduan esan deguna, jarri behar degu lehentasun bezela inglesez aritzea, gure eguneroko jardun hortan ba gogoratu behar det nik etengabe ez aldatzea euskerrara, beraiek dute joera hori, nik ere, eta orduan daukagu markatuta ba ahal bada aber itzultzen den inglesera… eta gero bestetik nik bai daukat hobekuntza bezela hori, tarteka zuzenketetan bai aipatu det asko erreparatzen diogula hizkuntzari zerbait sortzen degunean inglesez, batez ere blogerako, taldeko blogerako, ze eskatzen dena da ausnartzea saio bakoitzan egin duguna zer egin dugu? Nola egin dugu? Zertarako erabiliko dugu ikasitakoa etorkizunean? Ta nola sentitu gara? Ba hor badago zer idatzi inglesez baino gero ekintza asko ez dia inglesez sortzen ditugun gauzak. Ordun hor bai tarteka gustatuko litzaidake sartzea hizkuntzari erreparatzen dioten momentuak. Edo momentu batean sortzen dugun hori hizkuntzarekin bakarrik zerikusia izatea. Bai, hor igual gehiago sartzea, hori bai. Eta gero hiru hizkuntzen transferentzi horrena ere hori gogoratu in behar naiz, ze gaia ez da baino tarteka sartzearena uste det egin beharko zala. Eta igual gehiago egin dezakeguna da sortzen dugun hori gehiago partekatu beste ikasleekin edo, ez dakit.

Nola deskribatuko zenuke euskarak eta gaztelerak duten papera zure klasean? Ze egoeratan erabiltzen dira? (Ikasleen artean erabiltzen dute, nik erabiltzen dut askotan azalpenak emateko, materialetan presente daude, ariketa konkretu batzuetan erabili behar dituzte…)

Ba beraien artean euskeraz egiten dute, eta saiatzen dia tarteka inglesez ere egiten. Gero ebaluaketaro albiste bana gutxienez sortu behar dute euskeraz ikastetxeko webgunerako edo sare sozialetarako, twitter edo facebookerako, ordun hor presentzia du. Tokatu zaie antenak programa, dela [ikerketa herriko] udalak gazte informazioarako duen tabloia kudeatzea, horrekin dirua lortu deu Londreseko bidaiarako eta hor adibidez ere sortu behar zituzten albisteak horretarako euskeraz zian. Hor berriro euskeraz sortzea tokatu zaie. Ustet hoik

diala momentu esanguratsunak. Inglesez lehen esan deuna, izan beharko luke gelako hizkuntza berez, inglesez jasotzen dute nire instrukzioa eta gero classroom bat daukagu non kudeatzen deun erabiltzen deun material guztia, hoi guztia inglesez dao, nik hor ere ematen dizkiedan instrukzioak zer egin, nola egin dena inglesez dijoa idatziz eta gero ikasteko, edukiak ikasteko, hau da tutorialak edo horrelakoak saiatzen naiz bidio formatuan egotea eta saiatzen naiz atzerriko hizkuntzan inputa jasotzeko hau da entzumen frogak izango balira bezela, pixka bat beraiek entzumenean trebatzeko, eta beste ahoskera batzuk entzun ditzaten natiboenak edo ez natiboenak, baino desberdinak, eta hor saiatzen naiz aukeraketa egokia egiten beraien mailara egokitzeako eta batez ere hizkuntza aldetik asko erreparatzen diot bidioari. Eta gero baita ere eduki aldetik ez dadin oso luzea izan, guk behar dugunerako egokitua izan dadila. Eta gazteleraz saiatzen gera guk sortzen dugun horretan nola gure komunitatean badauden gaztelaniako hiztunak ba hor ere tarteka sortzea gaztelaniaz zerbait.

Nola deskribatuko zenuke zure hizkuntzaren erabilera? (ahalik eta ingeles gehien erabiltzen saiatzen naiz, arazo gabe jotzen dut ikaslearen hizkuntzetara, euskera arazorik gabe erabiltzen dut, gehiena euskaraz, batzuetan ingelesez…)

Lanak, aurkezpenak… ingelesa ez den hizkuntza batean entrega ditzakete? Hori nola ebaluatzen duzu, hau da, onartzen duzu beste hizkuntza batean?

Batzutan entregatu behar dituzte. Kasu honetan da gehiago nori zuzendua dihoan… baino berez inglesez egin beharrekoa norbaitek eskatzen badizu euskeraz egitea… ez, hor adibidez blog sarrera saioa deskribatzen ez? Norbaitek esan izan du 'ahal det euskeraz sortu hau euskeraz?' eta ez, gure taldeko bloga inglesez idazten den zerbait da.

Zein da zure iritzia zerbait ingelesez galdetzen baduzu eta ikasleek euskaraz erantzuten dutenean? (ez dizu molestatzen, ez diozu garrantziarik ematen, normala irudizten zaizu…?) Edo zein da zure iritzia ikasleek edo zuk hitz egiterakoan hizkuntzaz aldatzen duzuenean?

Ez daukat eragozpenik, hombre etengabe balin bada, ba joera aldatzen bazaigu euskerara klaseko jardun horretan pasatzea eta nola lehentasuna dan inglesez aritzea ba ni saiatzen naiz bideratzen berriro ere inglesera, baino ez dut holako… ez dit molestatzen. Komunikazioa erraztuko badu eta gero aldatzen badu gero inglesera ez dago problemik. Puntuala baldin bada bueno.

Ikasleen hizkuntzak erabiltzen dituzu modu pedagogiko batean ingelesez klaseak emateko? Adibidez, loturak egiten dituzue hizkuntzen artean, edo informazioa bilatu behar dutenean euskaraz/gazteleraz egiten dute ariketa ingelesez egiteko, edo hiztegia lantzeko… ?

Modu pedagogiko bakarra da ba bueno transferentzia egitea, zerbait ikasten dugunean ba nola esaten da ba? Batez ere guk daukaguna da lexiko aldetik lexiko berezia da ze dauka digitalizazioakin zerikusia ta ordun bai saiatzen naiz ba aplikazio berri bat ikasten ditugunean komandu desberdinak orain gorde edo orain hau publikatu eta bestea ez dakit zer… hor badago hizkuntza bat edo lexiko bat oso esklusiboa dana ba digitalizazio mundukoa saiatzen naiz hiru hizkuntzatan adierazten. Nola esaten dan hiru hizkuntzatan. Hor bai irudizten zait jakin behar dutela. Ordun bai, batzutan beraiek aplikazioa izaten dute euskeraz eta nik inglesez, ordun 'zuei nola agertzen zaizue hau?' 'nei agertzen zaitena espresio hau hemen zuei nola agertzen zaizue.?' Ba adibidez insert table of contents zuei nola agertzen zaizue, ba edukien aurkibidea txertatu, ba bida instert txertatu, eta insertar gazteleraz. Hoiek saiatzen naiz ze azkenean da aplikazio guztietan agertzen den terminologia bat da, eta oso berezia da hizkuntza bakoitzean, eta saiatzen naiz horiek azaleratzen. Konpetenteak izan daitezen edozein hizkuntzetan erabiltzen dutenean. Eta ulertu dezaten nora jo.

Orduan espontaneoak dira momentu hoiek?

Ez da espontaneoa eh, nik oso garbi daukat hizkuntza hori dominatu behar dutela, ze beti da berdintsua sortu duten produktu digital hori partekatu, embed the code, embed zer da? gazteleraz incrustar eta euskeraz da kapsulatu, ba oso desberdinak dia, kapsulatu, incrustar edo embed oso desberdinak dia, eta kode hoiek non dauden oso garrantzitsua da aurkitzea aplikazio bakoitzean, orduan, batzutan euskeraz irekitzen dituzte aplikazioak, baino beste batzutan inglesez. Embed the code edo incrustar el codigo edo kapsulatu kodea edo kapsulatze kodea zein den aurkitzea, hori lantzen saiatzen naiz eta ez da espontaneoa ez, aldiro aldiro aplikazio berri batean funtzio berri bat ikasten dugunean hiru hizkuntzetan erakusten saiatzen naiz.

Eduki irakaslea bazara, baduzue koordinaziorik ingeleseko departamentuarekin? Jasotzen duzu laguntza ingeleseko irakaslearen partetik?

Nire kasuan erabatekoa, egia da nire mintegikideekin momentu gutxi ditudala gauzak partekatzeko, nik kudeatzen det beste irakasle batekin batera, nire mintegikide honekin bai asko, beste guztiekin gutxiago, baino bueno zalantzaren bat edo balin badugu ba saiatzen gara beraiekin konsultatzen.

Ikastetxeak arauak edo jarraibideak ezartzen ditu klaseak ingelesez egiterako garaian? Manual modukoren bat baduzu eskura? Ikasleek zure ikasgaian sartzeko filtrorik badute? Maila zehatzik eskatzen da? Zein da ikasleen perfil nagusia? (Ingeles maila ona dutenak, hobetu nahi dutenak, denetarik dago…)

Perfila oso anitza da eta ikusten ari gara urtetik urtera. Orokorrean inglesa hobetu nahi dutelako da, edo gustoko dutelako eta hobetu nahi dutelako. Hori gailentzen da. baina baita gertatzen ari zaigu gaia gustatzen zaielako dala edo dauden aukeren artean gehien gustatu zaiena delako dala. Eta gero kasuren batean, eta hori pena bat da, beraien lehen aukera izan beharrean bigarrena da. eta lehenengoan lekurik izan ez dutelako. Kasu hoietan beti ez da beraien gustokoena eta ordun bai zailagoa da hor engantxatzea… edo beste norbaitek motibatu ditu inglesez hartzea ba kasu horretan ez da gomendagarria ez? Aukerako ikasgaia hori beharko luke ez? Aukeran zuk duzun beste interes bat jorratzeko. Baino bai egia da inglesez izateak askok horrek motibatzen ditula, gehiengoari esango nuke. Denetatik.

Ikasgai hau euskaraz egiterik badago? Euskaraz egiten bada, eduki berdinak lantzen dira? Zertan esango zenuke aldatzen dela? Ez. Horregatik gerta daiteke batzui gaia gustatzea ingelesa bigarren plano batean gera daiteke igual apuntatu dianean, apuntatu dia gehiago prentsa digitala gustatzen zaielako, baina normalean inglesa hobetzeko helburua ere badute, nahiz eta bigarren maila batean dagoen helburu bat izan beraientzat.

Zer zailtasun eduki dituzu klaseak atzerriko hizkuntzan egiterakoan? (Material egokiak ez topatzea, ikasleen maila eskasa, formakuntza falta, laguntza falta ikastetxearen aldetik, koordinazio falta…)

Zailtasun berezirik ez atzerriko hizkuntzan izateagatik, beste gauza bat da beraiek zailtasunak dituztela adierazmenean hobetzen dihoaztela. Baina nik prestatzeko edo emateko instrukzioak saiatzen naizela beraien mailara egokitzen eta listo. Baino zailtasunak horrela ez.

Ze alde on eta txar ikusten dizkiozu zure ikasgaia ingelesez egiteari?

Nik uste dut arloa oso egokia dela inglesez emateko. Justu digitala dan guztia, artefakto digitalak eta sortzeko aplikazioak ba gehiengoa dago inglesez, ta hor hizkuntza gailentzen dena da inglesa. Terminologia guzti hori dominatzea inglesez ba behar duten zerbait dela ikusten dute. Ze askotan ikusten zaie aplikazio bat erabiltzen hasten direnean ba inglesez dagola eta hoiek menperatzea ondo datorkiela. Zentzu horretan lotura handia du hizkuntzak eduki horiekin. Alderdi hortatik egokia iruditzen zait. Gero ez dia eduki zailak, ez dute suposatzen buruz ikasi beharra, ez dago frogarik bukaeran, baizik eta asignatura

guztia dago pentsatuta gauzak sortzeari, taldean sortzeari, orduan taldean lan egiteak asko laguntzen du ba komunikazio gaitasuna landu behar dalako, egia da askotan euskarara jotzen dugula baina inglesera jotzeko ere eskatzen dute baina beraiek talde lanean ari direnean inglesez aritzea eskatzen diegu. Ordun ba taldean egiteak ya laguntzen die hortan, bakarka egingo balute ez lukete inglesez hitz egin beharko, baino kasu honetan hemen taldeka lan egin behar dute, ordun hori horrela planteatu da hizkuntza erabili ahal izateko gelan. Eta gero bestealde, arloa bera nei oso egokia iruditzen zait, erabat lotzen dute hizkuntza horrekin. Zentzu hortan ona, nei iruditzen zait. Txarra, txarra ez dakit. Gero askotan tokatzen zaigu euskeraz gauzak sortzea, baino hori askotan guretzat aitzakia da ba albiste bat nola sortu. Azalpen horiek ematen ditudanean hiru hizkuntzetan ematen ditut, hiru hizkuntzetan albisteak nola sortzen dira. Testu mota horrek ze forma du edo nola egiten da hizkuntza bakoitzean? Hori aztertzen dugu lehenengo. Gero gehienetan euskeraz sortzen dugula adibidez albistea, ba bai, baina bueno tarteka tokatu zaigu albiste hori inglesez idaztea eta hor bai transferentzia lantzen dugula hiru hizkuntzetara eta… nei egokia iruditzen zait hizkuntzari erreparatzeko eta… prentsa tailer bat denez ba hizkuntzarekin lotura zuzena du eta beste alde batetik lotura zuzena du digitala dalako, aplikazioekin eta artefaktu digitalekin.

Ze alde on eta txar ikusten dizkiozu edozein ikasgai ingelesez egiteari?

Nik uste beldur handiena dela edukiak ez hartzea edo edukiak ez barneratzea komunikazio arazo batengatik. Gurean hori ez da arazo handia esan dudanagatik, gehiago da komunitateari eskeintzen dizkiogun gauzak sortzea, eta gehiago lantzen dugu egitearen hori edukiak buruz ikasteari baino. Egia da ezagutza batzuk barneratu behar dituzula ze ez badezu ulertu artefaktu digital bat nola egiten den edo nola erabiltzen den ba zaila egingo zaizu egitea eskatu zaizun hori. Baino buruz ikasi behar ez danetik ezer, iruitzen zait arazo asko saihesten ditugula. Gero adierazmenean sortu behar duten hori gehiago da kontsumo internorako, da gure taldeko bloga, eta da gehiago metakognizioa egiteko eta hausnartzeko aritu geanari buruz, pixka bat jabetzeko zer ikasi dugun eta hori dena…. Ordun hor ez du kalte berezirik egiten, gehiago da entrenamentu bat gure adierazmena hobetzeko eta orduan gurean, horregatik aukeratu genuen gai hau, hain zuzen ere saihesteko eduki ditzaken alderdi negatiboak edo ondorio negatiboak. Eta nik uste dut ondo saihesten diala planteatu dan bezela. Ez dio ikasleari sufrimentu bat suposatzen, ez du ezer galtzen ezagutza aldetik. Ez zait iruditzen.

Zer egingo zenuke ezberdin (zure esku balego), edo zer aldatuko zenuke hobetzeko testuinguru honetan? (hobetu behar dela pentsatzen baduzu)

Aurten sartu dugun gauza berria izan da ba londresera ikasbidaia egitea DBH 3ko ikasleekin ba pixka bat ikasteko grin horretan ba nolabait ekarpen bat egiteko eta ikusteko asko dakitela ya eta ikusteko beraiek gai direla horrelako ingurune batean aritzeko eta komunikazio gaitasuna badutela ikusteko eta orduan hori izan da aldaketa bat. Egin ondoren balorazioa oso positiboa izan da, alerdi negatiboa da kostu handia duela ekonomikoki, baina egia da ere saiatu garela hortan ere ikasleak konprometitzen eta beraiek ere ekarpen ekonomikoak egiterako garaian mugitu dira… aldatu gehiago ba esan detena ba hizkuntzaren inguruan momentu gehiago hartu hizkuntzari erreparatzeko, tarteka. Eta hiru hizkuntzei erreparatzeko modu konszienteago batean, beraiek konszientego izan daitezen eta aldi berean besteekin elkarbanatzeko. Igual ba sortzen dituzten material hoietan hiru hizkuntzak gehiagotan erabili, edo…

Nolakoa da zure ustez CLIL irakasle ideala?

Izan beharko luke nire ustez pertsona bat osssso ondo menperatzen duena atzerriko hizkuntza. Eta hor nik adibidez garbi daukat prestakuntza… denok dakigu hizkuntzak mantendu behar direla eta mantentze hortan ba formatzen jarraitu behar dugula ta nik uste

maila altuan mantentzearena ezinbestekoa dala. Ezinbestekoa. Hori iruditzen zait oso garrantzitsua. Gero CLIL egiten ari geanen egia da ba eduki batzuk ere erakusten ditugula eta ordun oso ondo menperatu behar ditu eduki horiek eta oso ongi menperatu behar du terminologia hori atzerriko hizkuntzan. Terminologiaz gain soltura hori ez? Ahozkotasunean eta azalpenak ematerakoan hizkuntza oso ondo menperatu behar duela. Horrek ziurtasuna ematen du ze iruditzen zait bestela ziurtasunn hori gabe ba arazo handiak sor daitezkeela. Eta gainera transmititzeko ere hizkuntzarekiko gaitasuna ere eta grin hori ere ba horrela ere egiten dala. Bi gauzak, edukiak oso ondo jakin behar ditu ba ekonomia ematen duenak ekonomiari buruz, baina batez ere hizkuntza oso ondo menperatu behar dula.

Ikasgai batzuk ingelesez egiteak euskararekiko eragin negatiboa eduki dezakeela uste duzu?

Ez luke behar ondo diseinatuz gero, hau da, oso garbi eduki behar da zein kontestutan ari garen lanean, ezer diseinatu aurretik eta ezer diseinatu aurretik. Guk garbi geneukan ze ikastetxe mota gean, ze ikasle motakin ari gean lanean, eta hori ezinbestekoa da kontutan edukitzea. Hortik, hori abiapuntutzat hartuta, gure ikaslegoa egia da gehiengoak euskera maila polita dula, ze herri txikitatik datoz, beraien ama-hizkuntza euskera da, badago beste zati bat atzerritarrena ez dena oso altua, bajua ere ez, %9 ustet dala, baina ingurune euskaldunetatik dator gehiengoa. Taldearen arabera, hori ere kontuan eduki beharko litzateke. Baino ikastetxe bezela datu hori kontutan hartu behar da. Ni egon naizen jardunaldi batzuetan esaten zuten hori ba kasu honetan euskal giro batean bizi den ikasle batek ya nahikoa input jasotzen du gizartetik gero euskerako saioak dituzte, hoiek bermatuta daude, eta aldiz atzerriko hizkuntzan gure inguruan oso input gutxi jasotzen dute. Nik uste frogatuta daola gero eta ordun gehiago atzerriko hizkuntzan eman, ba alde handia dagola beraiek atzerriko hizkuntzan lortzen duten ezagutzetan. Gaztelanian adibidez input asko jasotzen dute, telebista, irratia, segun ze familiarteko edo laguneki komunikatzen dia gazteleraz, orduan gutxiena atzerriko hizkuntzan dute. Guk planteatu dugun eran, aukerako ikasgaiak izanda, ikasleak aukeratuta, ez zait iruditzen euskerari inongo kalterik egingo dionik. Debatea oso oso interesgarria da baina gurean nik uste det ondo pentsatuta dagoela aukerakoetan kokatze hori. Adibidez derrigorrezkoetan kokatuz gero, arrisku batzuk ikusten ditut nik hor, batez ere derrigorrezko ikasgaiak eta segun ze zailtasun maila dun ikasgaiak ba iruditzen zait zama handia litzakela eta euskerari kalte egiteaz gain, ba ikasleari zama handia ezartzea izango litzakela.

Zein da zure iritzi orokorra CLIL metodologiari buruz?

Ondo zaindu behar dala ba nola ematen dian klaseak eta nork ematen dituen esan deun bezela, bermatuta egon behar du irakaslearen hizkuntza-maila, hori, abiapuntua ona balin bada eta gero edukiak noski ondo aukeratzen badira esan ditugun irizpideak jarraituz, kontutan hartuz gero ze ikaslekin ai gean, ze ikasgai mota dan eta gero ikaslearen prestakuntzari erreparatzen badiogu, hoi dena bermatzen badugu, nei iruditzen zait emaitza oso intergarria dala, batez ere familia eta ikasleei eskaintza interesgarria egiten zaiela. Nik uste ikastetxe bezela kotutan hartu eta eskaini beharrekoa. Nik ondo pentsatu ezkerao eta beti ere ondo aztertuz urtero urtero ea aldaketarik egin behar dan… ondo hausnartuz gero, bai, idea interesgarria da. galdetegiak pasa ditugu ikasleei eta asko entzun behar zaie ikasleei zentzu horretan zer ikasi duten, zer espektatiba duten, zer espero duten hortik… eta gero zenbatek eskatzen duten. Adibidez, aurten nik dakidala hurrengo urtera begira 2. mailan talde bat atera da, eskaera egon da talde baterako, 3. mailan beste talde baterako eta aldiz hurrengo urterako bina talde atera dira. Eskaera izugarri handitu da hurrengo urtera begira. Aurten ya ikasle asko ziren, 2. mailan 15 eta 3. mailan 23 ikaslekin aitu gea talde bakarrean, eta hori hautazko bateako asko da. eta hurrengo urteari begira 2 talde, 40 pertsona 2. mailan

eta beste 40 3. mailan edo… hori ya datu bat da, badago eskaera. Nei horrek ematen dit bueno ilusioa edo, gauzak hobetu behar ditut beti, eta urtero saiatzen naiz, baina hori ya datu bat da eta beste daatu bat da ikasgaiataz zer aldatuko luketen eta horrelako galderak egiten dizkiegu, orduan hori kontuan hartzea da bestea. Baino bai, aukera polita dela uste dut beraientzat. Eta eskatzen ez dutenean gizartea aldatu delako, ze ez dauka zerikusirik orain edo hemendik 10 urtetara hor uste det gure lana egokitzea dela, beharren arabera. Hori aldatu daiteke asko, ez badago beharrik atzerriko hizkuntzan ordu gehiago emateko hemendikan 10 urtetara ba hori aldatu ingo da, baino momentu hontan eskaintza hori interesgarria dela esango nuke eta beharrezkoa esango nuke. Beharrak ikaslearen arabera, horregatik kokatu ditugu hautazkoetan. Oraintxe etorri berri bat atzerritik, euskera menperatzen ez duena ba lehentasuna ez da ordu gehiago inglesez egitea, garbi dago, ordun horri zuzendutako ikasgai bat ez da. egia da lehen perfila galdetu didazunean apuntatu zaizkigu ikasleak inglesa suspenditu dutenak, eta onartu ditugu ze beti egiten dute aurrera, beti datorkie ondo, eta ikasgaia dana delakoa eta edukiak dianak dialako ba ez dute zailtasun berezirik inglesa hain ondo menperatzen ez dutelako. Alderantziz, trebatzeko balio die. Zentzu horretan nik uste bide politta dala momentu hontan zentzua baduna baino urtero urtero ondo aztertu behar dana eta ondo diseinatu behar dana beti ere barruan ditugun baliabideak kontuan edukita. Ze gu egokitu gea ikaslego motara eta daukagun irakaslegoarekin.

Besterik gehitu nahi baduzu…

Oso interesgarria iruditu zaidala zu gure saiotan egotea, alde batetik pertsona bat hor egotea beide, behatzen ematen dizulako holako ondo egin behar da, egia esan presioa ez det bizitu, oso lasai egon naiz. Baino bai, oso gustoa egon naiz eta espero dut hemendik gero jasotzea ere asko.