

POS-G46

PD en Educación: Escuela, Lengua y Sociedad

PRIMARY TRILINGUAL STUDENTS' PERCEPTION ABOUT MINORITY LANGUAGE IN A TRANSLANGUAGING CONTEXT.

Eider Saragueta

UPV/EHU The University of the Basque Country

Primary trilingual students' perception about minority language in a translanguaging context. This presentation reports a study on translanguaging in a trilingual school and focuses on the development of minority language perception. The theoretical approach adopted in order to accomplish this study is "Focus on Multilingualism" developed by Cenoz&Gorter (2011,2014) and highlights the need to adopt a holistic approach in research and teaching of languages in the school context. The model has three dimensions: (i) The multilingual speaker. (ii) The total linguistic repertoire. (iii) The social context. The methodological approach is based on classroom ethnography and data have been collected through observations, interviews and documentation. The information gathered, in a group of primary students (fifth and sixth grade) from the Basque Autonomous Community where Basque, Spanish and English languages are included in the curriculum, has been categorized to analyze it in depth. Preliminary results of the investigation suggest that even though students were aware of feeling emotionally connected to Basque language they found English more attractive and valued it more positively for their future careers, arguing that is widely spoken or giving to English an official status, even though perhaps they may not use it. The information gathered is concerned for a larger doctoral research study about the perception and the use of the minority language. Reference: • Cenoz, J. & Gorter, D. (2011). Focus on Multilingualism: A Study of Trilingual Writing. The Modern Language Journal 95: 356-369.