



# La reflexió metalingüística mitjançant la producció escrita en els primers nivells d'aprenentatge d'alemany (LE) per part d'adults

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## IX. CONCLUSIONS

En el capítol anterior hem presentat detalladament els resultats de la recerca a partir de les anàlisis de les dades obtingudes des de tres perspectives diferents i després de relacionar-les mútuament usant l'estratègia de la triangulació. Les conclusions més importants que extraïem a partir d'aquests resultats són les següents:

1. L'anàlisi ha permès constatar que és possible desenvolupar activitats d'escriptura en grup en nivells de principiants d'alemany/LE en l'ensenyament a adults. Gràcies a la interacció entre iguals té lloc un bastiment col·lectiu en què es construeix conjuntament coneixement nou a partir de les aportacions individuals de cada membre del grup. Els aprenents esdevenen d'aquesta manera "experts potencials", i gràcies a aquest intercanvi de coneixements són capaços de superar amb èxit tasques que posseeixen un grau de dificultat superior al de les seves possibilitats.
2. El treball en col·laboració permet, en l'ensenyament a adults, establir una relació més simètrica a l'aula que afavoreix el guiatge col·lectiu, i fomenta, alhora, l'autonomia de l'aprenent perquè l'ajuda a prendre consciència de tot allò (estratègies i recursos) que el pot ajudar en el seu procés d'aprenentatge.
3. El fet que l'aprenent adult (no analfabet) arribi a l'aula amb una experiència social, amb unes capacitats d'ús de la llengua i amb uns coneixements lingüístics, escolars i extraescolars, que provenen de les seves experiències anteriors com a aprenents, ofereix una base sòlida en què poder treballar i reflexionar sobre la llengua objecte d'estudi, ja des de l'inici del seu aprenentatge.
4. Gràcies al coneixement previ i al diàleg entre expert-no expert, i sobretot entre iguals, és factible introduir activitats metalingüístiques en els nivells de principiants d'alemany/LE, encara que els aprenents no hagin rebut una instrucció específica sobre "reflexió metalingüística". Un tipus d'activitat que es perfila, també en aquest nivell, com a prometedora és l'activitat d'escriptura col·lectiva. A partir d'altres estudis, s'ha demostrat la importància de l'escriptura col·lectiva en nivells més avançats. Des del nostre punt de vista,

aquest tipus d'activitat, que ofereix grans avantatges, pot ser més fructífer com més aviat s'incorpori a les pràctiques de classe.

5. Tanmateix, el disseny de tasques comunicatives amb fases de producció escrita presenten algunes dificultats, sobretot pel que fa a crear una funció real d'escriptura en el "microcosmos" de l'aula. En aquest sentit, s'han d'acceptar les dificultats que poden sorgir en aquest context a aquest nivell. El que és important és que tant aprenents com docents entenguin l'aula com a un context social específic on l'objectiu més important és aprendre: no es tracta d'entendre aquest context com una còpia o reflex de la realitat quotidiana, sinó d'acceptar que la seva realitat difereix de la del món real. Efectivament, l'aula és el context d'aprenentatge per excel·lència, amb una idiosincràsia i uns protagonistes propis i amb una tasca comú: la d'adquirir coneixements. Si aquest és el concepte d'aula, aleshores no caldrà "disfressar" les tasques d'aprenentatge amb l'autenticitat del món real. Aquestes tasques són per elles mateixes autèntiques en el seu context. Aquesta reflexió permet concloure que les activitats d'escriptura col·lectiva són, ja des de la seva essència, prou interessants per iniciar una reflexió sobre la llengua, per dues raons: per una banda, ofereixen l'avantatge d'unir forma i significat; per una altra, fomenten un tipus d'interacció simètrica que ajuda a aprendre. Aquest darrer aspecte és el que conforma l'"autenticitat" de l'aprenentatge. A partir de la nostra recerca, si bé defensem la incorporació de pràctiques d'aquest tipus, també volem apuntar que és difícil mantenir funcions reals de l'escriptura en la classe de llengua estrangera.

6. En el treball en col·laboració en nivells de principiants no es pot obviar l'ús de la llengua materna. Això no s'ha de veure com un obstacle sinó com un instrument de les pràctiques docents, pel fet que ajuda a fomentar el bastiment entre iguals. Ara bé, en nivells superiors s'hauria de passar gradualment a l'ús de la llengua estrangera per tal que, segons s'advoca des dels estudis d'adquisició i altres, la mateixa LE serveixi per reflexionar sobre ella (Cambra 98). A partir dels nostres resultats, no queda clara la percepció de l'aprenent sobre la funció de les dues llengües, malgrat que el disseny de les tasques en contempla l'ús diferenciat (LE en actes verbals de comunicació, L1 en la negociació oral del text escrit). Això obre noves preguntes per desenvolupar estudis posteriors.

7. En la nostra recerca, hem observat els processos dinàmics de redacció en grups a partir de la introducció d'unes tasques concretes en un nivell de principiants. Seria interessant observar el desenvolupament d'aquests processos en els mateixos grups, en nivells superiors i a partir d'altres menes de tasca. En aquest sentit, creiem que aquest estudi pot servir de punt de partida per desenvolupar estudis posteriors, interessats a endinsar-se en la complexitat dels processos d'aprenentatge a l'aula des de la perspectiva de la construcció de saber, pel fet que aporta una metodologia d'anàlisi basada plenament en la visió vygostkiana i de constructivisme social d'aprenentatge.
  
8. Respecte al punt anterior constatem la importància i la necessitat d'aplicar una metodologia d'anàlisi basada en els plantejaments de les teories constructivistes d'aprenentatge. Es tracta d'un tipus d'anàlisi que pot aportar informació rellevant, a partir de dades empíriques, sobre la complexitat dels processos d'aprenentatge. Tanmateix, considerem que no podem arribar a entendre bé aquests processos si no tenim en compte dades més introspectives sobre la percepció i les valoracions dels subjectes implicats en ells.
  
9. A partir d'aquestes idees, considerem, com Lazaraton (1995) i Davis (1995), que la recerca interpretativa no substitueix la recerca quantitativa sinó que la complementa i l'enriqueix pel fet que dona compte de fenòmens molt més subtils de l'actuació humana que no són observables d'una altra manera, fenòmens, d'altra banda, que són molt importants per entendre contextos educatius.
  
10. Finalment, no podem deixar d'esmentar unes consideracions finals sobre el procés de recerca. Com hem descrit en l'apartat anterior, la recerca educativa no està exempta de problemes. D'una banda, requereix una participació molt intensa per part de totes les persones implicades, així com una bona interrelació personal. A partir de la nostra recerca, hem pogut comprovar que, efectivament, la relació que s'estableix entre docents i aprenents i investigador és decisiva a l'hora de dur a terme una recerca en l'àmbit educatiu. Sense aquesta relació, creiem que no només és inviable adoptar la perspectiva dels participants per descriure i interpretar els esdeveniments de la classe, sinó que també pot dificultar la immersió i la familiarització de l'investigador en el context que estudia. Aquesta és la gran diferència entre la recerca de tipus experimental i controlat, basada exclusivament en l'anàlisi

de dades observacionals. Hi ha, però, una segona diferència que mereix una atenció especial: la recerca que parteix de la primacia de dades quantificables, tot i que fa aportacions molt importants a l'àmbit de la didàctica, no involucra els responsables més propers, els docents. Això fa que, malauradament, els resultats d'aquestes recerques no arribin al seu coneixement. La recerca educativa, per contra, i malgrat els problemes de desplegament tècnic i de temps que porta implícits, pot omplir aquest buit d'informació tot involucrant el docent en benefici de la seva pròpia formació. En aquest sentit, considerem que el "model col·laboratiu" que presenta Cambra (1992), centrat en les capacitats de l'anàlisi del professor en formació, és un dels models de formació més prometedors. En aquest model es tracta d'una formació entesa, no tant en el sentit estricte de transmissió de coneixement, sinó en un sentit ampli, pròxim a l'autoformació en equips que es basa sobretot en la presa de consciència per part del professor del que realment es produeix a les seves classes.

Després de la recerca que hem dut a terme, voldríem afegir un element nou a aquest model, la figura del formador-investigador. La raó és que la perspectiva del formador no és la mateixa que la de l'investigador. El formador, malgrat que pot fomentar processos de conscienciació en el professor, està més centrat en la transmissió de coneixements, la qual cosa fa que no ensenyi al docent a "investigar" en l'aula. L'investigador, per la seva banda, té les eines per saber observar i fer recerca a l'aula. Considerem que el fet d'unir els coneixements que pot aportar el formador amb els instruments de recerca de l'investigador pot beneficiar el professor. La raó és que si, a través del mateix procés de recerca, el docent identifica qüestions que s'han tractat en la formació i aprèn el que significa observar el propi comportament en el seu context, és lògic pensar que el docent mostrarà una actitud més oberta i positiva que l'ajudarà a ser sensible al canvi i, en conseqüència, a modificar d'alguna manera les seves pràctiques.

En el nostre cas, el fet que el formador-investigador fos la mateixa persona ha estat decisiu per establir una relació òptima entre els participants en la recerca. Així mateix, els molts anys d'experiència per part de l'investigador en el context estudiat ha facilitat, sens dubte, l'establiment d'aquestes relacions. Podem afirmar que, actualment i encara que sigui una valoració subjectiva de la investigadora, els professors que han participat en aquest estudi

han assolit un grau d'autonomia respecte a la seva pròpia formació: gràcies a l'empresa comuna duta a terme, han assumit críticament el seu comportament i han cercat en l'àmbit més teòric les respostes a les seves preguntes. S'han convertit, des del nostre punt de vista, en "professors-investigadors" que susciten per si mateixos temes per a la reflexió crítica, gràcies a la realització de propostes d'actuació, com descriviem en el capítol sobre opció metodològica de recerca, elaborades en i per a les seves classes i que han de servir per a la renovació i millora dels processos d'ensenyament-aprenentatge, sempre a partir de la descripció i la interpretació de les realitats en la seva complexitat, i per reiniciar nous processos de recerca.





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