

Doktore-tesia

HEGOALDEKO LEHEN HEZKUNTZA-IRAKASLEEN ELEANIZTASUN- ETA  
METODOLOGIA-USTEAK

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PRIMARY SCHOOL TEACHERS' BELIEFS ABOUT MULTILINGUALISM AND  
METHODOLOGIES IN HEGOALDE

Doctoral dissertation

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\*Azaleko eta kontrazaleko irudiak eta diseinua Laura Maioz Basterretxearen jabetza dira.



## ESKER ONAK

Lehenengo esker-hitzak Jon eta Durk tesi-zuzendarientzat dira, ez soilik tesi-ikerketaren eginbidean giltzarri izan zaretelako, baizik eta tesiak iraun duen honetan hazten eta aberasten lagundu didazuelako. Urte askoan iraungo duela, eskerrik asko!

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## LABURPENA

Literatura zientifikoak azpimarratzen du irakasle-usteak ikertzea erabakigarria dela hizkuntza-irakaskuntzaren atzeko planoan ari denaz ohartzeko eta hizkuntzekiko joerak hautemateko. Usteak ezagutzea irakaslea ulertzea da, haren jarduna, hezkuntza-ikuspegia eta testuingurua. Usteak, baina, ez dira hutsezinak, erpin ugariak baizik. Eta, hala eta guztiz ere, akademiak giza jarreraren eta irakas-jardunaren ispilu fidagarri bailiran ulertzen ditu. Hala, ikerlanak Lehen Hezkuntzako irakasleen, etorkizuneko irakasleen eta unibertsitateko irakasleen usteak aztertu eta deskribatuko ditu Euskal Herriko bi hezkuntza-sistemaren jokalekuan: Euskal Autonomia Erkidegokoan eta Nafarroako Foru Komunitatekoan.

Eskuarteko doktorego-tesiaren helbururik behinena da irakasleen eleaniztasun- eta metodologia-usteak ezagutu eta horietatik guztietatik esanguratsuenak identifikatzea. Ikerlanaren euskarri teorikoak Focus on Multilingualism eredu eta susperraldian dauden ikuspegi eleanitzak dira, hizkuntzen arteko mugak malgu ulertu eta, aldi berean, euskararen ardatzen direnak. Hizkuntzen ikuspegi integratzaile eta abegikorak zutabe dira lan honetan. Hizkuntzen ikuspegi tradizionaletik aldentzen da eta komunikazio-ikuspegira hurbiltzen, eleaniztunaren ezaugarriak hizkuntzak ikasteko aukera gisa ulertzen baititu. Eleaniztunaren hizkuntza-ezagutzak baliatzen dituzten teoriak oinarri dira hizkuntzak eraginkortasun handiagoarekin irakasteko eta errealitatetik gertuagoko hizkuntza hauspotzeko. Metodologiari dagokionez, ikerlanak alor kuantitatiboa eta kualitatiboa uztartzen ditu, nahiz eta lehenengoaren presentzia handiagoa izan bigarrenarena baino. Horwizen eta ikertaldeko tesilari izandakoen testak oinarri, berariaz diseinatutako online testa banatuko zaie hiru irakasle-taldee, eta, orotara, kasik 1100 irakasleren erantzunak bilduko dira. Ondoren, lau talde-elkarrizketa antolatuko dira, lurralde historiko bakoitzean bana.

Emaitzek ondorio anitz ekarriko dute, eta azpimarragarrienek erakutsiko dute irakasleek uste positiboak dituztela eleaniztasunaren eta metodologia modernoaren alde. Erro sakonak dituzte euskararen aldeko usteak, eta irakasleek soilik ulertuko dute eleaniztasuna euskara baldin bada ardatz. Era berean, hizkuntza ororen mintzamina lantzen lagunduko dieten metodologiaren aldarrak egingo dute irakasleek, hizkuntzaren ezagutzatik eta formatik ahozkorako eta erabilerarako jautsian prestutasuna erakutsirik. Irakasleen ustea da ahozko jarduna hizkuntza ororen bihotza dela. Irakasleen metodologia-usteak modernoak dira, eta ikuspegi komunikatibotik edaten dute; edonola ere, nahi baino gehiago darabiltzate metodologia tradizionalak. Doktorego-tesi honek osagai aproposak identifikatuko ditu irakasleak jardun-eleaniztunetan eta ahozkotasunean oinarritutako metodologietan trebatzeko, etorkizunari begira euskal hezkuntzan lagungarri izan daitezkeenak.

## ABSTRACT

In the scientific literature about education the importance of investigating teachers' beliefs is emphasized in order to understand what is going on in language teaching and to perceive the most important tendencies towards languages. To know the beliefs is to understand the teachers, their performance, their educational vision and their context. Beliefs, however, are only one of many perspectives, but they can be regarded as a mirror of attitudes and teaching practices. This study will analyze and describe the beliefs of the in-service teachers in Primary Education, the future teachers doing the degree at university and the university teachers teaching in the educational systems of the Basque Autonomous Community and the Foral Community of Navarre.

The main objective of the doctoral thesis is to detect and understand beliefs of teachers about multilingualism and teaching methodologies and to identify the most significant patterns. The theoretical base of the study is the Focus on Multilingualism model, which implies a multilingual view of languages, and which assumes in soft boundaries between languages while keeping the focus on the Basque language. The integrative approach to languages is the basis of this investigation and it moves away from a traditional vision of languages and comes closer to communicative and multilingual approaches as it considers the characteristics of multilingualism opportunities to learn languages. Theories that value the use of the learners' linguistic knowledge are the basis for teaching more effectively and for teaching approaches which are closer to the multilingual speech.

In terms of methodology, the study is mainly quantitative, but qualitative data is also present. Based on several existing questionnaires, the online questionnaire gathered the responses from almost 1,100 teachers. As a second step, four focus group discussions were organized with in-service teachers, one in each historical territory. The results are discussed extensively, and the most remarkable show that teachers have positive beliefs in favor of multilingualism and of modern methodologies. The convictions in favor of the Basque language are deeply rooted, and these teachers seem to consider multilingualism only positive if the focus remains on the Basque language. Teachers claim that they prefer methodologies that help them to work on the oral aspect of languages, and that support a switch from the knowledge to the actual use of the language. Teachers believe that oral activity is at the heart of any language. Teachers beliefs about methodologies are mostly modern and from a communicative perspective, although they admitted to using more often traditional methodologies than they wanted. This doctoral thesis identifies a need to train teachers in multilingual approaches and speaking-based methodologies that can be helpful for the future of teaching languages in the Basque schools.



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## SARRERA

### *Dabilen harriari ez zaio goroldiorik lotzen*

Old Basque proverb

Gaurko Euskara Batuan: “Dabilen harriari ez zaio goroldiorik lotzen” (“No moss is attached to the rolling stone”). Atsotitzak ez dio gezurrik; eta galdu ez bada, oraindik ere baliagarri zaigun egia handia gorde duelako da, XXI. mendeko errealitate berezi, zenbaitetan arrotz, eta erronkaz gainezka begitantzen zaigun honetan. Hezkuntzak ezinbestean behar du ibaiko harri izan; eta euskal hezkuntzak mendi-erreka biziaren hauspoaren beharra du goroldiorik ager ez dakion. Abangoardiaren eta berrikuntzaren urek ezinbestean busti eta higitu behar dute euskal hezkuntza, harri zizelkatu borobila itsasoko uretan murgil dadin. Bidaia horretan, ezinbestekoa da unibertsitatearen ikerketa-lana, eta honako doktorego-tesiak xede du gure hezkuntzak hartu beharko dituen zenbait bihurtzune lanbrotsu nolabait garbitzea, harriak bere bideari eutsi diezaion.

Itsas zabalean galdutako eskifaia izango bagina eta ikerketaren berri telegrafo bidez eman beharko bagenu, honako hiru hitz-gakoetan laburbil genezake esku arteko tesia: irakasle-usteak, eleaniztasuna eta irakas-metodologiak. Gizakiaren berezko izaera da errealitatea hautematea. Labur bezain zabar esan dezakegu identifikazio-lan horretan sortzen direla usteak, ondoren gizataldean amankomunean partekatzeko eta ondorengoei transmititzeko. Katea estatiko irudika bagenezake ere, transmisioaren azken katebegia ez da inolaz ere zurruna, higiezina; aitzitik, aurreko usteak berresterakoan edo horiek berrantolatzean mugimendu hautemanezina dago, usteen transmisioan eragina dutenak. Dialektika horretan, Joxerra Garziaren, euskal idazle, pentsalari eta EHUko irakasle izandakoaren, aipua ezin egokiagoa da usteen biziraupena eta egokitze gaitasuna ulertzeko: “tradizioa gurtu baino: egurtu”. Paradoxa dirudien arren, erabat zuzena da; izan ere, nahiz eta lehen begi kolpean kontrakoa iradoki, usteen berritze beharra islatzen du. Usteek asko dute tradiziotik eta kolektibotik. Usteek tradizioaren esentzia ordezkatzeko luketen gisa berean, horien eguneratze-prozesua ezagutu eta deskribatzea giltzarri da ganorazko urratsak egin ahal izateko. Eta horixe da

esku arteko doktorego-tesiaren goiburua: irakasleen eleaniztasun- eta metodologia-usteak behatu eta deskribatzea.

Irakasleen usteak ezagutzea haien balorazio, juzgu eta irakas-jardunak hobeto ulertzea dakar. Usteak aski konplexu dira, zenbaitetan ere aski nahasgarri; halere, esan daiteke hezkuntzaren oinarri-oinarriko zutabe oharkabekoak direla, horien gainean sostengatzen baita irakaskuntza. Esku arteko ikerlanak bi habe argitzeko helburua du: eleaniztasunarena eta metodologiarena. Batetik, eleaniztasunarena kontzeptu ezagun bezain landua dugu gurean eta, alor akademikoari dagokionez, herri-mailan eta nazioartean aski esanguratsuak diren ekarpenak egin dituzte Cenoz eta Gorter doktoreek. Euskara ardatz duen ikuspegi eleanitza dugu hizpide, eta lan honek irakasleek hizkuntzei atxikitako usteak neurtzen ditu, hizkuntzak ikasteko zailtasunarekin loturiko usteak, hizkuntzaren garrantziarekikoak eta hirugarren hizkuntza ikasteak onurak dakarzkion euskarari ala, kontrara, eraginak kaltegarriak ote diren, besteak beste. Era berean, elebitasunaren eta hirueletasunaren inguruko uste esanguratsuenak biltzen ditu honako ikerlanak, fokua jarririk Euskal Herriko hezkuntzaren ezaugarrietan. Bestetik, hizkuntzak irakasteko metodologietan, bi arretagune ditugu: bat, irakasle-usteak metodologia moderno eta tradizional ertzen artean non kokatzen diren; eta bi, ze uste zehatz dituzten hizkuntzen irakaskuntzari buruz, hots, ze ezaugarri diren adostasun-mailarik handiena eta txikiena dutenak.

Ikerketa izaera-bikoa da: esploratzailea eta deskribatzailea. Adierек dioten moduan, tesi-ikerketaren jomuga da irakasleen usteak identifikatzea eta horiek xehe-xehe deskribatzea. Lehen ikerketa honek hezkuntzaren alor txiki bat deskubritzea ahalbidetzen du; eta etorkizuneko ikerketek ikertutako alorra sakondu eta ikerketa-eremua zabalduko lukete. Irakasle-usteen argazkia egitea ahalbidetzen du tesiak, hori bai, doktorego-tesi batek dituen muga eta aukera guztiekin. Izan ere, irakasleak ados daude, euskara ardatz, eleaniztasunean oinarritutako metodologia aurrerazale eta ahozkoitasunaren aldeko egitasmo nahiz apustu sendoak egitearekin.

Tesiaren mamiari ekin aurretik, **egiturari** helduko diogu ondorengo lerroetan. Hasteko, nazioarteko tesia izaki, tesia ingelesez idatzia da, halere, marko teorikoa euskaraz idatzi da; metodologia, emaitzak eta ondorioak, aldiz, ingelesez. Lehenengo atalak eleaniztasunaren eta metodologiaren inguruko zehaztapen nagusiak, teoriak eta ikerketa

azpimarragarrienak biltzen ditu. **Marko teorikoa**, era berean, lau ataletan banatuta dago. **Lehenengoa** ustei buruzkoa da. Bertan, usteak definituko dira, ikerketa-ikuspegi bereizgarrienak aitatu, usteen eraldaketei buruzko ikerketak ekarriko eta, azkenik, usteak eta jardunak konparatzen dituzten ikerketak azalduko dira.

**Bigarren** atalak eleaniztasuna du hizpide. Lehenik eta behin, adiera definituko da hainbat adituren definizioak ekarri. Ondoren, elebitasunaren inguruko sailkapen bat osatuko da ikerlari ezberdinen ekarpenekin. Hirugarren azpiatalean, eleaniztasunaren ikuspegi frakzionala izango dugu mintzagai, eta laugarrenean hizkuntzen ikuspegi holistikorako eta eredu eleanitz berritzaileetarako jauziari buruz idatziko da. Azken azpiatala eleaniztasun-abantailei buruz mintzatuko gara, zehazki, komunikazio-, kultura- eta kognizio-onurei buruz.

**Hirugarren** atala hizkuntzak irakas-metodologiei buruzkoa da. Metodologiaren hastapenari eta bilakaerari buruz hasiko da testua. Jarraian, bi teoria nagusitan, hizkuntzarenean eta ikaskuntzarenean, ardaztutako irakas-metodologiaren proposamena emango da, eta hirugarren eta azken azpiatalean ikuspegi eleanitza duten eredu eta metodologiak azalduko dira.

**Laugarren** atala marko teorikoaren azkena izango da. Horretan, Hegoaldeko egoera linguistikoei buruzko jakingarriak emango dira, hala nola, hezkuntza-sareei, -ereduei eta hizkuntza-ezagutzei, -jarrerei eta erabilerari buruzko datuak. Era berean, Euskal Autonomia Erkidegoan eta Nafarroako Foru Komunitatean indarrean diren hezkuntza-planen ildoak azalduko dira.

**Bosgarren** atalean **metodologiari** buruz arituko gara. Bertan partekatuko dira tesi-ikerketaren helburu eta ikergalderak, baita ikerketa-diseinuaren tasun nagusienak ere. Ondoren, laginari buruzko datuak emango dira, eta analisisian erabilitako aldagai askeak eta menpekoak deskribatuko. Datuak jasotzeko erari buruz ere mintzatuko gara, eta azalpenak emango dira datu kualitatiboak nahiz kuantitatiboak nola eskuratu diren zehazten; jarraian, zehaztapenak emango dira datu-analisia ekinbideari buruzkoak alor kualitatiboan zein kuantitatiboan. Bukatzeko, balioztatze- eta fidagarritasun-prozesuak deskribatuko dira, UPV/EHUko Etika Batzordearen onespenerarekin batera.

**Seigarren** atalean **emaitzak** plazaratuko dira. Atalik luzeena izanagatik ere, ahal bezainbeste sintetizatu da. Bi azpiatal nagusi daude bi ikerketa-galderei erantzun ahal

izateko: lehenengoa, eleaniztasun-usteei buruzkoa; bigarrena, metodologia-usteen. Biek dute hurrenkera berdintsua: datu deskribatzaileenak hasieran ematen dira; eta gero batezbestekoaren konparazioak (ANOVA zein Kruskal Wallis). Halaber, emaitzak hiru taldeen (Lehen Hezkuntzako irakasleen, etorkizuneko irakasleen eta unibertsitate-irakasleen) arabera ematen dira, taldeka antolaturik eta elkarren arteko emaitzak parez pare jarriarik, elkarren arteko amankomuneko puntuak eta ezberdintasunak topatzeko. Hiru taldeak elkar konparatzen diren azpiatal horietan txertatuko dira talde-elkarrizketetako aipurik esanguratsuenak.

**Zazpigarren** eta azken atalean ikerketa-ondorioak ematen dira. Hemen emaitzarik esanguratsuenak goiburu gisa aurkeztuko zaizkio irakurleari, eta, jarraian, ikerlariaren ikuspegi kritikoarekin lagunduko zaie. Beste ikerketa-emaitza eta -ondorioak ekarriko ditugu, ondorioen norabidearekin bat, kontrakoa edota berriren bat iradokiko dutenak. Hiru azpiatal leudeke guztira: lehenengoa, eleaniztasun-usteen ondorioak lirateke; bigarrena, metodologiena; eta hirugarrena, etorkizunari begirakoak. Azken horretan, tesi-ikerketak ekinbidean izandako mugak eta etorkizuneko erronkak idatzi dira.



# 1. USTEAK

Lehenengo atalean, usteak definituko ditugu. Horretarako, adituen erreferentziak ekarri eta iker-alar ezberdinetatik usteei eman zaizkien ezaugarriak eta ikuspuntuak tartekatuko ditugu. Usteen azalpen teorikoak eman ostean, irakasleen usteak izango ditugu hizpide. Bertan, hizkuntza-irakasleen usteak ikertuko ditugu eta irakasleen ezagutzarekin konparatuko dituzten ikerketak azalduko. Horietan, arreta berezia emango diogu hizkuntza-irakasleen uste eta jardunen arteko harremanari, gure tesi-ikerketaren gakoetako bat baita bi horien arteko lotura ulertzea irakaslearen talaiatik. Atala borobiltze aldera, usteen aldaketak izango ditugu mintzagai, azken atala izanik adituen ekarpenak, ikerketa esanguratsuak, erreferentziak eta ereduak trukatzeko gunea. Hain zuzen ere, usteetan eragitea lortzen bada irakas-jardunetan nabari eta islatuko lirateke aldaketak.

## 1.1. Usteak definitzen

Hasteko, usteak definituko ditugu. Erraz esatearren, adiera anitzeko terminoa da eta nahasia; eta horrek biziki zailtzen du kontzeptua finkatzea eta definitzea (Pajares, 1992). Hori dela-eta, egileak iradokitzen du kontzeptua bera birdefinitzea. Zailtasuna hitzaren beraren esanahian datza, beregain hartzen baititu subjektiboak diren makina bat ideia, norberaren burutazio eta kontzeptu. Wenden-en (1986, 5. or) aburuz, usteak “norberaren eta hurkoaren eskarmentuan oinarritutako esperientziak dira, jardunean eta ekintzetan eragin zuzena dutenak.”.

Zenbaitetan, balio-sistema eta jarrera-multzo gisa hartuak dira, jarraitu beharreko iritzi eta gidalerroak bailiran (Rokeach, 1968). Era berean, Bandura (1997) dago irakasleen usteak egoera jakinean bakoitzak dituen, konbikzio pertsonalak, antolatze-gaitasunak eta irakas-jardunerako ziurtasun osoak ere badirela; hori bakarrik ez, usteek gure emozioak, helburuak eta erabakimenak gidatzeko nahikoa indar badutela. Oro har, esan daiteke usteak elkarrekintzan daudela kognizioaren beste ezaugarriekin batera: ezagutzekin, jarrerekin, susmoekin eta teoriekin (Song eta Andrews, 2009), eta Borgek (2003) talde-

konstruktuko psikologiko gisa ulertuko du irakasleen kognizioa, beregain harturik honako hirurak: “Irakasleen ezagutza, sineskerak eta pentsamendua” (81. or.).

Egun, ariketa zaila da ikertzaileontzat irakaslearen usteak eta ezagutzak ezberdintzea, lauso agertzen baitzaizkigu horien arteko mugak. Hari-mutur horri tiraka, Woods-entzat (1996) ezagutzak eta usteek egitura ordenatua dute, nahiz eta esangura aldakorrekoak izan; izan ere, irakas-jardunean zinez zaila baita irakasleek hartutako erabaki pedagogikoen iturria ezagutzea; hots, ezagutza-egituratik edo usteen sistematik datozen identifikatzea. Adituak iradokitzen du plano berean etengabe hedatzen eta garatzen ari den terminoa dela, zaila dena bata noiz hasi eta bestea noiz bukatzen den jakitea. Konplexutasunarekin jakitun, kontzeptua honako hiru osagaitan banatuko ditu egitura bakarra osatzeko: BAK (Beliefs, Knowledge eta Assumptions) (Woods, 1996).

Pajaresentzat usteak konplexuak ziren, eragile askoren batura baitira eta sinplifikatzen zailak, haren aipuak teoriaren eta irakas-jardunen arteko harremanera garamatza: “usteak ezin dira zuzenean behatu ala neurtu; ondorioztatu behar dira esandakoekin, asmoekin eta jardunekin.” (1992, 314. or.). Gao eta Ma-k (2011), aldiz, gaineratzen dute usteak ez direla sortzetikoak ezta isolatuak ere. Horrez gain, testuinguruak sekulako eragina du norbanakoaren uste-sistemaren konfigurazioan, batetik, kanpo-eragileek eragin handia dutelako eta, bestetik, norbanakoaren bizitza-esperientzia bakarra eta errepikaezina delako. Zheng-ek (2009, 74. or.) uste-sisteman sinesten du, eta areago “Irakaslearen psikologian norberak egiazko ulermentzat, adimentzat, baieztapentzat edota proposamentzat” ulertzen ditu usteak. Usteen eta esperientziaren arteko harremana ez da soilik mentala; aitzitik, testuinguruarekin uneoroko interakzioa eta doiketa litzateke, bizitzaren beste alor batzuk bezala, esperientziek ekintzen eta testuinguruaren beharra baitaude (Barcelos eta Kalaja, 2012; Kalaja eta Barcelos, 2019). Hizkuntzen irakaskuntzan erabakigarriak dira irakaslearen usteak, hain zuzen ere, galbahe- eta doitze-lana egiten baitute informazio, uste eta jarduera berriak onartu ala baztertzekoan (Li, 2012). Mohamed-entzat (2006, 21. or.) “usteek sistema konplexua osatzen dute, elkarri eragiten dioten teoria, balio eta baieztapenekin; horiek guztiek irakaslearen egia teorikoa ordezkatzeko dute eta kognizioaren iragazki moduan funtzionatzen, esperientziak interpretatzeko, irakaslearen jarduna zuzentzeko eta pentsamendua moldatzeko”. Hala, Borgentzat (2011, 370–371. or.) usteak irakaslearen

“norberaren egiak lirateke, azaltzen ez dituen horiek baina, aldi berean, haren jardunaren erabakimenetan islatzen direnak, oharkabean eragina dutenak eta aldatzen zailak”.

Irakasleen jarrerak aldatzearen afera ez da txikia, eta atalaren hondarrean helduko diogu zuzenean gaiari. Aurrerapen gisa, zaila da irakasleen jardunak eta usteak aldatzea, eta aldaketa gauzatzeko litekeenagoa da jardunak aldatzea egoki jositako argudioak eta aukerak eskaintzen bazaizkio irakasleari, ezagutzan eta ekintzan ardaztutakoak. Izan ere, aldaketak eraginkorrago eman daitezke alor afektiboaren beharrak aseztu gero eta bizipen pertsonal positiboak atxikitzen baldin bazaizkio jokabideari (van der Linden, Bakx, Ros, Beijgaard, eta van den Bergh, 2015). Gainera, ekintza horien eraginkortasuna esperientzia bidez finduko litzateke, jardun askoren eta horien gaineko feedbackaren bitartez (Bandura, 2006). Usteek elkarrizketa amaiezinean diraute, eguneroko gatazkak argitzeko eta errealitatea deskodetzeko behar-beharrezko lanabesa izanik irakasleontzat, ohituretan, tradizioetan eta iritzietan erroak dituztelarik. Alanen-en (2003) ustez, usteek bitartekaritza-egitekoa dute, eta horregatik zenbaitetan irakaslearen jardunak ez dira bat etorriko haren usteekin. Zentzu horretan, usteak irakaskuntza-jardunerako norberaren baliabide lagungarri gisa ulertzen ditu, testuinguru jakinetan erabilgarri izan daitezkeenak ala ez.

Atala borobiltze aldera, laburbilduko ditugu usteen ezaugarri gogoangarrienak. Nespor-ek (1987) zerrendatutakoak, eta, gerora, Peralesek (2003) euskarara ekarritakoak eta osatutakoak.

- Ez dira egia unibertsalak; kontrara, batzuentzat izan daitezke, eta beste batzuentzat ez. Bakoitzak ziurtzat ala okertzat hartuko ditu bere usteen sare eta sistemen bitartez.
- Gerta daiteke norberaren esperientzietan ez oinarritzea; hau da, kanpotik etorritako uste eta iritzia norberak bere egitea. Irrazionalak ere izan ahal dira.
- Zenbait uste emozioetan errotuak egon daitezke, eragile afektiboetan.
- Gertakari bidezko metaketan oinarritzen dira.
- Negoziaezinak dira, baina bai eztabaidagarriak. Bestela esanda, posible da uste berria norberaren uste-sarean egokitzea eta beste norbanako batenean ez.

- *Continuum* izaera. Bereziki zaila da usteak non hasi eta bukatzen diren zehaztea, hertsiki loturik daude-eta egoeretara, gertaeretara eta irakasleak dituen ezagutza-egituretara.

### 1.2. Usteen ikerketa-ikuspegiak bigarren hizkuntzaren jabekuntzan

Honako azpiatalean, bigarren hizkuntzaren jabekuntzaren ingurumarian egindako ikerketen ildoak aurkeztuko ditugu. Horietan, ikerketa-ikuspegia ardatz izanik, hiru multzotan antolatzen dituzte Kalaja eta Barcelosek (2003, 2019): lehenik, ikuspegi-arauemailean; bigarrenik, ikuspegi metakognitiboan; hirugarrenik, testuinguru-ikuspegian.

Lehenengoari buruz, Holliday-k (1994) arauemaile (*normative*) deitura emango dio. Hizpide du ikasleen kultura; izan ere, kultura du jarreraren aldagai nagusizat. Hortaz, aurrekarizat ditu ikasleen bigarren hizkuntzarekiko usteak eta zein izan daitezkeen etorkizuneko jarrerak eta autonomia-maila. Ikuspuntu-arauemailean, abiapuntu dira aurretiazko ideiak, mitoak eta ikusmolde okerrak. Oro har, ikasleen iritzia ez da iturri fidagarritzat eman izan, ezta aintzat hartua izan ere; bai, ordea, irakaslearena. Horretarako, estatistika deskribatzailea erabiltzen da datuak analitzatzeko eta galdetegiak sortzeko. Horietatik guztietatik, hedatuena da Horwitz-ek (1985) sortutakoa: Beliefs About Language Learning Inventory (BALLI); eskuarteko ikerketan, garrantzia izan dute galdetegien sorreran. Hala, alor honen zeregina da Bigarren Hizkuntzaren Jabekuntzari buruzko usteek ikaslearen jarreran zer eragin duten hautematea. Jarrera subjektiboa izan daiteke; eta, berau mugatzerakoan, honako bi ezaugarriak zehaz daitezke: ikasleen ikusmoldea ikas-prozesuarekiko (Richards eta Lockhart, 1994) eta hizkuntza-ikaskuntzan darabiltzaten estrategiak (ikus Horwitz, 1988).

Bigarrena aipagai, uste horiek ezagutza metakognitiboak lirarteke (Wenden, 1987). Nabaria da ideia-eraginaren garapena, irakasle-jardunaren bilakabidea kontsideratzen du-eta. Egilearen aburuz, berebiziko garrantzia dute ikaslearen eta irakaslearen pentsamenduek nahiz teoriak; eta, gerora, ekintzak hausnartzerakoan emango duen balizko ikaskuntzak. Era berean, azpimarratzekoa da usteak nola zehazten dituen: hizkuntzarekiko indarrean dauden pentsamenduak, ikaskuntza-prozesuarekikoak, izaera iraunkorrekoak eta hartu-

emanekoak (Wenden, 1987). Bide batez, ezagutzak eta usteak ezberdintzen ditu: lehenengoa, informazio ziurtzat eta objektibotzat dauka, hezkuntza formalean jasoko litzatekeena; bigarrena, aldiz, subjektiboa, iturri anitzekoa eta indibiduala.

Hirugarren ikuspegiarekin amaituko dugu, gure tesi-ikerketan pisu handiena izango duena, hasteko, usteak gai konplexu gisa kontsideratzen dituelako, tesi-ikerketa honek usteak ulertzen dituen bezala. Gainera, konplexutasun hori ulertzeko, ikuspegi ezberdinak eta anitzak erabiltzen ditu usteak aztertzerako orduan. Ikuspegiak ez du usteen definizio zehatza sortu nahi; kontrara, usteak hobeki ulertu nahi ditu testuinguru zehatzetan, gizarteari hertsiki lotuak baitaude eta izaera aldakorra izan baitezakete. Ikerkuntzari begira, ez da soilik galdetegietan ala metakognizioan oinarritzen; aldiz, metodo andana erabiltzen du, etnografia barne (behaketak, narrazioak, egunerokoak, diskurtso-analisia, besteak beste). Azken helburua da usteak eta testuingurua ulertzea, ahal bezainbeste iturri erabili eta talaia ezberdinek emaniko ikuspegietatik ikertzea.

### **1.3. Hizkuntza-irakasleen usteak eta ezagutzak**

Usteek funtsezko eginkizuna dute hizkuntza-irakasleen eguneroko jarduna zuzentzerakoan eta gainerako eragileekin nahiz gaitasunekin testuingurua hautematerakoan. Kontzienteki nahiz oharkabea, irakasleak hartzen duen hautu bakoitzaren atzean, pentsamendu-egitura eta uste-sare sendo eta dinamikoa dago. Ohikoa izaten da usteen ikusezintasuna; hori gutxi ez-eta konplexutasun-mailak are gehiago oztopatzen du usteen identifikazioa –*continuum*aren kontzeptua gogoan—. Halere, irakasle-usteak haren jardunaren galbahe nagusizat ditu. Uste, ezagutza eta jardun adierak ezkondu, eta honako eredua proposatuko dute Woodsek (Woods, 1996, 2009) eta Woods eta Çakır-ek (2011), ondorengoak izanik haren ezaugarririk behinenak (ikus 1.1 taula):

### 1.3 Hizkuntza-irakasleen usteak eta ezagutzak

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**Taula 1.1** Usteen ezaugarriak eta Woods eta Çakiren ereduak

<b>Dinamikoa</b>	Eragile ezberdinen arteko elkarreaginean bermatzen du, eta hautu pedagogikoetan da behagarri.
<b>Kognitiboa</b>	Norbanakoaren pentsamendu kritikoa garatzea programazioarekiko, irakas-jardunekiko, interpretazioekiko eta ebaluazioarekiko.
<b>Konstruktibista</b>	Irakas-eraginkortasunari erreparatu: nola transmititu, jaso eta eraiki den ezagutza.
<b>Soziala</b>	Hizkuntzen ikaskuntza-prozesuaren izaera eta interakzioaren nolakotasuna.
<b>Islatzailea</b>	Ikaskuntzaren parte-hartzaile guztien erabakimenean kontzientziazio-maila.

Iturria: (Woods, 1996, 2009; Woods eta Çakır, 2011)

Ezagutza hitzaren adierari tiraka, uler dezakegu haren definizioa labainkorra bezain saihekorra dela. Ezagutzari emandako definizio zaharrenean, Platonen klasikoa aurki genezake: “Ezagutza uste arrazoitua da”. Parekideak izan dira literatura zientifikoan uste, kognizio eta ezagutza adierak. Borgen (2003) arabera, beha ezin daitekeena irakaslearen alor kognitiboari dagokio; zehatzago, irakasleak dakienari, pentsatzen eta sinesten duen hori. Horwitz (1987) ustez, uste horiek ikasle-ibilbide osoan ontzen joango dira, ezagutza formaletik haratago, oharkabean; ikasleak izan zirenean ezagutza hori elikatzen hasi eta gaurdaino.

Usteek berariazko garrantzia dute hautu pedagogikoak egiterako garaian. Alta, ez da eragile bakarra, makina bat faktore baitaude elkarreaginean, hala nola, irakasle-formakuntzan jasotako teoriak, ikasle adina, ratioa, ezagutza-maila, ikastetxearen hezkuntza-ikuspegia eta ikasle-ibilbidea, askoren artean (Inceçay, 2011). Hala eta guztiz ere, usteek gaitasuna dute gainontzeko eragileei zorrozki eragiteko, galbahe funtzioa ere badutelako, formazio-saioetan jasotako ezagutza iragazi eta bideratzeko ahalmena ere bai.

Irakasleon, ikasleon eta ikertzaileon buruan argi izan behar dugu usteen kontzeptua lausoa dela, abstraktua (Pajares, 1992). Hori dela-eta, lagungarri izango da berriz ere berreskuratzea *continuum*aren ideia, non mugak askoz ere malguagoak diren; izan ere, argigarria izango da usteak eta ezagutza zehazteko garaian. Bigarren hizkuntzaren jabeakuntzan, bi ezagutza-mota aztertu dira historikoki: batetik, ezagutza linguistikoa; bestetik, ezagutza-orokorra. Bi horietan, usteak ez dira garrantzitsuak izan, bigarren

mailako estatusa egotzi zaie. Hainbat ikertzailearen ekarpena dela bide (Abelson, 1979; Nespor, 1987; Pajares, 1992; Barcelos eta Kalajan aipatuak, 2012), argituko dira usteen eta ezagutza-sistemen arteko ezberdintasunak; horien artean, azpimarratuko da aldiari aldiko usteen eta ezagutzen arteko bateraezintasuna eta sinesgarritasuna nahi baino arruntagoa dela, eta horien arteko zubi-lanak iradokiko dira (Woods, 2009).

Konstruktibismoaren talaiatik, identifika daitezke ezagutza-sistemaren eta uste-sarearen arteko erlazioa, garapena eta bien arteko hartu-emanak. Irakasleak informazio berria jasotzerakoan, uste-sarearen galbahetik pasa behar du lehenik, ezagutza-sisteman egokitu ahal izateko. Woodsen (2009) arabera, ezagutza-sistemak “gauzak nolakoak diren” azalduko digu, eta uste-sareak ezagutza-sistemak interpretatutakoari honakoa gaineratuko dio: “gauzek nola behar duten”. Uste-sareak ezagutza-sistemaren gaineko egitura gisa funtzionatuko du, ezagutza-sistema zuzentzen duen zuzendari gisa.

Kontrako teoriak badira, eta Wendenek (1999) aurkako ibilbidea proposatuko du, usteak ezagutzaren azpiegitura gisa, bigarren mailako eginkizun. Ikusgai da ikuspegi eta teoria ezberdin eta kontrajarriak daudela; edonola ere, eskuarteko ikerlanean erreferente hartuko dugu Woodsen (2003) BAK teoria, non ezagutza eta usteak egitura bereko eragile banatzat hartzen dituen.

Woodsen teoriari jarraiki, usteak eta ezagutzak etenik gabeko transformazio eta eboluzio prozesuetan daude. Ekuazioari irakaslearen klase-jarduna erantsiko bagenio, ohartuko ginateke iturri bakoitzetik datorren informazioek nolabaiteko armoniaren beharra dutela egoki funtzionatzeko; horien erakusle izango lirateke, usteekin eta ezagutzekin bat, irakasleak hartutako jardunak eta hautu pedagogikoak. *Continuum*aren bi aldeetan, izaera biko ezaugarriak topa genitzake: hari-mutur batean, objektiboagoak, egia hutsezin itxurakoak, jendarteak onartutakoak, frogagarriak; bestean, ostera, subjektiboagoak, identitateari lotuak, barne-idiosinkrasiari atxikiak, norberarenak (Woods, 2003).

Usteek jardunekin duten harremanarekin hasi baino lehen, usteen eta ezagutzaren gaia borobilduko dugu. Usteen eta ezagutzaren arteko harremanean, bi uste-mota gailenduko lirateke, batetik, norberaren eraginkortasunean oinarritutako usteak eta, bestetik, testuinguru-usteak (ikus 1.2 taula), erlazio zuzena dutenak ezagutzarekin eta horren kudeaketarekin: jardunarekin.

**Taula 1.2.** Uste-motak: norberaren eraginkortasunean eta testuinguruan oinarritutakoak

<b>Norberaren eraginkortasun - usteak</b>	Helburu zehatzak lortzea helburu, irakasleak bere buruarengan duen antolatze-gaitasuna eta jardunen bitartez berau erdiesteko ahalmena (Bandura, 1997). Gradu ezberdinak daude, maila txikiko irakasleek joera izaten dute klasearen kontrol handia izateko; aldiz, maila handikoek ikasleengan konfiantza handiagoa dute, eta, ondorioz, ardurak banatzen zaizkie (Woolfolk, Davis, eta Pape, 2006)
<b>Testuinguru- usteak</b>	Jarrera eta jardun eraginkorrak abileziaren, testuinguruaren eta motibazioaren beharra dute. Jarduna uste egingarrietan ardatzen da, testuinguru eta pertsona zehatzen baldintzapean, uste bideratzaile gisa ezagunak (Haney, Lumpe, Czerniak, eta Egan, 2002; Lumpe, Haney, eta Czerniak, 2000).

**Iturria:** Lucero et al., 2013.

#### 1.3.1. Hizkuntza-irakasleen usteak eta jardunak

Irakasleen usteak ikertzea gakoa da irakas-jardunak ulertzeko, ikaskuntzaren etekina handitzeko eta hezkuntza-kurrikuluma hobetzeko (Gilakjani eta Sabouri, 2017), hain zuzen ere, irakaslearen usteek eragina izan baitezakete hizkuntza-irakaskuntzan eta ikas-prozesua ulertzeko hautu pedagogikoetan (Barcelos eta Kalaja, 2012; Chong et al., 2011; Hayes, 2009; Kalaja eta Barcelos, 2003, 2012, 2019), norberaren usteen, balioen eta mundu-ikuskeraren eraginpean baitaude (Williams eta Burden, 1997).

Hain zuzen ere, usteak ezaugarri afektibo eta emozionalez osatuta daude, jasotako informazioarekiko eta egoera berriarekiko galbahe moduan jokatzeko dutenak. Ondorioz, usteen egitura erresistenteagoa da aldaketekiko, askotan sistema bera aldatzea baitakar (Sakui eta Gaies, 2003). Ezagutzaren eta usteen eragina zuzena da irakas-jardunean, testuingurura eta helburuetara egokitzen baitira uneoro; bestetik, irakaslearen ezagutzak eta usteak norberaren esperientzietan eta filosofietan oinarritzen dira oro har.

Denborak aurrera egin heinean, irakaskuntzaren alorrean nabarmen hasiko dira garrantzia hartzen irakasleen usteak, ezagutzak eta jardunak. Egun, ezingo dituzte irakaskuntza eta ikaskuntza kontzeptuak “eman eta jaso” esanguraz laburtu. Izan ere, gaia askoz ere konplexuagoa da, honakoetan oinarritzen da-eta: irakaslearen ezagutzan, usteetan, jardunetan, dinamikotasunean, hausnarrean eta trebakuntzan (Borg, 2011). Besteak beste, Kramsch (2003) eta Woodsentzat (2003) usteak esperientziatik eratortzen



dira, izan ere, esperientzietatik eratzten diren hausnarrak norberaren testuinguruarekin, ikasleekin, irakasleekin, hausnarrekin, ikasgaiarekin eta ikasle-ibilbidearekin izandako bizipenekin elkarrizketan daude.

Esaterako, Phipps eta Borg (2009) adituek ikertu egin zuten hizkuntza-irakasleen gramatika irakasteko usteak eta irakas-jardunak bateragarriak ote ziren; hau da, haien gramatika irakasteko usteak eta klaseak emateko modua bat etortzen al ziren, norabide berdinekoak ziren ala ez. Ikerlariak bi uste mota bereizi zituzten irakaslearentzan zuen zeresanaren arabera: batetik, azalekoak edo periferiako usteak; bestetik, sakonekoak edo erroko usteak. Emaizak emaitza, ikerlariak ondorioztatu zuten irakasleen uste zehatzak ez zetoze beti jardunarekin bat, baina, irakasleen uste orokorrek bat egiten zutela haien irakas-jardunarekin. Adibideak adibide, irakasle batzuen usteetako bat zen ikasleari gramatika-arauak ez zaizkiola berariaz azaldu behar, hark deskubritu eta ondorioztatuko zituela bere kasa; baina, irakaslearen irakas-jardunak kontrakoa adierazten zuen, esaldien arauak aurrez azaldu, gramatika-azalpenak eman eta horiek aurretiaz lantzen zituen ikasleek ariketak zuzen egin zituzten. Emaizek Borgen (2006) aurreko ikerketen ondorioa berrindartu zuten, hots: usteen eta jardunen arteko erlazioa ez da beti zuzena, aldakorra eta testuinguruarekin interakzio-bidezkoa baizik.

Edonola ere, aditu askorentzat eskolak emateko era da usteen ispilurik fidagarriena (Borg, 2011); laburpen gisa onartzen dute ikerlari askok, nahiz eta jakin askoz ere konplexuagoa dela, eragile ezberdin asko batera dabiltzala elkarreraginean (Barcelos eta Kalaja, 2011). Faktore horien artean leudeke irakasleen ikasle-ibilbidea, lan-testuingurua, kurrikuluma, interakzio-mota, irakasle-esperientzia eta trebatze-maila, esaterako. Onartzen da esperientziak eta trebatzeak ondorio positiboak dakarziola irakasleari, jarduna hobeki eta eraginkorrago garatu ahal izateko. *Hizkuntzak nola ikasten diren* usteak erro sakonekoak dira irakasleen artean, eta zuzenean eragiten diote irakaslearen jardunari, aplikatuko duen metodologiak baino (Williams eta Burden, 1997). Bi autoreek azpimarratuko dute sakon errotutako uste horiek azalera ekartzeko beharra eta horien gainean hausnartze kontzientea egitearen garrantzia. Izan ere, irakas-usteak hertsiki lotuak daude irakas-jardunarekin, irakas-jardunak irakas-usteetan oinarritzen direlako (Phipps eta Borg, 2009). Are gehiago, irakas-usteen eta irakas-jardunen arteko harremana sinbiotikoa dela onartzen da oro har (Foss eta Kleinsasser, 1996).

Nahiz eta erabateko zientzia ziurra ez izan, aditu gehientsuenen ikerketek berresten dute irakasleen usteak bat datozela hizkuntzak irakasteko jardunekin (Abdullah eta Majid, 2013; Borg, 2011; Cabaroglu eta Roberts, 2000; Chong, Low, eta Goh, 2011; Farrell eta Ives, 2015; Hayes, 2009; Mihaela eta Alina-Oana, 2015; Phipps eta Borg, 2009; Richards eta Lockhart, 1996; Sheridan, 2016; Yuan eta Lee, 2014).

Hala eta guztiz ere, topatu izan dute ikertzaileek uste zehatzekin bat ez datozen hautu pedagogikoak; hots, ez direla bat etortzen klasea emateko era eta irakaslearen usteak (aurrez aitaturakoaz gain, ikus: Basturkmen, 2012; Basturkmen, Loewen, eta Ellis, 2004; Dale, Oostdam, eta Verspoor, 2018; Li, 2012; J. Ng eta Farrell, 2003; Peacock, 2001; Tamimy, 2015).

Pentsamendutik praktikarako lubakiari arrazoi ugari eman zaio; horietatik guztietatik, esanguratsuen Borgea (2006) izan liteke, hark azaltzen baitu usteak eta irakas-jardunak estu loturik egon arren, zenbaitetan pentsamenduak eta praktikak ez dutela bat egiten, batetik, usteen izaera konplexuagatik, bestetik, testuinguruaren baldintzengatik. Hark bi ezagutza-iturri bereizten zituen: teorikoa eta praktikoa. Beraz, ezagutza orokorra bi iturrik osatzen dute, eta, askotan, ez datoz bat. Ezagutza osatzen duten bi muturrak *continuum*tzat hartzen dira, zaila da-eta antzematea zehazki noiz hasten den bata eta bukatzen bestea (Borg, 2006). Horrekin batera, argudiatzen du klaseko testuinguruak baldintza ditzakeela irakaslearen usteak, gatazkatsua izan baitaiteke usteak jardun bitartez islatzeko unea. Hala eta guztiz ere, usteak gauza askoren euskarri dira: irakaslearen prestakuntzarena, ibilbide pertsonalarena, hausnarketena, ikaskuntza-prozesu osoarena. Garrantzitsua da irakasleak haren jarduna kontrolatzerakoan bi goiburu izatea: bat, zein den haren uste-sistema eta, bi, zer jardunen bitartez gauzatuko dituen.

Esperientziak ere badauka eraginik usteak jardunetan gauzatzerakoan. Teorian, zenbat eta esperientzia handiago, orduan eta aukera handiagoa usteak jardun bidez gauzatzeko; izan ere, esperientzia luzeagoak usteen eta jardunen arteko lotura handiagoa egiten du, baita eredu gehiago eskaini ere irakasleari (Basturkmen, 2012; Feryok, 2010; Kubanyiova eta Feryok, 2015; Mitchell, 2005). Horrek, ordea, ez du esan nahi irakasle hasiberriek zailtasunak dituztela, esperimendatzeko aukera gutxiago izan dutela baino ez. Bestalde, jardunen eta usteen arteko distantziaren eragileetako bat ere izan liteke irakasleak usteak

berrantolatzeko beharra izatea, irakasleak esperientzia eta jardunaren bitartez haragitzen baititu usteak, ikasgelako errealitatera egokitu nahian (Inceçay, 2011). Ikerlarrari ekarpena egingo dio Moodiren (2016) ikerketak, izan ere, haren ikerketak berretsiko du irakaslearen usteak ikasle-garaiko esperientzia eta hizkuntzak ikasterakoan izandako bizipenekin nahasten direla; hots, ikasle-ibilbideak baduela eraginik etorkizunean, irakasleen usteen konfigurazioan. Zehaztasunei begira, haren ikerketak azpimarratu zuen ikasle-sasoian esperientzia negatiboak jasotako irakasle helduek gehiago hausnartzen dutela darabiltzaten irakas-jardunen inguruan, eta horrek jardun eraginkorragoak dakartzala.

Ikerketak ikerketa, sendotasunak eta ahultasunak topa ditzakegu irakasle-usteen eta jardunen artean. Zenbait adituk iradokiko dute arazo horren iturburua Borgek (2006) aipatutako continuumaren kontzeptua ulertzeko moduan egotea, ezagutza teoriko eta praktikoaren arteko tartean distantzia handiegia izatea. Horren adibide litzateke irakasleak duen ezagutza teorikoaren eta klaseko errealitatearen artean distantzia handiegia izatea eta biak, usteak eta jardunak, ezin bide berean uztartu eta usteak jardun bidez islatzea (Dale, Oostdam, eta Verspoor, 2018; Song eta Andrews, 2009). Kagan-ek (1992) aipatu zuen teoria eta praktikaren arteko arrakala ohikoa izaten zela esperientzia urriko irakasleengan; izan ere, esperientzia dutenek ezagutza teoriko horiek eta usteak egokitu dituzte errealitatera, praktikara eraman ezin direnak behin betiko alboratu baitituzte. Azpimarratzekoa da ikaskuntza-prozesua eta usteen bideragarritasuna zenbait eragileren pean daudela eta testuinguruaren zeresana handia dela. Testuinguruaren erabakigarritasuna hain handia izanik, gerta daiteke irakas-uste berdintsuak dituzten bi irakasle zeharo kontrajarriak diren irakas-jardunak aplikatzea errealitatean; eta, aldiz, irakas-uste erabat ezberdinak dituzten bi irakaslek irakas-jardun berdintsuak egitea (Dale et al., 2018).

Uste eta jardunen arteko erlazioa gatazkatsua izan daiteke zenbaitetan, baita konplexuagoa ere, zenbait adituen esanetan hirugarren osagai batek eragiten baitu: emozioak (Barcelos eta Aragão, 2018; Ferreira Barcelos, 2015). Bereziki garrantzitsua da etorkizuneko irakasleen formazioa, eta adituen aburuz gako da usteak eta emozioak ulertzea, bi osagaien arteko oreka mantentzeko eta, bide batez, usteekin bat etorriko diren jardun esanguratsuagoak erdiesteko eta ikasleen ikaskuntzan sakontzeko.

Usteen garapena hainbat faktoreren eraginpean dago, eta mantsoa da eraldatze-prozesua; gainera, gerta daiteke uste berria irakaslearen uste-sistemarekin kontrajarria izatea (Basturkmen, 2012). Usteak etengabeko osatze-, berrosatze-, aldaketa-, gatazka- eta berrikuntza-prozesuetan murgilduta daude. Batzuetan sakon errotutako uste horiek irakas-jardun gisa azalertzeko prozesua gatazkatsua izan daiteke, zenbait kasuetan ezinezko izanik horiek azalertzeari (Sugiyama, 2003). Fischer eta Lahmann-en (2020) ikerketak eleaniztasun-usteen aldaketak neurtu zituen. Horretarako, irakasle-ikasketak jasotzen ari ziren unibertsitate-ikasleei ikastaroa antolatu zien sei hileko oso batean eleaniztasun-usteak hobetzeko. Bi momentu neurtu zituen, pretest eta postesten bitartez. Emaitzek erakutsi zuten eleaniztasun-usteak moldatu egin zirela ikastaroan zehar. Ondorio gisa, ikertzaileak azpimarratu zuen usteak moldatu eta eguneratu daitezkeela, berariaz diseinatutako ikastaro eraginkorrek ahalmen eraldatzailea izan dezaketela.

Johnson-ek (1994) aspaldi izendatu zituen irakasle-usteen inguruan oinarritzko hiru baieztapen: lehenengoa, irakasleen usteek eragina dute erabakiak hartzerakoan eta errealitate hautematerakoan, ondorio zuzena izanik hartutako erabakietan eta jardueretan; bigarrena, erabakigarria da irakasleen hezkuntza, hots, haien zentzuzko erabakiak hartzearen; hirugarrena, behar-beharrezkoak dira irakasleen usteak identifikatu eta ulertzea, irakas-jardun eraginkorrak lortze eta trebatze-programa emankorrak erdieste aldera.

Moodieren (2016) ikerketaren harira, hark ikasle gisa metatutako esperientziaren eragina ikertu nahi izan zuen; beste hitzetan, ea ikasle izandako esperientziak eraginik izan al zuten, gerora, hizkuntza-irakasle gisa, usteen konfigurazioan eta jardunen hautaketan. Hego Koreako hizkuntza-irakasleak ikertu zituen, haien jarduna komunikazioan oinarritua ote zegoen ala ez jakiteko. Ingeleseko irakasleen (N = 18) hausnarketa idatziak jaso zituen, eta horietatik laurekin izan zituen aldizkako elkarrizketak, horietatik bi irakaskuntzan hasiberriak eta beste bi esperientzia luzeko irakasleak izanik. Moodiek ondorioztatu zuen irakaslearen formazioak sekulako garrantzia duela, batetik, jardunaren bitartez irakatsi nahi denari buruz hausnartzeko eta hautatzeko lanak egiten dituelako norberak eta, bestetik, hizkuntza ikasi bitartean, esperientzien inguruan hausnartu ahal izateko aukera ezin hobea delako (bereziki baliagarriak irakasle-eskolan ikasten ari direnentzat edo

irakasten hasiberriak direnentzat). Izan ere, adituak azpimarratzen du jardunen eta usteen gogoeta nahi baino arrotzagoa dela irakaskuntza-testuinguruan, denboraren kudeaketa, horren falta eta indibidualizazio dela bide. Hausnarketek aukerak sortzen dituzte jardun eraginkorragoak pentsatu eta martxan jartzeko.

Usteen eta jardunen arteko erlazioa ez da beti zuzena, ezta erraz ondorioztagarria ere, ikuspegi metakognitiboak eta arauemaileak iradokitzen zuten bezala. Usteak faktore askorekin elkarreraginean daude, zeharka eta modu konplexuan. Usteen eta jardunaren arteko harremana egoki ulertzeko, lagungarri izango da honako bi ezaugarriei erreparatzea: batetik, irakaslea bere usteen kontziente izatea; bestetik, irakaslearen testuingurua, errealitatea, motibazioa eta ikas-estrategiak zehaztu eta ulertzea (Woods, 1996). Testuinguruko faktoreek irakasleen irakas-jardunetan eragiten dute, eta zenbaitetan oztopo handiegiak izan daitezke uste horiek irakas-jardunen bitartez gauzatzeko. Dena den, Cenoz (2003), De Angelis (2007) eta Jessnerren (2010) ikerketek diote uste abegikorrago eta hizkuntzen integratzaileak diren irakasleak errazago ohartzen direla testuinguruak eskain dezakeenaz eta aukera handiagoa dutela irakas-jardun aurrerazaleagoak egiteko. Izan ere, irakasle horiek gehiago baliatzen dituzte ikasleen hizkuntza-ezagutzak, hizkuntzen arteko konparaketak, hizkuntzen gaineko hausnarketak eta erronka kognitibo handiagoa eskatzen dituzten praktikak.

Irakasle-usteek laguntzen dute irakaslearen esku-hartzea, jarrera eta interakzio zehatzak hautatzen, haien irakas-jardunaren iparroratz gisa kontsideratzen dituzte. Usteek irakaslearen antolamendua eta erabakiak zuzentzen dituzte, irakatsi beharrekoa nola irakatsi, biderik egokiena urratzeko iparroratz (Summers, Davis, eta Hoy, 2017). Irakaslearen irakasteko gaitasunean, usteetan eta jardunean dago, beraz, eraginkortasunaren igarlerik handiena (Woolfolk et al., 2006).

Tesi-ikerketa honen egitekoetako bat izango da euskal hezkuntza-sistemako irakasleen usteak esploratzea eta garrantzitsuenak identifikatzea, errealitatea, testuingurua eta beharrak deskribatzea, etorkizunean hobekuntzarako ekimen aproposagoak diseinatze eta aplikatze aldera. Gure irakasleen oinarriko usteak ezagutzea beharrezkoa da, tarteko erronkak eta helburu handiago baina eskuragarriak lortzeko. Hezkuntza testuinguruan hobegarriak diren aldaketak bilatu nahi badira eta irakas-jardun emankorragoak erdietsi, abiapuntu gisa irakasleen usteak ezagutu behar dira, berariazko trebakuntza

diseinatzeke, ezarritako helburuak betetzeko (Valcke, Guoyuan, Rots, eta Hermans, 2010).

### 1.4. Usteen aldaketak: eragile gakoak

Nola sortu eta aldatzen dira usteak? Ez da inolaz ere erantzun errazeko galdera. Adituak aditu, Pajaresentzat (1992) kultura-transmisio eta gizarte-eraikuntzaren prozesuan sortutako egiak dira, ausaz sor daitezkeenak, esperientzia bizi bezala ala gertakarien segida moduan. Aurrez aipatu dugun *continuum* eta *galbahe* kontzeptuak elkartuko ditugu. Esan dugu bizitako esperientziak etorkizunekoak baldintzatzen eta moldatzen dituztela. Griffin eta Ohlsson-en (2001) aburuz (2001), usteak alderdi kognitiboarekin, emozionalarekin eta sozialarekin elkarreraginean daudelako izan liteke. Beraz, ez zaigu hain arrotz eta ezinezko irudituko irakasleek uste sendo batzuei uko egin behar izatea testuinguruagatik edo jardueren bitartez uste horiek ezin direlako irakas-jardun arrakastatsutan gauzatu (Ertmer, 2005).

Bestela ere gerta daiteke, adibidez, irakaslearen teoria pertsonalak eta usteak hain sakon erroturik izatea non, ia ezinezko izango litzatekeen horiek aldatzea eta moldatzea. Oro har, irakas-usteen literaturan onartua da irakaslearen jarduna eragile askoren menpe dagoela eta haren irakas-usteen eragina handia dela irakas-jardunak hautatzerakoan; hala eta guztiz ere, ez da zientzia ziurra, hamaika arrazoi tarteko irakasleen uste ziurrak, teoriak eta printzipio metodologikoak bazter batean utzi baititzakete eguneroko irakas-jardunean (Borg, 2003). Urmstonen (2003) ikerketan ondorioztatu zen etorkizuneko irakasleen usteak eta ezagutza ikasle-garaiko hezkuntza-esperientzian hasten dela, baina etorkizuneko irakasleak jasotako edozein esperientzia hezigarrik eragina duela, eta bereziki azpimarratu irakasle-eskoletako praktikaldiaren indarra, usteak eraldatzeko botere handia du-eta.

Esaterako, Barcelos eta Aragãok (2018) azpimarratu dute etorkizuneko irakasleen eta jardunean ari diren irakasleen emozioak ezagutzea giltzarri dela usteen aldaketarako, doiketarako eta berregituraketarako; izan ere, adituen esanetan, emozioak eta usteak hertsiki lotuak daude, baita irakas-jardunekin ere, eta bien arteko harremana ezagutzeak irakasleen usteak eta jardunak hobeki ulertzea ekarriko luke hainbat testuingurutan.

Usteak helduleku aparta dira irakasleen jarrera, antolamendua eta jarduna iragartzerakoan (Pajares, 1992). Aspaldikoa izanik ere, Rokeachek (1968) usteak bost geruzatan banatu zituen, irakaslearen baitan duen zeresanaren arabera: zenbat eta erdigunetik gertuago, orduan eta errotuago eta barneratuago leudeke uste horiek; kontrara, zenbat eta erdigunetik urrunago, orduan eta ahulago eta errazago uste horiek moldatzea. Usteen aldaketa, beraz, kanpotik barrurakoa litzateke adituaren aburuz.

- Erdigunean, nukleoan, muineko ideiak daude, bizipen pertsonalen bitartez osatutakoak eta gizartearen eraginez indartutakoak. Oso gogorrak dira aldaketekiko, norbanakoaren identitatearekin lotuak baitaude eta giza taldearekin partekatuak.
- Ondoren, nukleoaren inguruko geruzan, esperientzia-bidezko usteak daude; pertsonalagoak dira eta ingurukoek ez dituzte baldintzatzen.
- Jarraian, bost geruzen erdiko puntuan, norbanakoaren uste bereizgarriak topatzen dira, aginte edo botere zehatzei lerratuak, besteengandik ezberdintzen dituenak.
- Azkenaurreko geruzan uste aldakorak daude, botere edota aginte zehatz horietatik eratortzen direnak; kanpo-eragileek sorturiko usteak lirateke.
- Kanpoko geruzan kokatuko dira uste moldagarrienak, gogo eta gustuek finkatutakoak.

Kaganen (1992) ustez, Rokeachek (1968) proposaturiko ereduak balio du erdiguneko uste sendoek ondorengo geruzatan daudenak baldintzatuko dituela azaltzeko, baita galbahe moduan esperientzia berriak nola moldatuko diren esplikatzeko ere. Alta, Rokeachek ez ditu irakasleen irakas-usteak erdigunean jarriko; Albion eta Ertmer-ek (2002), bai, ordea. Ikertzaile bikoteak iradokitzen du irakaskuntzarako usteak epe luzeko esperientzietan oinarrituak egon daitezkeela, ikasle-garaian hasita, aldaketarako erresistentzia-maila handia izanik. Erresistentziak erresistentzia, ezin da inolaz ere baieztatu usteak betierekoak, higiezinak, direnik; kontrara, etengabeko dialektikan eta doitze-egoeran baitaude testuinguruarekin eraldatze-prozesuan (Nespor, 1987).

Etorkizuneko irakasleen ikerketaren talaiatik, ikuspegi kontrajarriak daude; izan ere, egindako ikerketek adierazten dute, alde batetik, badagoela usteak molda daitezkeela

unibertsitatean irakasle-ikasketak egiten ari diren ikasleen artean (Borg, 2011; Busch, 2010; Cabaroglu eta Roberts, 2000; Mihaela eta Alina-Oana, 2015; Phipps eta Borg, 2009; Sheridan, 2016; Yuan eta Lee, 2014), eta, bestetik, aldaketarik neurtu ez dutenak (Borg, 2005; Peacock, 2001; Urmston, 2003).

Usteen erresistentzia-maila denbora eta faktore askoren eraginpean daude aldaketa gauzatu ahal izateko. Eragile horien identifikazioan, Neunerrek (2009, Haukås, 2016n aipatua) honako hiru baldintza ezarriko ditu usteen balizko aldaketari begira: lehenik, irakaslegoak sinesgarritzat hartu behar ditu kurrikuluan egin nahi diren aldaketak, ikaskuntza-prozesu eraginkorragorako eta motibagarriagorako bide egingarria dela sinestarazteko; bigarrenik, irakasleak helburu duen jardunerako beharrezko prestakuntza jaso behar du; hirugarrenik, irakasleriak bere lana egin ahal izateko babes, jarraipen eta materialak behar ditu. Adituak bereziki nabarmentzen du irakasle-trebakuntzaren zeresana, hezitzaileak baitira lehenik formazioaren abantailaz ohartu behar direnak.

Esaterako, Sheridan-ek (2016) unibertsitate-mailan egin zuen ikerketa. Bertan, irakasle-eskolako ikastaldean (etorkizuneko irakasleen) irakaskuntza- eta -pedagogia-usteak ikertu nahi zituen. Haren ikerketak helburu zuen etorkizuneko irakasleen usteak formazio-ikastaro aurretik eta ostean neurtzea, usteak garatu ote ziren aztertzeke. Emaitzek adierazi zuten usteak garatu zirela eta aukera handia dagoela prestakuntza-saioen bitartez formazioa emango balitz. Era berean, lau urteko irakasle-eskolako gradu usteak eraldatzeko abagune aparta dela azpimarratu zuen, etorkizuneko irakasleria jardun berritzaileetan trebatzeko. Gainera, balio hezigarria duten irakas-jardunak irakastearen aldeko aldarria egin zuen graduko lau urteetan zehar, eta, horretarako, mugarriztat hartzen du ikasleen usteak ikertzea, edukiak haien beharretara egokitzea eta eboluzioa uneoro neurtzea, helburua erdietsi ahal izateko.

Oro har, adituek adierazten dute faktore guztien artean bi direla azpimarratzeko eragileak: testuingurua eta esperientzia. Voinea eta Toader-en (2014) ikerketen harira, badirudi irakas-usteei buruz hausnartzea lehen urratsa dela usteen aldaketa noizbait gauzatzeko; izan ere, haren ustez, norbere usteen ezagun izatea eta jardunari buruzko hausnartzea giltzarri dira usteen aldaketarako. Aipamen horren atzean, ALACT ereduak teoria-mailan sostengatzen du ideia hori (Korthagen eta Kessels, 1999; Korthagen eta Vasalos, 2005; Swennen et al., 2017). ALACT laburdurak ereduaren honako bost faseak



adierazi nahi ditu, ingelesez: 1) **Action**, 2) **Looking back on the action**, 3) **Awareness of essential aspects**, 4) **Creating alternative methods of action** eta 5) **Trial** (ikus 1.1 irudia). Labur-labur, ereduak dio irakasleak bere esperientziei buruz egiten duela hausnar, baina hausnarketaren sakontasunean faseak eta mailak daudela aldaketaren bidean. Hala, ALACT ereduak iradokitzen du hausnarketa 5 epe edo momentu ziklikotan egituratzen dela; azken estadioaren ondoren, lehenengoarekin hasiko litzateke berriro, zikloa itxi eta berriz ere irekitzeko, denbora-tarte ezberdinetan, mugarik gabe, irakaslearen uste eta jardunen gurpila etengabe elikatzeko.



**Irudia 1.1** Usteen eraldaketarako ereduak: ALACT

Iturria: Korthagen eta Kessels, 1999

1.1 irudiak iradokitzen digu bost fasetan banatutako egitura. Edukiari erreparatuz gero, ondorengo lau eragileetan oinarritzen da: 1) Ingurunean: irakaslearen ahalmenetik nahiz erabakimenetik kanpo dagoena; 2) Jarreran: errealitatearekin bat egiten duena; 3) Gaitasunean: errealitateari ahalik eta erantzunik egokiena, eraikitzaileena, ematean; 4) Usteetan: gertakari, jarrera nahiz errealitate jakinaren aurrean irakasleak izan ditzakeen juzguetan.

ALACT ereduak proposatu aurretik, Kaganek (1992) iradoki zuen irakasleen trebakuntza osoa erdiesten lagundu ahal izateko, irakasleek indarrean eta erroturik dituzten usteak identifikatu behar direla lehenik, ondoren, ikaskuntza pertsonalizatu ahal izateko. Behar

adina denbora eta baliabide eman behar zaizkio, uste berriak irakaslearen uste-sisteman integratu eta jardunaren bidez gauzatzeko. Clarke eta Hollingsworth-en (2002) ustez, igarri daiteke –eta nolabait ondorioztatu ere bai– irakasle-eskolako formazio soilak ez duela usteen aldaketa positiboa eta esanguratsua bermatzen. Ondorioz, proposatzen dute irakasleak haren ikasleen gogoeta bultzatu behar duela, norberak bere usteez hausnartzeko, formatzailearekin eta testuinguruarekin dialektikan; baina bereziki barne-elkarrizketan. Kaganek (1992) iradoki zuen irakaslearen uste-sistemari erreparatuz gero posible izango litzatekeela irakaslearen mamitasun profesionala behatzea.

Beraz, usteen aldaketa testuinguruaren etengabeko estimulupean eta *feedback*-pean dagoela ondorioztatzen dute adituek. Liang eta Dixon-en (2009) ondorio nagusietako bat da etorkizuneko irakasleek jaso beharko luketen prestakuntzaren ardua nagusienetako irakas-usteetan heztea dela eta uste-sare horretan gertatzen diren aldaketak modu pedagogiko, hezitzaile eta egingarrian laguntzen irakatsi beharko litzatekeela. Izan ere, hein handian, unibertsitateko irakasleen jardunak eta kalitate pedagogikoak baldintzatzen du etorkizuneko ikasleen ikaskuntza-prozesua, eta hori profitatu beharko litzateke irakasleen uste-sarean aldaketak eragiteko (Allen, 2013). Horregatik guztiagatik, azpimarratzen du irakasleek beren usteen hausnarketan eta identifikazioan laguntzea; beste hitzetan, irakasle-eskolen betebeharrerako bat litzateke usteen eta jardunen arteko harremanen identifikazioan trebatzea.

Aurrekoaren berrespena litzateke Phipps (2007) egindako ikerketa. Horretan, metodo kualitatiboaren bitartez, ondorioztatu zuen ingeles-gramatika irakasteko berriaz diseinatutako formakuntza-ikastaroak positiboki eragin ziola irakasleen uste-sistemari. Izan ere, usteak jardunen bitartez bideratzeko ereduak eman zitzaizkien, baita jarraipen haien ikastaroari jarraipena eman ere. Oro har, irakasleek egokitu eta eguneratu zituzten bere uste-sareak eta irakas-jardunak. Edonola ere, itaun bat utziko du airean: zenbaterainoko ondorioa izango luke trebatze-ikastaro batek hizkuntza-irakasleen usteetan?

Itauna erantzuten saiatuko zen Borg (2011), eta DELTA (Diploma in Teaching English to Speakers of Other Languages) ikastaroa baliatuko zuen ikerketarako. Ikastaroak irakasleei formazioa eskaintzen zien atzerriko hizkuntzako irakas-abileziak eta -teknikak hobetzeko, eta bertan parte hartutako irakasleei ikerketan parte hartzeko gonbitea luzatuko zien.

Trebakuntza horretan ez du irakasleen usteetan erroko aldaketarik identifikatuko; hala eta guztiz ere, azpimarratzekoak izango dira usteen garapenerako zantzuak, kontzientziazioaren aktibazioa, usteen indartzea eta sakontzea. Borgek (2011) honako ondorioa azpimarratuko zuen: irakasleek usteak jardun bidez gauzatzen ikas dezakete; baina horretarako baliabideak eta jarraipena ezinbesteko dira.

Kontrapuntua gisa, Mihaela eta Alina-Oana-ren (2015) ikerketa-ondorioak leudeke. Adituen interpretazioaren arabera, irakasleek gogoetak egiten dituzte beren jardunari buruz, halere, trebakuntza-mailaren, esperientziaren eta rol-azterketaren hausnarketak ez dira usteen aldaketan islatzen; aitzitik, norberak uste-sistema gainbegiratzen du eta etorkizunerako ekinbideak ebaluatuko lituzke soilik. Haien iritziz, gertagarriagoa da irakasleen jarreraren, azalekoenetan, aldaketak eta egokitzapenak epe motzean ikustea, beste ezer baino lehen. Erro sakonagoko usteen aldaketa epe luzekoa da, esperientzia eta hausnarketa handiagokoa. Bi adituek lotura estua nabarmenduko dute hausnarketarako gaitasunean eta jarreraren artean, prozesua hainbat eragilerekin harremanetan baitago, hala nola, lan-esperientziarekin, ikasle-esperientziarekin, eskola-kulturarekin, testuinguru sozialarekin. Horrela, irakaslearen hausnarketarako gaitasuna garatzearekin batera irakas-usteak ere moldatuko dira, eta horiek behagarriak izango dira irakasle-jardunetan.

Bukatzeko, usteen aldaketei buruz mintzatu gara azken honetan, eta horiek gertatzeko ondorengo hiru ildo edo estrategia iradokiko dituzte Nespor (1987), Rokeach (1968) eta Ertmerek (2005), haientzat erabakigarriak baitira usteen sorkuntza, errotze eta aldaketarako: esperientzia pertsonalak, zeharkakoak eta eragin soziokulturalek bultzatutakoak. Lehenengoak irakaslearen ibilbide osoa barnebiltzen du, ikasle-sasoitik orain artekora, eta bizitzako esperientzia denen eta formazioaren batura litzateke. Bigarrenak, aldiz, ez ditu irakaslearen norbanako esperientziak zuzen-zuzenean kontuan hartzen, baizik eta hezkuntza-komunitateko irakasleen bizipenak, esperientzia hezitzaileak, ereduak, usteak, ideiak eta ezagutza partekatua. Irakaslearentzat informazio-iturri izateaz gain, irakas-estrategien trukerako gunea ere bada, jardun bitartez usteak haragitzeko lekuko errealak, konfiantza hazteko testigantzak eta eraginkortasuna handitzeko baliabidea (Ertmer, 2005). Irakasle-usteak moldatzeko, beraz, eredu esanguratsuak eta egingarriak beharko ditu irakasleak; erronkak behar

dituzten bezala, sostengua eta beste irakasleekin hartu-emanak bezalaxe. Hirugarrenak, eragin soziokulturalak, dio irakas-ustek eta -jardunak etengabe moldatzen ari direla, eta aldaketa horren eragile nagusiak gizartea, kultura, balio-sistema, juzguak eta norbanakoaren nahiz komunitatearen esperientzia partekatua direla.

Usteekin amaitu eta bigarren atalarekin, eleaniztasunarekin, hasi aurretik, Borgen (2011, 379. or.) argibideen laburpena ekarriko dugu. Iparrorratz gisa funtzionatzen baitute irakasle-usteen identifikaziorako, hausnarketarako, aldaketarako eta usteen eta jardunen arteko lotura indartsuagoa erdiesteko. Lehenik eta behin, oso litekeena da arrotz gertatzea norberaren usteak aztertzea hasieran; beraz, beharrezko lanabesak eta sostengua eskaini behar zaizkio prozesuan hasiberria den irakasleari. Etengabeko laguntza eta azalpenak eman behar zaizkio usteak, ezagutzak eta jardunak zer diren ulertzeko, bereizteko eta horren garrantziaz jabetzeko. Ondoren, usteen eta jardunen hausnarketak egiten sostengua bermatu behar zaio, topa dezatela irakasleek gune eta komunitate bat elkarrizketa bitartez beren usteak truka eta gara ditzaten. Lanketa horretan, feedbacka eskaini eta irakasleen autonomia sustatu, hausnarketak beren kabuz egin ditzaten eta konturatu daitezzen iraganeko ikasle-esperientziarekin, lan-esperientziaren eraginarekin eta etorkizuneko aukera posibleekin.

## 2. ELEANIZTASUNA

Bigarren atalean, eleaniztasuna izango dugu ikergai. Hurrengo orriotan elebitasunean eta eleaniztasunean esanguratsuak diren aditu nahiz ikerlarien ekarpenak izkiriaturko ditugu. Eskuarteko tesi-ikerketaren oinarri diren ikuspegi eta eredu eleanitzak azalduko, tesiaren bizkarrezur izango baitira.

Guztira, bost azpiataletan banaturik egongo da. Hasteko, elebitasuna eta eleaniztasunaren inguruko definizioak eta azalpenak emango ditugu; izan ere, gure tesi-ikerketan elebitasuna eleaniztasuna izango da, eleaniztasunaren adierarik txikiena, hizkuntzen ekuazioan ele bat baino gehiago sartzen denean. Bigarreanean, elebitasunaren sailkapena osatuko dugu, baita bi ele baino gehiago arrunt diren egoeretan jarraibidea eskainiko ere, hain zuzen ere doktorego-tesian eleaniztasuna zer irizpideren arabera arautuko dugun. Hirugarrenean, eleaniztasunaren ikuspegiaren bilakaera orriratuko dugu, hizkuntzak modu isolatu eta indibidualean ulertzen zituzten ereduak hasi eta eredu integratuago eta eleaniztunagoetarako garapena deskribatzeko. Laugarrenean, fokua eredu eta teoria eleaniztutan jarriko dugu, hizpide izanik tesi-ikerketak honek hizkuntzen ikuspegiari buruz duen eredu teoriko nagusia: Focus on Multilingualism eredu. Bosgarrenean, eleaniztasunak dakartzan abantailak izango ditugu idazgai; horretarako eleaniztasunari egozten zaizkion onurez mintzatuko diren ikerketak eta adituen ekarpenak bilduko ditugu komunikazioaren, kulturaren eta kognizioaren ingurumarian. Arreta berezia eskainiko zaio kognizioaren atalari, gure tesiaren arretagune izango baitira gaitasun metalinguistikoan, pentsamendu sortzailean eta hirugarren hizkuntza eskuratzen eskaintzen dituzten abantailak eta onurak.

Aurreko mende bukaeran hasi zen nabarmentzen hizkuntza bat pertsona bat monomioaren lurrikara. Berriarekin hastearekin batera, azpimarratu ziren norbanakoaren eta gizartearen behar linguistikoak eta, hezkuntzaren bitartez, hizkuntza bat baino gehiagoren irakaspenera eta ikaspenera ahalbidetzea, tokian tokiko hizkuntza bermatzeko mugimenduak nahiz transmititzeko eta hizkuntzaren estatusa indartzekoak. Hezkuntzaren talaiatik, hezkuntza-proposamen-eleaniztunak bogan izan dira azken bizpahiru hamarkadatan (Portolés eta Martí, 2018). Horren kariaz, hezkuntza-

eleanitzaren proposamena garatuko da eta hori egia bilakatzeko hezkuntza-metodologia anitzak. European, eta gurean ere bai, ezaugarri bereizgarri bilakatuko da, baita ardatz ere zenbait nazio-estatu aurrerazalean eta estatu gabeko makina bat naziotan (Cenoz eta Gorter, 2011a; Erdocia, 2018; Gorter eta Cenoz, 2017) hala nola, Euskal Herrian, Galesen eta Katalunian, besteak beste.

### 2.1. Eleaniztasuna definitzen

Adiera guztiek behar-beharrezko duten bezala, eleaniztasunak ere behar du definizioa. Egitekoak erraza badirudi ere, berau izendatzea eta mugak finkatzea ez da lan makala; izan ere, adituak aditu, ikuspuntu anitzak eta kontrapuntuak aurki genitzake eleaniztasunaren definizioan. Oro har, sinonimotzat jo izan dira eleaniztasun eta elebitasun hitzok; bi adierek bat egiten dute azpimarratzen bi hizkuntza edo gehiagoren erabilpena dela (Baker, 2011; Cenoz, 2009; Comanaru eta Dewaele, 2015; Grosjean, 1985, 2010; Ng eta Wigglesworth, 2007; Wei, 2018). Hain zuzen ere, honako tesi-ikerketan elebitasuna eleaniztasuna izango da, eleaniztasunaren adierarik txikiena, bi hizkuntza soilik hartuko lituzkeena kontuan, baina eleaniztasunaren zati. Hau da, elebitasuna izango litzateke eleaniztasunaren adierarik txikiena, ondoren, hirueletasuna eta haren ondorengoak: hizkuntza gehiago ala gutxiago, denak eleaniztasunaren adiera (Aronin eta Singleton, 2012; Cenoz, 2013b).

Kategorizazioak kategorizazio, hiztunak sailkatuak izan dira dakizkiten hizkuntza-kopuruagatik. Horretaz gain, zalantzaren hautsak harrotu izan dira hiztunaren hizkuntzen gaitasun-maila zehazterakoan; etimologikoki, eleanitza bi ele baino gehiago dakizkiena da, ezagutza-maila zehaztu gabe. Horren ildotik, bigarren, hirugarren eta errenkadako hizkuntzak ikasterakoan zer irizpide jarraitu ere eztabaidagai izan da askorentzat. Hasierako definizioan oinarriturik, Cookek (2002, 2003) argudiatuko du Lehenengo Hizkuntzaren (hemendik aurrera H1) ondoren ikasitako ele guztiak H2 izango direla, baita hirugarrena eta laugarrena ere, H2tzat hartuko baititu denak. Beraz, elebitasunaren binomioan ( $H1 + H2$ ) haratago definitu eta ikertu ahal izateko, eleaniztasuna zehazteko premia handiagoa aldarrikatuko zuten hainbat adituk. Hala, hizkuntzak, kuantifikatu orde, eleaniztasun-maila hasiko da bi ezaugarritan oinarritzen: hizkuntzak noiz eskuratu ziren eta ze ezagutza-mailaraino (Dewaele, 2007). Aurreko atalean auresan bezala,

horixe izango da gure doktorego-tesiak izango duen irizpide linguistikoa. Gertakariak horrela, eleaniztasunaren paradigma ezaugarritze argiago eta kategorizazio zuhurragoaren bidegurutzean egongo da hirueletasunean sakontzerakoan (Cenoz, Hufeisen, eta Jessner, 2001); International Journal of Multilingualism Aldizkariaren goiburuak aitatzten duen moduan, Cenoz eta Jessner, aldizkarirako artikulugile direnez gero, elebitasunaz haraindi nahi dute ikertu, eleaniztasunak beregain hartzen dituen prozesuak, jabekuntzak, fenomenoak, hezkuntza-prozesuak eta ezaugarriak ikertzeko.

Hirueletasunaren ingurumarian, eztabaida mamitsuak sortuko dira. Izan ere, hirueletasuna, elebitasuna eta eleaniztasuna ezberdintzea adituen ikuspuntu askoren topaleku izango da eta ulertzeko era ezberdinen gune. Adibidez, horietatik guztietatik elebitasuna eta eleaniztasuna konparatzerakoan egin den ekarpen interesgarrienetakoa, hirtunen hizkuntzak ezberdintzen eta bereizten dituzten ezaugarriak baino, hirueletasunak elebitasunaren aldean konplexutasunerantz pauso bat haratago egitea dela; izan ere, hizkuntza-ezagutzaren aldetik, elebiduna elebakarra baino konplexuagoa den heinean, hirugarren hizkuntza ekuazioan sartzea maila bat gorago egitea litzateke. Hoffmannek (2001), aldiz, gaineratuko du bien arteko ezberdintasun bakarra kuantitatiboa dela, hizkuntza-prozesamendurako mekanismoek berdin jokatzen dutelako hizkuntza gehiagoren jabekuntzan. Eskuarteko ikerketak ere berdin ulertzen du eleaniztasuna: hizkuntza bat baino gehiago ikastea konplexutasunerantz urrats gisa.

Zaharra bezain esanguratsua da Gardnerek (1983) azaldutako ideia. Estatuatuarraren aburuz, hizkuntzak ikasterakoan “giza psikologiaren benetako saiakeraren” aurrean geundeke; izan ere, guztiok jakina da hizkuntzak komunikazio-eginkizunetik haratagoko tresna direla; alegia, hizkuntzak ikastea kultura ezagutzea ere badela, ezen kultura hori gizatalde jakinarena baita, eta hartu-eman hori galbahe sozialetik, politikotik eta historikotik pasatzen dela. Gainera, norbanakoaren identitate-eraikuntzan berebiziko garrantzia dauka. Horren harira, identitate hori moldagarria da, dinamikoa eta anitza, etengabeko eraldatze-prozesuan baitago esperientziaren eta interakzioaren bidez (Norton eta De Costa, 2018). Halaber, Paia et al.-ek (2015) gaineratuko dute, identitatearen zenbait alor moldatzen zailagoak diren arren, eskolak berebiziko indarra duela beste askotan eragiteko, sozializazioarekin lotuta daudenak bereziki, esperientzia eta izaera sozialekoak baitira.

## 2.1 Eleaniztasuna definitzen

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Elebakartasunaren mitoa alboratuta, gizateriaren tasuna izan da eleaniztasuna. Egun, “Ethnologue: languages of the world” webgunearen 23. edizioaren arabera, 7117 hizkuntza mintzatzen dira gaur-gaurkoz munduan (Eberhard, Simons, eta Fennig, 2020); horrenbestez, atzerakoitzat uler daiteke *nazio-estatu bat hizkuntza bat* ikuspegia, ez da eta bideragarria, ez naturala, ez errealitatearen isla (Erdocia, 2018). Oro har, kalkulatu da mundu-biztanleriaren erdia elebiduna dela, beraz, elebakartasunaren mitoak ez du funtsik. Eta zehaztapenak atsegin baldin baditugu, jakin, Estatu Batuak eta Kanada azken postuetan dabiltzala elebitasun-rankinean, % 18-20rekin; % 56 inguru Europan, izanik Luxenburgo elebitasun-kopuru handiena duen herrialdea, izanik biztanleriaren % 99 elebidun.

Elebitasunaren idealizazioan, giza garunean txertaturik daukagu bi hizkuntza goitik behera bikain menperatzea; sarri-askotan, definizioak berak ezinezko egoeretara eramanez norbanakoa (Cenoz eta Gorter, 2015). Definizio gauzagarriagoa emango digu Bialystokek (2001). Adituaren aburuz, bi hizkuntzatan komunikatzeko gaitasunari dagokio, bata ala bestearen hautua eginez egoeraren arabera, funtzio eta helburua gorabehera; nahiz eta hizkuntza bakoitzean gaitasun-maila ezberdinak dituztela sentitu. Goikoa definizio bat baino ez da izan, zerrenda luzea baita, eztabaida bukaezinak izanik terminoaren izendapenean eta zehaztapenean. Elebitasunean aditu direnen hainbat nozio, adiera eta definizio bildu ditugu 2.1. taulan, oinarri izanik Ng eta Wigglesworthek (2007, 3-6, or.), Cenozek (2009) eta Erriondo et al.ek (1993, 50. or.) jasotakoak:



**Taula 2.1.** Elebitasuna definitzen: adituak eta adierak

<b>Aditua</b>	<b>Definizioa</b>
<i>Haugen (1956)</i>	Hiztunak bigarren hizkuntzan adierazgarriak diren mezuak adieraz ditzakeenean.
<i>Ng eta Wigglesworth (2007)</i>	Bi hizkuntzetan, berezko hiztunak hizkuntza bakoitzarekiko duen hizkuntza-ezagutza eta horien erabilera.
<i>Erriondo, Isasi eta Rodriguez (1993)</i>	Bi hizkuntza jakitea eta maila batean edo bestean biak erabiltzeko gaitasuna izatea.
<i>Bloomfield (1933)</i>	Bi hizkuntza edo gehiago menperatzea lehen-hizkuntzaren jabekuntza-mailan.
<i>(Mackey eta Coleman, 1967)</i>	Hizkuntza bat baino gehiago erabiltzeko gaitasuna.
<i>Weinreich (1953)</i>	Bi hizkuntzen erabilera-tartekatua.
<i>Cenoz (2009)</i>	Bi hizkuntzetan komunikatzeko gai izatea.
<i>Baker (2011)</i>	Hizkuntza bat baino gehiago erabiltzea zehaztu gabeko ezagutza-mailan.
<i>Macnamara (1966)</i>	Bigarren hizkuntzan lau gaitasunetatik bakarra gutxienez garatzea.
<i>Hamers eta Blanc (1989)</i>	Iturri biko fenomeno, psikologikoa eta soziala: hizkuntza-kodeak ezagutzea eta erabiltzea egokiera psikologiko eta sozial jakinetan.
<i>Comanaru eta Dewaele (2015)</i>	Maila ezberdinetako ezagutza hizkuntza bat baino gehiagotan.
<i>Wei (2013)</i>	Elkarren artean ezberdin diren hizkuntzen arteko hartu-emanak, kontaktua eta bizikidetzak gizarte-mailan eta norbanakoan, non elkarrizketarako bi hizkuntza edo gehiago erabil ditzakeen.

Elebitasunarekin, zenbait ezberdintasun dago hizkuntza jasotako adinari erreparatuz gero. Horietatik, bi nabarmen genitzake: aldiberekoa eta ondoz ondokoa. Lehenengoa litzateke jaiotzetik bi hizkuntza jasotzea; adibidez, haur-jaioberriari aitak euskaraz egitea eta amak erdaraz. Bigarrena, ostera, hizkuntza bat jaiotzetik jaso eta bestea aurrerago; adibidez, gurasoek haur-jaioberriari ingelesez egitea, eta, eskolatzerakoan, euskaraz matrikulatzea, D ereduan. Meisel-en (2008) arabera hizkuntza-jabekuntza bereizi ezina izango da jaio eta bost urte arteko tartean egiten baldin bada murgiltze osoan; hots, ezin izango litzatekeela ezberdindu aldibereko ala ondoz ondoko elebitasuna ote den.

## 2.2 Elebitasunaren sailkapena

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Azpimarratzekoak dira elebitasunaren honako beste bi aldaerak, *inputaren* eta *outputaren* kantitate eta kalitatearen arabera mailakatzeak: elebidun orekatuak eta desorekatuak. Lehenengoan, parekoa da bi hizkuntzetan jaso eta produzitzen dena; bigarreanean, aldiz, bi hizkuntzen arteko harmonia hautsi, eta batean gehiago jaso eta sortu egiten da bestean baino. Bestalde, gatazkatsua gerta liteke elebitasuna hizkuntza bakoitzean norberaren gaitasunagatik definitzea, eta ikertzaileek zuzenago baloratzen dute hiztunaren profilararen arabera sailkatzea (Bel, Vidal, eta Juan-Garau, 2008).

Eleaniztasunaren definizioan, aldiz, zalantza gutxiago daukagu, esangurak argi adierazten baitu elebitasuna, hirueletasuna eta goragokoak hartzen dituela. Esku arteko doktore-tesi honetan, Cenozen (2009) ikuspuntura gerturatuko gara eleaniztasuna definitzerakoan, hark ez baitu eleaniztuna sailkatzen hizkuntza-mailagatik eta, gainera, haren eleaniztasun-ikuspegia hizkuntzen arteko muga malguetan eta komunikatzeko gaitasunean oinarritzen da formari garrantzia kendu eta esangurari emateko.

Hortaz, argi gelditu da elebitasuna ere badela eleaniztasuna, eta elebitasunak bi hizkuntza ezagutzearen ezaugarriari men egiten diola. Hala, eleaniztasunak bi hizkuntza edo gehiagoren jabe dela esan nahi digu.

### 2.2. Elebitasunaren sailkapena

Definizioekin gertatu bezala, elebitasuna eta eleaniztasuna sailkatzeko ikuspegi anitz dago, bai tipologiari begira bai kontaktu-egoerari bai egoera sozio-politikoari bai beste hamaikari. Aronin eta Singleton-en (2012, 144. or.) hitzetan: “Eleaniztasunaren sailkapenak eta tipologiak eratzea egiteko konplexua da, eleaniztasuna izatez konplexua baita definizioz”. Ezbairik gabe, adituen ikuspegi anitzek mesede egiten diote ikergaiari, aberastu eta eleaniztasunaren enborra adarkatzen dutelako. Sailkatzeak sailkatze, badira zenbait entzutetsu (hala nola, Baker eta Jones, 1998; Hamers eta Blanc, 1983). Horien guztien ideiak bateratuko ditugu, eta aurrez Euskal Herrian egindako ekarpenak, Erriondo, Isasi eta Rodriguez (1993) eta Etxeberria (2005) ikerlarienak, eguneratuko ditugu Butler-enarekin (2012), elebitasuna eta eleaniztasuna sailkatzeko irizpideak taula bakarrean bateratzeko: elebitasunaren eta ezaugarrien arabera sailkapena:

Taula 2.2. Elebitasunaren eta ezaugarrien arabeko sailkapena

Alorra	Elebitasun-mota
Ezagutza-maila	Eleparekotasuna
	Ekilinguismoa
	Sasielebiduntasuna
	Diglosia
Hizkuntza-pentsamendua eta antolaketa-maila	Konposatua
	Koordinatua
	Menpekoa
Hizkuntza-jabekuntzaren adina	Goiztiarra
	Nerabea
	Heldua
Hizkuntzen jabetze momentua	Aldiberekoa
	Ondoz ondokoa
Jabekuntza-testuingurua	Ikaskuntza formala
	Ikaskuntza informala
Bi hizkuntzen arteko estatus soziokulturala	Gehigarria
	Kengarria
Kultura- eta nortasun-taldea	Bi kulturakoa
	Kultura bakarrekoa
	Kultura bakarrekoa
	Akultural anomikoa
Erabilera-testuingurua	Etxea, komunitatea, lanean
	Komunikazio-helburu zehatzetan
	Baldintzatutako egoera soziolinguistikoetan
Hizkuntzen arteko distantzia linguistikoa	Gertua
	Ertaina
	Urruna
Motibazioa	Integratiboa
	Instrumentala
Funtzioa	Harkorra
	Emankorra
Eraginaren araberakoa	Gehitzailea
	Kentzailea
Hizkuntza jasotzeko ordena	Lehen hizkuntza / Ama-hizkuntza (H1)
	Bigarren hizkuntza (H2)
	Hirugarren hizkuntza (H3)

**Iturriak:** Butler (2012); Erriondo, Isasi eta Rodriguez (1993); Etxeberria (2005) (Moldatuak)

Ezagutza-mailari dagokionez, lau taldetan banatzen ditu elebidunak: eleparekotasuna, ekilinguismoa, sasielebiduntasuna eta diglosiaren araberakoak. Lehenak, eleparekotasunak, bi hizkuntzak berdin menperatzen dituenari egiten dio erreferentzia,

jatorrizkoak egingo lukeen moduan. Bigarrenak, ekilinguismoak, ezagutza orekatua adierazten du bi hizkuntzetan, baina jatortasunean nabari dira aldeak. Hirugarrenak, sasielbiduntasunak, bi eleak tartekatzeko beharra dauka komunikazio-egoeretan. Laugarrenak, diglosiak, hizkuntzen arteko oreka eta funtzioak erabat baldintzaturik ditu testuinguruagatik edota komunikazio-egoeragatik, eta bata besteari gailentzen zaio funtzioaren edota egoeraren arabera.

Hizkuntza-pentsamenduari eta -antolaketari begira, hiru nagusitzen dira: konposatua, koordinatua eta menpekoa. Lehenengoak, konposatuak, bigarren hizkuntzaren ikaskuntza lehenengoarekin elkar harremanetan egin du, bi hizkuntzetan eragina izanik. Bigarrenean aldiz, koordinatuan, elearen eta estrukturen jabe egin da berezko testuinguruetan, momentu eta baldintza ezberdinetan, bi hizkuntzen artean elkarreragin esanguratsurik gabe. Azkenak, menpekoak, adierak berak dioen moduan, erabateko baldintzapean jasotzen ditu hizkuntzak, elkarreragin- edota interferentzia-maila handia erakutsita.

Hizkuntza-jabekuntza noiz jazotzen den aipagai, hiru momentu bereizten dira: goiztiarra, nerabea eta heldua. Igar daitekeenez, bizitzako hiru etapak barnebiltzen ditu eta hizkuntzak zein momentutan jaso diren. Horri jarraiki, jabetza-testuingurua izango genuke, hizkuntza jabetzeko honako bi bideekin: ikaskuntza formalarena eta informalarena.

Hizkuntzen jabetze momentuari erreparatuz gero, bi une genituzke bereizgarri: aldiberekoak eta ondoz ondokoa. Horrek men egingo lioke hizkuntzak jasotzeko hurrenez hurreneko uneari; beste hitzetan, H1 ardatz harturik, H2 eta ondorengoak noiz jaso dituen norbanakoak.

Bi hizkuntzen estatus soziokulturalari begira, bi joera identifika genitzake oro har: gehigarria eta kengarria. Lehenengoak, bi hizkuntzen arteko begirune eta estatus sozial positiboari dagokio; hau da, gizarteak onartzen ditu bi hizkuntzak, eta altxortzat dauzka. Haatik, kengarriak bestelako esangura du; izan ere, gizartearentzat hizkuntzetako nahiz kulturetako batek atxikirik ditu balio positiboak eta onartuak, eta bestea, aldiz, gradu ezberdinean zokoratua izango da, kaltetua, hizkuntzaren ospe eta izen ona lanbrotsuagoa izanik gizartean.

Hizkuntzak berak ordezkaten duen kulturari eta jarrera-sistemari men, hiru modutara aurkez daiteke: bi kulturakoa, kultura bakarrekoa eta anomikoa. Kasuak kasu, lehenengoa bi kulturen identifikazioarekin lotzen da, bakoitzak erreferentziatzeko kultura ordeztzen du, eta norbanakoak ditu biak bere eta ezberdintzen. Bigarrenean, hizkuntza batek hartzen du kulturaren pisu osoa, ez dago bi hizkuntzen eta bi kulturen atxikimendurik; kontrara, hizkuntzetako baten kulturak hartzen du soilik norbanakoaren identifikazio kulturala. Hirugarrenak, anomikoak, berezko kultura eta jarrera-sistema alboratu eta kultura-deserrotzea hartzen du, ezin kokaturik bere burua inongo kultura-komunitatetan.

Erabilera-testuinguruari begira, elebitasunaren presentzia handiagoa ala txikiagoa izan daiteke: hedatuago ala mugatuago. Beste hitzetan, toki fisikoek, pertsonak, ideiek eta politika linguistikoek zeharo baldintza dezakete elebitasuna edota hizkuntza baten erabilera esparrua, ezagutza, estatusa nahiz lekua gizartean.

Hizkuntzen arteko distantzia linguistikoa, hainbatetan *handicap* handia izan liteke edo erraztasun bi hizkuntzen bizikidetzarako, elkarren arteko ezaugarri linguistikoak gorabehera; zenbat eta berdintasun-maila handiagoa, orduan eta distantzia linguistiko txikiagoa.

Oro har, bi motibazio mota bereizten dira: integratiboa eta instrumentala. Bietatik lehenengoa litzateke, epe-luzeari eta arrakastari begira, hobe, izan ere, motibazio integratibodun norbanakoak horixe bilatzen du: hiztun-komunitatean eta haren kulturaren murgiltzea. Bigarrenak, ordea, instrumentalak, hizkuntzari etekina atera nahi dio, helburu zehatza dauka, hala nola, lan-munduan aukera hobeak izatea, estatus sozial oparoagoa lortzea, besteak beste.

Hizkuntza bakoitzaren funtzionalitatearen arabera, harkorra eta emankorra bereizten dira: lehenengoak jaso besterik ez luke egingo, eta bigarrenak sortu. Hizkuntza ikastearen eraginari begira, eleaniztunak bigarren edo hirugarren hizkuntza ikasterakoan, ikaskuntza horrek ama-hizkuntzaren ezagutzan sorrarazten duen eraginagatik bi eragin-maila ezberdintzen dira: batetik, gehigarria, eragin positiboa duen eleaniztunaren hizkuntza-ezagutza eta, bestetik, kentzailea ondorio negatiboak sorrarazten dituen. Azkenik, oro har literatura zientifikoan erabiliena eta hezkuntzan hedatuena izan den ezaugarria izan da hizkuntzak jasotzeko ordenari erreparatzea. Hortaz, jasotako lehenengo hizkuntzari "H1" deituko zaio; bigarren hizkuntzari, "H2"; hirugarrenari, "H3";

eta abar. Lehenengo hizkuntza eta bigarren hizkuntza, biak aldiberekoak direnean bi lehenengo hizkuntza edo bi H1 dituela esatea ohikoa izaten da. Gure tesi-ikerketan tarteka-marteka adiera horietatik zenbait erabiliko ditugu, elebidun pasibo, aktibo eta orekatua, esaterako. Edonola ere, hizkuntza jasotzeko ordena izango da honako doktorego-tesian normaltasun osoz erabiliko duguna; batetik, ez diolako hizkuntza-mailari, orekari, ez funtzioari erreparatzen, eta bai eleaniztunaren bizitzan elea jasotzeko hurrenkerari; bestetik, hizkuntzen arteko muga malgu eta eleanitzaren ereduari jarraiki, gure tesiaren jarraibide egokiena delako.

### 2.3. Ikuspegi bilakaera: ikuspegi frakzionaletik, holistikora

Hamarkadak atzera, Grosjean-en (1985) ekarpen nagusia izango da eleaniztasun-ikuspegi berriaren aldarri egitea. Frantziarrak ezbaian jarriko du indarrean dagoen elebitasunaren kontzeptua; izan ere, ordura arte, eta baliteke orain jendartearen inkontziente kolektiboan ere bai, elebidunaren bi hizkuntzak banaka isolatuak irakatsi, ikasi eta erabili izan dira (Cenoz eta Gorter, 2015). Izan ere, badirudi sakon errotua dagoela eleaniztuna hizkuntza-gabeziadunarekin konparatzea, hizkuntza bakoitzeko berezko hiztun izatea eskatzen baitzaio (Cenoz eta Gorter, 2011; Cook, 1997, 1999; Gorter eta Cenoz, 2017), bete ezina den berezko-hiztunaren jomuga jarririk ikasleari, horixe delakoan “eleaniztun eredugarria” (Cenoz eta Gorter, 2015)

Beste hitzetan, Grosjeanen (1985) ekarpena heldu bitartean, elebiduna bi elebakarren batuketatzat hartuko zen: *two monolinguals in one*. Ondorioz, elebitasuna –eta zer esanik ez eleaniztasuna– ikuspegi elebakarretik ikusia izan da luzaro; ikuspegi-elebakarra eta eleanitza ezbaian jarriak izan dira, eta horien izen-deitura nagusienak honakoak izanik, hala nola, “parallel monolingualism” (Heller, 1999, 271. or.), “two solitudes” (Cummins, 2005), “separate bilingualism” (Blackledge eta Creese, 2010, 105. or.) eta OLON “One Language Only” (Wei, 2011, 374. or.). Elebitasunaren ikuspegi tradizionalak balazta moduan jokatu izan du sarritan, garapen abegikorrago eta integratzaileagoen oztopo; egoerak egoera, egun, ikuspegi-elebakar hori ezbaian jartzen hasia da mendebaldeko hainbat gizartetan, hizkuntza gutxituen burujabetza mugimenduekin (Hambye eta Richards, 2012).

Herrialde bat, hizkuntza bat. Nazio-estatuaren ikuspegia elebarkar bereizlea izan da luzaz, eta ezaugarri bereizgarrietakoa: unitatea, batasuna eta identitatea bermatu asmoz (Erdocia, 2018). Izan ere, historiak erakutsi du eskolak beti egin izan duela elebarkartasunaren, uniformizazioaren, alde (Spolsky, 2009), eta Euskal Herria ez da salbuespena izan, ezta hurrik eman ere.

Nazioaren eraikuntzan hizkuntza oinarriko lanabesa izaki, estatuaren hegemonikoa ez zen hizkuntza zokoratua izan da. Eskubideen aldarrikapenekin batera mugitu izan dira posizioak, kokaleku abegikorragoetara, ikuspegi integratzaileagoetara. Zenbait aditu ausartu da esatera hizkuntzen ikuspegi monolitiko eta isolatzailea agortua dagoela, eta paradigma berriaren aurrean kokaturik gaudela ezinbestean (Cenoz eta Gorter, 2015; Creese eta Blackledge, 2010; Wei, 2011; Otwinowska, 2014).

Teoriak eleaniztasunaren alorra mugatu arren, gaurko praxiaren oinarri-oinarrian, elebitasunaren ikuspegi frakzionalak oraindik ere indarrean dirau. Berezko hiztuna, natiboa, helburu dute eskoletan, ikaslea heziz berezko hiztunaren gaitasun- eta ezagutzamailetara, zeina sarri-askotan helburu eskuraezina den (Cenoz eta Gorter, 2015). Nahiz eta eredu teoriko malguagoak eta pentsamendu-mailan hizkuntzen ikuspegi integratzaileak eraiki, zaila da errotutako hizkuntza-ustek azaleratzea, tradizioari aurre egitea eta egitasmo berritzaileak praktikara eramatea. Esaterako, hizkuntzak bakantzeko ikuspegia oinarri, berezko hiztun eta elebarkarrak diren irakasleek ezingo dute H2 eta H3 ikas- eta irakas-prozesuetako esperientzia hori baliatu, ez baitute inoiz halakorik bizi izan eta (Cook, 2007; Otwinowska, 2014, 2017).

Esaterako, Euskal Herriko biztanleen (eta munduko zoko gehientsuenetan bezalaxe) hizkuntza-gaitasunak frogatu behar dituztenean, azterketok eredu-elebarkarretik egiten dira, desaktibatuz gainerako hizkuntza-baliabideak, hizkuntza isolatzeko eta, azken finean, haren hizkuntza-maila bakandu eta "garbiari" erreparatu eta ebaluatzeko. Eleaniztasunaren aldeko apustua egiterakoan eta ikastetxeetan horren alde egin nahi denean, ia guztietan, denetan ez bada, gainazaleko eredu-eleanitz horren erroak elebarkarrenak dira, hizkuntzak modu isolatuan irakasten dituzten ikuspegiarena (Cenoz eta Gorter, 2011b). Hain zuzen ere, aurreko ikuspegi eta eredu elebarkarren arrastoen gainean eraiki da eredu eleanitza, aurreko eredia gaurkotu eta egokitu nahian, eragina izanik irakaslearen jardun nahiz metodologian, hizkuntzak modu isolatuan irakastea eta

jatorrizko hiztuna helburu izatean (Cenoz eta Gorter, 2015). Horien artean, hizkuntzak modu isolatuan eta banaka irakastearena, adibidez, hausnartzen hasia da, eta badirudi zenbait eremutan ezbaian jartzen hasia dela, paradigma berri eta irekiagoetara eramateko asmoz (Cenoz eta Gorter, 2015, 2017; Cook, 2001; Cummins, 2000, 2014; Saragueta, 2019; Villabona, 2020; Leonet, 2018).

Hezkuntzan, beraz, hizkuntzak modu isolatuan irakasteko metodologiek indarrean segitzen dute, irakasle bereziak edo espezialistak deiturikoak izanik hizkuntza bakoitza irakasteko arduradunak, horretarako baliabide material eta espazial bereziak aitortzen zaizkielarik (Gorter eta Cenoz, 2017). Pentsamendua abangoardian doa maiz, hizkuntzak irakasteko gaur egungo jardunarekin talka egin eta kontraesanetan erortzeko; izan ere, jardun erreala atzerago doa, orain arteko pentsamendu tradizionalak, ohiturek, usteek eta helburu zaharrek balaztatuta. Hala, gaur egungo hezkuntza-eleanitza De Kornek (2012) emaniko azalpenean islatuko litzateke: “Hezkuntza-eleanitza ulertzen da hizkuntza bakoitzaren jabekuntza isolatu, estandar, nazionala eta politikoki mendekoa” bezala (481. orr.).

Hortaz, elebiduna elebakarren begi makurretatik ikusia izan da, sarri-askotan ikuspegi okerretara eramanez ikerlariak eta adituak. *Elebiduna: bi elebakarren batuketa* (Cook, 1992) ikuspegiak eragina izango du, eta Grosjeanek ezaugarririk garrantzitsuenak aztertuko ditu, zerrendatutakoan artean mamitsuenak honakoak izanik (2010, 21-24. or.). Horietako askok iragan mendeko pentsaerak irudi dezakete, beste zenbaitek orainari lotuagoak; edonola ere, arreta merezi dute eta irakurraldi kritikoa ere bai:

–Elebidunaren hizkuntzak ez dira osotasunean balioetsi izan; kontrara, isolatu egin dira, eta elkarrengandik bereizi gaitasun-mailagatik edota hizkuntzen arteko oreka-mailagatik. Horien artean hedatuena, elebidunaren hizkuntza-mailak zenbat eta elebakarraren idealizaziotik gertuago, orduan eta elebidun osoago irudikatzearena.

–Elebitasuna etengabeko azterketapean eta miaketapean dago. Elebakartasunak arrotz dauka elebitasuna (eta horrek estatu-nazio eta hizkuntza bakarraren ekuaziora garamatza), eta elebidunaren bi hizkuntzak berbaldian tartekatzea (*code switching* eta *translanguaging*, esaterako) inferentziatza, arazotza. Bi eleak bata bestearrengandik isolatuta egon beharko lirateke (ikuspegi frakzionala), hizkuntza autonomo gisa, elkarren beharrik gabe komunikatu ahal izateko.



–Ezohikoa da elebidunek bere buruaren hizkuntza-gaitasunak egokitzea izatea. Elebakarraren eredia eta irudia ez datoz bat elebidunen praktikarekin eta errealitatearekin, hizkuntzak tartekatzen baitituzte eta barne-gatazka baitute bi hizkuntzen arteko zuzentasunarekin eta jarioarekin.

Ez da zaila gaur egun elebiduna eta eleanitza ezaugarri horiekin identifikatzea. Egiteko horretan, Cook (2001) topatuko dugu. Ingelesaren aburuz, bi hizkuntzak ikasi nahi baldin badira, hiztunaren hizkuntza ahula eta indartsua isolatu beharko lirateke, eta bereizketa horretatik ahalik eta esposizio-mailarik handienean oinarritutako irakaskuntzan murgildu. Bi hizkuntzen arteko alegiazko isolamenduarekin, adituek hizkuntzen arteko interferentziak ekidin nahi zituzten; hots, hizkuntzaren berezko purutasun eta berezkotasuna babestu. Oro har, murgiltze-ereduaren hizkuntza gutxiagotua babesteko estrategiak bilatu izan dira, hizkuntza isolamenduarekin zaugarritasunetik babestea, esposizio-maila gorenera eramatea, erabilera indartzea eta garapenerako abian ipintzea. Aurreko eredu frakzionalaren kontrapuntua edota segida litzateke ondorengoa: ikuspegi holistikoarena. Ikuspegi holistikoak aldarrikatzen du elebitasunak unitate banaezina osatzen duela, zatitu eta banatu ezin dena (Grosjean, 2010). Ez da posible hiztunaren hizkuntza biak isolatzea, zirujauak bisturiarekin nola. Elebiduna ez da bi elebakarren batura akastuna ala akatsik gabea; aitzitik, errealitate linguistiko eta hizkuntza-sistema bereziko norbanakoak dira, elebakarraren komunikazio-gaitasunarekin konparatu ezinena (Cook, 1997, 1999).

Aurreko ikuspegi-elebakarrarekin alderatuz, leku askotan “erabateko elebitasunaren” mitopean bizi izan dira elebitasuna eta eleaniztasuna (Jeoffrion et al., 2014). Haien esanetan, mitoak eskurazina den errealitatera darama elebiduna, non bi hizkuntzak elebakarraren mailarenarekin konparatzen dituen; hau da, elebidunak berezko hiztun elebakarraren mailan ezagutzea eta menperatzea hizkuntza bakoitza (Jeoffrion et. al., 2014). Gainera, pentsamendu hori are akastunagoa eta lortezinagoa da kurrikulum eleaniztetan (Cenoz eta Gorter, 2015). Izan ere, berezko hiztuna helburu izatea akastuna da bigarren eta hirugarren hizkuntza ikasten ari direnentzat, eta, noski, hori ez lortzeak ez ditu ikasle akastun edo ezgai egiten; kontrara, bigarren eta hirugarren hizkuntzak ikasiko dituzte komunikazio-funtzio ezberdinetarako eta ezagutzaren alor

ezberdinetarako, berau erabiltzen baitute betekizun jakin batzuetarako eta ez lehenengo hizkuntzak har ditzakeen funtzio guztietarako (Cook eta Wei, 2016). Hain zuzen ere, arrotza bezain gertaezina baita hiztun-eleanitzek dakizkiten hizkuntza guztietan oreka-eta ezagutza-maila berbera izatea edota elebakarraren mailan aritzea hizkuntza bakoitzean eta guztietan (García, 2009). Eta hala eta guztiz ere, europarrak berezko hiztunaren gaitasunaren bila eta, bereziki, horrek dakarren ustezko estatusaren atzetik dabilta (Mollin, 2006).

Errepikaezin dira bi elebidun; hau da, ezin dira bikoiztu bi hizkuntzek suposatzen duten esperientzia-multzoa, ezagutza eta bakoitzaren ezaugarri linguistikoak. Aurreko mendean, hedadura handiko ustea zen eleaniztasunak adimen-desabantailak zekartzala; eta gizartean ere, sozialki debalututa zegoen eleaniztasuna. Gaur egun, elebitasuna eta eleaniztasuna onura gisa kontsideratzen dira, dimentsio anitzekoa, konplexua. Hortaz, bai gizarte mailan bai linguistikoki, sortutako erronkak ikuspuntu anitzetatik erantzun beharrekoak dira (Ruiz de Zarobe eta Ruiz de Zarobe, 2015).

Are gehiago, Grosjeanek (2010) kirolarien metafora maisuki darabil, horregatik gutxienez irakurria izatea merezi duena. Bertan, kirolari ezberdinen ezaugarriak konparatzen ditu hiztunekin. Elebakarra 100 metroko korrikalaria litzateke, elebiduna hesi-saltoan dabilena; eleaniztuna altuera-jauzian ari dena. Frantziarraren metaforaren ondorioa garbia da: kirolari bakoitza konparaezina da, amankomuneko ezaugarriak izan arren, ezaugarri ezberdinekoak dira; elebakarrak, elebidunak eta eleanitzak bezalaxe. Eleaniztasunaren kontzeptua sakontzen eta garatzen ari da uneoro, ikuspegi holistiko eta abegikorragoetatik (Cenoz eta Gorter, 2011a; Moore eta Gajo, 2009; Moore, 2015)

Ikuspegi orokorrari jarraiki, bistan da elebiduna gaitasun osoko hiztun-entzulea dela. Eskolan, hizkuntza irakasterakoan, ele bakoitza gainerakoengandik modu isolatuan irakatsia izan da, hizkuntzen arteko baliabideak eta elementuen trukaketa alboratu eta estali, sarri-askotan kutsu negatiboa iradokirik (Cenoz eta Gorter, 2014). Klean, elebidunak hizkuntzak ezberdintzen ditu, zenbait egoeratan, pertsonarekin, helbururekin, hizkuntza bat erabiliz orain, gero bestea, biak nahasita. Hezkuntzan, aldiz, handia da hizkuntzen arteko isolamendu-maila, eta saihesteko joera dago hizkuntzak eguneroko jardunean tartekatzea nahiz beste elerekin erreferentziak egitea (Cenoz eta Gorter, 2014). Are gehiago, Hambye eta Richards-en (2012) aburuz, hezkuntzak egungo

nazio-estatuetan betekizun erabakigarria dauka gizartearen hizkuntza-ideologietan eta horien giza funtzioen antolamendua moldatzeko. Eta hortxe dago aldaketarako erronka. Haritik tiraka, pedagogiatik eta giza fenomenoetatik haratago doan prozesua litzateke García eta Weirentzat (2014), eleaniztunak duen hizkuntza-ezagutza ez da metaketa soila eta isolatua; izan ere, gaur egun ikuspegi holisitikoagoetan kokatu arren, betaurreko elebarratetik ikusten da eleaniztuna eta hizkuntzen erabilera, non hizkuntzak modu isolatuan irakatsi, ikasi eta erabili behar diren esparru formalean, ahalik eta gutxien elkarrekin nahasteko (De Korne, 2012). Dena den, badirudi muga malguagoak izan daitezkeela etorkizun hurbileko eleaniztasunean, nahiz eta mesfidantzek jarraitu lekuan lekuko hezkuntza-eleanitzaren aldeko jarreratan eta apustuetan (Hofer, 2017).

Gizalege da komunikatzea, eta elebidunak ere molde berekoak dira. Hitzun eleaniztunek komunikatzeko prestutasuna eta bestearenganako sentsibilitatea dute (Jeoffrion, et. al., 2014). Komunikazio-beharra gidari, komunikazio-gaitasun batzuk garatuko dira eleaniztunarengan; hain zuzen ere, elebidunentzat eta eleaniztunentzat kualitatiboki ezberdinak direnak elebarraren aldean (Grosjean, 1985). Hala, sistema konplexu baten errealitate gisa ulertu behar da, testuinguruaren, funtzioaren, esperientziaren, mintzakidearen arabera, hizkuntza batean, bitan ala biak nahasturik mintzatzen ari denean hitzun eleanitza (van geert, Steenbeek, eta Dijk, 2011); izan ere, gogora dezagun: eleaniztunaren berbaldia berezkoa da, elebarrarekin konparatuz gero arras ezberdina, gaitasun berezkoa (Cenoz, 2013b). Amai dezagun esanez eleaniztuna ezin dela ikuspegi mugatuegitik eta hertsatzaitetik definitu, gizarte (ele)anitzaren hobariak alboratzea litzatekeelako. Eleaniztasunak balio onuragarriak eta aberasgarriak baitakarzkio gizarteari ikuspegi eta baldintza egokiak bultzatuz gero, bai horiek probesteko borondatea izanez gero (Gorter eta Cenoz, 2011).

## 2.4. Eredua eta teoria eleanitzak

Eleen ikuspegi holistikoak eta olatu moduko tendentzia abegikorragoek lagun dezakete ikerketan bai hitzunen estimuan bai hezkuntzan bai gizartearen esparru guztietan. Hain zuzen ere, hezkuntza-testuinguruko eragile guztiek, pasiboki ala aktiboki, zeresana dute ikaslearen hizkuntza-ikaskuntzan eta horiei atxikirik jasotako uste eta jarreraren moldaketan (MacSwan, 2017). Iturri anitzeko izaera edo ikuspegi *multimodala* aitortu

diote eleaniztasunari Aroninek (2015), Cenoz eta Gortterek (2011, 2014) eta Weik (2011). Konplexutasunaren jakitun, gure tesi-ikerketak Cenoz eta Gortterren hezkuntza eleanitza ulertu eta horretan zimendatuko da, hizkuntzak ulertzeko ikuspegi eta izaerarekin bat egiten duelako eta Euskal Autonomia Erkidegoko eta Nafarroako Foru Komunitateko hezkuntza eleanitzaren mamia hobekien irudika dezakeelako: “bi hizkuntza edo gehiagoren erabilpena hezkuntza-testuinguruan, bermaturik eskolek eleaniztasuna eta eleaniztasunean oinarritutako alfabetatzea dituztela helburu” (2015, 2. or.). Azken buruan, eleaniztasuna dimentsio anitzeko errealitatea da, eta horrela izan behar da ulertua, gizarteko hainbat dimentsio beregain hartzen baititu, hala nola, hizkuntza-irakaskuntza, -ikaskuntza, -jabekuntza, -erabilera eta -politika (Ruiz de Zarobe eta Ruiz de Zarobe, 2015).

Ng eta Wigglesworthek (2007) eleaniztasunaren aldeko aldarria egingo dute: “Ikuspuntu praktikotik begiratuta, bi hizkuntza jakiteak ahalbidetzen du bi mundu ezberdinetarako sarbidea eta aukera-kopuru bikoitza izatea” (52. orr). Eta gaur egungo hezkuntzak eleaniztasuna eta eleanitza behar du (Cenoz eta Gorter, 2011). Horren testigantza zuzenak lirateke bide egin duten eta egungo pentsamendu-mailan eta jardunean jorratzen ari diren ikuspegi eta teoria eleanitzak, hizkuntzak integratzen dituztenak, hala nola, *Multicompetence* (Cook, 1991, 1992) *Focus on Multilingualism* (Cenoz eta Gorter, 2011, 2014) eta *Translanguaging* (García, 2009, 2011) garrantzitsuenen artean (gehiagorako, ikus honako ekarpenak: Cenoz eta Gorter, 2015; Creese eta Blackledge, 2010; Lowie eta Verspoor, 2007; De Korne, 2012; Jessner, 2008a, 2008b, 2010).

Labur-labur, horien azalpen laburrak emango ditugu, azkenerako utziz Cenoz eta Gortterek proposaturiko *Focus on Multilingualism* ikuspegia (2011, 2014); sakonago aztertuko dugu azken hori, eskuarteko ikerketaren euskarri teoriko garrantzitsuena baita zerrendatutako eredu guztien artean. Lehenengo mugarrria izango dugu Cook (1991), haren ekarpena erabakigarria izango baita garaiko elebitasunaren ikuspegi positiborako; izan ere, haren argudiorik azpimarragarriena izango da elebidunaren garuna bi gramatikadun sistema konplexu eta gaitasun anitzekoa, *multicompetenceduna*, dela. Horren arabera, bi hizkuntzek sistema osoa eta integratua eraikiko lukete, elebakarrarengandik ezberdina eta bakarra. Haren esanetan, ezberdina da elebidunaren eta elebakarraren gaitasun anitza edo *multicompetencea*, elebidunaren H2 maila ez baita

izango jatorrizko hiztunaren parekoa; gainera, hiztunaren garunean H2ren ezagutza soilak eragina izango luke hiztunaren H1ean eta haren hizkuntzarako gaitasun anitzean edo multicompetencen. Ikus Cenoz eta Gortterren (2019) argitalpena eredu eleanitzen berrikuspen laburturako.

Cooken (1991, 1992) multicompetenceri nabaritzen zaio Cummins-en (1979) eragina, elebiduna eta bi eleen arteko elkarmenpekotasunaren teoriarena, *interdependencerena*, hain zuzen ere. Haren ahotan, bi hizkuntzek osotasuna sortzen dute, sakoneko hizkuntza-gaitasunaren osotasuna, hiztunaren sistema linguistiko osoaren euskarria baita eta partekatzen duten sare amankomuna. Horri “Common Underlying Proficiency” deituko zion; hots, elebidunak ezagutzen dituen bi hizkuntzek sortzen duten zoru edo sare amankomun linguistikoa, hizkuntzen arteko transferentziak ahalbidetzen dituena, izan kognitiboak izan akademikoak izan alfabetatzearenak (Cummins, 2014).

Herdina eta Jessnerrek (2002) apur bat gehiago sakonduko dute adieran, haien ahotan: “Guk bi likidotzat ditugu hizkuntzak, horiek nahasterakoan aurrez ez zeuzkaten propietate berriak azalduz nahasturan” (27. or.). “Eleaniztasun-Eredu Dinamikoa” edo *Dynamic Model of Multilingualism* (Herdina eta Jessner, 2002) gisa bataiatuko dute. Hortaz, haratago eramango dute “Hizkuntzen arteko elkarrekintza” kontzeptua, haientzat ez baita bi hizkuntza-sistemen arteko gainjartze soila izango; aitzitik, eraldatze-prozesu konplexutzat hartuko dute bi hizkuntzen arteko fenomenoak. Kontzeptua azaldu asmoz, erabiliko dute “substantzien metamorfosia”ren (Herdina eta Jessner, 2002, 27. or.) metafora, etengabeko eboluziopean dagoen fenomenoak dela zehazteko.

Paregabea da aipatutako ereduak elebitasunetik eleaniztasunerako jauzia hobeki ulertzeko, konplexutasunean koska bat gorago egiten baitu, esaterako, hirueledunei ezaugarri bereizgarriak egotziko dizkiete, elebidunen antzeko baina konplexuago, dakizkiten hizkuntzak darabiltzatelako komunikazio-egoeraren, testuinguruaren eta solaskidearen arabera (Cenoz, 2013b). Eta bereizgarritasun horien artean, azpimarratuko dute psikolinguistikoki ezinezkoa dela berezko hiztunaren abilezia H2n lortzea, elebakarrak eta elebidunak ez baitira berdinak, are ezberdinagoak ele gehiago izatearekin batera, eta, hortaz, ezin dira elkarren artean konparatu (Otwińska, 2017). Eleaniztunak hizkuntza-gaitasunen egitura berezia dauka, elebidunengandik eta elebakarregandik bereizle (Cenoz eta Genesee, 1998). Hain zuzen ere, hiztunak H2 ikasten duenean,

elebakarrengandik bereizten da, garuneko hizkuntzarako sare eta egiturak horretarako egokitzen baitira, ez berezko hiztunaren bikoizketa izateko, baizik eta hizkuntza bat baino gehiagoren erabiltzaile izateko (Cook eta Wei, 2016).

Translanguaging adiera Galesen erabili zuen Williamsek 1994an, hasiera batean *trawsieithu* gisa; ondoren, Bakerek (2011) translanguaging gisa birbataiatua. Estrategia horren helburua argia zen: galesa eta ingelesa biak klase berean ikasi ahal izateko metodologia bila zebiltzan. Translanguaginek, beraz, helburu du gidalero pedagogiko egituratuen bitartez klase berean bi hizkuntza edo gehiagoren ikaskuntza (Garcia, 2009; Baker, 2011; Cenoz eta Gorter, 2011, 2015; Wei, 2011). Eredu hori baliatu dute iraganeko irakaskuntza klasikoa moldatzeko, hizkuntzak modu isolatuan eta klase bananduetan irakasten zena astintzeko. Ikuspegiak, orain, ikasle eleanitzen hizkuntza-ezagutza (*linguistic repertoire*) oinarri duen hizkuntza-irakaskuntza aldarrikatzen dute Translanguaging bitartez, kemen handiagoarekin testuinguru eleaniztunean hizkuntza gutxiagotua babestu eta ezagutza zabaldu nahi den lurraldeetan (Cenoz eta Gorter, 2017). Ereduak sorturiko eztabaidatik urrundu nahian, Translanguagingek eman bide dituen bi adar nagusiak aipatuko ditugu: translanguaging pedagogikoa eta bat-batekoa. Lehenengoak men egiten dio klasearen helburu pedagogikoei, irakaslearen jardun ordenatu eta egituratuei, kurrikuluko helburuak betetze aldera. Bigarrena, aldiz, aldaerarik ohikoena litzateke, eskolako lau pareten artean nahiz horietatik at, aurrez planifikatu gabeko eleanitzen hizketaldi-jardunak lirateke, non hizkuntzen arteko mugak lanbrotsuagoak diren eta ele batetik bestera jauzi egiten duten askatasunez.

Tesi honetan, guretzat, eleaniztasunaren ikuspegi abegikorren osagai dira orriotan azalduko eredu nahiz teoria horiek guztiak, eleaniztasuna ulertzeko talaia positibo eta integratzailea osatzen baitute, non Translanguaging, Focus on Multilingualism eta ingurumariko ereduak teorikoki bat egiten duten hizkuntzen arteko muga malguagoekin, hizkuntzen elkarbizitzarekin, gutxiagotutako hizkuntzekin eta hizkuntzak ikaskuntzaren katalitzaile gisa direla ulertzearekin.

Elebidunen eta elebakarren arteko berezitasunak argitu ostean, eleanitzarenak aurkeztuko ditugu; aurrez esan bezala, ez dira-eta berdinak. Aronin eta Singletonek (2012, 82. or.) egindako biltze-lana da ondorengoa, aipagai dituen hirueledunen zenbait ezaugarri orokor eta eleaniztasunaren aldeko aldarria izan litekeena: Hasteko,

eleaniztunek hizkuntza-egoera gehiagotan parte har dezakete, hizkuntzaren adiera gehiago menperatzen dituzte-eta; gainera, abantaila kognitiboak izan ditzake hizkuntza-gaitasunari dagokionez, elebakarrek ez bezalakoak. Hizkuntzak ikasteko lasterbideak hobeki ezagutu ditzake, esperientzia handiagoa baitauka hizkuntzak ikasten eta estrategia finduagoak, esaterako, kontzientzia metalinguistiko garatuagoa. Gainera, eleaniztunak, oro har, egoera komunikatiboaren ezaugarrietara egokitze gaitasun handiagoa du, sentiberatasun bereziaren jabe da, komunikazioaren esparru sozio-pragmatikoan, testuinguru zailenetara ere egokiago eta zuzenago moldatzeko. Era berean, komunikazio-egoeretako eragile linguistikoak ez ezik, ez-linguistikoak ere aiseago identifikatzen ditu, egoerak, pertsonak eta testuinguruek emaniko identitate-bilduma zabalagoa dutelako.

Ikasitako hizkuntza eta bildutako esperientziak gorabehera, azpimarragarria da alor linguistikoan ez ezik, norbanakoaren nortasunean ere eragina dutela (Aronin eta Singleton, 2012). Horrenbestez, ondorioztagarria da eleaniztasuna ez dela ezaugarri estatikoa; kontrara, etenik gabekoa dela, dinamikoa bezain aldagarria. Gure ikerlanaren teorizazioan darabilgun Eleaniztasunaren Ikuspegi Abegikorrarekin amaitzeko, Hoferen hitz zehatz eta egokiak ekarriko ditugu aditzera, adituarentzat honakoa ere badelako eleaniztasuna:

Eboluziorako bidaia bat da, konplexua, izugarri dinamikoa, hiztunaren eta ikaslearen hizkuntzak nahiz baliabideak garapen-bidean baitira, aldatzen eta egiturak berrosatzen, informazio zein ezagutza berria sisteman integratu ahal izateko. (Hofer, 2017, 98. or.).

#### **2.4.1. Focus on Multilingualism (Ikuspegi Eleanitza)**

Cenoz (2012) ikerlariaren eleaniztasunaren definizioan oinarritzen da: bi edo hizkuntza gehiagotan heztea helburu izanik eleaniztasunean alfabetatzea. Atal honetan, *Focus on Multilingualism* eredu (Cenoz, 2011, 2013b; Cenoz eta Gorter, 2011b, 2015, 2019; Gorter eta Cenoz, 2011) azalduko dugu, eleaniztasuna ikertzeko balio eta irizpide zehatzak jarraitzen baititu, irakaskuntza- eta ikaskuntza-prozesuak jardun eleaniztetzan jarriarik begia; horiek guztiek gure tesi-ikerketaren hizkuntzen-ikuspegiarekin eta hezkuntza-balioekin bat egiten dute. Irizpide garrantzitsuenen erroak aipatzekotan,

Blackledge eta Cressen (2010) *Flexible bilingualism* eta Garcíaen (2009) *Translanguaging* lirateke. Hizkuntzen arteko muga malgu eta askeagoen balio eta ezaugarrietan oinarritzen da. Ikuspegiak ez ditu hizkuntzak era isolatuan ulertzen, kontrara, hizkuntzen erabilpena nahiz ikaskuntza ikusmira anitz eta konplexutik ulertzen ditu, izanik hiztunak komunikazioaren erdigune eta haien jardun eleanitzak bitarteko. Hezkuntza eleanitzak, eredu eleanitza duelarik ardatz, gaitasun kurrikularrak landu nahi ditu, hizkuntzen bitartez eta hizkuntza-gaitasunak erdietsi nahirik. Eleaniztunek hiru hizkuntzetan egindako berbaldi errealak eta bat-batekoak eskolako jardun metodologikora egokitu nahi dituzte, jardunak atxikirik duen balio pedagogikoa profitatzeko. Hizkuntza bat klase bat, hizkuntza-ikuspegi tradizionalarekin hautsi eta asmo du hiru hizkuntzak metodologikoki jardun planifikatu eta neurtuen bitartez tartekatu eta hizkuntza-ikuspegi ahalbidetzea. Focus on Multilingualism ikuspegiak (arestian aipatutako Cenoz eta Gorterren iturrietan oinarriturik) honako hiru dimentsio nagusi dauzka: *the multilingual speaker, the whole linguistic repertoire* eta *the social context*.

### 1) *The Multilingual Speaker (Hiztun Eleaniztuna)*

*The multilingual speaker*ari, hiztun eleaniztunari, iraganetik jarri zaio mintzatzen diren hizkuntza guztietan berezko hiztun elebekarraren gisan aritzeko beharra; eta teoria honek, aldiz, kontrako aldarria egiten du. Aurrez aipatutako hiztun eleanitzaren eredu idealaren (Cook 1991, 1992; Grosjean, 1985) mugimenduaren aldarri gisa dator, eleanitza dakizkien hizkuntza guztien jabe osoa dela berrestera. Hiztun eleanitza ez du soilik gramatikara edo fonetikara mugatzen, atzera, hizkuntza horien bitartez komunikatzea du jomuga, komunikazio-egoerak eskatutako beharrizan eta moldeetara. Are gehiago, hiztun eleanitzak hizkuntza bakoitzean duen gaitasuna isolatzea eta neurtzea are zailagoa eta zalantzarriagoa kontsideratzen du, hiztunak komunikazio-egoerak eskaintzen dituen hizkuntzen artean nabigatzeko aukera ematen baitu. Beraz, hiztun eleanitzari begiratzeko betaurreko hobeak lirateke, eta aldarrikapen gisa ere bai, izan ere, gutxi aplikatu baita halako ikuspegiak ikerketa eta hizkuntza-irakaskuntza alorretan. Ereduak babesten du hiztun eleanitzak benetan nola diren eta horren arabera ikertzea nahiz pedagogia eleanitzak sortzea; hiztun eleanitzak malguak, hizkuntzekiko muga zurrun gutxiagorekin eta hiztun errealak baitira, gizartean nagusi direnak.

### 2) *The Whole Linguistic Repertoire (Hizkuntza-Ezagutza Osoa)*



Hiztun eleanitzaren baliabideak ez dira aitortuak izan, eta hezkuntza klasikoak ekarri du hiztunaren hizkuntza-ezagutzak isolatu, baztertu, eta soilik klasean eta irakasgai jakineko hizkuntzan jardutea; hau da, natur zientziak ingelesez baldin badira, soilik ingelesa erabiltzea; matematikak, euskaraz. Hiztun eleanitzari alboratu zaion baliabideetako bat, esaterako, *code-switching*a edo kode-alternantzia da; hizkuntza modu isolatuan irakatsi zaio eta molde horretan ikasten behartu. Horren argitan, Focus on Multilingualism ereduak azpimarratzen du ikasle eleanitzaren Whole Linguistic Repertoire edo hizkuntza-ezagutza osoa desaktibatua izan dela hizkuntza berria ikasterakoan; eta, ereduak eleaniztasunean oinarritutako estrategia eta erronka kognitiboak aldarrikatu nahi ditu, hala nola, kode-alternantzia, hizkuntzen arteko konparaketak, hiztunen arteko zubiak, hizkuntzen inguruko hausnarketak, hizkuntzen arteko transferentziak, beste batzuen artean.

### 3) *The Social Context (Testuinguru Soziala)*

Testuinguru soziala hiztun eleanitzaren habe nagusia da, linguistikoaz haraindi, komunikazio-egoeraren testuingurura egokitzen baitute hizkuntza-ezagutza. Arestian deskribatutako klaseak, uniformizazioan eta hizkuntzak era isolatuan irakastean oinarrituak, ez datoz bat hizkuntza-ezagutzak testuinguru sozialean aplikatzerako garaian. Adibidez, klasea soilik hizkuntza jakin batean, modu isolatuan, emateko ustea errotua dago eta irakasle nahiz ikasleak behartu egiten dira baldintza horietara, hiztun-eleanitzen gaitasunak alboratzeko eta jardun eleanitzei ezikusi egiteko. Joera hori dogmatzat harturik, hizkuntzak ikasteko bideak itsutu eta ikaskuntza katalizatu ditzaketen baliabide natural eta eskura daudenak kimatzea da, ikasleei ezagutza modu kognitiboan eta sormenaren bitartez bideratzea oztopatzen baitzaie, alor informalean aske den sormena bazterturik.

## 2.5. Eleaniztasunaren abantailak

Europar Batasunak honako definizioa eman zion eleaniztasunari: “hainbat hizkuntzari buruzko ezagutza eta hizkuntza ezberdinen elkarbizitza gizarte jakin batean” (2001, 4.orr). Spitzer-en arabera bi ele jakiteak hobari handiak dakarzkio norbanakoari, bai eguneroko jardunean bai hezkuntza-alorrean (2016). Era berean, *Universitätsklinikum*

*Ulm*-eko zuzendari den psikiatra alemaniarrek dio: bigarren hizkuntza batean hitz egiten jakiteak demenzia gabeko bost urte gehiago ematen dituela, adibidez, Alzheimer gaitzaren erasanaren aurrean (Spitzer, 2016, 67. or.). Antza, eleaniztasunak badakartza onura gehiago linguistikoez haraindi.

Badaude sakon ikertzeko gaiak, hala nola, gizartearen hizkuntza-hautuak eta -erabilerak, kultura ezberdinen arteko komunikazioak, bigarren edo hirugarren hizkuntza ikasteak kognizioari eragiten dizkionak, kode-alternantzia eta hizkuntza-ekologia, beste askoren artean. Badago Europa zaharraren hastapenetatik bizkar gainean daramagun aurkia eta ifrentzua: eleaniztasunarena (Auer, 2007). Gogoan hartu beharrekoak izango dira iraganean eleaniztasunari eta, orobat, hizkuntza-aniztasunari erantsitako konnotazioak, juzguak, manierak, pentsamendu-korronteak eta ideiak. "Azken mendean, elebidunen hizkuntza- eta kognizio-gaitasunak elebazarrenekin egon dira etengabeko ikerketapean" (Gathercole et al., 2010, 618. or.). Horrekin jakitun, eleaniztasuna mugarriztat jartzen du Marmot-ek (Marmot et al., 2010); izan ere, erdigunean jartzen ditu hezkuntza eta bereziki hizkuntza-irakaskuntza, horien bitartez eskura daitezkeen onura mental nahiz ongizatekoengatik.

Aurrez aitatu dugu mundu-mailan eleaniztasuna dela nagusi, gizarteko gertakari arrunta dela; eta gertakari hori desnaturalizatu izan dela estatu-nazio elebazarren ideiekin eta konnotazio negatiboekin (Weinreich, 1953). Erroan, zergatik ote dira elebitasuna eta eleaniztasuna arazo? Atzera begira, eleaniztasunari eginiko ekarpenak ikuspegi elebazarretik eginikoak izan dira eta horrek dakartzan ikusmiren muga guztiekin (Auer, 2007); hots, iraganeko ikuspegi elebazarrek baldintzatu dituzte eleaniztasunaren ingurumariko ikerketa-lanak eta ekarpenak, eta gaur egun ere horien arrastoak ikus ditzakegu eremu akademikoan eta gizartean: indarrean diraute hizkuntzaren berezko garbitasunaren ideiek eta eleak elkarrengandik isolatu beharrarenak (Auer, 2007).

Ondorengo lerroetan, Baker eta Jonesen (1998, 6-9. or.) eta Leikin et al.en (2017) ekarpenak bilduko ditugu, beste hainbaten aditu eta ikertzailearenak tartekatzearekin batera; hain zuzen ere, hizpide, eleaniztasunak ekar ditzakeen onurak honako lau eremutan: komunikazioan, kulturaren eta kognizioan.

### 2.5.1. Komunikazio-onurak

Familia askotan guraso bakoitzak H1 ezberdina du. Hobaririk nabarmenena izango litzateke haurrak ikasiko lituzkeela bi hizkuntzak; gainera, guraso bakoitzaren berezko hizkuntzan. Horrek ahalbide dezake erlazio aberatsagoa, sakonagoa, egiatzkoagoa lortzea. Etorkin, hiztun eleanitz eta eleaniztasuna balioesten dutenak gai dira dakizkiten hizkuntzen artean loturak egiteko eta hizkuntza berriaren hiztegia besteek baino aiseago barneratu eta ikasteko (Illman eta Pietilä, 2018).

Hiztun eleanitzak abilagoak dira elementu linguistikoak sormen handiagorekin barneratu eta berriei ekiteko; edonola ere, jardun horiek hiztun eleanitzen komunitatearen ezaugarriekin bat etorri beharko dira (Kramsch eta Whiteside, 2008); izan ere, hiztun eleanitzek komunikatzeko testuingurua hauteman eta hizkuntza-jardunen bitartez egokitzeko abilezia dute (Kramsch, 2009).

Elebiduna eta eleanitza izateak belaunaldien arteko zubi-lanak bermatzen ditu, hein handi batean. Osaba-izebak, aitona-amonak eta senitartekoren bat beste lurralderen batean bizi baldin bada, eta bertan beste hizkuntza batean mintzo badira, elebakarrak zinez zaila izango du beraiekin komunikatu ahal izatea. Elebidunak, aldiz, berriazko garrantzia dauka eginkizun horretan; izan ere, gai dira belaunaldien arteko hizkuntza-hutsuneak betetzeko, familia-kide sentimenduan sakontzeko eta harremana indartzeko. Hizkuntza gutxituren bat duten hurrek eta etxetik kanpo hedatuena hitz eginez gero, herentzian jasoko dute familia-hizkuntza eta horrek dakartzan onura guztiak. Hala, belaunaldiz belaunaldi elebitasunak jarraikortasun-sentimendua eman diezaiokie familiari. Halaber, zenbait ikerketek iradoki dute badela erlazorik eleaniztasunaren artean eta izaeraren artean, izanik hizkuntza-maila altuko eleaniztunak irekiagoak eta antsietate-maila txikiagokoak (Dewaele, 2010; Dewaele eta Stavans, 2014). Aurrean zitekeenez, eleaniztunak elebakarrak baino aukera handiagoa dauka gainontzeko komunitateko kideekin komunikatzeko. Haur-elebidunak giza taldeko komunikazio-alorrek bere egingo ditu, bai komunitatean bai eskolan bai auzokideekin bai lagunekin. Ez hori bakarrik, herrialdez aldatzerakoan, elebidunek abantaila nabarmena dute giza harreman berriak sortu ahal izateko zein horien arteko zubi-lanak egiteko. Gainera, hizkuntza ikasten ari diren ikasleek eta horren atzean hizkuntza balioesten duten familiek

mesede egiten diete eleaniztasunari eta kultura aniztasunari, balio erantsi gisa, ele anitzen ezagutza eta elkarbizitza erdigunean izanik (Hofer, 2017).

Komunikazio-egoeraren eraginkortasuna helburu, elebidunak bi hizkuntzak kudea ditzake komunikazioa bete ahal izateko. Elebidunek uneoro darabilte hizkuntza bat ala beste komunikazio-helburua erdiesteko eta, batez ere, elkarrizketak behar dituen beharrianak hobeki identifikatzeko eta horiei erantzuteko lanean. Ez hori bakarrik, elebidunak elebakarrak baino entzule hobeak dira, egonarri handiagokoak, bereziki, hizkuntza ongi menderatzen ez dutenekin mintzatzerakoan. Hizkuntzen artean nabigatzera ohituta dauden eleaniztunek erakutsi dute enpatiarako kognizio handiagoa dutela eta, hortaz, artezia handiagoa elkarrizketatuaren azalean jartzeko (Cook, 2002; Dewaele eta Wei, 2012). Irakasleei dagokienez, azpimarratzekoa da badirudiela H3 edo atzerriko hizkuntza irakasten duten irakasleak direla hizkuntzen artean nabigatzen iaioenak eta ikasle eleanitzen beharrak asetzen aproposenak (Lundberg, 2019).

Iradoki ere egin dute ikerketek esperientzia handiagoko eleaniztunek, hobeki komunikatzeko gai izateaz gain, euren komunikazio-gaitasunetan konfiantza handiagoa dutela eta, ondorioz, antsietate gutxiago dutela ikasten ari diren hizkuntza berrian mintzatzerakoan (Alqarni eta Dewaele, 2018); bere laburrean: eleaniztun izateak onura linguistiko esanguratsuak ekar litzake (Jessner, 2016).

Eskoletan ikasleen errealitatera egokitutako programa-eleanitzak sortu eta indarrean jarriko balira, hiztun eleaniztunen balio soziokulturala eta kognitiboa jarriko litzateke erdigunean, norbanakoaren garapenerako gako dena eta hizkuntza-ikaskuntza hauspotuko lukeena (Kramsch, 2006). Ikerketa batean, eleaniztasunaren inguruko nozioak jaso nahi izan ziren frantziar estatuko testuinguruan, Nantesen. Ikerlariek sortutako galdetegian ikasleen ikuspegia neurtzen zen, elebakartasunaren eta eleaniztasunaren artean konparatzeko. Emaitzek argi utzi zuten zenbait hizkuntzatan maila altua zuten ikasleek ikuspegi eleanitzagoa zutela hasiberriek baino eta hizkuntza gutxiago zekizkitenek baino (Jeoffrion et al., 2014). Cenozek (2013) azpimarratu du elebidunek abantaila handiagoak dituztela hizkuntza gehiago ikasteko, baldin eta hizkuntza-maila altua badaukate aurrez dakizkiten hizkuntzetan. Zehaztapen gehiagoren gose, ikerketa zehatzagoen beharra dago, esaterako, elebidun orekatuen eta desorekatuen artean; izan ere, zenbait emaitzek ondorioztatu dute hiztunaren hizkuntza-

maila altua denean abantailak ematen dizkiola (Sagasta, 2003), eta, beste zenbaitetan ez da alde esanguratsurik behatu (Gallardo del Puerto, 2007).

### 2.5.2. Kultura-onurak

Guztien gainera, elebidunen abantailarik azpimarragarriena litzateke hizkuntzak bermatzen duen esperientzia multzoa. Hizkuntza bat, bi, hiru, lau... zenbat eta hizkuntza gehiago orduan eta ikasbide handiagoa. Elebakarrak makina bat kulturaren eskarmentua izan dezake; komunitate eta auzokide ezberdinenak, hizkuntza bera darabiltenak. Esaterako, elebakarrak herrialdeak eta kultura berriak bisita ditzake, ikusle soil gisa egingo du, benetako murgiltzea ezin eginik.

Hiztunari ele bakoitzak bereizgarritasunak dakartzkio, besteak beste, jarreraren multzoan, folklorea, istorioetan, historian, tradizioan, sozializazio-moduetan, jaiotza-errituetan, ezkontzetan, hiletetan, hizketaldi-maneretan, literaturan, musikan, aisialdia kudeatzeko eretan, erlijio-tradizioan, mundu-ikuskeran, berau ulertzeko moduan, ideietan, usteetan, jan-ohituretan, zaintza-motetan, umorean. Bi hizkuntzek laguntzen dute kultura-esperientzia sakonagoak izaten. Elebidunak bi kulturetan murgiltzeko probabilitate handiagoa dauka, bereak baititu ele biak. Haatik, elebiduna izateak ez du bermatzen bi kultura bereganatzea; hain zuzen ere, elebitasunak kultura bitasunerako ahalmena garatzen du, aukera eskaintzen, baina ez inolaz ere bermatzen. Zentzu horretan, kulturen arteko trukeko aukera aparta izan liteke migrazioarena; izan ere, egokitzeke izaera duten etorkinek pentsamendu libreagoa, irekiagoa, positiboagoa eta kultura berrietara egokitzeke ezaugarriak dituzte, bi kulturek elikatzeko eta kulturen arteko egokitzapena gertatzeko (Kim, 2001). Literatura zientifikoak kognizio onurak hiztunaren hizkuntza-ezagutzan isolatu ditu askotan; orain, aldiz, badira ikerketak kultura bi horien eragina hizkuntzarena bezainbeste izan daitekeena diotenak (Leung, Maddux, Galinsky, eta Chiu, 2008).

### 2.5.3. Kognizio-onurak

Elebidun izateak ez du inteligentzia hauspotzen edo mugak modu esanguratsuan handitzen, baina bai eragiten diola positiboki kontzientzia metalinguistikoari eta bereziki

gaitasun kognitiboen garapenari; gainera, bide batez, eragin hori ez da soilik inhibiziorako gaitasunetan islatzen, funtzio betearazleetan (monitorizazioan eta arreta-aldaketan) ere badu eragin positiborik (Barac eta Bialystok, 2012). Aurretiaz, azpimarratu zuten ikasle elebidunek emaitza hobek lortzen zituztela, batetik, arreta-eskakizun handiko kognizio-ariaketetan eta, bestetik, jatorri zaileko informazioa hautematerako garaian (Luk, Anderson, Craik, Grady, eta Bialystok, 2010).

Adesope et al.en (2010) ikerketari beha, haurren literatura zientifikoaren analisiari ekin zioten eskala handian. Emaitzek azpimarratu zuten elebidunek abstrakziorako eta errepresentazio sinbolikorako gaitasun handiagoa dutela, memoria landuagoa dutela eta trebeagoak direla arretaguneak kontrolatzen eta kontzientzia metalinguistikoari zukua ateratzen. Ikerlerro paraleloan (Poarch eta van Hell, 2012) ikasle elebakarrak, elebidunak eta hirueledunak elkarrekin konparatu zituzten, eta topatu zuten azken talde horrek, hiru ele zekizkitenenak, askoz ere emaitza hobek atera zituela talde elebakarraren eta elebidunenaren aldean. Gainera, eskolatzea ikuspegia holistikoarekin eta eleanitzarekin gauzatu gero, dakartzan buru-eragiketa kognitiboekin, garuna estimulatzeko eta garatzeko aukera bikaina izan daiteke (Dörnyei, 2009; MacWhinney, 2008); arrazoi akademikoak, profesionalak eta hizkuntzak ikaste hutsagatik ez ezik, esperientzia horiek zahartzaroan jazoko diren memoria-galerei eta adin-endekatzeari galga jartzen lagungarri izan daitezke ere bai.

Hitzen arteko loturei erreparatu gero, badirudi elebidunak oharkabe malgutasun handiagorik pentsatu eta eraikuntza aberatsagoak egiten dituela, elebakarrak baino sormen handiagorik. Beraz, badirudi elebidunak aukera handiagoa duela elebakarrak baino hizkuntzaren kontzientzia garatuagoa izateko, jariotasun hobea, malgutasun handiagoa eta pentsamendu-maila landuagoa. Jakina da elebidunak bi hizkuntza-sistema darabiltzala komunikatzeko. Ondorioz, bi sistemen elkarrekintzak zenbait fenomeno sortarazten ditu, elebakarrarentzat arrotz liratekeenak (Bialystok, 2007a): nola ekiditen dira bi hizkuntzen arteko interferentziak, batean badena hautatzen eta beste hizkuntzak isiltzen, isolatzen, desaktibatzen?

Bi hizkuntzak goiz eta ondoz ondo jasotzen badira eta garapen-estadio mesedegarri batean gertatuko balira, Hensch-ek (2005) eta Sur eta Rubenstein-ek (2005) diote ekar lezakeela onura azpimarragarriak, esaterako, neurona-konexioen kimatzean eta sarearen

moldaketan, eraginkortasuna hobetzeko, burmuinaren heltze orokorrari mesede egiteko. Elebitasuna noiz gauzatu den erreparatuta, neurona-sareen irudiek erakutsi dute badirela ezberdintasunak bigarren elearen jabetzea goiztiarra ala berantiarra izatearen artean. Berken et al.en (2016) emaitzen harira, bi hizkuntzak jaio eta aldi berean jasotzen baldin badira, garunaren funtzioak eta egitura modu eraginkorragoan antolatuko lirateke; aldiz, bigarren elearen ikaskuntza berantiarra denean, neuroplastizitateak mugatuagoa dirudi, eta bigarren hizkuntzaren ikaskuntzak bestelako neurona-bidea hartuko luke garunean.

Kognizio-prozesamenduaren barne daude aginte kognitiboa eta prozesu-betearazleak. Horien kontrola eta elkarlana beharrezkoa da zenbait portaeren kudeaketarako eta doiketakarako. Bere baitan, eta hizkuntzarekin berebiziko loturarekin, honakoak topa ditzakegu: arretaren kudeaketa, inhibizio kognitiboa, oroimena, inhibiziorako kontrola eta kognizio malgutasuna. Elebidunak eta elebakarrak elkar konparatuko zituzten duela hainbat hamarkada, eta, emaitzak emaitza, elebakarren eta elebidunen arteko kognizio-abantaila berdintsuak berretsiko zituzten frogak metalinguistikoek (Galambos eta Goldin-Meadow, 1990; Galambos eta Hakuta, 1988; Ricciardelli, 1992).

Hain zuzen ere, haur elebidunek hizkuntzarako gaitasun handiagoa erakutsi dute beharrezkoa eta beharrezkoa ez den informazioa bereizten; beste hitzetan, literatura zientifikoak azpimarratu du elebidunek elebakarrek baino artezia handiagoa dutela arretaren kudeaketan eta informazioa garrantziaren arabera hautemateko garaian (Bialystok, 2007a). Esan behar da arretaren kudeaketa behar dutela prozesu betearazleek, are behar handiagoa informazioa kontraesankorra denean eta informazio garrantzitsua arruntarekin ezberdindu behar denean. Betekizun horretan, elebidunak elebakarrak baino iaioagoak dira, baina ez gaitasun kognitibo oinarritukoetan (Bialystok eta Martin, 1999, 2004). Ondorioz, haur elebidunak ez dira elebakarrak baino adimentsuagoak edo jakintsuagoak. Haur elebidunak abilagoak dira hizkuntza manipulatu eta hautatzeko, interesatzen zaiena gorde eta gainerakoa isilarazteko. Halaber, arretaren eskakizun-maila handitzen den heinean, prozesamendurako gaitasuna ere bai, trebeagoak izanik elebidunak, aditasunaren kudeaketa finagoa baitute.

Hortaz, elebidunek, elebakarrekin konparazioan, lehenago garatzen dituzte funtzio-betearazleak, eraginkorrago, ahalmentsuago eta zahartzaroaren endekatzearekin

iraunkorrak. Garapena lotua omen dago norbanakoak izan dituen kultura arteko esperientzietara, bizipen eleaniztetara eta giza bizitzan bizi izandako bi eleko esperientzietara (Bialystok, 2017; Bialystok et al., 2004; Bialystok eta Martin, 2004; Hermanto et al., 2012). Are gehiago, Spitzerek (2016) dioten moduan “bigarren hizkuntza ikasteak ez du bakarrik azkartzen kognizio-kontrolaren garapena gazteen artean; zahartzaroan ere egiteko erabakigarria dauka, kognizioaren endekatzea arintzen baitu” (72. or.). Elebitasuna kognizioaren garun-entrenamendu gisa kontsidera dezakegu, kognizio erreserbari mesede egiten baitio. Kognizio-erreserba hori landu, indartu eta handitu daiteke, aurrez aipatutakoez gain, gazterik ekindako buru-ariketa konplexuen bitartez eta kognizio-funtzioen maila handiko eskakizunak beterik, adibidez, eleaniztun izaten (Arredondo et al., 2017; Craik et al., 2010; Valenzuela eta Sachdev, 2006).

### *Gaitasun metalinguistikoa*

Ikuspegi zientifikotik, hizkuntza-jabekuntza oinarritzen da aurrez egokitutako seinale molekularretan eta zentzumen bidezko esperientzian (Werker eta Hensch, 2015). Kontu behagarriagoetara etorrira, zenbait ikerketek diote aldibereko elebitasun goiztiarrak laguntzen duela bi hizkuntzetan gaitasun handia lortzen, bien *inputa* aberatsa eta kalitatezko *outputerako* aukera nahikorik ematen baldin bada, bederen (Berken et al., 2017). Teorian, hori gauzatuko da hizkuntza-leiho irekirik dagoelako garunean, neurona sareek bermatzen baitute hizkuntza-jabekuntza. Berken, Gracco eta Kleinen (2016) aburuz, elebitasun-testuinguru aberatsak positiboki eragin diezaioke umekiari, haurra jaio aurretik, besteak beste: neuroplastizitatea handitzen, berbaldirako gaitasuna hobetzen, burmuinaren zenbait eremu indartzen eta hizkuntzarekin erlazioa duten neurona-sarearen konexioak sendotzen. Adituen aburuz, neuroplastizitate horrek ahalbidetzen du hizkuntza bakoitzaren kudeaketa eta monitorizazio eraginkorragoa, hizkuntzen arteko interferentziak saihesten trebatzen baita elebiduna. Aldi berean elebiak jaso dituzten hurrek funtzio kognitibo (Thomas-Sunesson, Hakuta, eta Bialystok, 2016) eta kontzientzia metalinguistikoa aurreratuak dauzkate (Reder, Marec-Breton, Gombert, eta Demont, 2013); aldiz, eleak ondoz ondo, bata lehenik bestea ondoren, jaso dituzten haur elebidunek arretarako kontrol areagotua erakutsi dute, baina ez



kontzientzia metalinguistikoa aurreraturik (Kalashnikova eta Mattock, 2014). Horrek eragin zuzena izan lezake elebidunaren hirugarren hizkuntza-ikaskuntzaren prozesuan. Alisaari, Heikkola, Commins, eta Acquah-ren (2019) ikerketak, emaitza gisa, Finlandiako irakasleen eleaniztasun-ustek positiboak zirela esan zuen, nahiz eta zenbait irakasleren ustek ideologia elebakarraren zama handia izan. Edonola ere, ikerketa horren muinetako bat etorkizunari begira zen: irakasleak gaitasun metalinguistikoetan trebatu beharra; izan ere, ariketa kognitibo bikaina izateaz haratago, hizkuntza-kontzientzia suspertzen du, eleaniztasun-usteen mesedetan.

Munduko ikasgela eleaniztun gehientsuenetan zehar, irakasle askok pentsatzen dute jarrera eta jardun positiboak bultzatzen dituztela eleaniztasunarekiko. Tamalez, ez dituzte jardun eleanitzak beren klaseetan bultzatzen, esaterako, ikasleen hizkuntza-ezagutza baliatzeko jarduerak, ikasleen hizkuntza-ezagutza baliatu hizkuntza berria ikasteko (Haukås, 2016). Angelisek (2011) aldarri egiten du: irakasle-ikasketetan eleaniztasunean hezi egin behar dela etorkizuneko irakasleria, kontzientzia metalinguistikoa eta ikasleen hizkuntza-ezagutzak baliatzeko trebatu. Modu bertsuan, Jessnerrek honakoa dio: “etorkizuneko hizkuntza irakaskuntzaren helbururik behinena hizkuntza-kontzientzia lantzea litzateke, hizkuntzaren alfabetatze-maila gorena erdiesteko bidea baita” (2006, 120. or.).

Hiztun eleanitzak ardatz, hirugarren hizkuntza ikasten ari direnek euren kontzientzia metalinguistiko sakona balia dezakete, batetik, hizkuntzak ikasten esperientzia badutelako, bestetik, bi hizkuntza-sistemen ezagutza badutelako jada. Bestela esanda, elebidunek hirugarren hizkuntza objektu gisa har dezakete eta hura ikasteko modu errazagoan manipulatu (Jessner, 2008a; Ransdell, Barbier, eta Niit, 2006).

Euskararen kasuan, hizkuntza gutxiagotua den heinean, Euskal Herriko ikasle askorentzat bigarren eta hirugarren hizkuntza litzateke. Eta testuinguru formalean, hizkuntza gutxiagotua ikastea ez da esposizio hutsean oinarritzen, ikasleen errealitateari beha, irakaskuntza analitikoagoa egin beharko litzateke, kontzientzia metalinguistikoan ardatza duena (De Angelis, 2007). Eta honako tesi-ikerketak ezaugarri bat txertatuko lioke: erabilera.

Bi hizkuntzen arteko elkarrekintzak hizpide, psikolinguistikak dio hizkuntza-sistemak unitate oso eta bakarra osatzen duela, eta hizkuntza batean komunikatzerakoan ele

guztiak aktibatu egiten direla, ele bakoitzaren sistema linguistikoak elkarrekin lehiatzeko (Dijkstra eta van Heuven, 1998; Grainger, 1993; Guttentag et al., 1984). Elebidunen hizkuntza-ezagutzaren zati dira bi hizkuntzak, eta etengabean diraute aktibo eta erabilgarri komunikaziorako. Horren kariaz, bi eleen arteko elkarrekintza eta erabilgarritasunerako, elebidunek mekanismoa izan behar lukete ele bat aktibatzeke eta bestea desaktibatzeke berbaldia garatzerakoan (Bialystok, 2007a); izan ere, giltzarri da hizkuntza- eta pentsamendu-sistemen arteko integrazioa, prozesu kognitiboak izanik hizkuntza-lehien zuzendariak. Zehazki, hizkuntza-sistema gobernatu ahal izateko prozesuak honakoak lirateke (Daniels, Toth, eta Jacoby, 2006): alternantzia, atentzioa, inhibizioa eta monitorizazioa. Gainera, norberak kontrolatutako hizkuntzen arteko alternantziak kognizio-maila altua eskatzen du eta funtzio kognitiboen trebatze-maila handia (Maluch eta Kempert, 2017; Prior eta Gollan, 2011; Verreyt et al., 2016). Eta horietan badirudi eleaniztuna iaioagoa dela. Elebidunen hizkuntza-tartekatzeak kognizio-maila altua eskatzen du, hirugarren hizkuntza ikasteko prozesuan mesedegarri izan daitekeena; izan ere, hizkuntzen artean saltoka dabil eleaniztuna, hizkuntza tartekatzen uneoro, eta horrek hizkuntzen maila altua izatea adieraz lezake, eleaniztasunak abantailak ekar diezazkioke-eta kognizioari eta hizkuntza-ikaskuntzari (Jessner, 2016).

### *Pentsamendu sortzailea*

Elebitasunaren eta eleaniztasunaren abantailen artean, atxiki izan da pentsamendu sortzailea, sormena eta ohiko ikuspuntuetatik urruntzeko gaitasuna (Kharkhurin, 2012, 2015). Hau da, zenbat eta hizkuntza gehiago ikasi, orduan eta sormen-maila handiagoa izango duela norbanakoak. Beraz, uste bat dago eleaniztasunari erantsirik: hizkuntzak ikasteak sortzeko gaitasuna areagotzen du. Usteak uste eta pentsamenduak pentsamendu, zenbait ikerketa egin da, eta azpimarratu dute elebidunek emaitza esanguratsuagoak eskuratu dituztela sormenerako eta pentsamenduaren malgutasunerako gaitasun orokorretan (Allen, 2013; Leikin, 2012; Leikin et al., 2017; Ricciardelli, 1992; Simonton, 2008); ikerketa-lan horietan guztietan, aipagarria da sormenerako abilezia elebidun orekatu hitzarekin lotzea. Simontonek (2008) gaineratuko du oso ikerketa gutxi egin dela eleaniztasuna eta sormena konparatzen. Kharkhurinek (2012), eleaniztasuna sormenarekin lotzeaz gainera, azaltzen du eleaniztasunak eta

beregain dakarren kultura-aniztasunak daramatela eleaniztuna mundua eta gertakizunak ikuspegi ezberdin eta abesgarriagoetatik ikustera.

Haritik tiraka, zenbait adituk (Kharkhurinek, 2012, 2015; Lasagabasterek, 2000; Simontonek, 2008) berretsiko dute elebitasunaren eta sormenaren arteko erlazorik handiena hizkuntzaren esparru figuratiboarekin egin izan dela, sarri-askotan bazterrean utzirik alorra aberastuko luketen beste zenbait esparru, hala nola, matematikarena. Esan bezala, badago fenomeno ikertzeko gogoia, eta Simontonen (2008) ikerketa-emaitzek berretsiko dute elebidunek elebatarrek baino originaltasun-, malgutasun- eta jariotasun-maila handiagoak izan ditzaketela.

Originaltasunaren dimentsioetan sakontze aldera, bi ikerlariren lana da eztabaidagai, ezberdintasunak baitaude. Labur-labur, lehenengoaren aburuz, Kharkhurinen (2012, 2015) hitzetan, testuinguru-eleaniztunetan, elebitasunak mesede egiten die elebidunei hitzen bidezkoak ez diren sormenezko jardunetan. Bigarrenengoaren ustez, (Cummins, 2000) iritziz, elebidun orekatuek maila handiagoa erakusten dute elebatarrekin konparatuta; eta elebatar horiek maila hobea erakusten dute elebitasun desorekatua dutenekin baino. Bidegurutzeraz dator Hommel et al.en (2011) ekarpena, non bien ondorioak uztartzen dituen, honakoa ondorioztatzen: elebidunen hizkuntza-maila zenbat eta altuagoa izan, orduan eta sormenarekin lotutako ezaugarri positibo gehiago. Espekulazioak espekulazio, oraindik adituen artean onarpen-maila handienetakoa duena Cummins (1976) hiru hipotesien multzoa da, pentsamendu-sortzailearen eta elebitasunaren arteko harremana arrazoitzen duena, alegia. Horietatik lehenengoak argi uzten du elebidunak elebatarrek baino esperientzia gehiago bizitzen dituela, bi hizkuntzatik eta bi kulturatik edaten baitu; bigarrenak erreferentzia egiten dio bi hizkuntzak aldizkatzeko eta tartekatzeko mekanismoari, eta horren ondorioz pentsamendu malguagoa izateari; hirugarrenak kontuan hartzen du aurrez azaldutako kognizioa, metakognizioa hain zuzen ere, non bi hizkuntzak elkarrekin konparatzen eta erkatzen dituen uneoro, gero eta konplexuago.

Leikin eta Tovliren (2014) ikerketak berretsiko du elebitasunak eragina duela sormenean, aurreko ikerketa-emaitzak baieztatzen (Ibrahim, Schwartz, Kahn-Horwitz, eta Leikin, 2013; Leikin, 2012; Simonton, 2008). Zehazki, elebitasunaren eta sormen-adiera ezberdinen arteko erlazioa azpimarratuko dute, baita hizkuntza-maila sormenarekin lotu

ere, berrindartuz elebidunaren hizkuntza-mailak sormenaren garapenean izan dezakeen eraginaren tesia (Cummins, 2000; Hommel et al., 2011), bide batez, pentsamendu sortzailea kognizioaren kontrol-maila altuarekin erlazionatzen baitute (Groborz eta Nećka, 2003; Hommel et al., 2011).

### *H3-ren jabekuntza*

Hasteko, defini dezagun zertan datzan H3ren jabekuntza, eta, horretarako, Cenozen (2003) definizioetako bat ekarri dugu: “H3 ikasteak beretzat hartzen du berezkoa ez duen hizkuntza-jabekuntza, ikaslea jada beste bi hizkuntzen jabe delarik edo ikas-prozesuan dabilelarik” (71. or.). Elebitasunak hobari handiak ekar diezazkioke H3aren ikaskuntza-prozesuari, baina elebidun izateak ez ditu zuzen-zuzenean abantaila horiek bermatzen (Barac eta Bialystok 2012); aitzitik, elebitasunak hirugarren hizkuntza ikasteko zenbait eragileren aktibazioa eta sostengua ekar dezake, ele gehiago ezagutzearen abantailak aktibatzeke (Maluch eta Kempert, 2017). Eleaniztasunari buruz egindako zenbait ikerketa entzutetsuetan ondorioztatu zuten, hirugarren hizkuntza ikastea helburu, elebidunek oro har abantailak dituztela hirugarren hizkuntza ikasterakoan elebkarrekin alderatuz gero (Cenoz, 2013a; Cenoz eta Valencia, 1994; Lasagabaster, 2000; Safont, 2005; Sanz, 2000). Gainera, iradoki izan da eleaniztunak komunikatzaile hobeak direla esperientzia gehiago dutelako hizkuntzen kudeaketan, komunikazio zailtasunak gainditzeko iaioagoak direla (Dewaele et al., 2008).

Hizkuntza-jabekuntza: “Zenbat eta lehenago, orduan eta hobeto”. Pentsamendu horrek sustrai sakonak ditu euskal hezkuntzaren uste-sisteman (Arocena et al., 2015; Gorter eta Arocena, 2020), baita hemendik at ere (Portolés eta Martí, 2018). Hain zuzen ere, euskal hezkuntza-sisteman ingelesaren irakaskuntza goiztiarraren aldeko apustua egiten da, eta ordu-kopuru hori handitzen doa mailaz maila. Hizkuntza-jabekuntza adinari hertsiki lotua zaio: zenbat eta gazteago, orduan eta moldagarriago, plastikoago (Penfield eta Roberts, 1959). Ordura arte, ez zen hain ezaguna izango, garun plastizitatearen ideia hizkuntza-berreskurapenarekin lotura handiagoa baitzuen; edonola ere, bertan azpimarratuko da ikasle gazteek hizkuntzak ikasteko erraztasuna dutela. Bi adituen baieztapena Lenneberg-ek (1967) gizarteratuko zuen eta zabalduko; izan ere, argituko, berrindartuko eta lotuko ditu hizkuntzak ikasteko berezko gaitasunarekin, non adinak sekulako garrantzia baitauka

eta nerabezaroa kokatuko baitu adin-tarte kritikotzat: nerabezaroa izango da garunaren heldutasunean mugarri. Hori pasata, gradualki zailtzen joango da berezko hiztunaren pareko hizkuntza-jabekuntza erdiesteko aukera.

Oro har, eta borobiltzeko, esan daiteke H3ko ikasleek abantaila handiagoa dutela H2ko ikasleak baino, eta horiek hainbat modutan gauzatzen dira, hala nola, hizkuntza-ikaskuntzarako estrategia eraginkorragoetan, kontzientzia metalinguistiko sakonagoan eta komunikaziorako sentiberatasun finagoan (Cenoz eta Genesee, 1998; Jessner, 1999). Hala, baliteke kontzientzia metalinguistiko eta ikas-estrategia horiek izatea H3aren ikaskuntza-prozesua arrakastatsua izatearen giltzarri.

Elebidunek izan dezakete erraztasunik edota abantailarik H3a ikasterakoan; edonola ere, iaioetasuna ez da hedatua eta orokorra, aitzitik, soilik azaleratzen eta gauzatzen da egoera jakinetan (Maluch eta Kempert, 2017). Horren adibide argigarrietako bat izan liteke Cenoz eta Valenciak (1994) aspaldi emanikoa, alegia, ikasle elebidunek (bi hizkuntzak eskolan nahiz etxean, komunitatean, ikasiak) errazago barneratuko dutela hirugarren ele hori elebakarrek baino. Era berean, emaitza kontrajarriak ere badira, aurrekoen aurkikuntzak arbuiatzen dituztenak, esanez, ez dagoela bi hiztun-taldeen artean ezberdintasunik (Au-Yeung et al., 2015; van Gelderen et al., 2003). Bat ez etortzearen arrazoiak ugariak izan daitezke, eta egoera bakoitzak testuinguruan jartzea eta baloratzea eskatzen du (Maluch eta Kempert, 2017), horien artean hona zenbait adibide posible: elebiduntasuna etorkin-komunitateetan, ele bakoitzeko hizkuntza-maila, hizkuntza-jabekuntzaren nolakotasunak, hizkuntza-erabilerak, ezaugarri soziokulturalak, besteak beste. Edonola ere, bitxia da ohartzea zein gutxi erreparatzen zaion hizkuntzak ikasteko metodologiari; izan ere, oso ikertzaile gutxi dira irakas-metodologiak erkatu dituztenak H3aren ikaskuntzarekin, eta tesi-ikerketa honek nahi luke horren inguruan ekarpen xumerik egin.

Bogako literatura akademikoan, kontzientzia metalinguistikoak zeresan handia du H3a irakatsi eta ikasterako garaian. H3a ikasten ari diren ikasleek kontzientzia gara dezakete aurretiazko hizkuntza-ezagutza baliatu eta hizkuntza berriaren ikaskuntzarekin lotzen badute; izan ere, hirugarren elea ikasten dutenek objektu gisa har dezakete hizkuntza bera, abstrakziorako gaitasun handiagoa baitute eta objektu baten gisara hartu eta manipula baitezakete, hizkuntza-ikaskuntza eraginkorragoa bilakatzearen mesedetan

(Jessner, 2008a; Moore eta Gajo, 2009; Ransdell et al., 2006). Abstrakzioaz gaindi, elebidunek ere erakutsi dute elebakarrek baino prestutasun-maila gorenagoa dutela kognizioaren alor ez-linguistikoan (Bialystok eta Craik, 2010).

H3ko ikasleek esperientzia gehiago dute hizkuntzak ikasterakoan. Esperientzia horrek elebakarrei baino estrategia eta baliabide gehiago eta aberatsagoak ematen dizkie hizkuntza gehigarriak ikasteko (Cenoz, 2013b). Estrategia horien funtsa honakoetan datza: hizkuntza erabiltzeko prestutasuna, hizkuntzarekiko jarrera positiboagoa eta inputaren kalitatea eta aniztasuna lehenestea (Stafford, Sanz, eta Bowden, 2010). Halaber, klase barruan, ikasle eleanitzek ikasteko estrategia erabilgarriagoak maizago erabiltzen dituzte (Kemp, 2007); eta emaitzek iradokitzen dute zenbat eta hizkuntza gehiago ikasi, orduan eta estrategia eta lasterbide gehiago erabiltzen dituztela ikasle eleaniztunek hizkuntzak ikasterako garaian (Psaltou-Joycey eta Kantaridou, 2009). Hain zuzen ere, Focus on Multilingualism ereduan aipatu bezala, elebidunen hizkuntza- ezagutza abantaila handia eta mesedegarria da hirugarren hizkuntza ikasterako garaian. Berezitasunak berezitasun, ematen du badela ezberdintasunik ikasleak dakizkien bi ele horien jatorrian; hau da, dakizkien hizkuntzen eta ikasten ari den hizkuntzaren artean zenbat eta distantzia linguistiko txikiagoa, orduan eta eraginkorragoa ikaslearen hizkuntza-ezagutza H3 ikasterako garaian (Cenoz et al., 2001, 2017; De Angelis, 2007; Jarvis eta Pavlenko, 2008; Ringbom, 2007; Todeva eta Cenoz, 2009)

Elebidunek badakartzate H3ren jabekuntzarako baliabide-sorta, bai kognitiboak bai linguistikoak, non ele berriaren garapenean biziki lagun dezaketen (Barac, Bialystok, Castro, eta Sanchez, 2014); hain zuzen ere, nahiz eta distantzia liguistikoa existitu, H1 eta H2 gaitasun-maila handia dutenek abantaila esanguratsuak dituzte H3 ikasterako garaian (Cenoz, 2013). Edonola ere, ez dira elebitasun egoera guztiak berdin, eta argudio kontrajarriak daude horien onuren inguruan (Maluch eta Kempert, 2017); esaterako, litekeena da H3a ikastearen onurak ez ikustea etorkin-komunitateetan, non beren hizkuntza minorizatua eta alboraturik dagoen eta gizarteko bi hizkuntzak norgehiagoka (Cenoz, 2003, De Angelis, 2007; Sanz, 2012). Elkarren arteko lehia horretan, zenbaitetan hizkuntzen arteko distantzia presente izateko eragilea ere bada, modu batean ala bestean baldintza baitezake gainerako hizkuntzen ikaskuntza, prozesua zailtzeko ala errazteko;

halaber, jabekuntza-prozesuak zenbait fenomeno ikustaraz ditzake, esaterako, kode-alternantziak, hizkuntzen arteko eraginak eta kodeak nahastea.

Sarri-askotan entzun izan ohi da elebidunak erraztasun nabarmenak dituela H3 ikasterakoan, bada, ikusi dugunez egia izan daiteke, eleaniztunak hizkuntza ikasteko prozesua automatizatze gaitasun handiagoa baitauka (Barac eta Bialystok, 2012). Ezbairik gabe, haurren hizkuntza-garapenaren ezaugarriek eta horren testuinguruak berriazko garrantzia dute etorkizuneko kognizio- eta hizkuntza-hazkuntzan (Vygotsky, 2012). Hizkuntza-ikaskuntzaren prozesuan honako eragileak azpimarratuko dituzte, elebitasunaren garapenean giltzarri: linguistikoak, soziolinguistikoak, sozio-psikologikoak eta hezkuntzakoak (Cenoz eta Valencia, 1994; Hufeisen, 2010, Maluch eta Kemperten, 2017n aipatua)

Halaber, bi hizkuntzetako gaitasun-mailak, aurrez aipatutako garapen kognitibo eta linguistikoak ez ezik, hirugarren hizkuntzaren ikaskuntzan ere eragin positiboak izan ekar ditzake (Sanz, 2007). Ez hori bakarrik, aitzitik, hizkuntza-ikaskuntzaren ibilbideak molda ditzake hizkuntza-gaitasuna eta norberaren garapen metalinguistikoa areagotzeko (Thomas, 1988); era berean, ikaslearen H1ak eta H2ak lagun dezakete kontzientzia metalinguistikoan, H3ren hizkuntza-jabekuntzan iragarle fidagarrienetakoa izanik (Cenoz et al., 2001). Ikerketak ikerketa, aldi bereko elebidunak elebakarrekin konparatuak izan dira H3 (ingeleza) ikasterako garaian. Ikerketek topatu dute elebidunek aukera handiagoa dutela hizkuntzetan gaitasun-maila handiak erdiesteko, kontzientzia metalinguistiko areagotua lortzeko eta H3 aiseago ikasteko (Maluch eta Kempert, 2017). Maluch eta Kemperten lanean bi ikerketa dira hizpide, eta horien ezaugarriak azaltzen dituzte: Hesse, Göbel eta Hartigena (2008) eta Göbel, Rauch eta Vielufena (2011). Emaitzak argigarri dira: iradokitzen baitute aldibereko elebidunek, gainerako elebidun-mota nahiz elebakarren gainetik, erraztasunak dituztela H3a ikasterakoan; eta, ezin direla oraindik ziurtzat jo ondoz ondoko elebidunen eta elebakarren arteko ezberdintasunak. Ikerketa horien emaitzak ardatz harturik, Maluch eta Kempertek (2017) emaitzak islatu eta berrindartuko dituzte berenetan. Gainera, azken ikerketa horretan, hizkuntza-erabilerari ere erreparatuko diote. Korrelazio positiboa topatuko dute hizkuntza-alternantzia darabilten elebidunengan, abantaila nabariak izanik H3ren ikaskuntzan (Maluch eta Kempert, 2017). Horrek berrindartuko luke hizkuntza-alternantziak kitzikatzen eta trebatzen dituela

funtzio-betearazleak (Verreyt et al., 2016). Edonola ere, H2ren eta H3ren ikas-prozesuek amankomunean izango lituzkete ezaugarri esanguratsuak, eta ez litzateke aurreko hizkuntza-prozesuetatik larregi aldentzeko; egun, ez dago ebidentzia nahikorik H3 H2ren ikaskuntzaren prozesutik aldentzen dela ezeztatzeko edo baieztatzeko.

Oro har, elebiduntasun-motaren arabera ere badago ezberdintasunik; esaterako, aldibereko elebidunen eta ondoz ondoko elebidunen artean (Butler eta Hakuta 2004). Aldibereko-elebidunek bi hizkuntzen gaitasun-maila parekoak dituzten heinean, bi hizkuntza-sistema horietako ezagutza eta esperientzia luzeagoa probesteko aukera dute (Kalashnikova eta Mattock 2014). Are gehiago, aldibereko elebiduntasunak mesede egiten dio kognizio-funtzioen garapenari eta abilezia metalinguistikoari (Thomas-Sunesson et al., 2016).

Eleaniztasunaren inguruko atalarekin amaitu aurretik eta hizkuntzak irakasteko metodologiarenarekin hasi baino lehen, azken ideiarri helduko diogu. Eleaniztasuna bilatu eta dagoen tokietan probestu nahi bada, eleaniztasunaren diseinua eta ezarpena eskolatik eskolara oso ezberdina izan beharko da Euskal Herrian zehar, tokian tokiko errealitate soziolinguistikoa ezberdina baita, eta, ondorioz, hizkuntza-premia ezberdinak sortuko dira. Klase barruan sarturik, metodologia eleanitzak aplikatu beharko lirateke, euskarari ardazturik. Bi alternatiba nagusi daude eredu eleanitza aplikatzerakoan. Sokaren mutur batean, eredu klasiko eta frakzionala genuke: H3a irakasgai soil gisa hartu, eta hizkuntzak modu isolatuan irakastea, indibidualki, hiruren artean inolako hartu-emanik gabe; eta bestean, curriculumeko hiru hizkuntzak ardatz hartu eta hiruren arteko zubiak eraikiko dituen, eredu modernoago eta hizkuntzen arteko mugak malguagoak dituzten metodologiak, ikuspegiak eta pedagogiak (Cenoz, Hufeisen eta Jessner, 2001).



### 3. HIZKUNTZAK IRAKASTEKO METODOLOGIAK

Marko teorikoa lau ataletan banaturik, hirugarrenari ekingo diogu: hizkuntzak irakasteko metodologiei. Aurreko ataletako egitura jarraiturik, lehendabizi, metodologiak modu orokorrean ikusiko ditugu, labur-labur horien gaineko bistadiza emateko, tesiaren arretagune izanik metodologia eleanitzak eta hizkuntzak ikuspegi komunikatzailean oinarritutakoak.

Orotara, hiru azpiatalek osatzen dute honako hirugarren atala. Lehenik eta behin, hizkuntzak irakasteko metodologiaren sarrera gisa atzera begiratu eta erreposoa emango diogu iraganari. Bertan, ezaugarri esanguratsuenak bilduko ditugu adituen ahotan eta bilakaera azalduko dugu ahal bezain ulerkorren, metodoen, tekniken, printzipio metodologikoen eta ikuskeren inguruan zehaztapen laburrak emanik. Bigarren azpiatalean, teorietan oinarritutako irakas-metodologiei helduko diegu bi ikuspegi ezberdinetatik: alde batetik, hizkuntzaren teoriaren begietatik eta, bestetik, ikaskuntzaren teoriatik. Horietan metodologia esanguratsuenak bildu eta sailkatuko ditugu. Azkenik, hirugarren azpiatalean, eleanitzasunean irakasteko eredu eta metodologiak ekarriko ditugu, doktore-tesi honen bihotz diren metodologiak, hain zuzen ere. Izan ere, marko teorikoan azaltzen ari garen ikuspegi eleanitzaren habeetako bat izango dira hizkuntzen arteko muga malguagoak, komunikazio erreala eta hizkuntzen erabilera naturala eta eleanitza sustatzen dituzten metodologiak. Hizkuntzak irakasteko metodologietan murgildu aurretik, azpimarratu nahi da tesi honek, izaerari men, bi multzotan sailkatzen dituela metodologiak: ikuspuntu tradizionalakoak eta modernokoak. Sailkatze-lan hori egiteko, eskuarteko tesi-ikerketak Richards eta Rodgersen (2014) eredu jarraitu du, bertan zehazten direlarik ikuspegi bakoitzeko metodologia erabilienak eta eragin handikoenak.

#### 3.1. Hastapenak eta bilakaera

XV. mendean Humanismoan esnatu eta historia-korronte eta -testuinguruaren arabera garapena izan dute hizkuntzak irakasteko metodologiek, errealismotik pasata,

arrazionalismoa ondoren, ilustrazioa eta psikolinguistena jarraian. Historian zehar, bigarren elearen ikaskuntza garrantzitsua izan da motibo politiko eta pedagogikoengatik, nagusiki; izan ere, irakas-metodologiaren hastapenetan, ohartuko dira hizkuntzen irakaskuntza erabakigarri izango dela hizkuntza babestu nahiz hedatzeko, salerosketarako eta ideien hedapenerako (Sánchez, 2009).

Hizkuntza-irakaskuntzaren garrantziaz eta berrikuntza-beharraz ohartuko dira XX. mende-hasieran; izan ere, hizkuntza-irakaskuntzak iragan luzea izanagatik ere, ordura arteko ikuspegia askoz ere mugatuagoa eta zurrunagoa izan zen. Labur esatearren, berrikuntza metodologikoa ez zen arretagune izango XX. mendera arte, psikolinguistak hizkuntzak irakasteko metodologia onenaren bila lan nekazinean hasi arte.

Orduan, hogeigarren mende hasieran, hizkuntza-irakaskuntzaren dimentsioa handituko da, eta beste diziplinek jasotako ikuspegiak nahiz ekarpenak kontuan hartuko dira, hala nola, linguistika aplikatukoak, hizkuntzalaritzakoak eta psikologiakoak. Hala, alor bakoitzak, testuinguruaren ezaugarriekin batera (gizarte-, ekonomia- eta hezkuntza-mailarekin), ekarriko du hezkuntza-oinarri, prozedura, diseinu, ikuskera eta metodo anitzen ernatzea. Hasiko dira berariazko hausnarketa egiten hizkuntza-irakaskuntzen metodoetan, aintzat harturik *in crescendo* doan hizkuntzaren pertzeptzio anitzagoa, aberatsagoa, metodologiak eta ikuspegiak bata bestearen atzetik ugaltzen ari direlarik. Pentsa, hain izango da handia metodo berriekiko atxikimendua, ezen laurogeiko hamarkadaz geroztik “metodo-osteko aroa” ezizenez ezagutuko den; zehazki, galga emango zaio metodo berrietan hizkuntza-irakaskuntzaren soluzio bakarria bilatu nahi izateari, eta fokua jarriko zaie irakaskuntza- eta ikaskuntza-prozesuei. Hala, Brownek (1994) zintzoki azpimarratuko du hezkuntzaren bilakaera hori, metodoetatik haratago, pedagogiarekin eta testuinguruaren baldintzekin doitzeko etenik gabeko saiakera baita. Egun, globalizazioa dela kausa edo ondorio, H1ean alfabetatzeaz eta H2a ikasteaz haratago, arretagunea eleaniztasunean finkatzen hasi da, izan ere, gizartea ulertzen ari da eleaniztun izateak zer abantaila eskaini ditzakeen, nahiz eta hezkuntza-testuinguruan eleaniztasunaren erronkak sakoneko aldaketak eskatu (Hofer, 2017).

Historian izandako metodologiaren arteko norgehiagokan gehiegi sakondu gabe (eskuarteko lanaren helburua ez baita horren azalpen luzea ematea, baizik eta korrante horien logika barneratzea eta egungo hizkuntza-irakaskuntzaren eboluzioa ulertzea),

aitortu behar da hizkuntza-irakaskuntza etengabeko aldaketa- eta berrikuntza-prozesuetan murgildurik egon dela; orain, aldiz, galgari eman zaio iraganeko metodologia berriak sortzeko bulkadari, eta existitzen diren metodologiaren arteko hibridazioak eta testuinguruari egokitutakoak dira hedatuak. Halere, zinez zaila da metodologia horien guztien azterna osoa eta garbia hezkuntza-testuinguruan identifikatzea, hezkuntza-ideologia anitzen nahastura baitakar irakaslearen jardunak. Ataka honetan, testuinguruaren garrantzia goraiatzen du Lundberg (2019) bere ikerketa-emaitzetan; izan ere, irakasle metodologian eta jardunean honako faktoreen eragina identifikatu zuen: irakasle-komunitatearen usteena, eremu hurbileko testuinguruarena, kultura-identitatearena, hizkuntzen elkarbizitzarena eta orekarena. Irakas-metodologiek erronkak, zailtasunak eta buruhausteak sortarazten dizkiote irakasleari (Ball eta Lindsay, 2012; Cots, 2012; Lundberg, 2019).

Ikuspuntuak ez dira estatikoak izan; aitzitik, etengabeko eraldaketapean eta elkarrekiko eraginpean egin dute aurrera. Teoria eta praktikaren arteko tartea eta ulertzeko modu kontrajarriak beti izan dute jomuga bigarren hizkuntzako hiztunen ikaskuntza eraginkorragoa. Irakas-testuinguruak eta koiuntura historikoak arras ezberdinak izan dira, baita bigarren elea ikasteko motiboak ere. Zenbait gertakari ere eragin izan dute metodologietan, esaterako, gudek (Bigarren Mundu Gerrak, esaterako), migrazio-fluxu handiek, hizkuntzen nazioartekotzeak, hizkuntza-ekologiak, globalizazioak, Internetak, *lingua franca*ren gailentzeak, ekonomia-erronka berriak, hizkuntza gutxiagotuen berreskuratze-prozesuek. Erronkak erronka, irakaslearen metodologia-ezagutzak eta haren buruarekiko hizkuntza-gaitasunak eragin handia izan dezake metodologia baten edo beste baten alde egiteko unean (Lundberg, 2019). Ball eta Lindsay (2012) azpimarratu zuten arreta berezia eskatzen diela atzerriko hizkuntza irakasten diharduten irakasleei metodologia bat ala beste hautatzeak, ikaslea edo irakaslea protagonista nor izango den zehaztuko baitu, beste askoren artean. Egungo hizkuntza-irakaskuntzaren mamia ikasleak komunikatzeko gai bilakatzea da, testuinguru naturaletan erabiliko duten hizkuntza eta hizkera bermatzea (Sánchez, 2009).

Lehen bistadizoan kontrakoa iruditu arren, testuinguruak eta diziplinen arteko elkarreaginek bitartekari-lan amaiezinean dihardute hizkuntza-irakaskuntza metodoak

zein printzipioak elkarlotzen, doitzen eta jardun bidez gauzatzen. Ondorengo lerroetan, metodoen, tekniken, printzipioen eta ikuskera bakoitzaren inguruan mintzatuko gara.

#### 3.1.1. Metodoak, teknikak, printzipioak eta ikuskerak

Metodo hitzaren adierak bidearen metaforarekin egiten du bat, helburu jakina erdiesteko bitartekoa baita. Sanchezen (2009) aburuz, edozein ekintza hezitzailek behar du metodoa, eta bat edo beste aukeratzeak testuinguruarekin eragin zuzena du, berau lortzeko prozesua zaildu ala erraztuko baitu. Are gehiago, haren ustez, metodoaren bitartez irakaslearen usteak eta teoriak frogatzen dira, jardun zehatzetan gauatzeko nahiz horiek moldatzeko.

Lehen esan bezala, akademia-testuinguruan irakas-metodo bikainaren bilaketa sakonetan diharduko dute, XX. mende hasieratik laurogeigarren hamarkada bitarte. Bilaketa-lan horren helbururik behinena izango da metodo ideala diseinatzea, eskola-testuinguru handietara heda litekeena, ikaskuntza-eremua paregabeak lortuko lituzkeena (Brown, 2002). Brownek (1994) nahiago du *pedagogia* adiera erabili, *metodo* hitza baino; lehenengoak iradokitzen baitu irakas- eta ikas-prozesuaren hartu-eman dinamikoa, eta bigarrenak, aldiz, ikuspegi askoz ere estatikoagoa eta zurrunagoa (Richards eta Renandya, 2002). Hizkuntza-irakaskuntzaren historian zehar, betiko nahia izan da prozesu hori eraginkorragoa egitea; hori lortzeko biderik ohikoena metodo-aldaketa nahiz -doikuntza izanik (Richards eta Rodgers, 2014). Metodoen sorrera-motiboak oso lotuta daude testuinguruarekin eta hizkuntzaren lau zutabeen artean zein lehenesten edota balioesten den gehien (izan entzumena, idazmena, ahozotasuna, irakurmena); horrek ezinbestean eragiten du hizkuntza-irakaskuntzaren printzipioetan nahiz metodoan (Richards eta Rodgers, 2014). Egun, hizkuntzak eta edukiak irakasteko metodo onenen bilaketak jarraitzen du erdigune izaten: nola hobetu ikaslearen ikaskuntza-prozesua eta ikaskuntzaren aplikagarritasuna eskola kanpoko errealitatean? Lehenik, Anthony-ren (1963) ekarpen zaharra ekarri behar dugu akordura, bera izango baita metodoa ondorengo hiru kategorietan zehurki antolatzen eta hierarkizatzen lehena: bat, printzipioa; bi, metodoa; hiru, teknika. Bakoitzari hurrenez hurren helduko diogu: lehenik, printzipioari. Hizkuntzarekin, ikaskuntzarekin eta irakaskuntzaren ezaugarriekin lotutako uste-sistema osoari deritzo; bigarrenik, zer da metodoa? Labur,

printzipioari erantzuteko ekinbide teorikoa litzateke, hizkuntza-ikaskuntza ahalbidetzeko plana edo bidea; hirugarrenik, teknika: metodoaren filosofiarekin jarraiki datozen ariketa-eta jarduera-multzoa litzateke, irakas-jardunen egikaritzea, printzipioarekin bat datorrena eta helburua eskuratzea ahalbidetu behar duena (Brown, 2002). Hizkuntzen irakaskuntzaren beste idealizazioa aurkeztuko du Mackeyk (1965), Anthonyrenarekin (1963) batera mugari izango direnak hirurogeigarren hamarkadan; zehazki, haren hizkuntza-irakaskuntzaren proposamena bi adarretan banatzen da: metodoan eta teknikan. Metodoaren azpimultzo gisara, adituaren aburuz, honakoak leudeke: hautapena, gradazioa, aurkezpena eta errepikapena (Mackey, 1965). Proposamenak proposamen, harremana dute elkarren artean, eta horien ikuskerak makina bat metodo erna ditzake, hizkuntza-ikaskuntza ulertzeko eta horri ekiteko bezainbat bide (Richards eta Rodgers, 2014)

Aurreko bi ereduetatik tiraka, hainbat hutsune argi aipa genitzake. Anthonyrenak (1963) ez dio metodoaren izaerari leku nahikorik uzten, nahiz eta bere alde dituen sinpletasuna eta ulerterraztasuna. Esaterako, ez ditu ikaslearen eta irakaslearen rola mugatzen ezta argitzen ere metodoaren baitan printzipioa nola gauzatuko litzatekeen. Mackey (1965), aldiz, ikasliburuen printzipio-jarraibideekin tematuko da. Haren ereduak ez du neurtuko ikuspuntuarekiko hurbiltasuna ez ikasleen jarrera; azken finean, ezin da iturri ziur eta bakartzat hartu metodoen eta printzipioen analisirako. Ikuspegi kritikotik, bi arazo nagusi egotzen dizkio Brownek (1994) metodoen izaerari, aurreko bi ereduatan akaso identifika ditzakeena irakurleak: alde batetik, azpimarratzen du horien sorleku eta gainjartzea goitik beherakoa dela, orokorregia, akademiaren ikuspuntukoa, ikaslearen errealitatea kontuan hartzen ez duena, gainjartzailea eta izaera iragankorrekoa; bestetik, dio ikaskuntza-irakaskuntza prozesuko elementu gehientsuenak alboratzen dituela eta gutxi batzuk soilik hartzen dituela kontuan.

Ondorio-bidetik, Richards eta Rodgersen (2014) eredu-proposamena topa genezake; moldaketak moldaketa, Anthonyren (1963) egitasmotik gertuago kokatzen dena. Lehenik eta behin, metodoaren eta teknikaren arteko mugariak sendotu nahi ditu, azalpen zehatzagoa emanez kontzeptuoi. Metodoak barnebilduko ditu ikuskera, diseinua eta prozedura, Anthonyren (1963) aurreko terminoak birbataiatu eta horietan sakondu eta zehazteko. Hortaz, arlo bakoitza azaldu aurretik, hitz bitan laburbilduko dugu Richards eta

Rodgersek (2014) proposaturiko eredua. Metodoa izanik goiburua, bat datorren ikuskera teorikora egokituko da, egituraketa diseinu propioan oinarriturik. Ondorengo lerroak baliatuko ditugu Richards eta Rodgersen (2014) eredua, labur eta sintetikoki, beste autoreen ekarpenak txertatu eta denak ezagutu ahal izateko (22-40. orr.).

### 3.2. Teorietan oinarritutako irakas-metodologiaren proposamena

Hizkuntza-ikaskuntzari eta haren izaerari buruzko teoria multzoen eta pentsamendukorronteen egituraketa teorikoari dagokio. Horietan finkatzen dira irakas-jardunak eta hizkuntzak irakasteko printzipioak; beste hitzetan, pedagogia-pentsamendu horrek zehazten ditu metodoak erabiltzeko filosofia eta uste-sistemak. Ikuspegiaren baitan, ondorengo bi azpimultzoak daude: hizkuntzaren teoria eta ikaskuntzaren teoria. Nahiz eta biak bereizita aurkeztu, biek osotasuna osatzen dute.

#### 3.2.1. Hizkuntzaren teoria

Hizkuntza konplexutasun handiko adiera da, dimentsio anitz eta iturri askotik edaten du, hala nola, linguistikatik, literaturatik, psikologiatik, antropologiatik eta soziologiatik. Beraz, alor batean oinarrituko bagina, fenomenoaren definizio partziala lortuko genuke. Ulertzeko era zuzenagoa izateko, espezialitate bakoitzaren ikusmoldea kontuan hartzeak eta ulertzeak definizio osoagoa eraikitzea ekarriko du. Historian zehar, diziplina bakoitzak bere talaiatik begiratu die hizkuntzari, haren teoriei, marko eta erduei; horien artean esanguratsuenak izan dira: kognizio-eredua, egitura-eredua, funtzio-eredua, interakzio-eredua, eredu soziokulturala, genero-eredua eta eredu lexikala. Zerrendatu berri ditugun eredu horiek guztiak azalduko ditugu, ahal bezain labur, historian zehar egindako eraginak behagarriak izan baitira hizkuntza-irakaskuntzen metodo eta ikuspuntuetan. Ereduen azalpenekin hasi aurretik, gogoan izan ereduaren kokatuko ditugun metodoak ez direla soilik eredu bakarrean kokatzen; hots, ez direla ehuneko ehun aipatutako ereduaren soilik, beste zenbait eredu eraginda sorturikoak izan daitezkeela edo hainbat ereduaren nahasketaren ondorio.

*Kognizio-eredua*

Kognizio bidez ulertzeak pentsamenduaren ezaugarriak egozten dizkio hizkuntzari. Kognitibismoak bere hartzen ditu honako ezaugarri orokorrak (Atkinson, 2011): lehenengoa, garunak ordenagailuaren funtzioa dauka, inputa jaso, prozesatu eta outputa sortu; bigarrena, ordezkartzarako gaitasuna da, kanpoko eragileak barneratzen ditu hark sortuak bailiran, bere baitan gordetzeko; hirugarrena, ezagutza abstrakturako jabetzaren gisakoa da ikaskuntza. Hiru horiek bateratuta, adituaren aburuz, hizkuntza litzateke ezagutza abstraktuaren jabetze-prozesua, adimena edo kognizioa izanik prozesua bideratuko luketenak.

Kognitibismoaren aitapontekoetako bat Chomsky eta haren Gramatika Unibertsalaren Teoria (GU) izango litzateke (1957. urtean Syntactic Structures liburuaz geroztik ideia etengabe garatzen diharduena). Kognizio bidezko hizkuntza-ikuspegia 1980. urtean garatua izango zuen, eta horren arabera, teorian, berezkoa izango genukeen gizakiok gramatikarako gaitasuna, edozein hizkuntza ikastea ahalbidetzen diguna. Honako hizkuntza-ikuspegiaren lehen metodoa **Gramatika-itzulpen-metodoa** har genezake; izan ere, ikaslearen helburuzko hizkuntza ikastea ahalbidetuko luke, hizkuntza-arauen abstrakzio bidez, gramatikaren lanketarekin eta itzulpenetan oinarritutako ariketen bitartez. Era berean, 60. hamarkadako **Kognizio-kodeak** ere gramatikan oinarrituko du bere jarduna, itzulpen-metodoaren gisara; hizkuntza ikasteak gramatika luke erdigune, hizkuntzaren erabilera eta jardun erreala helburu. Beste metodoen artean, ezagunenetakoa **Metodo Isila** (*Silent Way*) izango genuke, kognizioaren ezaugarriekin lotura estu-estukoa.

#### *Egitura-eredua*

Hizkuntza irakasterako garaian ezin da hierarkizaziorik gabe jardun. Horrenbestez, hizkuntzak sistemaren rola hartzen du, non elementuak eta adierak sistematizaturik datozen eta erlazionatuta dauden elkarrekin. Xedetzat hartuko dira hizkuntza-sistemaren elementuak, hala nola, gramatika-unitateak, fonologia-unitateak, gramatika-operazioak eta lexiko-unitateak. Besteak beste, ondorengo hiru metodoak gailentzen dira: **Metodo Audiolinguala**, **Ahozko Metodoa** (Egoera-metodoa) eta **Erantzun Fisiko Osoa** (*Total Physical Response*).

#### *Funtzio-eredua*

Trantsizioko ereduak izango da, bigarren mailako esangura ezberdinak jasoko dituen; edonola ere, haren zeregin nagusia hizkuntzaren adierazgarritasuna eta egiazko egoeretik atxikimendua izango da. Funtzio-ereduetan oinarrituta badago, komunikazio-gaitasunarekin hertsiki lotua egongo da, komunikazio-egoerei zuzen eta egoki erantzutearren. **Gaitasunetan Oinarritutako Hizkuntza-Ikaskuntza** esanguran eta komunikazioan fokatu da. Eta aurreko ereduaren kontrara, ez da oinarritzen hizkuntzaren gramatika eta egitura.

#### *Interakzio-eredua*

Adierak berak aditzera ematen duen moduan, hizpide du taldearen elkartrukea; hots, pertsonen arteko harremanak eta sozializazioak hizkuntza dute sorburu eta abiarazle. Hizkuntza sortzeko eta erlazionatzeko lanabes teoriko gorena da. Metodologiek "interakzio" adiera erdigune izango dute bigarren hizkuntzaren ikasteko teorietan, ardura izanik ikasleek hizkuntza-praktika erreala. Ereduaren iturritik edango dute **CLILek** eta **Zereginetan Oinarritutako Hizkuntza-Irakaskuntzak**, esaterako.

#### *Eredu soziokulturala*

Teoria soziokulturalak hizkuntza dauka komunikazio lanabes, eta, hori ahalbidetzeko, testuinguru soziala litzateke giltzarri. Sakon-sakonean, ezagutza giza interakzio bidez eraikitzen da, eta horretan islatuko litzuke ikaslearen kultura, ohiturak, usteak eta giza ekintzen nolakotasunak. Eredu soziokulturalaren eragina dute honako metodologiek: **Zereginetan Oinarritutako Hizkuntza-Irakaskuntzak**, **Edukietan Oinarritutako Irakaskuntzak** eta **Kooperazio Hizkuntza-Ikaskuntzak**.

#### *Genero-eredua*

Genero hitzarekin, hizkuntza-arauen erabilerari egiten dio erreferentzia, giza ekintza oro kontuan harturik, literatura, medikuntza, enpresakoak. Hizkuntzaren idatzizko alderdia, esaterako, hainbat generotan gauza daitezke: narrazio, deskripzio eta azalpenen bitartez, besteak beste. Egoki laburbilduko ditu Feez-ek (1998) ereduaren ezaugarri aipagarriak. Adituarentzat, hizkuntza esangurak sortzeko baliabidea da, eta sistema horren funtzionamendua azpisistemen elkarreaginean oinarrituko litzateke. Hain zuzen ere,



hizkuntza-erabiltzaileek testua darabilte esangurak sortu ahal izateko, eta hori posible da hizkuntzaren azpisisistema martxan jarri direlako; hain zuzen ere, testuinguru sozialak eragingo du testuon izaeran, eta testuinguruak baldintzatuko du erabiltzaileen produkzioa. Generoaren ikuspegia eta testugintzarena tarteko, ondorengo metodoak azpimarra genitzake: **CLIL** eta **Edukietan Oinarritutako Ikaskuntza**.

#### *Eredu lexikala*

Egitura oso bat da gramatika, zeinetan elkarren artean erlazionaturik dauden osagai guztiak (O'Keefe, McCarthy, eta Carter, 2007; Schmitt, Dörnyei, Adolphs, eta Durow, 2004). Horregatik, ereduak esaldiei eta hitz-taldeei erreparatzen die, gramatikaren barne-egitura azpimarraturik. Gramatika-gaitasunetan oinarritzen da, hiztegiaren eta hizkuntza-arauetan. Ereduak hizkuntzaren egiturari ematen dio garrantzia honako metodoetan eragina izanik: **Ikuspegi lexikalean**, **Edukietan Oinarritutako Ikaskuntza** eta **CLIL**en.

#### **3.2.2. Ikaskuntzaren teoria**

Hizkuntzaren izaeraren teoriatik edaten du metodoak; alabaina, ez du helduleku bakar. Hizkuntza-irakaskuntzarako metodologia bakoitzak teoria jakina izango du. Teoria horiek aintzat hartuko dituzte bigarren hizkuntzaren ikaskuntza diharduten zenbait faktore, horien artean, norbanakoarenak, pertsonen artekoak, kognitiboak eta sozialak. Nola ikasten du ikasleak bigarren hizkuntza? Ze teoria egokitzen da hobekien eta zeinek balio dio ikasleari gehien? Itau horien ingurumarian erdituko dira teoriak eta metodologiak. Horien artean, honakoak izango ditugu aipagai: konduktismoa, ikuspegi kognitiboa, sortze-eraikitze hipotesia, eta egungo teoria eleanitzak.

#### *Konduktismoa*

Giza jarrera erdigunea da, hau da, ikaskuntza-prozesua estimuluen menpe dago (Skinner, 1938; Thorndike, 1905; Watson, 1913; Wundt, 1907). Gainera, ekintza horien erantzunak indargarri badira, are gehiago estimulatuko eta hauspotuko dituzte jarrera horiek. Ikaskuntzaren printzipio nagusietakoa errepikapenean dago, ohitura-sortzean eta jarreraren errefortzu-estimulazioan. Beraz, akatsak egitea ez da seinale positiboa izango; aitzitik, ahal bezainbeste murriztu beharko da, eta desagerrarazi. Konduktismotik

**Gramatika-itzulpen metodoa**, **Metodo zuzena** eta **Metodo Audiolinguala** erantuko dira (Budiman, 2017), honakoetan oinarritzen baitira: ikaslearen gaitasun pasiboak berariaz lantzean, sekuentziario zorrotz-errepikakorrean, erroreari jaramonik ez egitean, memorizazio bidez ikastea eta ikaslearen ama-hizkuntza alboratzean.

#### *Ikuspegi kognitiboa*

Skinneren Konduktismoari kontrajarriko zaio Ikuspegi kognitiboaren teoria. Hizkuntza-ikaskuntza kognizio-prozesutzat hartuko du, errepikapen hutsa baino gehiago. Hala, hiru zimendu nagusi izango ditu 1960an sortutako ikuspegi berriak: dedukzio bidezko ikaskuntza, indukziozkoa eta esperimentazio esanguratsuarena (Ausubel, 1960, 1963; Bloom, 1956; Bruner, 1966; Piaget, 1936). Gramatika-arauak aurretiaz irakasten zaizkio ikasleari, ondoren aplikatzeko. Ikaskuntzaren dimentsioak hedatu eta sakonduko dira, adimenaren trebakuntzarekin lotu eta buru-ariketatzat hartu. Metodoak metodo, **Araoetan oinarritutako ikaskuntza**, **Egoera metodoa** eta **Proiektu bidezko ikaskuntza** lirateke azpimarragarrienak (Suharno, 2010).

#### *Eraikitze hipotesia*

Egun, H2, H3 eta hizkuntza gehiagorengan nabari da haren eragina. Sortze-eraikitze hipotesiaren baitan, ikaskuntza ez da soilik inputa jasotzea, askoz ere konplexuagoa da. Bigarren hizkuntza ikasten ari direnak etengabea ari dira beren hizkuntza eraikitzen eta ikas-prozesuarekin jarraitzen. Ikaskuntza-teoriak, eraikitze-lan horretan, erroreak ikas-prozesuaren frogatzat hartuko ditu, oztopo eta ekidin beharreko interferentzia bainoago. Ereduak eredu, **Atzetan Oinarritutako ikuspegiak**, **Komunikazio-ikuspegiak**, **CLILek** eta **Translanguagingek** ezaugarri horiek besarkatuko dituzte, eta ekarpen are esanguratsuagoak egingo; izan ere, ikaskuntzaren arreta guztia horretara bideratuko da, komunikaziora, alegia. Hortaz, bigarren mailan egongo da gramatika-zuzentasunaren garrantzia. Gurera ekarrita, joera hedatuena da ikasleak D eremuan murgiltzea (euskararen murgiltze-eredua) eta atzerriko hizkuntza CLIL erabiliaz irakastea; konbinazio horrek emankorragoa dirudi hizkuntza-maila areagotzeko, badirudi-eta CLIL metodologiarekin dauden ikasleei mesede egiten diela hizkuntza-gaitasunak trebatzerakoan (San Isidro eta Lasagabaster, 2018).

Aurreko eredu estrukturalistek eta metodologia audiolingualak sekulako ekarpena egin zioten garai hartan hizkuntzen irakaskuntzari; edonola ere, ereduak ez zen gai izan komunikazio-ereduek mahai gainean jarritako erronkei heltzeko: ikasleak klase barnean nahiz kanpoan komunikatzeko gai izateari (Sánchez, 2009). Berdintsu gertatu zen aurreko ereduak proposatutako errepikapenean oinarritutako jarduerekin, komunikazio-ereduak soilik ulertzen baitzuen hizkuntza-ikaskuntza zerbait konplexu gisa eta eragile askoren menpeko zela, ez zela oinarritzen imitazio hutsean ez eta jarreraren errefortzua soilean. Esaterako, hizkuntzak aintzat hartu eta eleaniztasunean oinarritutako ereduaren artean, Translanguaging izango genuke, berritzailea izanik haren hizkuntza-ikuspegia, hainbat adarrek (linguistikak, psikologiak, soziologiak, eta bestek) ezarritako hizkuntzen arteko mugetatik haratago doana eta eleak elkarren artean konektatutako sistema konplexu gisa hartzen dituen ikaslearen garunean (Wei, 2018). Ondorengo atalak azalpen sakonagoak emango ditu eleaniztasunean irakasteko eredu eta metodologiaren inguruan.

### **3.3.Eleaniztasunean irakasteko eredu eta metodologiak**

Aurreko azalpen teorikoak ardatz harturik, oraingoan, eleaniztasunean hizkuntzak irakasteko metodologia berritzaileak izango ditugu jomugan, arreta berezia jarritik Translanguaging pedagogian, eleaniztasunean aditu diren ekarpen eta iradokizunetan. Hasteko, Translanguaging pedagogiari buruz mintzatuko gara. Ez dugu aurreko atalean idatzitakoa berriz ere errepikatuko (ikus eredu eta teoria eleanitzak atala). Labur esateko, translanguaging pedagogiari buruz hitz egiten dugun oro, jakin behar dugu hizkuntzak eleaniztasunaren barne modu integratuan ulertzen dituen ereduari buruz mintzatzen ari garela. Bertan, eleaniztun bakoitza gorputz soziala izaki, haren baitan dauden hizkuntza guztiek hizkuntza-sistema bakarra osatzen dutelarik (Cenoz eta Gorter, 2017; García, 2009; Garcia eta Woodley, 2012; MacSwan, 2017; Otheguy et al., 2015; Wei, 2018). Aipatutako adituek hizkuntzen ikuspegia eguneratu, hizkuntza-ikaskuntza tradizionalarekin hautsi eta hizkuntzen integrazioa goiburua duen hizkuntza-erakuntza soiletik haratago doan prozesutzat dute.

Translanguagingaren erroak galestarrak dira, eta eredu pedagogikoa eraginkorra suertatu da ikaslearen ama-hizkuntza eta eskola-hizkuntza ezberdinak izan direnean; izan

ere, ereduak bertute du ikas- eta irakas-prozesua ikaslearen komunikatzeko nahiaren inguruan antolatzeko, hizkuntza-ezagutza eleanitza lanabes (Wei, 2018). Ikuspegi eleaniztuna izateak adierazi nahi du hiztunaren izaera eleanitza, unibertsala eta integratua dela, diziplina ororen emaitza (MacSwan, 2017). Ikuspegi eleanitzaren bitartez hizkuntzak ikasteak zera esan nahi du: eleaniztun bilakatzea, eleaniztunaren ezaugarri guztiekin, eta ez elebakarraren mailako hiztun berria sortzea haren bigarren, hirugarren edo laugarren hizkuntzan (Wei, 2018). Sakonago ulertze aldera, Weik (2018) honako ezaugarriak eranstean dizkio translanguagingaren jardun sozial eta arinari: batetik, hizkuntzak ikasteko jardun eraldatzailea, ikaslearen kognizioan eta egitura sozialetan ardatzen baita; bestetik, diziplinen arteko emari aberatsa eta hizkuntzaren beraren birkontzeptualizazioa, hizkuntzak linguistika, psikologia, soziologia eta hezkuntzaren artean zubiak eraikirik ikasten baitira. Translanguaging ereduak hezkuntzaren praktika heteroglosikoak indartzen ditu eta, atzera, monoglosikoak ezbaian jartzen. Eleak modu isolatuan irakatsi beharrean, hizkuntzen ikuspegi malgu eta integratzaileekin hobestea (De Korne, 2012).

Jardun monoglosikoetatik aldendu eta heteroglosikoetara hurbiltzea aldaketa sakona eskatzea da, eta mugari eleanitzetara hurbiltzeak halabeharrez eskatzen du irakasle-usteak egokitzea eta irakas-jardun eraginkorren bitartez horiek gauzatzea (Haukås, 2016). Izan ere, adituaren aburuz, egitekoa sinplea da: irakasleak eredu eleaniztunetan trebatu behar dira, ondoren, ikasleek jardun eleanitzen bitartez hizkuntzak ikas ditzaten. Haukåsen (2016) lanean aipaturiko Neunerren (2009) iker-lanak honako hiru baldintza zehaztu zituen hezkuntzak eredu eleaniztunean irakasteko: lehenengoa, eredu eleaniztunera aldatzeak eraginkortasunera eta motibaziora gerturatuko dituela sinestaraztea; bigarrena, irakasleen gutxieneko trebatze-maila bermatzea; hirugarrena, irakasleari erraztasunak bermatzea, besteak beste, materiala eskuragarri izaten. Formazioaren beharra handia da irakasleen artean, eta Lundbergen (2019) ikerketa-emaitzen harira, badirudi atzerriko hizkuntza irakasten diharduten irakasleak trebatuagoak direla jardun eleanitzak martxan jartzerako orduan, adibidez, ikaslearen hizkuntza-ezagutza baliatzea H3 ikasteko; hala eta guztiz ere, adituak eleaniztasunean oinarritutako formazioa jasotzeko deia zabaltzen du, eta ez soilik atzerriko hizkuntzako

irakasleei eskaintzea. Gaur-gaurkoz, hizkuntza-irakasleek arreta eta denbora urriegi eskaintzen diete kontzientzia eleaniztunei eta jardun eleanitzei.

Hain zuzen ere, Cenoz ikerlari eta aditu euskaldunak, zeinak euskara hizkuntza gutxiagotu gisa ikertzen duen hezkuntza-esparruan, azpimarratzen du jardun eta ikuspegi monoglosikoak erabilgarriak izan direla iraganean, hizkuntza-isolamendua eta -bereizketa arrakastatsuak izan direla ikasgelak homogeneousak zirenean; orain, aldiz, ikuspegi eleanitza bultzatzen du, ikasgela berean hainbat ama-hizkuntza dagoelako eta kurrikuluak hiru hizkuntzen ikaskuntza jomuga duelako: euskara, espainola eta ingelesa (Cenoz, 2011); era berean, ikuspegi hori ez du irakas-hizkuntzara mugatzen eta hizkuntza-politika nahiz ebaluazioetan aldarrikatzen du ikusmolde eleanitzaren beharra, tradizioa gaurkotzeko egun dugun mundu globalizatuan (Gorter eta Cenoz, 2017).

Iraganari begira, esan daiteke gaur egun oinarri modernoak duten metodologiak komunikazio-ikuspegitik ernatu zirela. Komunikazio-ikuspegia irakas-jardunaren eredurik garrantzitsuenetakoa izan da azken hamarkadotan. Eredua ulertzeko erak oso anitzak eta ezberdinak izanik, oso ikerketa gutxi dago irakasleek zer uste duten komunikazio-ikuspegiari buruz eta nola garatzen diren haien jardunak ereduaren inguruan (Woods eta Çakır, 2011).

Kezka horren jabe, Guarda eta Helm-en (2017) ikerketa ekarriko dugu. Haien ikerketan, Italia iparraldeko unibertsitate batean, unibertsitate-irakasleen irakas-hizkuntzan aldaketak behartu zituzten, zehazki, berrikuntza eta hausnarketa metodologikoak behatu zituzten eta sortarazitako gorabeherak. Emaitzek adierazi zuten, hizkuntza-aldaketak suposatzen zuen erronka linguistikoak hausnarketa ekarri zuen irakasle horien norbanako jardunean, bide batez, ikasleen beharrak identifikatu eta aseko zituzten jarduerak antolatzeko. Oro har, emaitzek iradokitzen dute irakasleen garapena babestu eta elikatuko duten guneak sortzeko beharra zegoela, horietan helburu izanik haien jardunaren hausnarketa eta eleaniztasunean hezteak. Hain zuzen ere, ikerketan zehar praktika eleanitzei buruzko saioak jaso zituzten irakasleek, haien irakas-jardunean eragin positiboa izanik. Ondorioek azpimarratzen dute irakasleek biziki behar dutela komunitatearen beharra eta babesa, gune bat sortu beren jardunari buruz hausnartzeko eta ikasleen beharrak detektatzeko.

Esaterako, komunikazio-ikuspegiak irakas-hizkuntza ahal bezainbeste erabiltzea bultzatzen du, ariketa errealean bitartez hizkuntza ikastea. Cumminsek (2007) aldiz, bigarren eta hirugarren hizkuntza irakasterakoan, ikasleek ezagutzen dituzten hizkuntzetara itzulpenak egiteko aukera baliatzea azpimarratzen du: batetik, hizkuntza-ikuspegiaren katalizatzaile izan daitekeelako, hizkuntza berria ikaslearen hizkuntza-egagutzarekin elkarlotu eta hiztun eleaniztunen ereduetan aniztasuna sorrarazten duelako. Era berean, gomendio-sorta bidaltzen die irakasleei: hizkuntza berria ikasleek dakizkizten hitz eta esaera errokideekin lotzea, ahal den heinean materiala elebiduntzea (itzultzea) eta irakas-hizkuntzan trebeak diren beste ikasleekin harremanak sortzea, teknologiak eta bide tradizionalak baliaturik.

Sanchezek (2009) haren ikerlanean dio ez dela bikaintasun metodologikorik inon, baizik eta metodo, teoria eta ikuspegien arteko konbinazio, elkarrizketa eta egokitze ugari hizkuntzak ikasterakoan arrakastatsuak gerta daitezkeenak. Edonola ere, adituak azpimarratzen du, irakas-metodo idealarengatik galdetuko baliote, hark komunikazio-ikuspegiak aukeratuko lukeela, metodologiak duen hizkuntza-ikuspegiagatik eta ematen dituen aukerengatik; izan ere, metodologiaren ezaugarriak direla-eta, irakas-jardun osoagoak eman daitezkeela dio, komunikazioan oinarritutako jardunak antolatu eta ikaslearen beharrezanetara egokitu, ikaslearen H2ko eta H3ko gaitasuna modu eraginkor, natural eta komunikatzailea erdiesteko. Hark komunikazio-ikuspegiaren ikuspegi teorikoa interakzio sozial soziokonstruktibistan kokatzen du. Beste zenbait ikerlarik (Aguilar eta Rosa Rodríguez, 2012; Coyle et al., 2010), komunikazio-ikuspegiaren oinarriturik, CLILen alde egiten dute, edukia eta hizkuntza biak batera landu eta garatzeko aukera aparta ematen baitu kudeaketa onaren bitartez, izaera sinbiotikoa baitauka.

Aurretiaz, hirugarren atalean bildu eta azaldutako ikerketek erakutsi bezala, irakas-usteak eragin handikoak izan daitezke eta irakas-jarduna baldintza dezakete. Lundbergen ikerketak (2018) Lehenengo Hezkuntzako irakasleen eta ikasleen eleaniztasun-usteak aztertu ditu. Bertan, azpimarratzen du, irakas-jardunari begira: alde nabarmena dagoela metodologia tradizionala darabilten irakasleen usteen eta modernoagoa erabiltzen duten irakasleenen artean, uste modernoak jardun modernoagoak baitakartza. Eta adituak metodologia anitzen nahiz berritzaileen alde egiteko apustua aldarrikatzen du ikerlanaren hondarrean. Aipamen berezia egiten dio translanguaging pedagogiari,

literaturak islatzen baitu gero eta onarpen-maila handiagoa jasotzen duela ereduak. Haren ustez, ezinbestekoa da irakasleen metodologia-usteak eleaniztasunaren aldekoak ote diren jakitea, izan ere, horrek baldintzatuko lituzke etorkizuneko hezkuntza alorreko erronkak. Gure tesi-ikerketak hipotesi berekoa da, ezein proposamen pedagogikok edo eskuhartzek ezinbesteko duela irakasleen usteak zehaztea. Uste berritzaile eta tradizionalen artean, Angelisen ikerketak argi-printzak eskaintzen dizkio irakurleari (2011a). Haren emaitzek azpimarratzen dute atzerriko hizkuntza-irakasleek hizkuntza-kontzientzia handiagoa garatzen dutela eta, hortaz, aurrerazaleagoak izan daitezkeela hizkuntzak irakasteko metodologia berritzaileagoak aplikatzeko.

Bukatzeko, beste ikerlari batzuk ere translanguaging pedagogia dute hizkuntzak irakasteko biderik emankorrena (Cenoz eta Gorter, 2017), bereziki, hizkuntza gutxiagotua testuinguru eleaniztunaren ezaugarri denean. Haiek *translanguaging jasangarria* deritzote, hizkuntza gutxiagotuari eta testuinguruari egokitutako metodologia izaki, hizkuntza babesteko eta garatzeko estrategiari. Iraganean arrakastatsuak izandako ekintzak berrantolatuko lirateke, hizkuntza gutxiagotua translanguaging bitartez integratu eta irakatsiko litzateke honako jomugak dituelarik: lehenik, hizkuntza gutxiagotuaren erabilera bermatuko duen arnagunea sortzea; bigarrenik, translanguaginga bai, baina hizkuntza gutxiagotuaren bitartez komunikatzeko beharra sustatzeko; hirugarrenik, hizkuntza-ezagutza baliaturik, hiztun eleanitzaren kontzientzia metalinguistikoan sakontzea eta ikaslearen hizkuntza-kontzientzia areagotzea; laugarrenik, bat-bateko translanguaging naturala irakas-jardunean integratzea.

De Korneren (2012) ikerketa-emaitzek diote, praktika heteroglosikoak martxan jarri nahi baldin badira ere eta hizkuntzen artean zubiak eraiki, sakonean kasik ezinezkoa dela eragin monoglosikotik aldentzea, halako ideologia eta pedagogiak oso present baitaude irakasle on uste-sisteman. Eta etorkizunari begira, zinez garrantzitsua izango da irakasle on eta etorkizuneko irakasle on hezkuntzan metodologia eta pedagogia eleanitz heteroglosikoetan hezteko etorkizuneko irakasle on gurpilean murgiltzeko.

Hezkuntza-errealitatea hizpide, hizkuntzak ikasteko pedagogiak, metodologiak, ikuspegiak eta curriculum-diseinu anitz topa dezakegu. Hirueletasunaren ingurumarian, Ytsma-k (2010) Lehen Hezkuntzari ekiteko honako hiru ezaugarri hartuko ditu irizpidetzat: lehenik, ikasle on eta lurraldearen hizkuntza-testuingurua, eta horri

zuzenduriko eredu eleanitz posibleak; bigarrenik, helburuzko hiru hizkuntzen arteko ezagutza eta distantzia linguistikoa; hirugarrenik, hizkuntzak irakasteko uneak, aldiberekoa, ondoz ondokoa. Bestalde, hiru hizkuntzak curriculumean arrakastatsu integratu ahal izateko, makina bat ezaugarri eta baldintza hartu beharko lirateke kontuan, esaterako, hizkuntzarekiko kontaktu-maila, erabilera, gizartean duen *statusa*, eskumen politikoak, babes soziala, hizkuntzekiko jarrerak eta atxikimenduak; gainera, ezaugarri horiek guztiak herriz herri eta auzorik auzo alda litezke Euskal Herrian. Cenoz, Hufeisen eta Jessneren (2001) esanetan, eredu-hirueledunen bueltan, arrakastatsuak suertatu diren plangintzak ezin dira bere horretan hartu eta beste testuinguru batean besterik gabe martxan jarri. Haatik, programok testuinguru linguistiko eta gizarte jakinari zuzentzen zaizkio, eta hortaz errealitate berriaren ezaugarrietan oinarritu beharko litzateke; hots, egoera soziolinguistikoak baldintzatuko du eredu-hirueledunak zer hizkuntza eta nola ase behar dituen. Gainera, curriculumaren diseinuak arreta berezia zor dio hizkuntza-irakaskuntzari; hau da, zer izango den ikaskuntzaren erdigune: forma, hizkuntza bera edo erabilera.

Gure hezkuntza-sistema tesiaren jokalekua izaki, konturatuko gara nazioartean nahiz gure nazioan eginiko ikerketak nahi genukeena baino gutxiago murgildu direla metodologia eleanitzetan, pedagogian eta zer esanik ez usteetan. Honako ikerketak irakasleek darabiltzaten metodologiak izango ditu ikergai, baita irakasleek hizkuntzei atxikirik dituzten usteak ere; izan ere, H2ren eta H3ren ikaskuntzarako zein jabekuntza eraginkorrerako behar-beharrezkoa da metodologiaren juzgu eta hautaketa zehurrak. Estrategiak estrategia, hirueletasuna baldin bada helburu, taxuz aztertu beharko dira irakasleriaren metodologiak, usteak, beharrak eta jardunak; hots, lehenik eta behin abiapuntua ezagutu, ondoren, etorkizunari begirako helburu errealei, idealei eta lortzeko posible direnei bidea egin eta pausoka urratu ahal izateko.

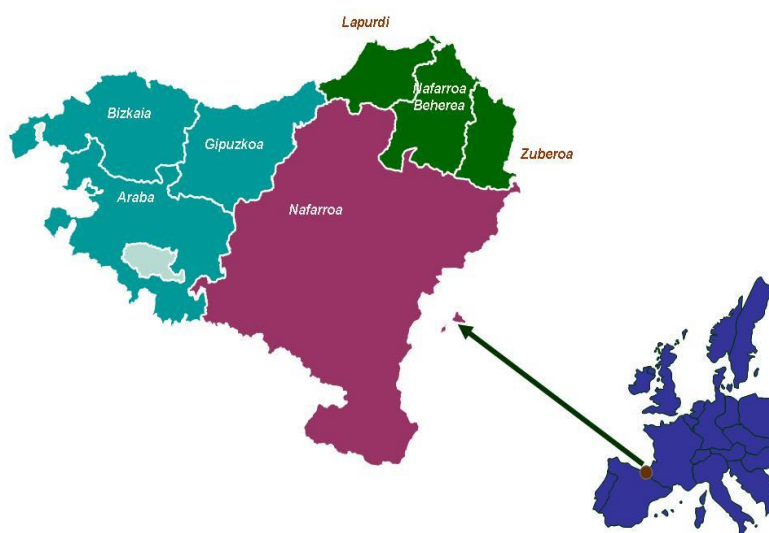


## 4. HEGOALDEKO EGOERA LINGUISTIKOA ETA HEZKUNTZA-SISTEMAK

Hona hemen marko teorikoaren laugarren eta azken atala: Hegoaldeko egoera linguistikoa eta hezkuntza-sistemak. Bi azpiataletan banatzen dira: lehenengoa, Euskal Autonomia Erkidegoari dagokiona eta, bigarrena, Nafarroako Foru Komunitateari. Bi lurraldeotan edukiaren hezurdura berdina da: lehenengo azpiatalean, hezkuntza-sareak eta -ereduak izango dira mintzagai; bigarrenean, hizkuntza-ezagutza, -jarrerak eta -erabilerak; hirugarrenean, bakoitzaren hezkuntza-plana azalduko da.

Testuinguru elebidunetan sakon errotuta daude jardun monoglosikoak, eta horren ispilurik argiena litzateke hizkuntzak nola irakasten diren: hizkuntza-espezialistarekin (berezko hitzuna lehenetsiz) eta gainerako hizkuntzetatik nahiz irakasgaietatik isolatuta. Esan dugu, Euskal Herriko testuingurua anitza da, eta gorabeheratsua ere bai hizkuntza gutxiagotuaren presentzia, ezagutza, erabilera eta estatus politiko eta eskumenei dagokienez. Eleanitza da euskal lurretako testuingurua, eta hizkuntza bereizteko joera ere gure-gurea, euskara babesteko eta erdaren eragina gure hizkuntzan ahalik-eta txikiena izateko; halaber, kurrikuluak hiru hizkuntzak (euskara, espainola eta ingelesa) banaka eta modu isolatuan irakasteko ideia babesten du (Gorter eta Cenoz, 2017).

Ondorengo bi azpiataletan Euskal Autonomia Erkidego eta Nafarroako Foru Komunitateari buruzko hezkuntza-errealitateak labur azalduko dira,



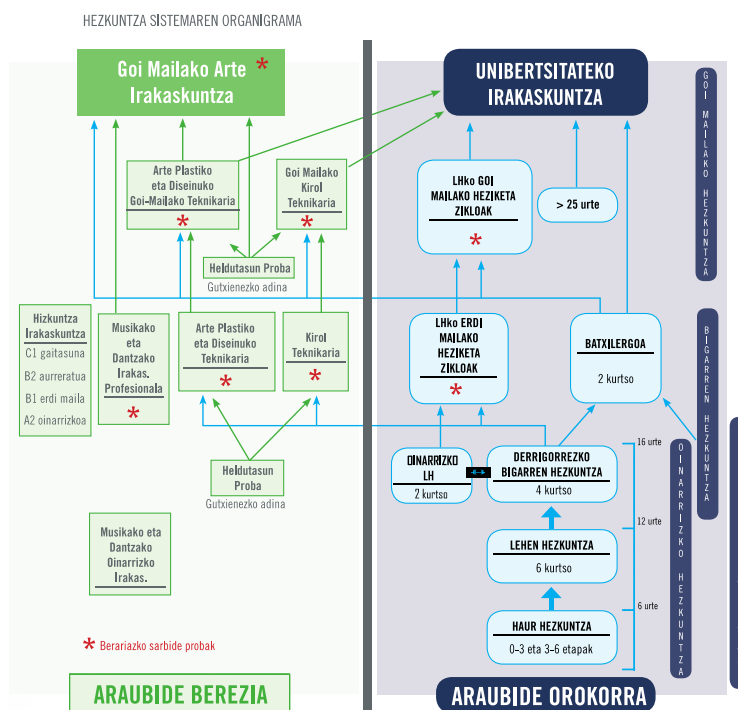
**Iturria:** Wikipedia

**Irudia 4.1** Euskal Herriko lurralde historikoak Europako mapan

bakoitzaren bilakaera eta gaur egungo hizkuntza-ereduak eta datuen berri emateko. Bi

### 3.3 Eleaniztasunean irakasteko eredu eta metodologiak

lurraldeak Euskal Herria herrialdearen zati dira, eta biek batera sorturiko taldekatzeari Hegoalde deitzen zaio, Pirinio mendebaldean, gaur egun Espainiako lurren menpe dagoena. Euskal Herriak zazpi lurralde historiko edo herri baldin baditu, Euskal Autonomia Erkidegoak (kolore urdin argiz) hiru lurralde izango lituzke: Araba, Bizkaia eta Gipuzkoa; eta bigarrenak (morez), bakarra: Nafarroa (ikus 4.1. irudia). Euskal Herria adieraren sorburua Nafar Erresumari atxiki izan diote dokumentuek, hain zuzen ere, Gaztelako Erresumak Nafarroa Garaia konkistatu eta burujabetasuna haren kargu hartu zuenean. Beraz, Nafar Erresumaren egitura politikoa deusezterakoan, ezaugarri amankomunari heldu eta berau izendatu zuten hark hartutako lurraldean: euskara eta euskaren herria. Ondorengo bi azpiataletan, Euskal Autonomia Erkidegoko eta Nafarroako Foru Komunitateko bi errealitateak arin azalduko dira, ardatz izanik Francoren diktadura osteko agintaldiak eta ibilbidea. Hona hemen euskal hezkuntzaren etapa guztiak (ikus 4.2. irudia euskal hezkuntza-sistemaren etapak ulertzeko).



Irudia 4.2 Hezkuntza-sistemaren organigrama etapaz etapa

Iturria: Eusko Jaurlaritzaren Hezkuntza-Saila

## 4.1. Euskal Autonomia Erkidegoa

Esan bezala, honako azpiatalean hiru foku nagusi izango ditugu: lehenengoa, hezkuntza-sarea eta ereduak; bigarrena, hizkuntza-ezagutza, -jarrerak eta -erabilerak; hirugarrena, Heziberri hezkuntza-plana.

### 4.1.1. Hezkuntza-sarea eta -ereduak

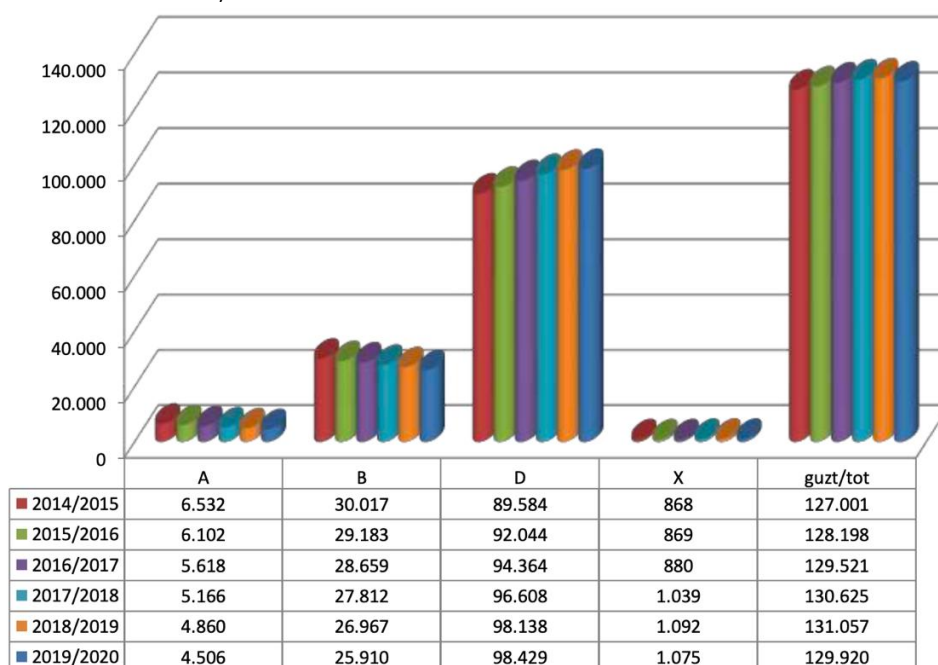
Euskal Autonomia Erkidegoa osatzen duten hiru lurraldeetan, Araban, Bizkaian eta Gipuzkoan, euskarak hizkuntza koofizial estatus politikoa dauka. Hau da, Euskal Autonomia Erkidegoan, euskara hezkuntza formalean irakas daiteke, 1983/138 dekretuak hala onesten baitu. Harrezkero, Eusko Jaurlaritzaren Hezkuntza Sailak legeztatu zituen euskara eta gaztelania, biak, unibertsitate aurreko hezkuntza-ibilbide osoan. Lege-dekretuak dio nahitaezkoa dela bi hizkuntza ofizialen irakaskuntza Euskal Autonomia Erkidegoan bai ikasgai soil gisa bai irakas-hizkuntza moduan. Dekretuak ere berresten du Batxilergoan eta Lanbide Heziketan soilik A eta D ereduak eman litezkeela; edonola ere, Bizkaiko zenbait gunetan X eredu ere eskaintzen da. Legediak ondorengo hezkuntza-ereduak izatea ahalbidetu du, hizkuntzaren arabera sailkatuak; edo, bestela esanda, euskararen presentziaren arabera ereduak:

- A eredu: espainola da irakas-hizkuntza, Euskara eta Literatura euskaraz eta atzerriko hizkuntza salbu. Astero, euskara-orduak hiru eta bost artekoak izan daitezke. Hasieran, honako eredu ama-hizkuntza espainola zuten ikasleentzako diseinatu zen; dena den, eredu honetan matrikulatutakoek euskara-maila oso apala erdiesten dute.
- B eredu: espainola eta euskara dira irakas-hizkuntzak, lehenengoaren bitartez edukiak eta matematikak irakatsiko lirateke berariaz, bigarrenarekin esperimentazio bidezko ikasgaiak (arte hezkuntza eta gorputz hezkuntza), Euskara eta Literaturaz gain. Teorian, bi hizkuntzetan banatzen dira klase-orduak, nahiz eta eskola bakoitzak nahieran moldatzen dituen errealitatean. Hasieran, espainola ama-hizkuntza gisa zuten ikasleentzako diseinatutako eredu izan zen, elebidun izatea nahi zuten familientzat. A ereduak baino emaitza hobek lortzen ditu ikasleak euskara-gaitasunean, halere, oinarrizko eta erdibideko mailak eskuratzen dira.

#### 4.1 Euskal Autonomia Erkidegoa

- D eredu: A ereduaren aurkakoa da. Euskara litzateke irakas-hizkuntza eta Lengua Castellana y Literatura emango litzateke espainolez. Lauzpabost ordu dira espainolaren bitartez irakatsitakoak astero. Hasieran, eredu euskara ama-hizkuntza gisa zuten ikasleentzat proposatu zen, mantentze-eredu moduan; egun, aldiz, murgiltze-eredua deitzen zaio, espainola ama-hizkuntza gisa duten ikasleek hartzen baitute ere bai. Eredu guztietatik, euskararen alfabetatzeko eredu proposena da ikasle ororentzat.
- G edo X eredu: Ez da euskaraz klaserik ematen ezta Euskara eta Literatura ikasgaia ematen ere. Euskal Herrira epe labur bat igarotzera etorritako ikasleei eginiko eredu litzateke.

Euskara, berez, arriskuan dauden hizkuntzen zerrendan kokatzen du UNESCOk, eta hizkuntza zaugarri goiburuean topa dezakegu (Moseley, 2010). Gaurko egoera aurreko mendekoa baino hobea da euskararen ezagutza aldetik, eta horretan giltzarri izan dira euskarazko murgiltze-ereduak (D ereduak) eta Euskaltegiak, hezkuntza elebiduna eta hirueleduna jasotzea ahalbidetu baitute, euskararen ezagutza hedatzearekin eta erabilerarekin batera. Ondorengo 4.3. irudian ikusgai izango dira Euskal Autonomia Erkidegoan Lehen Hezkuntzan izan diren matrikulazioak ereduaren arabera, 2014/2015 urtean hasi eta 2019/2020 bitartekoak:

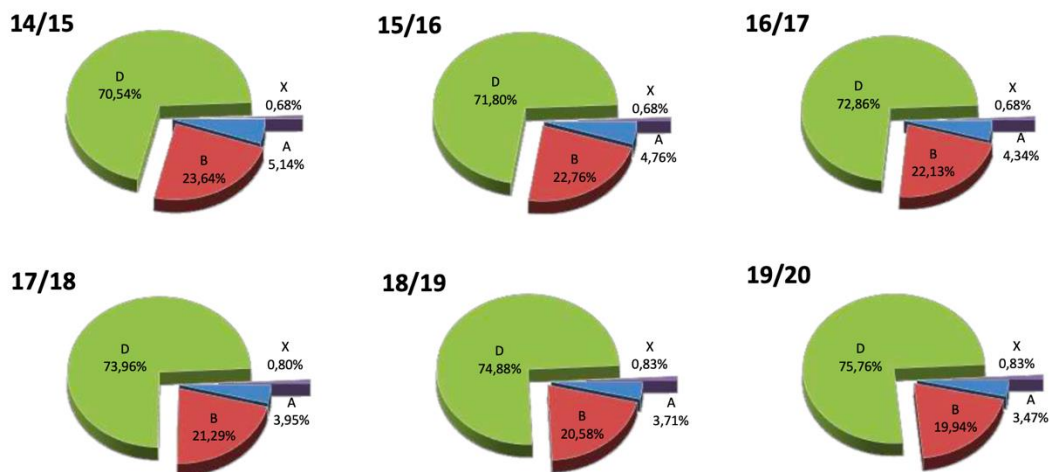


**Irudia 4.3** Lehen Hezkuntzako ikasleen matrikulazio-datuak ereduak

**Iturria: Hezkuntza Saila, EUSTAT**

4.3. Irudian beha daitekeen moduan, A eta B ereduetan matrikulazio-tasa beherako joeran ari dira urterik urte, izanik bi ereduetatik lehenengoaren kopurua oso baxua eta bigarrenarena esanguratsuagoa. Kontrara, D eredia gorako joera etengabea ari da, izanik 2019/2020 ikasturteko matrikulazio-tasa B eredia baino kasik lau aldiz handiagoa. X ereduak matrikulazio-tasarik txikiena jasotzen du urtez urte; halere, gorako joera oso diskretua du. Ondorengo irudian datuok ehunekoetan erakutsiko ditugu, datu absolutuak hobeki ulertze aldera:

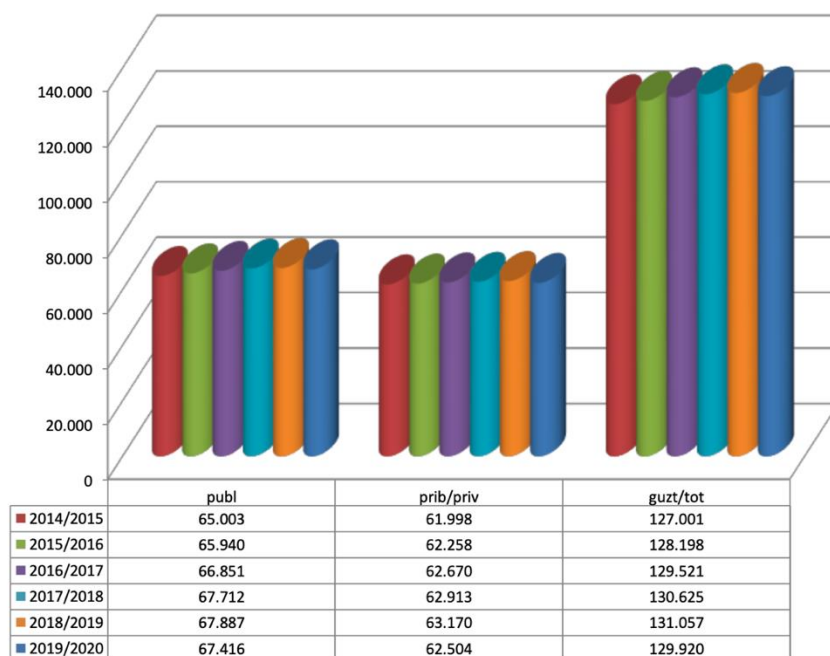
Datu absolutuek 4.4. irudian erakutsi bezala, D ereduak jasotzen du ikaslerik gehien, eta gorako joeran da ikasturteek aurrera egin ahala. Azken datuek erakusten dute D ereduak jasotzen duela EAEko ikasleriaren hiru laurden, izanik B eredia bigarren eredurik hautatuena, ikasleriaren bostena jasotzen duelarik.



**Irudia 4.4** Lehen Hezkuntzako ikasleen matrikulazio-datuak ehunekotan eta ereduka

**Iturria:** Hezkuntza-Saila, EUSTAT

Ikasleen matrikulazioarekin jarraitu eta hezkuntza-sareari erreparatuko diogu. Eskuarki, bi eskolatzeko sare daude EAEn: publikoa eta pribatua (kontzertatu izenez ere ezaguna). Lehenengoa Eusko Jaurlaritzak, espezializatutako hainbat sailek, udal eta Haurreskola-Patzuergo baimenduek osatzen dute. Bigarrena, aldiz, erakunde pribatuek eta baimendutako hezkuntza guneek osatzen dute, nahiz eta diru-iturri publikoa jaso horien finantzaketarako. Ituna 1978ko irailaren 8an sinatu zen, 1987/293 dekretupean alegia. Ondorengo irudian Lehen Mailako ikasleen matrikulazioa erakusgai, eskolatzeko sarearen arabera banaturik:



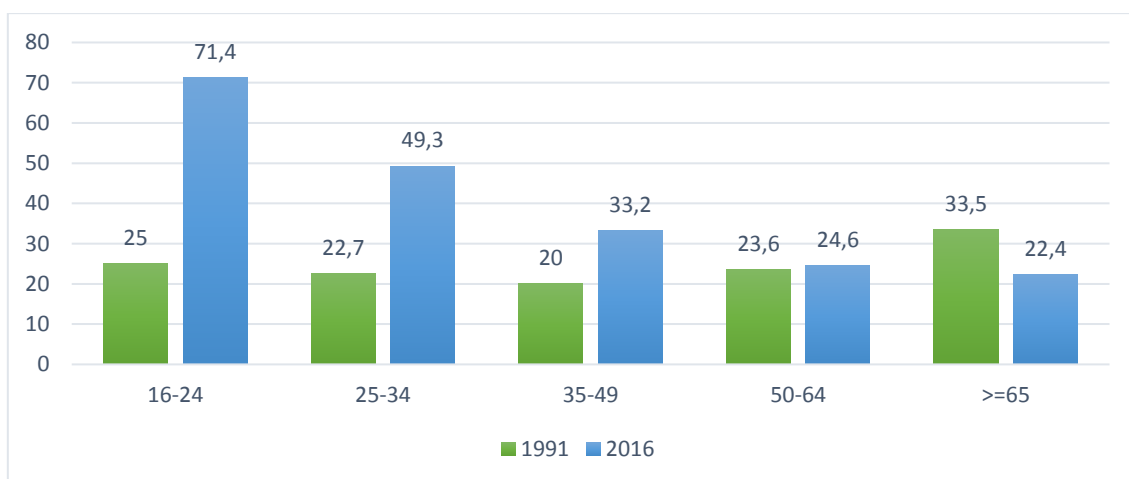
**Irudia 4.5** Lehen Hezkuntzako ikasleen matrikulazio-datuak sareka

**Iturria:** Hezkuntza-Saila, EUSTAT

4.5. irudiak erakutsi bezala, bi sare nagusitan banatzen da euskal ikasleria: pribatua (kontzertatua) eta publikoa. Ikasle-kopuru absolututan, urtez urte, gorabehera gutxi egon da bi sareen artean eta zifrak berdintsu mantendu dira 2014/2015 ikasturtetik 2019/2020 bitartean: ikasleriaren ia %52k eman du izena sare publikoan, eta pribatuan %48 inguruk. Gainera, biak alderatuz gero, matrikulazio-kopurua parekatua da, nahiz eta eskola publikoan 4.000-5.000 ikasle inguru gehiago matrikulatu den pribatuan baino.

### 4.1.2. Hizkuntza-ezagutza, -jarrerak eta -erabilerak

Eskolatzere-ereduaz eta -sareaz gain, EAEko biztanleriaren bilakaera linguistikoa biltzen duen taula ekarriko dugu adin-taldearen arabera. Datuok bi urte ezberdinetan multzokatzen dira, 1991 eta 2016 urteak. Beheko 4.6. irudian, 1991ko (berdez) eta 2016ko (urdinez) datuak ipini ditugu parez pare adinaren arabera euskal hiztunen eboluzioa behatzeko.



**Irudia 4.6** Euskal hiztunek adinaren arabera (1991 eta 2016 urteak)

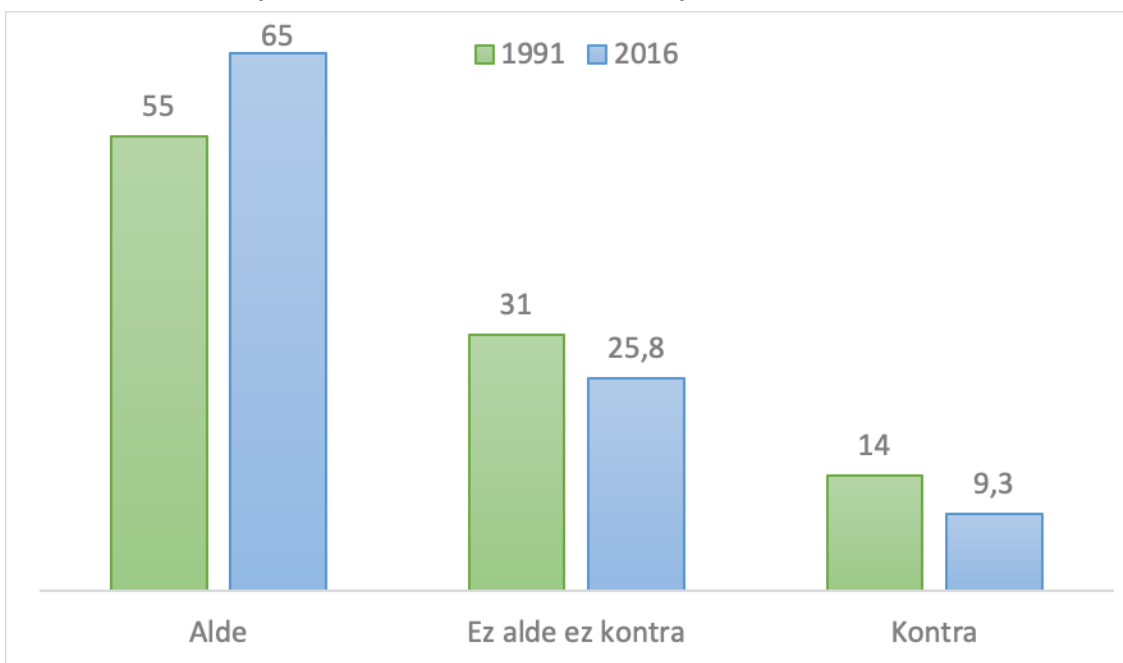
**Iturria:** VI Inkesta Soziolinguistikoa, 2016

Hamabost urteko tartea dago bi neurketen artean, eta 4.6. irudian argi azaltzen da 1991. urtean 65 urte gorakoek, zaharrenek, osatzen zutela euskal hiztunen masarik handiena (%33.5); era berean, gazteenek euskal hiztunen bigarren talderik handiena osatzen zuten (%25). Aldiz, azken datu-jasoketan, 2016n, tendentzia irauli da, talde zaharrena euskal hiztunen talderik txikiena izaki (%22,4). Gainerako taldeetan, atzekoz aurrera, zenbat eta gazteago orduan eta euskal hiztun gehiago topatzen da, izanik 25-34 urte artekoetan kasik erdia eta talde gazteenean hamarretik zazpi pasatxo. Joera argia da: euskara bidez alfabetatzearen aldeko apustuak euskal hiztun potentzial gehiago ekarri du. Hezkuntzaren apustua eta erdietsitako emaitzak honako aipuan laburbil genitzake:

“Legeak hezkuntzan jarri du fokua euskararen ezagutza zabaltzeko, eta, gaztetxoenen artean euskaldunen kopurua nabarmen hazi da. Hortaz gain, legeak hedabideak ere nabarmendu ditu zeregin horretan” (Garcia, Arratibel, eta Irizar, 2017, 164. or.).

#### 4.1 Euskal Autonomia Erkidegoa

Ilido bertsutik, Euskal Autonomia Erkidegoko biztanleen jarrera positiboa eta harbera da euskararekiko. Hau da, aurretiaz, euskararen aldeko jarrera gailentzen da elearekiko, urteen poderioz, handitzen ari dena; izan ere, gero eta urriagoa da euskararen kontra agertzen den biztanleria-kopurua. 4.7. irudiak argi erakusten du 1991. urtean jasotako datuen eta 2016an jasotako azken enaldieraketa eta joera.



**Irudia 4.7** Euskal Autonomia Erkidegoko biztanleen jarrera euskararekiko (1991 eta 2016)

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

Ikusgaienez, hamabost urteren buruan, oro har, bost puntu jaitsi da euskararen kontrako jarrera ageri duten biztanle-kopurua, izanik ehun biztanletik bederatzia euskararen aurkako. Era berean, beste bost puntu murriztu da posizio neutralean mantentzen den biztanleria, izanik EAEko biztanleriaren laurdenak jarrera neutrala euskararekiko. Aldiz, euskararen aldeko jarrera duen taldea hamar puntuan hazi da iragan hamabost urteotan, %55etik %65era hazita.

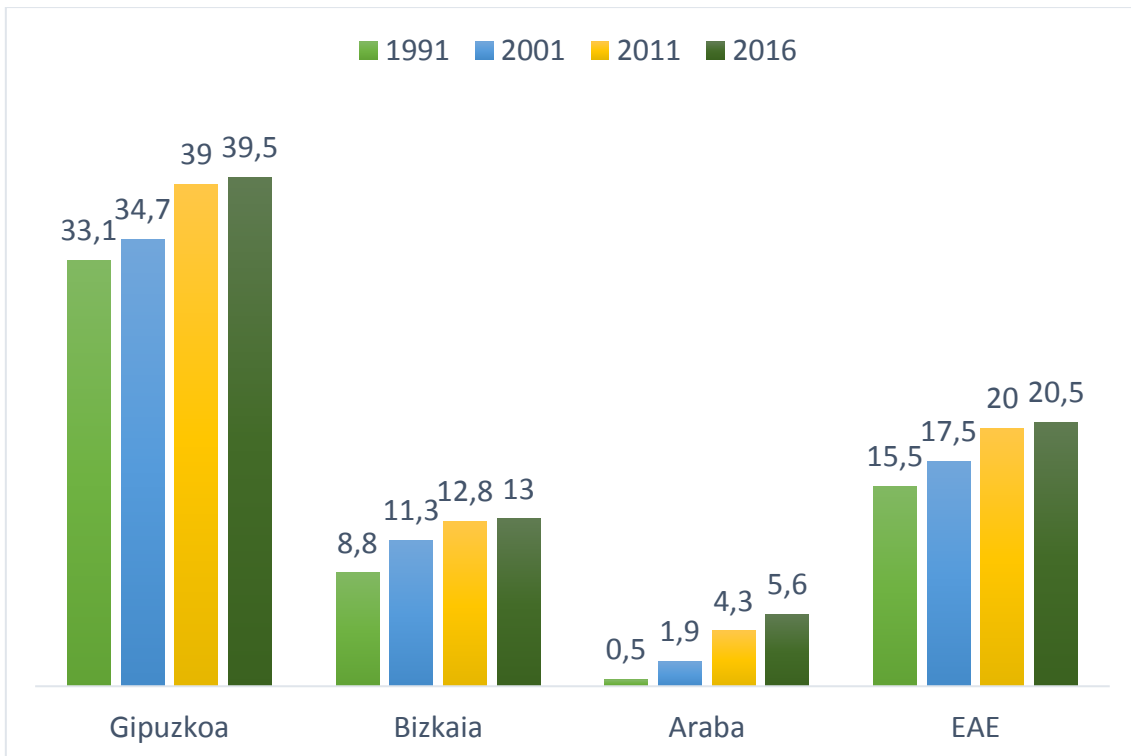
Hezkuntza ereduaren datuak, hizkuntza-erabilera eta euskararekiko jarreraren aldekoak izanik ere, bada azken urteotan kezkarria gertatzen hasia den esparrua: euskara-erabilera. Erabilera eta jarreraren datuak positiboak dira, eta ezinbesteko osagai dira hizkuntza-erabilera sustatzeko: hizkuntza-erabilera eta hura balioestea. Egia da azken hamabost urteko datuekin konparatuz gero erabilera gora egin duela; nahiz eta azken urteotan goia jo eta behera egin duen erabilera zenbait esparru eta gunetan (Soziolinguistika klusterra, 2017). Datuek erakusten dute, aurreko



alfabetatze eta sentsibilizazio faseek eman dutela eman zezaketena, eta, hortaz, Amonarrizen aburuz ziklo berri bati hasiera emateko garaiaren aurrean geundeke, aurreko faseak ahiturik eta bidegurutzean (2017); haren hitzek ederki laburbiltzen dute hizkuntzaren erabilerak bizi duen ataka:

“Euskararen egoerak hobera egin du nabarmen aurreko hamarkadetan, baina hobekuntza nabarmentzen duten datuekin batera, azken urteotan, motelaldi edo geldialdi egoera adierazten dutenak ere badaude” (Amonarriz, 2017, 28. orr.).

Testu azpiko irudiak EAEko lurralde historiko bakoitzari dagokio hizkuntza eta erabilera alderatzeko. Bertan ageri diren datuek adierazten dute euskara erdara bezainbeste edo gehiago erabiltzen duen biztanleriaren ehunekoa; hots, euskararen erabilera aktiboa egiten duen EAEko biztanleriarena. Datuek lau aldi edo momentu jasotzen ditu: 1991, 2001, 2011 eta 2016.

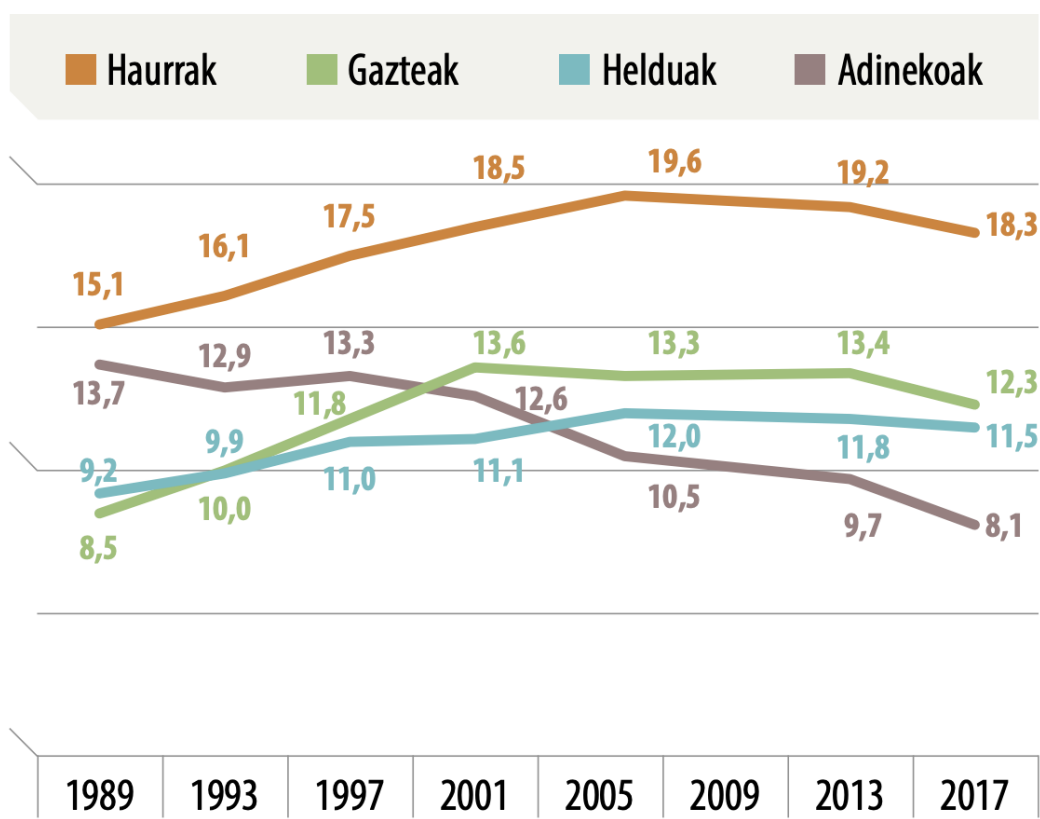


**Irudia 4.8** Euskara eta erabilera: Euskara erdara bezainbeste edo gehiago erabiltzen duen biztanleria lurraldeka (1991, 2001, 2011 eta 2016)

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

4.8 irudi grafikoak azken mende laurdeneko bilakaera jartzen du ispilu aurrean. Euskararen garapena goranzkoa izan da lurralde guztietan, erritmo azkarragoan

zenbaitetan eta motelagoan besteetan. Halaber, abiapuntuak zeharo ezberdinak izan dira hiru lurraldeetan, ikustea besterik ez dago zenbatek zerabilten euskara Gipuzkoan (% 33,1) eta Araban (% 0,5) duela 25 urte. Lurraldeak lurralde, hogeitabost urteotan igoera apalena Bizkaiak eman du ehunekoei dagokienez, % 4,2 hazi baita. Ondoren, Araba izango genuke, % 5,1eko igoerarekin. Azkenik, Gipuzkoan da hazkunderik nabarmenena: % 6,4. EAEn orotara %5 altxa da euskara-erabilera azken mende-laurdenean, izanik EAeko biztanleriaren bostena euskara darabilena eguneroko jardunean. Grafikoaren bilakaerak indartzen du aurreko bi adituek islatzen duten bidegurutze edo ziklo berriari ekiteko unea; izan ere, badirudi, lekuan lekuko euskara-erabilera kristalezko sabaitik oso gertu dela, ezin altxaturik erabilera-kopurua. Euskara-hiztunen kopuru horietatik guztietatik, 4.9 irudian ikusiko dugu zer neurritan mintzatzen diren euskaraz horietako bakoitza, adin tarte bakoitzean banaturik: haurrak (2-14 urte bitartekoak), gazteak (15-24), helduak (25-64) eta adinekoak (65 urtetik gorakoak).



**Irudia 4.9** Euskara erdararen pare edo gehiago darabiltenen bilakaera, adin-taldeen arabera eta ehunekotan

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

4.9. Irudiak zintzo erakusten du gazteenak, euskara ezagutzen duen talderik mardulena ez ezik, euskara gehien darabilen taldea dela ere bai (%18.3). Ondoren, gaztea deritzon taldea litzateke euskara gehien darabilen bigarren taldea, zeinak goia jo eta mantentze horretan beherantz egin duen puntu osoa (12.3%). Gazteen joera berdintsuarekin ari da helduen taldea, diskretuki egin baitu puntu erdia behera (%11.5). Azkenik, hizkuntzaren erabileran goitik behera maldan behera datorren taldea da adinekoena: 1989an %13.7 eta 2016n %8.1 duena.

Datuek adierazten dute euskararen erabilerak goia jo duela oraino erabili diren baliabideekin eta ustiatu diren estrategiekin. Belaunaldi berriengan eta gazteengan jarri izan da fokua eta esperantzarik handiena. Euskararen irakaspenean eta ezagutzan egin da apustu eta datuok erakutsi dute noraino iritsi eta eragin ahal izan den. Emaitzak ez dira txarrak izan, baina erabilera-datuei begira, bereziki azken bi neurketei so eginik, datuok indartzen dute Amonarrizek (2017) aipatutako ziklo amaiera, bidegurutzean garela eta estrategia berriak martxan jarri behar direla euskal elkarte, instituzio eta jendartearekin adostasunean. Tolosarrak argi dauka, eta sostengua eman dion pertsonetako bat izan da euskaren erabileran eragiteko proposamena ekartzeko: Euskaraldia.

Euskaraldia hizkuntza-ohituretan eragiteko eta erdaretan komunikatzeko inertziekin eteteko ekimena da, euskaingintza-elkarteek, -eragileek eta norbanakoek bultzaturikoa. Hizkuntza-jardunak aldatzearekin batera, euskal hiztunen aktibazioa lortu nahi da. Ariketa sozial gisa definitua izan da, Euskal Herri osoan herritarrak bi roletatik bat hartu eta paparrean itsatsirik hamaika egun, 2018ko azaroaren 23tik abenduaren 3 bitarte, eusteko: belarriprest edo ahobizi.

Lehenengoak rol pasiboagoa izango luke, hau da, niri euskaraz hitz egin, ulertuko dizut, gonbitea. Belarriprestak belarria prest, horixe da funtzio nagusia: mintzakidea bultzatzea hari euskaraz hitz egiten. Belarriprestak euskaraz ala erdaraz erantzungo du, baina mintzakideari euskaraz mintzatzen utziko dio. Ez du hizkuntza-gaitasunarekin zerikusirik, gehiago du jarrerarekin.

Bigarrenak rol aktiboagoa izango luke, hizkuntza-kontzientzian oinarritutako euskarazko jarduna izango litzateke. Hau da, hamaika egun horietan, bederen, lehen hitza euskaraz izatea eta euskararen erabilera aktiboari ahal bezainbeste eustea. Hizkuntza-gaitasuna

alboratu eta jarrera aktiboa eskatzen da, hiztunak dituen euskarazko lanabesekin komunikatzeko prestutasuna.

Ekimena Euskal Herri osoan hedatu baino lehen, Lasarte-Oria herri gipuzkoarlean martxan jarri zen lehenik 2016. urtean, “Baietz 40 egun euskaraz! Irten armairutik!” goiburupean. Ariketa praktiko, sozial eta kolektiboan parte hartzera gonbidatu zituzten lasartearrak euskaraz ulertzen edo hitz egiten zuten herritarrak belarriprest eta ahobizi roletan. Ariketa sozialean 2.000 pertsona inguruk hartu zuten parte, eta esanguratsuak izan ziren lortutako emaitzak. Ahobizien artean, %62 euskaraz mintzatzen zen haien harreman-saretan, eta astebeteko erronkaren ondoren kopurua %84ra igo zen. Handik hiru hilabetera, harrigarriki, %81ak eusten zion euskaraz hitz egiteko ohiturari.

Euskaraldiaren bigarren edizioa ospatuko da 2020ko azaroaren 20tik abenduaren 4ra, hizkuntza-ohiturak iraultzeko helburuarekin berriz ere. Hamabost egungo iraupena izango ditu bigarrenak, eta aurrekoan erantzunkizuna norberarena izan bazen, oraingoan, taldekako ariketak ere izango dira erdigunean. Banakako harremanak soilik ez, taldeengan eragiteko helburu bikoitza du; hau da, Euskaraldiaren bigarren edizioak asmo du pertsonen ez ezik deialdia entitateei, enpresei, administrazio publikoari, herrietako asanbladei, kultur- eta kirol-taldeei ere luzatzea. Dinamikak sakondu eta zabaltzea, ekimenera partaide gehiago bildu, eta bi rolen ezaugarriak finkatzea. Teorian hori izan da planteamendua; halere, koronabirusaren astinduak dinamikaren berregituratzea ekarri du 2020ko edizioan, eta ziurrenera eragin negatiboak izan ditzake mugimenduan. Era berean, azken aipu gisa, tesi-ikerketak honek babesten eta bultzatzen ditu hizkuntza gutxiagotuen biziberritze eta normaltze mugimenduak; dena den, ezin dena borondatez eskatu biztanleriari, eta instituzio eta gobernuen aldetik lege-babesaren behar gorria dute ekimenok, azken finean, hizkuntzaren normalizazio osoaren beste aldarrikapen bat baita. Horri erantzuna eta babesa emateko betebeharra du legeak.

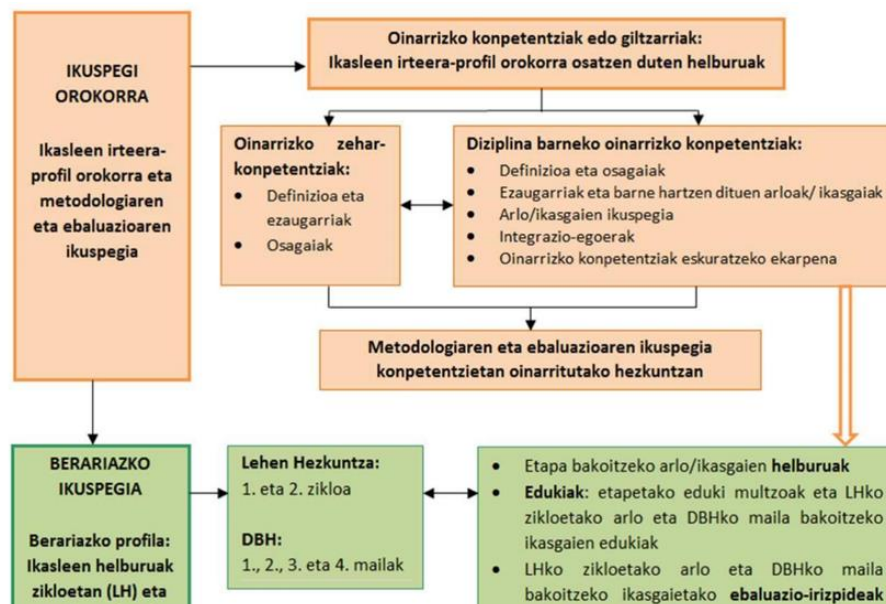
### 4.1.3. Heziberri hezkuntza-plana

Heziberri 2020 Planaren bitartez Eusko Jaurlaritzak aurretiaz onartutako Oinarrizko Hezkuntzaren kurrikulua zehaztu nahi du, EAEn 2015/236 dekretua ezarritakoa, alegia (Eusko Jaurlaritza, 2015). Kurrikuluaren osaera “Hezkuntza-eredu pedagogikoaren markoan” oinarritzen da, hots, gaitasunetan oinarritutako hezkuntza-ikuspegian.

Kurrikuluak zehaztapenak dakartza Oinarrizko Hezkuntza etapetan iradokitako planteamenduetan: arloetan, helburuetan, eduki multzoetan, ebaluazio-irizpideetan, lorpen-adierazleetan.

Horiek guztiak lagungarri edo bideratzaile dira oinarrizko gaitasunak eta zehar-gaitasunak eskuratzeko, eta irteera-profilak iradokitzen dira etapa ororen amaieran; gainera, euskal kurrikuluaren ezaugarriak, helburuak eta edukiak txertatzen dira zenbait ataletan.

Ikasleen irteera-profila zehazten da kurrikuluaren ikuspegi orokorra azaltzerakoan, Oinarrizko Hezkuntza bete eta zerrendatutako helburuak erdietsi ote diren azaltzen da, berariazko metodologia- eta ebaluazio-alorrak zehazteko. Hori laburbiltze eta hobeto ulertze aldera, behean atxiki da Heziberri2020 Planaren gidalerroa eta bizkarrezurra.



Irudia 4.10 Oinarrizko hezkuntza-kurrikuluaren bizkarrezurra

Iturria: Eusko Jaurlaritz, 2015

Esan bezala, kurrikulua oinarrizko gaitasunetan eta zehar-kompetentzien lanketan, trebatzean, oinarritzen da, eta oinarrizko hezkuntzako ikasleen irteera-profil orokorrak zehaztu nahi ditu, ondoren, Derrigorrezko Oinarrizko Hezkuntza amaiturik, ikasleak bizitzako egoera eta alorretan egoki moldatzeko nahikoa prest izateko. Helduarora iritsita, behar-beharrezkoak diren kompetentzien garapenean bereizten da Heziberri, testuinguru ezberdinetara moldagarri eta aplikagarri izango den trebeziaren lanketan, edozein delarik herritarraren kondizioa. Orriotan ez ditugu gaitasunak eta zehar-

konpetentziak bana-bana azalduko, Interneten eskuragarri baitago dokumentua zehaztapen-maila handiagoa nahi duenarentzat (ikus Lehen Hezkuntzako Kurrikuluma).

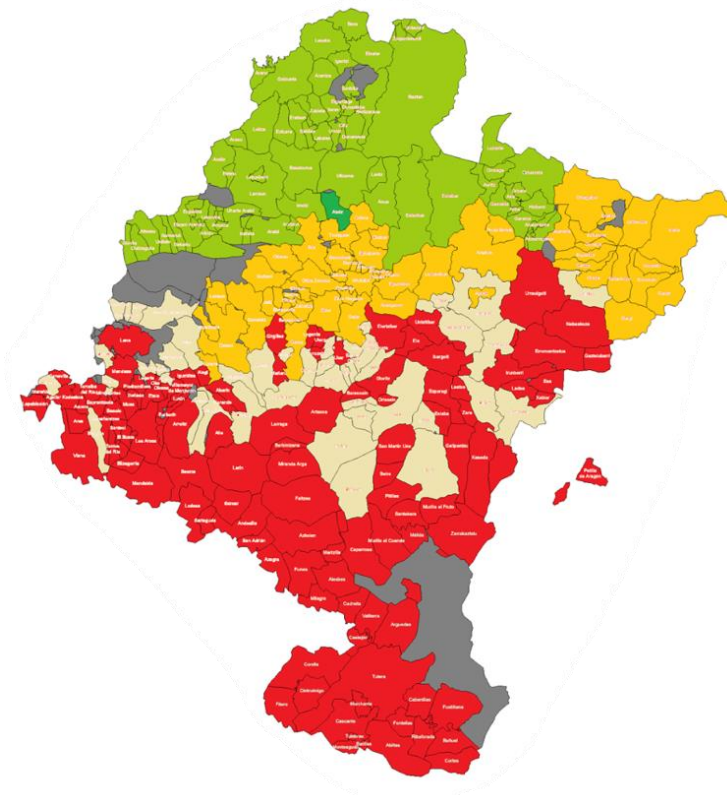
### 4.2. Nafarroako Foru Komunitatea

Honako azken atalean, EAEn azaldu bezala, hiru alor izango ditugu hizpide: hasteko, hezkuntza-sarea eta ereduak; ondoren, hizkuntza-ezagutza, -jarrerak eta -erabilerak; bukatzeko, hezkuntza-plana.

#### 4.2.1. Hezkuntza-sarea eta -ereduak

Nafarroako Foru Komunitateak Euskal Autonomia Erkidegoak ereduak eskaintzen ditu, nahiz eta zenbait ezaugarri arrunt ezberdintzen duten elkar. Hasteko, maiatzaren 19ko 1988/159 Foru Dekretuaren galbahetik pasatzen da euskaren irakaskuntza unibertsitate aurreko irakaskuntza osoan. Lege horren irakurketak baldintzatzen du Nafarroako zonaldearen arabera hizkuntza-eredu batzuk eskaintzea eta beste batzuk legez kanpo uztea. EAEko eredu linguistiko berdinak eskaintzen dira: A, B, D eta G (EAEn "X" eredu gisa ezaguna).

Ezberdintasun handiena eta baztertu ezina den kalapita sozial eta politikoa dakarrena, hizkuntza-ereduak hiru eremuetan euskararen presentziagatik legezkatzea da eta euskararen ofizialtasuna eremuaren arabera izatea. Hau da, Nafarroako mapa hiru zatitan banatzen da euskararen arabera. Neurria Euskararen Foru Legeari dagokio, 1986an onartutakoa, eta horren anbiguetateak ahalbidetzen



**Irudia 4.11** Nafarroako zonifikazio linguistikoa

**Iturria:** Nabarlur, 2017

du Nafarroako Foru Komunitatean honako hiru eremutan hizkuntza zatitzea: eremu

euskalduna berdez, iparraldean, eremu mistoa horiz erdialdean eta eremu ez-euskalduna gorritz, hegoaldean (ikus 4.11. irudia). Eremu euskalduna da euskara ofiziala den eremu bakarra. Eta legearen arabera, honako hizkuntza-ereduak ematen dira eremu bakoitzean:

- Eremu euskaldunean: A, B eta D.
- Eremu mistoan: A, B, D ta G ereduak.
- Eremu ez-euskaldunean: A eta G.

\*Honi gaineratu behar zaio PAI eredu indarrean jarri zela 2000. urtetik aurrera, A eta D ereduetan nagusiki.

Eskolatzte-matrikulazioari dagokionez, Nafarroako biztanleek zonifikazioaren arabera eskolatzearen eredu-eskaintza ezberdina dute. Hori kontuan izanik, Nafarroako Gobernuak *nastatek* (Nafarroako Estatistika Erakundeak) emaniko datuak bildu ditugu 4.12. irudian, ikasleen eskolatzte-eredua 2014/2015 ikasturtetik 2017/2018 artean (ikus irudia).



**Irudia 4.12** Nafarroako ikasleen eskolatzte-eredua 2014-2018 artean

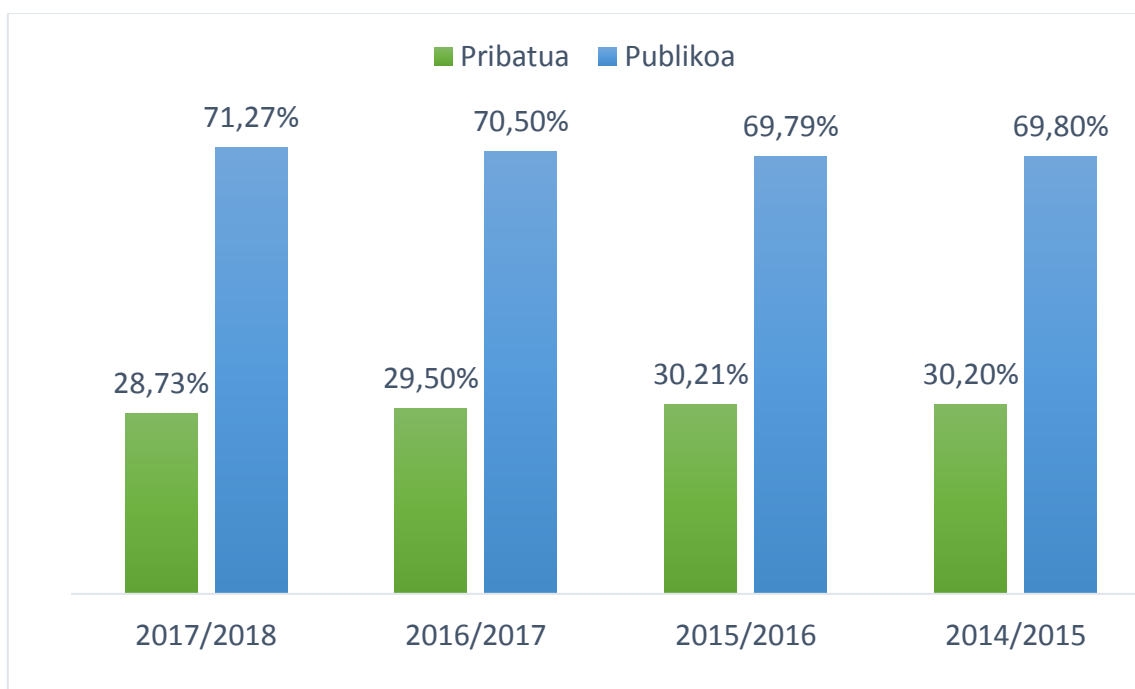
**Iturria:** nastat, 2020

Goiko irudiak azaldu bezala, urtez urte kopuruak berdintsu mantentzen dira, gorabehera handirik gabe. Ikasleen matrikulazio-eredu hedatuena, inolako zalantzarik gabe, G eredu da, euskararik gabeko eredu, alegia. Bertan, 2017/2018 ikasturtean % 66.67k eman zuen

## 4.2 Nafarroako Foru Komunitatea

izena Lehen Hezkuntzan; ondoren, bigarren eredurik hautatuena, edonola ere urrun aurreko ereduaren kopurutik, D eredia izango genuke, non ehunetik 17 ikaslek eman zuen izena. Jarraian, A eredia litzateke, D ereduarekin nahiko kopuru parekatuak dituen: % 14.59. Azkenik, B eredia topatuko genuke, oso kopuru txikiak urtez urte, azken datuetan ikasle nafarren % 0.65ak izena emanik.

Oraingo honetan, matrikulazio-kopuruei begiratuko diegu, baina eskola-sarearen galbahetik. EAEko hezkuntza-sisteman bezala, bi sare nabarmentzen dira: publikoa eta pribatua (kontzertatua ezizenez ezaguna ere bai). Datuok 4.13. irudian ikusgai.



**Irudia 4.13** Nafarroako ikasleen matrikulazioa sarearen arabera

**Iturria:** nastat, 2020

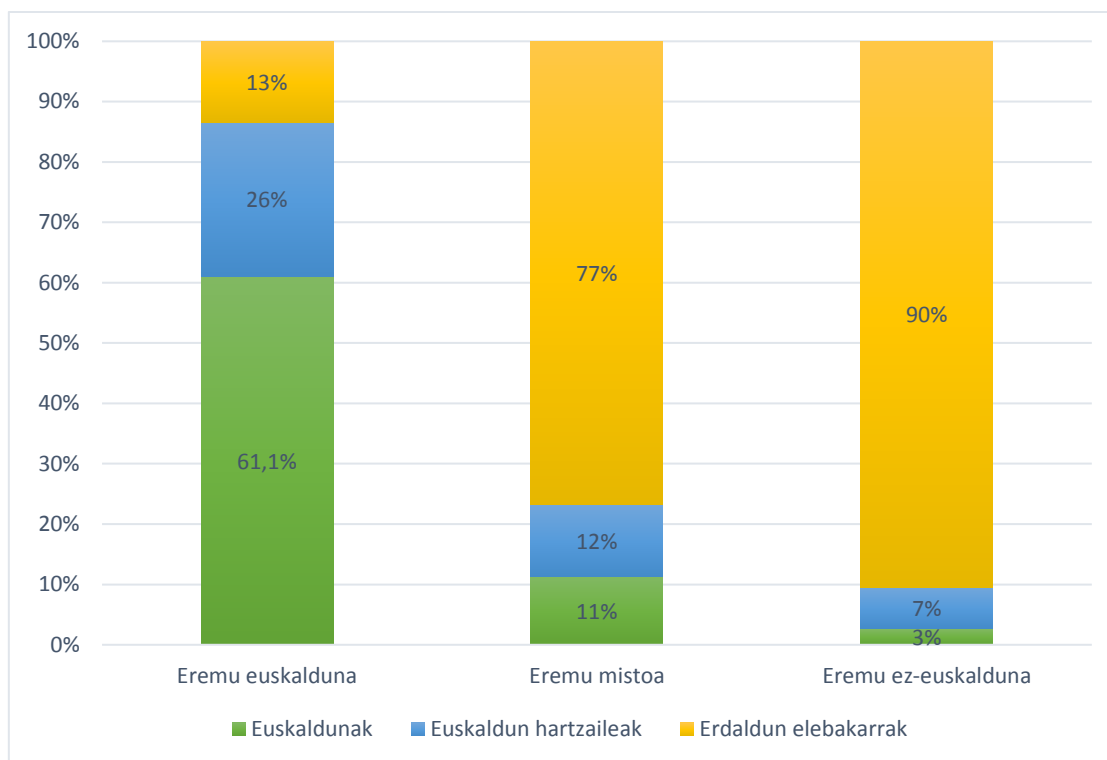
Azken lau urteetako matrikulazio-datuak ikusgai dira bata bestearen ondoan. Gorabehera gutxi dago, oro har, aldaketarik izan baldin bada, eskola pribatuak puntu eta erdiko matrikulazioa galdu du. 2017/2018 ikasturteko matrikulazioei erreparatuz gero, ehunetik 71 ikasle matrikulatu da eskola publikoan, eta 29 inguru eskola pribatuan. Ehunekoak EAEkoekin konparatuta, Nafarroako eskola publikoak hogeituneko matrikulazio-tasa handiagoa dauka EAEkoak baino.

### 4.2.2. Hizkuntza-ezagutza, -jarrerak eta -erabilerak

Atal honetan, EAEko atalean egin bezalaxe, Nafarroako biztanleen hizkuntza-ezagutza, -jarrera eta erabilerei buruzko datuak papereratuko ditugu. Arestian esan bezala,



zonifikazioak hiru eremutan zatitzen du Nafarroa ipar, erdi eta hego. Horiek hizpide, nafarren euskara-ezagutza emango dugu aditzera, aurrez erabilitako goiburu antzekoak ekarrita: euskaldunak, euskaldun hartzaileak eta erdaldun elebakarrak (ikus 4.14. irudia).

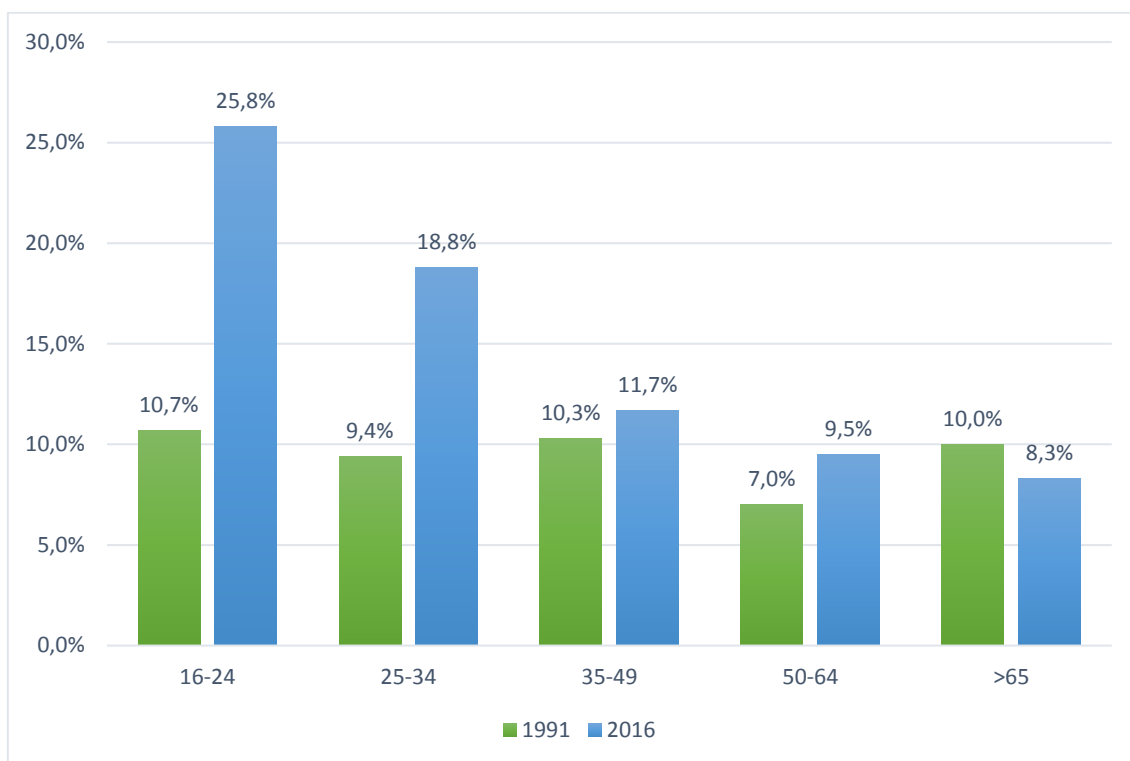


**Irudia 4.14** Euskara-ezagutza zonifikazioaren arabera

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

Euskararen ezagutzaren berri ematen digu zonaldeka, eta argi erakusten du eremu bakoitzeko eskolatzere-ereduek isla dutela, ezin bestela izan, biztanleen euskara-ezagutzan. Aurrean zitekeenez, eremu euskaldunean dago euskal-ezagutzarik handiena: % 61,1 da euskalduna eta % 26 euskaldun hartzaile edo pasibo, ehunetik 13 soilik lirateke erdaldun. Eremu mistoan, aldiz, euskaldunen kopuruak behera egiten du izugarri, ehunetik hamaika euskaldun izanik soilik; euskaldun hartzaile edo pasiboak puntu bat gehiago izango luke (% 12), eta ehun biztanletik 77 erdaldun elebakar leudeke. Eremu ez-euskaldunean, euskaldun-kopururik baxuena dago, soilik % 3 litzateke euskalduna, eta % 7 euskaldun hartzaile. Eremu ez-euskaldunean hamar pertsonatik bederatzi dira erdaldun elebakar.

Ondorengo 4.15. irudian, Nafarroako euskal hiztunen bi momentu konparatuko dira adinaren arabera: 1991 eta 2016koak. Bi horietan azken hamabost urteotako bilakaera ikus daiteke modu grafikoan.

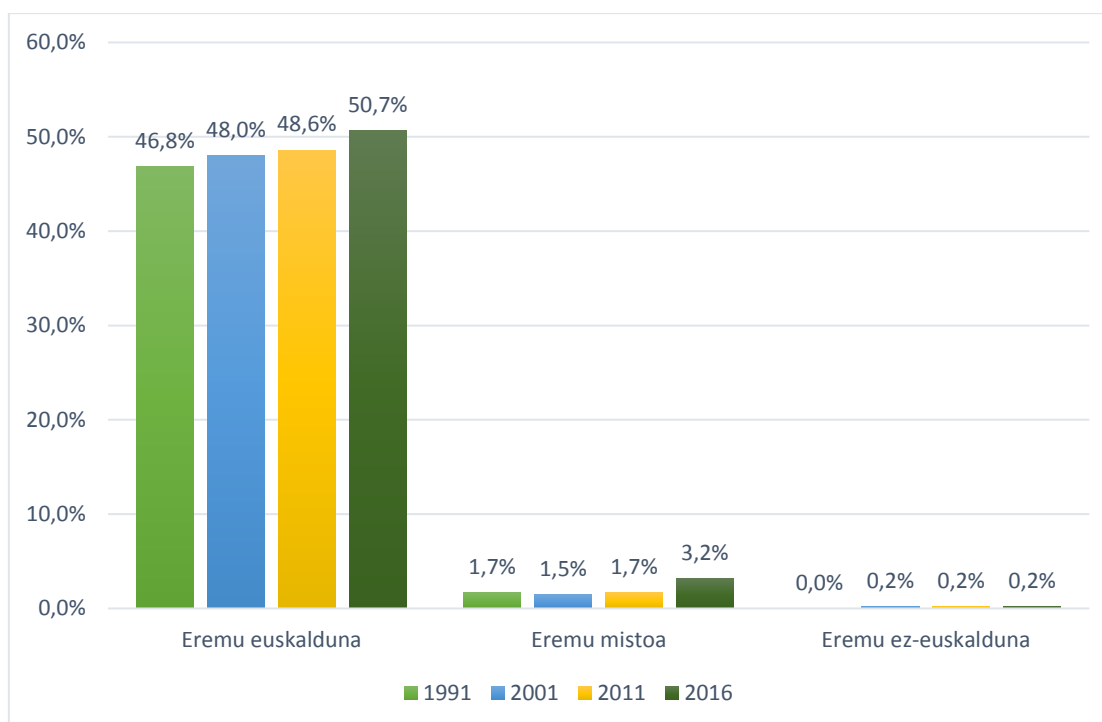


**Irudia 4.15** Euskal hiztunak adinaren arabera Nafarroan (1991n eta 2016n)

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

Duela hamabost urteko datuetan ikus liteke euskararen ezagutza %10 inguruan zebilela adin-tarte guztietan. Azken datu-jasoketan, aldiz, belaunaldi gazteenek dute euskararen ezagutzarik handiena, eta ezagutzak behera egiten du adinean gora egitearekin batera. Euskal alfabetatzearen isla izan daitezke D ereduak eta euskaltegiak.

Euskara ezagutzetik, euskara-erabilerarako jauzia egingo dugu azken bi irudiotan. Horretarako, datuak bata bestearen ondoan jarriko dira hiru eremuetatik bakoitzean euskararen erabilera ehunekotan islatzeko 1991n, 2001en, 2011n eta 2016n (ikus 4.16).

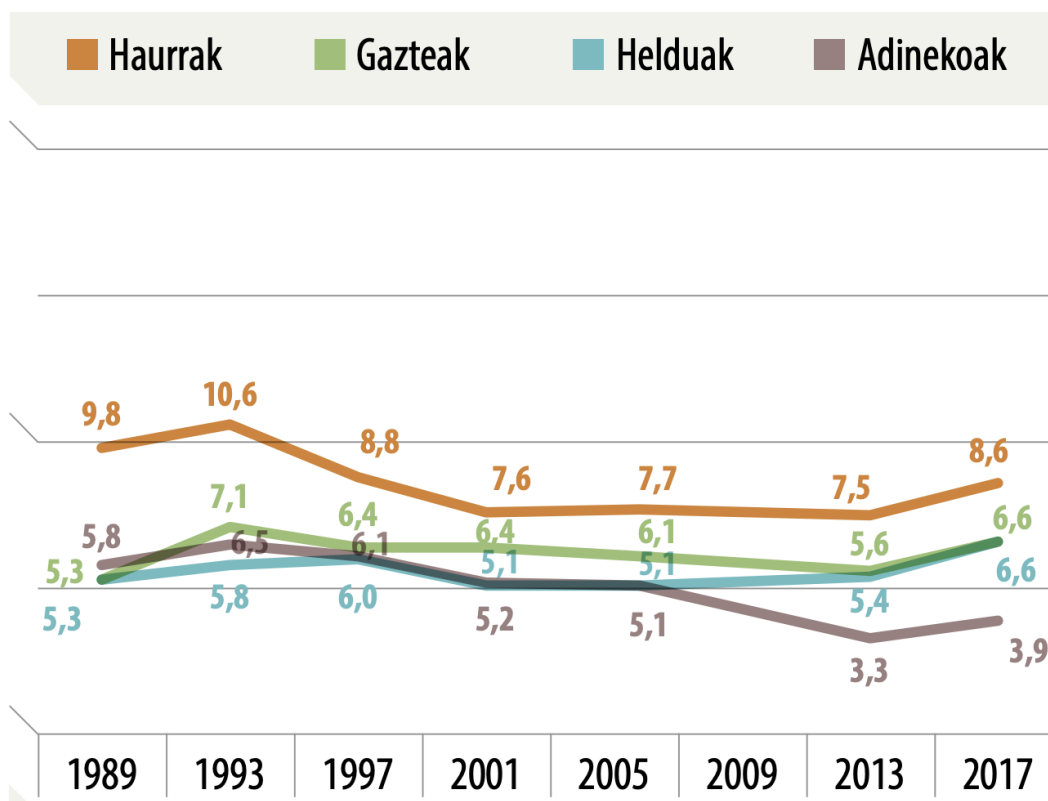


**Irudia 4.16** Euskara erdararen pare edo gehiago darabiltenen kopurua ehunekotan, zonifikazioaren arabera (1991, 2001, 2011 eta 2016)

**Iturria:** VI Inkesta Soziolinguistikoa, 2016

Hiru eremuei erreparatuta, sekulako ezberdintasunak nabari dira euskararen erabileran. Hasteko, eremu ez-euskaldunean euskararen erabilerarik ez dago, eta eremu mistoan oso bazterrekoa da. 2011ko erabilera-datuak bikoizten ditu 2016an jasotakoak: %3.2. Eremu euskaldunean, baina, euskara erabili egiten du biztanleriaren erdiak, 2016ko azken datuen arabera; halaber, badirudi goranzko joera apala duela euskarak eremu euskaldunean, izanik %46.8koa 1991n eta %50.7koa 2016n.

Ondorengoa izango da azken irudia, eta bertan, aurreko euskara-erabilerari buruzko datuetan sakondurik, behatuko dugu azken mende laurdenean Nafarroako euskal hiztunen bilakaera ehunekoetan eta adin-taldeka sailkaturik, euskaraz erdaraz bezainbeste edo gehiago mintzatzen ote diren ikertu nahirik.



**Irudia 4.17** Euskara erdararen pare edo gehiago darabiltenen bilakaera ehunekoetan, adin-taldeen arabera

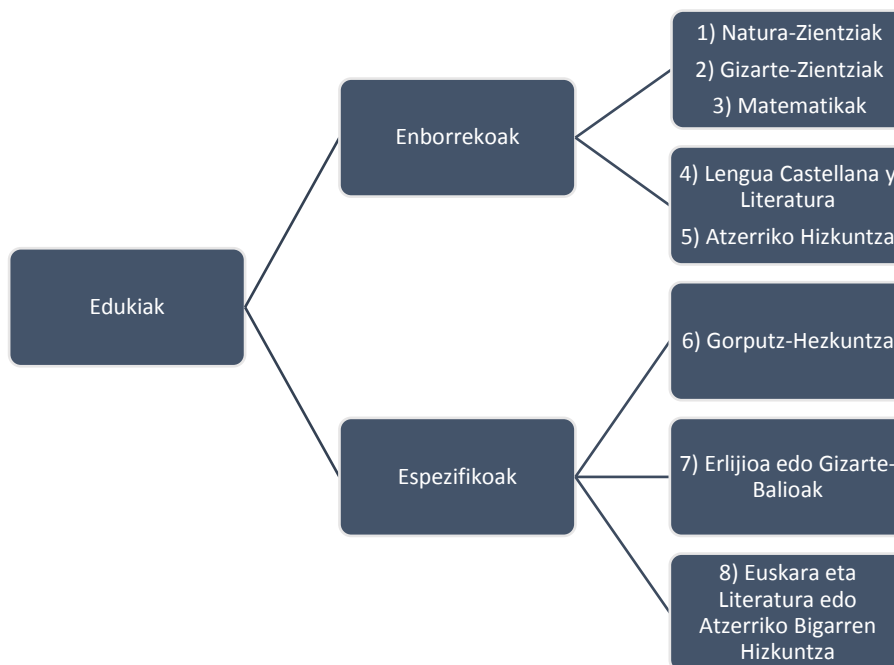
**Iturria:** VI Inkesta Soziolinguistikoa, 2016

4.17. irudiko datuek erakusten dute haurrak direla euskaraz gehien mintzatzen direnak, EAEn jaso bezala, halere, kopuru apalagoekin (% 8.6); edonola ere, joera gorabeheratsua islatzen du, izanik 1991koak kopuru altuenak (% 10 inguru), beheranzko eta mantentze joera hamarren bat urteren ondoren eta berriz ere gora azken neurketan. Joera berdintsua erakusten du gazteen taldeak, izanik 1993 inguruan punturik gorena (% 7.1), behera egin apur bat eta berriz ere gora azken neurketan % 6.6raino. Goranzko joera du helduen multzoak, hasi % 5.3an eta bukatu % 6.6an. Zaharreen taldeak, aldiz, goitik beherako joera dauka, nahiz eta azken neurketan apur bat gorago egin duen % 3.9raino.

### 4.2.3. Hezkuntza-plana

Nafarroako Foru Komunitatearen Lehen Hezkuntzako plana 2014/60 Foru Dekretuan zedarritutako zehaztapenen arabera da, izanik abenduaren 9ko 2013/8 Lege Organikoaren hezkuntza kalitatearekin lotutako hobekuntza. Maiatzaren 3ko 2006/02 Hezkuntza-Lege Organikoa ordeztu zuen (ikus Lehen Hezkuntzako Kurrikuluma).

Legearen arabera, Nafarroako Gobernuari dagokio kurrikulu basikoaren ezaugarriak zehaztea, hala nola, helburuak, gaitasunak, edukiak, ebaluazio-irizpideak eta ikasleak eskuratu beharreko gutxiengo maila behagarrian. Kurrikuluaren antolamenduari begira, honako bitan egituratzen dira: batetik, enborrekoetan; bestetik, espezifikoetan (ikus 4.18. irudia). Lehenengoaren helburua da ezagutza eta gaitasunak eskuratzea eta, gainera, hezitzaileak izatea, etorkizuneko etapetan gehigarri, aberasgarri eta ebaluatzea posible izatea etapa bakoitzaren amaieran. Bigarrenarena, aldiz, malgutasunean datza, ordutegiak eta edukien zehaztasunak nahieran egokitzeko ikasguneko beharrezanen arabera; esaterako, ikastetxeak berak sortu eta egokitutako ikasgaiak.



**Irudia 4.18** Nafarroako Foru Komunitateko Lehen Hezkuntzako kurrikulum-edukiak arloka

**Iturria:** Nafarroako Lehen Hezkuntzako Kurrikuluma, 2014

Aurrez esan bezala, Lehen Hezkuntzako Oinarrizko kurrikuluma eduki-bloketan, gaitasunetan, ebaluazio-irizpidetan, eskuratu beharreko gutxiengo maila behagarrian oinarritzen da, helburu izanik irakaslea eta haren eskarmentua kurrikuluaren planifikazio

taxutua eta gaitasunen eskuratze orokorra ahalbidetzea. Gaitasunak zazpi dira, irizpide harturik Europako Batasunak eta haren Hezkuntza-Sailak (2006/962/EC) emaniko gaitasunen etengabeko ikaskuntzaren gidalerroak. Kurrikuluak zehaztu legez, gaitasunak ikasleak garatu beharreko iaioitasun praktikoak dira, ezagutza orokorrak, motibazioa, etika-balioak, jarrerak, emozioak eta sozializatorako osagaiak bultzatuko dituztenak, jomuga izanik horien guztien elkarlana ekintzak aiseago eta eraginkortasun handiagoz erdiestea. Era berean, kurrikuluan iradokitzen duen ikasbidea praktikan oinarritutakoa da, parte-hartze aktiboan eta berdinen arteko hartu-emanetan, hezkuntza-alor formalean, ez-formal eta informalean lekua izanik.

Nafar kurrikuluak gaitasunak “egiten jakin” gisa ulertzen ditu, akademia-testuinguru anitzetara, sozializazio-esparruetara eta profesionalera egokitu beharreko konpetentzia modura. Egokitze-lan horretan transferentzia beharrezkoa da, eta, hori dela-eta, edukiek eman dezaketen ezagutza gaitasunetan oinarritzen da, abilezia praktikoekin lotura zuzenekoak. Berritasunak berritasun, bestea hezkuntzaren ebaluazio norbanakotua litzateke. Horren bitartez, gaitasunen trebatze- eta lantze-prozesuak ebaluatuko lirateke Lehen Hezkuntzako etaparen erdian eta amaieran. Azken finean, kurrikulu berrituak honakoak bilatzen ditu: gaitasun-bidezko ikaskuntza integratua eta norbanakotua. Gaitasunetan oinarritutako ikaskuntzak beste ezaugarri batzuk ditu: zeharkakotasuna, dinamikotasuna eta izaera integrala. Irakas eta ikaskuntzaren giltzarrietako bat da ikuspegi anitzetatik eta diziplina ezberdinak integratzea. Gaitasunak ez dira momentukoak, ikaslearen bizitzan egokitzeko eta ikasten jarraitzeko lanabestzat hartzen ditu. Lehen Hezkuntzan, gakoa izango da ikasleak klasetik kanpo topatuko dituen erronka eta errealtate zailei erantzuna ematea, ikasitako ezagutza aplikatu ahal izateko.

## 5. METHODOLOGY

In the previous chapters, details about the nature of the beliefs around multilingualism and language teaching methodologies have been discussed as well as a brief summary of the sociolinguistic situation in the Basque Country and the educational system in the BAC (Basque Autonomous Community) and the Chartered Community of Navarre. This chapter will be divided into eight subchapters. The first will be about the research questions and the objectives of the thesis. The second will discuss the design of this project and its characteristics. In the third subchapter, the sample of the research study will be explained and the dependent and the independent variables will also be discussed focusing on the three target groups: the in-service teachers, the future teachers and the university teachers. In the fourth subchapter, details about the analysis of the data will be given. Here, the procedure about the codification of the two sources of the data, qualitative and quantitative, will be summarized. In the sixth subchapter, the validity and reliability criteria will be explained. The seventh and last subchapter will elaborate on some of the ethical issues of this research project.

### 5.1. Research questions and objectives

The main focus of this research study is to analyze teachers' beliefs towards multilingualism and language teaching methodologies in the BAC and Navarre (henceforth referred to together as Hegoalde). Understanding teachers' beliefs about languages and methodologies allow us to comprehend deeper their daily teaching reality. In other words, the more we know about teachers' beliefs, Basque educational needs and challenges, the more comprehensive picture we might construct. Hopefully, this investigation may help to reach more reasonable and achievable educational goals. Despite the complex nature of beliefs, the main aim of the research questions was to be able to present initial conclusions in order to construct basic knowledge about the most significant features of the phenomenon under study. In this project, the following research questions will be answered.

1. What beliefs do teachers hold about multilingualism?

### 2. What beliefs do teachers hold about language teaching methodologies?

Each time the word *teacher* is mentioned in the text it can refer to in-service teachers, future teachers or university teachers because those are the three groups that were investigated. However, it must be highlighted that the main emphasis of the study will be on the in-service teachers because they are considered the most relevant group when researching teachers' beliefs. In fact, the two research questions will be treated in separate subchapters for each group, and in an additional subchapter, the quantitative results for the three groups together will be compared and contrasted. Thereafter, the quantitative data will be reinforced with qualitative data obtained from four focus group discussions held with in-service teachers from the four Basque territories of Hegoalde (Araba, Biscay, Gipuzkoa and Navarre).

To answer the two research questions, the following general and specific objectives were set.

#### General objectives:

1. To comprehend teachers' constellation of beliefs towards multilingualism.
2. To understand teachers' beliefs towards language teaching methodologies.

#### Specific objectives:

3. To evaluate teachers' beliefs about multilingualism.
4. To explore the various background variables on the teachers' beliefs towards multilingualism.
5. To evaluate teachers' beliefs about language teaching methodologies.
6. To explore the various background variables on the teachers' beliefs towards language teaching methodologies.
7. To identify the teachers' most preferred and most used language teaching methodologies and make comparisons with the beliefs about methodologies.

To look for correlations between the means of the beliefs about multilingualism and methodologies.



## 5.2. Research design

This study is mainly quantitative; even though, the qualitative data from the focus groups are used to contrast the quantitative in order to deepen the understanding. The selection of both data collecting techniques, online questionnaires and focus group discussions, will offer a richer insight into teachers' beliefs from an exploratory perspective and offer a more holistic comprehension of its complexity. The research purpose of this study is mainly exploratory and also descriptive at certain research stages. The most important objective is to gain a higher understanding of teachers' beliefs regarding multilingualism and language teaching methodologies.

This research study has three principal phases. The first is a review of the literature about the central topics: beliefs about languages and language teaching methods. The review led to the creation of an online questionnaire to collect data among in-service teachers. The questionnaire was then adapted to future teachers and university teachers. At the same time, four focus group discussions were designed. The second phase consisted of the delivery of the questionnaires. Specifically, school directors and heads of university departments were asked for permission to distribute the questionnaires online to individual teachers, teacher trainers and students. Similarly, four focus group discussions were successfully conducted. Qualitative data was gathered and transcribed. The third phase entailed codification and analysis of the data collected.

## 5.3. The samples

In this section, the details of the three samples will be explained. Data from the questionnaires were collected in the last trimester of the academic year 17/18. The *Encuestafácil* program (<https://www.encuestafacil.com/>) facilitated by the University of the Basque Country (UPV/EHU) was used to create and deliver the questionnaires (see appendix 1 for the paper edition of the questionnaire). The questionnaire consisted of two main parts: first, beliefs about multilingualism with 11 items and second, language teaching methodologies with 25 items. The questionnaire is close-structured and has got 1-5 Likert Scale items (1: Strongly disagree and Very low; 5: Strongly agree and Very high).

The two dependent variables used to conduct analysis will be explained in this subchapter. First, the newly constructed mean of beliefs about multilingualism and second, the mean of beliefs about language teaching methodologies. Cronbach alpha was calculated in order to measure the internal consistency of both new variables, and several items were discarded from the original set of items to increase the reliability of the results. The first new dependent variable was the mean of the beliefs about multilingualism, which consisted of eleven items. After calculating Cronbach alpha, items 6, 8, 9 and 10 were statistically discarded. The alpha value for the final 7 dependent variables was .598 (see appendix 2.1 for reliability results). The second new dependent variable was the mean of the beliefs about language teaching methodologies, consisting of twenty-five items. The items 31, 32, 33, 37, 38, 41, 44 and 45 were discarded so as to increase reliability. The alpha value for the second new variable was .78 (see appendix 2.2 for further details). The Cronbach alpha values for the newly constructed variables were considered to be adequate to conduct ANOVA and Kruskal-Wallis analyses (Taber, 2018).

#### 5.3.1 In-service teachers

The principal questionnaire was distributed to in-service teachers in early childhood and primary education in Hegoalde. The sample was elaborated by compiling a list of electronic addresses of all early childhood and primary schools taken from the government web pages of the education departments in Navarre and the BAC. The researcher never had any direct communication with any of the teachers and the entire process was carried out with the help of the school directors. Once the informed consent forms were signed, the directors were in charge of delivering the invitation letters to the individual teachers. Afterwards, the teachers were free to fill out the questionnaire. The link to the online questionnaire was activated on the 11<sup>th</sup> of April 2018 and deactivated on the 6<sup>th</sup> of June 2018. Due to time and energy constraints in the last trimester, directors of several schools asked for an extension of the deadline for completion of the questionnaire and the deadline was extended with two weeks.

The main target group was teachers enrolled in early childhood and primary school education in Hegoalde. In total, 1355 teachers clicked on the questionnaire link. At least,

783 (57.8%) teachers started filling it out, and 418 (30.8%) participants fully completed the questionnaire. The statistical data analysis has been done using SPSS (version 25) and only on completely filled questionnaires.

A short profile of the in-service teachers can be given based on the following background variables: sex, age, mother tongue, place of birth, teaching language, model attended when young, model teaching in now and language proficiency in Basque, Spanish, English and French.

Of the total number, 331 in-service teachers were female (79.2%), 83 male (19.9%) and 4 non-binary (1%). Precisely, of the total amount, 90 (21.5%) were early childhood education teachers, 238 (56.9%) primary school teachers and 90 (21.5%) combined early childhood and primary education functions.

Regarding teachers' average age, the score was 43.3 years; the youngest teacher was aged 23, and the eldest was 64. They also reported the number of years of teaching experience; the mean of our sample was 18.6 and the minimum was .4 years, so a very recently started teachers, and 40 years the maximum for a teacher with many years of experience.

In terms of the teachers' mother tongue, 174 (41.6%) had Basque, 190 (45.5%) Spanish, 52 (12.4%) Basque and Spanish and 2 (.5%) teachers had another language rather than Spanish or Basque.

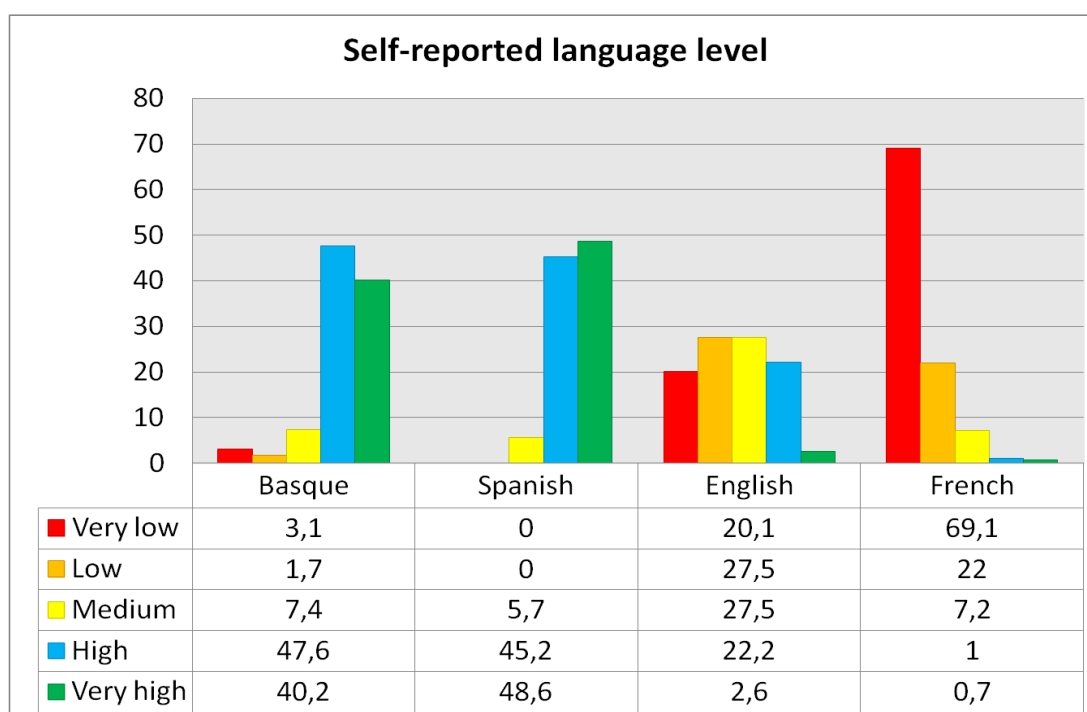
According to their place of birth, of the in-service teachers, 167 (40%) were from Gipuzkoa, 144 (34.4%) from Biscay, 24 (5.7%) from Araba, 60 (14.4%) from Navarre. So, 95% were from Hegoalde and only 21 (5%) from other parts of Spain and 2 (.5%) from other countries. Regarding the historic territory, teachers were currently teaching in, 133 (31.8%) were teaching in Gipuzkoa, 138 (33%) in Biscay, 56 (13.4%) in Araba and 91 (21.8%) in Navarre. The in-service teachers' language of instruction in their teaching is presented in table 5.1:

### 5.3 The samples

**Table 5.1** In-service teachers' language of instruction

<i>Language of instruction</i>	Frequency	Percent
Basque	209	50,0
Spanish	16	3,8
English	41	9,8
Basque and Spanish	107	25,6
Basque and English	28	6,7
Spanish and English	3	,7
Basque, Spanish and English	14	3,3
<b>Total</b>	<b>418</b>	<b>100,0</b>

As for the linguistic model teachers attended during their school years, 200 (47.8%) were educated in the D model, 37 (8.9%) in the B model, 97 (23.2%) in the A model, 77 (18.4%) in the G model and 7 (1.7%) in different models. NB: it has to be remembered that those models were gradually introduced after 1982 and so not all in-service teachers could choose the model. Looking at the linguistic model the in-service teachers are currently teaching in, 353 (84.4%) are in the D model, 26 (6.2%) in the B model, 20 (4.8%) in the A model, 11 (2.6%) in the G model and 8 (1.9%) indicated they are teaching in another



**Figure 5.1** In-service teachers' self-reported language level

linguistic model. Similarly, looking at the education network teachers were teaching in, 287 (68.7%) were in the public network, 65 (15.6%) in the semi-private network, 64 (15.3%) in the Ikastolen Elkartea network and 2 (.5%) in a private network. Figure 5.1. below indicates teacher's percentage scores for the variables self-reported language level for Basque, Spanish, English and French from very low to very high levels (on a scale from 0 to 4).

### 5.3.2. Future teachers

A similar procedure was followed for the students enrolled in teacher training at the universities in Hegoalde for the courses of Early Childhood and Primary School Education. Informed consent forms were sent to every Education department in Hegoalde and all of them accepted: The University of Deusto in Bilbo and Donostia, Mondragon University and the University of the Basque Country three campuses in Araba, Biscay and Gipuzkoa. The invitations to participate were sent to the heads of the department and they delivered the message to the students by e-mail. The link for the questionnaire was active from 14 March 2018 to 2 May 2018.

A total of 1050 students clicked on the questionnaire link. Of those 864 (82.3%) students answered to at least 1 item, but 564 (53.7%) completed the questionnaire and only those are included in the analysis.

Again a brief profile will be given. The background variables have been adapted slightly for this group of future teachers still in teacher training.

In terms of sex, 435 (77.1%) were female, 123 (21.8%) male and 6 (1.1%) indicated no binary.

Regarding age, they were 21.2 years on average; the youngest was 18, and the oldest 46. The students were distributed as follows over the academic years: 119 students in the 1<sup>st</sup> year; 199 in the 2<sup>nd</sup> year; 126 in the 3<sup>rd</sup>; 97 in the 4<sup>th</sup> and 23 students needed more than 4 years.

Regarding their mother tongue, 203 (36%) participants had Basque, 249 (44.1%) Spanish, 2 (.4%) English, 108 (19.1%) Basque and Spanish, 1 (.2%) had another mother tongue and 1 participant indicated to have Basque, Spanish and English as mother tongues.

### 5.3 The samples

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Looking at the participants' place of birth, 187 (33.2%) were born in Gipuzkoa, 253 (44.9%) in Biscay, 68 (12.1%) in Araba, 48 (8.5%) in Navarre, 1 (.2%) in Iparralde, 1 (.2%) in other areas of Spain and 6 (1.1%) in another country. In terms of the university, 117 (20.7%) studied at UPV/EHU (Campus of Araba), 131 (23.2%) UPV/EHU (Campus of Biscay), 93 (16.5%) UPV/EHU (Campus of Gipuzkoa), 29 (5.1%) at Mondragon University, 110 (19.5%) at University of Deusto (Bilbao), 42 (7.4%) at University of Deusto (Donostia) and 42 (7.4%) at UPNA/NUP (Iruñea).

Regarding students' training courses, 108 (19.1%) were doing early Childhood Education, 446 (79.1%) Primary Education and 10 (1.8%) indicated they were in another related study. Among the Primary Education students, they are in different specializations: 89 (15.8%) students Foreign Language, 51 (9%) Basque Teachers or Tutorship, 15 (2.7%) Music Education, 136 (24.1%) Physical Education, 83 (14.7%) Special Education and 72 (12.8%) were in the lower years and had not decided their specialization.

The linguistic model which they attended before University, 498 (88.3%) students were in the D model, 53 (9.4%) in the B model, 8 (1.4%) in the A model and 5 (.9%) in the G model. These students have to take a practicum during their training to become a teacher. The practicum can be in different linguistic models. The distribution of the students was as follows: 393 (69.7%) in the D model, 31 (5.5%) in the B model, 12 (2.1%) in the A model, 3 (.5%) in the G model, 11 (2%) in a different linguistic model, 15 (2.7%) combined the B and D models, 6 (1.1%) combined the A and D models, 3 (.5%) combined the D and G models, 8 (1.4%) combined the D and other models, 3 (.5%) combined the B and A models, 2 (.4%) combined the A, B and D models and 77 (13.7%) of the lower years did not have a practicum yet.

The educational network future teachers attended before university, 81 (14.4%) students went to the Ikastolen Elkarte, 267 (47.3%) to the Public school, 115 (20.4%) to Semi-private, 4 (.7%) to Private, 17 (3%) combined Ikastola and Public schools, 24 (4.3%) combined Ikastola and Semi-private schools, 35 (6.2%) combined Public and Semi-private, 7 (1.2%) combined Public and Private, 5 (.9%) combined Semi-private and Private, and 9 (1.6%) combined Ikastola, Public and Semi-private. Looking at the future teachers' educational network during their practicum, 31 (5.5%) students went to the Ikastolen Elkarte, 244 (43.3%) to the Public school, 89 (15.8%) Semi-private, 46 (8.2%) combined

the Ikastola and Public schools, 34 (6%) combined Ikastola and Semi-private schools, 39 (6.9%) combined Public and Semi-private schools and the same 77 (13.7%) did not have a practicum yet. Figure 5.2. Indicates the future teacher’s self-reported language level of Basque, Spanish, English and French (on a scale from 0 to 4)

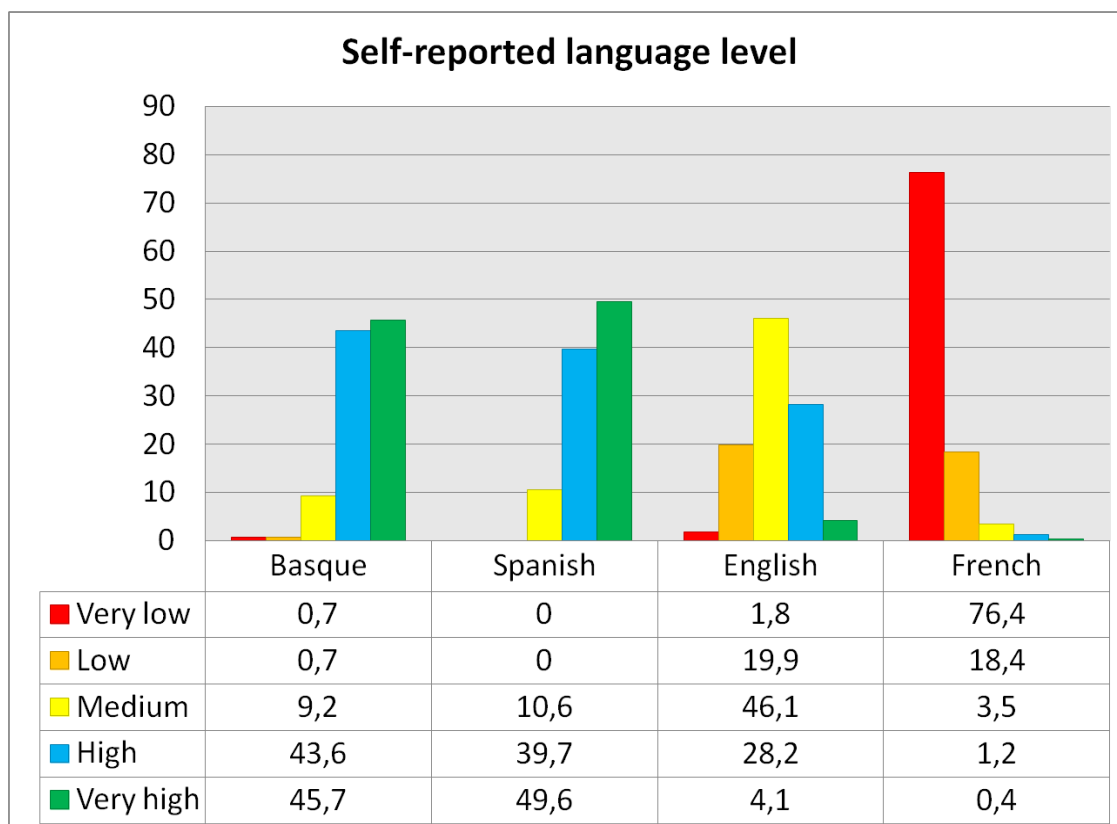


Figure 5.2 Future teachers’ self-reported language level

### 5.3.3. University teachers

The sample for this group was compiled from the list of all university teachers’ electronic addresses in the university web pages and only those who are in teacher training were included. The informed consent was sent to the head of the teacher training departments of all 7 universities-campuses, asking for permission to deliver the questionnaires to individual university teachers. Informed consent forms were signed. The link to the questionnaire was active from 23 March 2018 to 2 May 2018.

In total, 252 university teachers clicked on the questionnaire link, of those 198 (78.6%) teachers answered at least to one item and 111 (44%) participants completed the questionnaire.

### 5.3 The samples

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Again a short profile will be given. The background variables have been adapted for this group of university teachers.

According to sex, 74 were female (66.7%), 33 male (29.7%) and 4 no-binary (3.6%).

The average age of the university teachers was 45.2 years; the youngest was 29, and the eldest 63. They reported on average 17.2 teaching years' experience, between 0 years as the minimum and 45 years as the maximum.

The university teachers are distributed over the campuses as follow: 21 (18.9%) are teaching at the Campus of Araba (UPV/EHU), 30 (27%) at the Campus of Biscay (UPV/EHU), 20 (18%) at the Campus of Gipuzkoa (UPV/EHU), 11 (9.9%) at Mondragon University, 10 (9%) at the University of Deusto (Bilbo), 17 (15.3%) at UPNA/NUP in Navarre and 2.

In terms of birthplace, 33 (29.7%) were born in Gipuzkoa, 46 (41.4%) in Biscay, 9 (8.1%) in Araba, 18 (16.2%) in Navarre, 3 (2.7%) in other regions of Spain and 2 (1.8%) in a different country. Their mother tongue was for 44 (39.6%) Basque, 59 (53.2%) had Spanish as the first language and 8 (7.2%) had both Basque and Spanish.

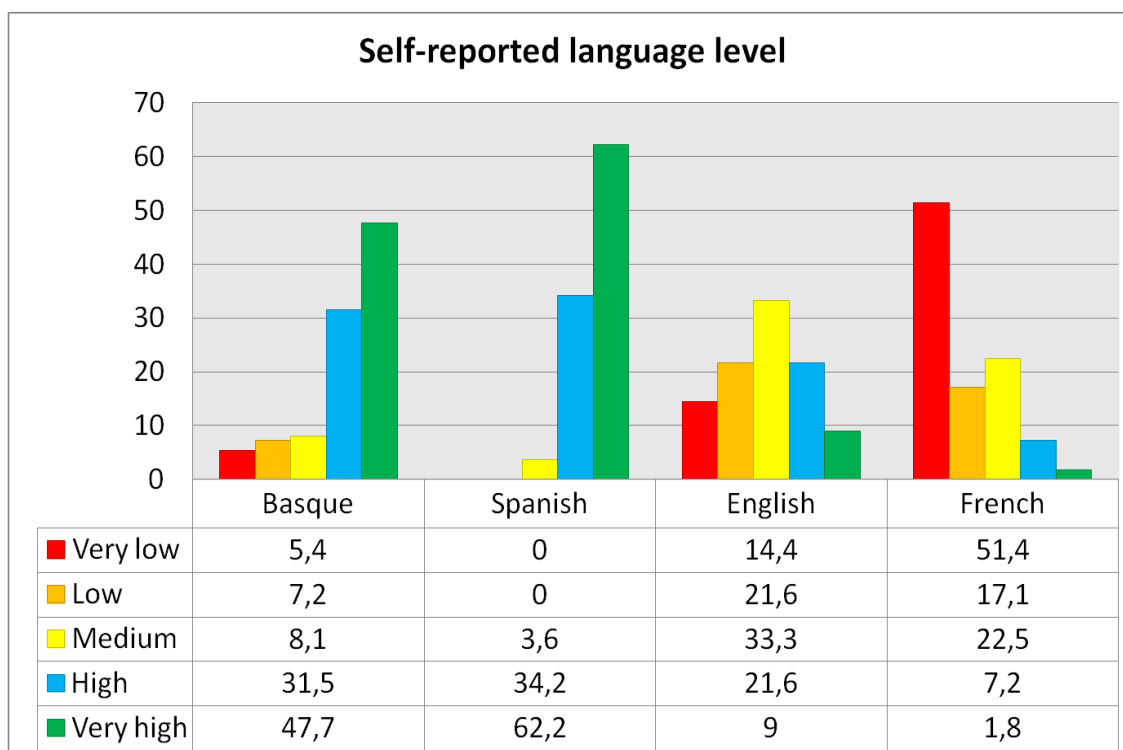
Regarding the language of instruction, 51 (45.9%) university teachers taught through the medium of Basque, 9 (8.1%) in Spanish, 4 (3.6%) in English, 29 (26.1%) combined both Basque and Spanish, 11 (9.9%) in Basque and English and 7 (6.3%) in Basque, Spanish and English.

The linguistic model they were immersed in during their school years, 49 (44.1%) went to the D model, 7 (6.3%) the B model, 24 (21.6%) the A model and 31 (27.9%) the G model.

When asking the university teachers in which schooling system they had given lessons before they became teacher trainers, 51 (46%) of the university teachers has not given any lesson in early Childhood and Primary education, 14 (12.6%) did so in Ikastolen Elkarte, 26 (23.4%) in Public schools, 13 (11.7%) in Semi-private, 4 (3.6%) in Private and 3 (2.7%) had other related educative experience.



The following figure (see figure 5.3) indicates university teachers' self-reported language level of Basque, Spanish, English and French.



**Figure 5.3** University teachers' self-reported language level

## 5.4. Data collection methods

### 5.4.1. Questionnaires

From the start, a quantitative approach was the focus of this research study. Online standard questionnaires with closed answers were chosen as the best-fitting type of quantitative research method. The in-service teachers' questionnaire was designed first and that questionnaire was adapted slightly to fit the other two groups.

Research studies based on descriptive instruments such as questionnaires "permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue" (Ary et al., 2013, p. 30). Questionnaires are an invaluable tool to "gather data at a particular point in time to describe the nature of existing conditions, or identifying standards against which existing conditions can be compared". In other words, the questionnaires used in this study were designed to gather

as much meaningful information as possible about the beliefs of the three groups of teachers.

Previous investigations have been the base of this questionnaire design. The structure and the items selected have been adapted from contributions such as the BALLI (Beliefs About Language Learning Inventory) (Horwitz, 1988), the adapted SILL (Strategy Inventory for Language Learning) (Oxford, 1990), and questionnaires published by Kouritzin et al. (2008), Aiestaran (2012) and Borg (2003, 2006).

The final questionnaire has two main parts: items on multilingualism and items on language teaching methodologies.

The questionnaire was online. The reasons behind choosing this research instrument were as follow. One, appropriateness, as the target group was spread among schools in Hegoalde and the participation relied on individuals. Two, economy, as it is a purchased service by the UPV/EHU and is free for the researcher to create and administer the questionnaires. Third, speed, as the channel of communication was always open for delivering and receiving the questionnaires and for clarifying any doubt. Electronic addresses of schools and institutions were all compiled from the Education Departments in the BAC and Navarre.

The link to the questionnaire was inserted in each invitation letter. The explanatory message was written in Basque, Spanish and English. Information and details about the research study, the strict confidentiality and anonymity and the freedom to participate were emphasized in the e-mail invitation. Indeed, those features were reminded before starting to fill the questionnaire. The e-mail address of the researcher was provided in both documents, willing to solve any doubt the participant may have during the process. The questionnaires were elaborated and delivered with the *Encuestafácil* tool because the University of the Basque Country has a subscription. The main questionnaire was designed for in-service teachers. Even though, two related questionnaires were developed based on the first.

As far as time planning was concerned, the three questionnaires were distributed online in the last trimester of the academic year 2017/2018. When data collection ended, the researcher started analyzing the data. In each questionnaire the source language was Basque, and then it was translated to Spanish and English. Regarding the pilot study of

the questionnaire, five members of the DREAM research group and eight in-service teachers participated in completing the questionnaire before it was sent to all participants. They were asked to mark any confusing characteristics, such as difficult phrases and the distribution of the items.

Nevertheless, after choosing the questionnaire language, informed consent was always available to every participant. Participants were fully informed and felt free to leave the process at any stage. Confidentiality and anonymity of participants were ensured. There were no codes, e-mail addresses, names or any other detail endangering participants' anonymity.

The response rate was one of the biggest concerns as the questionnaire was around fifteen to twenty minutes long, taken online and without face-to-face contact. Intending to increase the response rate, the researcher focused on the guidelines and the research limitations other studies encountered (Alan, 2001; Cohen et al., 2011; Denscombe, 2008; Fowler, 2009; Sue & Ritter, 2012).

- Letters of invitations were written mixing academic and informal styles in order to draw participants' attention and to engage more participants for completing the questionnaires. Besides, the survey topic was presented interestingly, making them feel the center of the research study.
- Pleasant and appealing appearances of the questionnaires were carefully sought, the university and research group logos, the font, the size, a logical organization of the items, among others. They all were strategically placed to highlight the academic value of the study.
- The items of the questionnaires were written as simple as possible attempting to facilitate understanding and a more fluid completion. Simplicity and smooth presentation were pursued.
- Gentle reminders and follow-ups were made inviting the teachers again to participate in the study and reminding them of the deadline for the questionnaires. An e-mail address was provided to answer any questions participants might have.

### 5.4.2. Focus Group Discussions

Mixed method studies consist of both quantitative and qualitative methods. In this study, qualitative data were used to complement the quantitative analysis. As Hennink (2014) states focus group discussions are convenient to first, “explore topics about which little is known or where the issues are unclear” (p. 16); and second, “to explain specific behaviors or beliefs and the circumstances in which they occur” (p. 16). Additionally, focus group discussions are an extraordinary tool to gather more detailed information and allow teachers to elaborate on their answers (Hennink, 2014).

Three documents were elaborated for the following three reasons. First, to inform about the research project and to clarify the procedure of the focus group discussions. Second, to have the informed consent forms signed and obtain permission to make audio-recordings. Thirdly, to guarantee the confidentiality and anonymity of the participants.

Towards the end of the 2017/2018 academic year, two schools, one in Biscay and one in Gipuzkoa, accepted to participate. Their principals had high interest to participate in the focus group discussions. The other two schools (in Araba and Navarre) agreed to have the focus groups at the beginning of the academic year 2018/2019.

Qualitative data collection was primarily done to provide additional information to the quantitative data. The focus group discussions offered an opportunity for the participants to express their beliefs in a free format, with less structural limitations. The atmosphere of the focus group discussion was relaxed and teachers would explain their beliefs more at ease. Or as Ary et al. (2013, p. 408) argue “the interaction between participants usually reveals more about subjects’ point of view than would be the case with a researcher dominated interview”. An additional argument is the following.

*Focus group discussions provide a unique forum for participants to not only describe certain beliefs, behaviours, or attitudes but also to identify the underlying context in which they occur, enabling an explanation of why certain phenomena persist. (Hennink, 2014, p. 20).*

Concerning this research study, the reality of each context in Basque society is diverse and plays a role in understanding the nature of beliefs. The focus group discussions were conducted after collecting all quantitative data. Preliminary data analysis was used to improve the design of the focus group discussion by selecting the most meaningful topics.

The content of the focus group discussions was semi-structured, flexible and could easily be adapted. The two main topics of the research study were the backbone of the focus group discussions. Introductory questions were made about each topic, and thereafter more specific questions followed. Towards the end of each session, an activity was planned in which the participants were asked to give arguments for the best language teaching methodologies.

During the focus group discussions, the researcher avoided a dominant role and adopted an attitude that enhanced interaction among participants. The moderator role was only taken when introducing new topics and bringing the conversation back to the topic. The researcher assumed an active listener role during the conversations, leaving the participants to take on the leading role.

All focus groups were arranged with the principal of each of the four schools. The first two sessions consisted of five participants, the third of four participants and the last of six participants. All focus groups were balanced for sex. The focus group discussions lasted on average just over one hour. The meetings were arranged after class hours, to cause as little disruption as possible of their daily work routine. All participants chose Basque as the language of communication (the transcripts are available upon request from the author).

## **5.5. Data analysis**

The data analysis began immediately after all quantitative data had been gathered. First, a preliminary analysis was conducted to use for the focus group discussions. The codification and most important analyses conducted will be explained in the following lines.

### **5.5.1. Codification and analysis of quantitative data**

The data from the three questionnaires were introduced into SPSS as separate files but combined to carry out the analyses. The three questionnaires were labeled as in-service teachers (IST), future teachers (FT) and university teachers (UT). These codes were attached to the number of each item. The following analyses were conducted:

- Descriptives and frequencies:

For a general understanding and as a base to obtain overall information, to understand the distribution of variables and compare summaries of variables.

- Pearson's correlation:

Pearson's correlation coefficient was calculated to measure the strength of the linear relationship between the two newly constructed dependent variables of the beliefs about multilingualism and language teaching methodologies.

- Anova:

One-way analysis of variance was conducted to compare the background variables with the means of the two dimensions (two newly constructed dependent variables of the beliefs about multilingualism and language teaching methodologies). This parametric test was used to verify whether there were any statistical differences between more than two means (dependent variables and the background variables as independent variables). The effect size magnitudes were calculated and reported to measure the strength of the relationship between the dependent and the independent variables. Two main effect sizes were used: eta-squared or  $\eta^2$  (Cohen, 1988) and Cohens' d (Cohen, 1988; Sawilowsky, 2009) (see the table in appendix 3.1 for the effect size values and magnitudes).

The first (eta-squared) calculates the proportion of the total variance of the associated dependent variable and the second (Cohen's d) is appropriate to do a comparison between means and especially more suitable to conduct post hoc comparisons with larger samples (Durlak, 2009; Ellis, 2010). The procedure used to conduct the ANOVA is shown in appendix 3.2). López-Roldán & Fachelli's (2015) model was chosen as the data analysis guideline. This model justified the baseline when conducting ANOVAs for groups larger than 30 (Montanero & Minuesca, 2018). However, groups smaller than 30 needed to have the normality checked. In the cases that the data was normally distributed ANOVA was conducted as usual; but when normality was not met, a non-parametric test (Kruskal-Wallis) was applied (see Appendix 4 for the normality cases).

- Kruskal Wallis:

Kruskal-Wallis test was used to determine whether there are statistically significant differences between the independent and the dependent variables (means of the beliefs

about multilingualism and methodologies). As for the effect size magnitude, Epsilon square ( $\epsilon^2$ ) was considered the best option [see King, Minium, Zakrzewska & Brzezinski, (2009) cited in Tomczak & Tomczak (2014)]. Epsilon squared values (see appendix 3.3 for the table of those values and magnitudes) will be used to interpret the “r” value for its effect size magnitude (Rea & Parker, 1992).

### **5.5.2. Codification and analysis of qualitative data**

The audio recordings of the four focus group discussions were transcribed with *Olympus DSS Standard Transcription Module*. Participants’ speech was standardized and any distinguishable sentence and feature were standardized to guarantee their anonymity. When coding, the initials of the term Focus Group were taken and the first letter of the territory added, FGA, for the focus group in Araba, for instance. Later on, the number given to each participant was inserted, FGA1, referring to the number given to the teacher participating in the Focus Group of Araba. Atlas.ti (version 8) qualitative data analysis software was used to analyze the transcriptions in-depth based on systematic coding for an insightful exploration of the data, linking and making contrasts with the quantitative results.

## **5.6. Research validation and reliability: triangulation**

The basis of this research study is mainly quantitative; nonetheless, qualitative data was used to contrast, reinforce and deepen comprehension. “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour” (Cohen et al., 2011, p. 195). When more than a single research method is used the main goal “is to increase confidence in the findings” (Heale, & Forbes, 2013, p. 1). Heale et al. (2013) add that “the combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone” (p. 1). In other similar words, “a more comprehensive understanding of phenomena arises from a researcher’s simultaneous look at a phenomenon from two perspectives. This is typically done using mixed-methods studies”(Joslin & Müller, 2016, p. 1044). Creswell & Plano Clark (2007, cited in Schram,

2014, p. 2620) consider a mixed-methods approach as a way of “collecting, analyzing and mixing both quantitative and qualitative data in a single study” and this enhances comprehension of the phenomenon under study. Triangulation was used in this project in an attempt to “explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data” (Cohen et al., 2011, p. 195).

Likewise, data triangulation was also applied for validity and reliability issues. Similar questionnaires were distributed among three target groups: university teachers, future teachers and in-service teachers. By addressing those three groups, the results and their commonalities may indicate different kinds of convergences among each other (Heale et al., 2013). Data triangulation may be beneficial and using a mixed-methods approach may promote “a more comprehensive understanding of the phenomenon under study and to enhance the rigor of a research study” (Heale et al. 2013, p. 1). Moreover, as Denscombe (2008, p. 272, cited in Cohen et al., 2011, p. 22) explained mixed methods research has been used for the following four reasons. First, to improve the accuracy of the data. Second, to provide a better perspective than a single approach may give. Thirdly, to develop the analysis and construct the original data. Fourth, to improve the sampling of participants.

### 5.7. Ethical issues

Principals and participants were directed in the three languages the research study was conducted, giving preference to the vernacular language: Basque. When participants or principals needed direct communication with the researcher, participants chose Basque unanimously as the language of communication. Concerning anonymity and confidentiality, the procedures and guidelines of the Ethics Committee’s (UPV/EHU) were followed. Approval was obtained for this doctoral dissertation under the following identification code: M10\_2017\_143.

Linguistic rights are not really an issue of ethics but can be included here as the three languages were used along-side each other during the project. They were all preserved: beginning with the language options of the questionnaires, followed by the research invitations sent by e-mail and ending with the focus group discussions.



## 6. RESULTS

In this chapter, the two research questions will be answered by presenting the results of the questionnaires and the focus groups. The questionnaire results are followed by selected extracts from the four focus group discussions with in-service teachers. In subchapter 6.1 the research question about beliefs about multilingualism will be discussed for each of the three target groups: first in-service teachers, followed by future teachers (university students) and then university teachers (teacher trainers). In the end, the three groups will be compared. In subchapter 6.2 the research question about the beliefs about teaching methodologies is discussed similarly.

### 6.1. Beliefs about multilingualism

RQ1: What beliefs do teachers hold about multilingualism?

The objective is to provide a detailed outline of the constellation of beliefs towards multilingualism of the three groups of teachers. Thus, a descriptive analysis will be conducted to explore teachers' beliefs from a general perspective and then one-way ANOVAs will be applied to detect the statistical strength of the relationship with relevant background variables. Finally, quantitative results from the three groups will be complemented with the qualitative data from the focus groups.

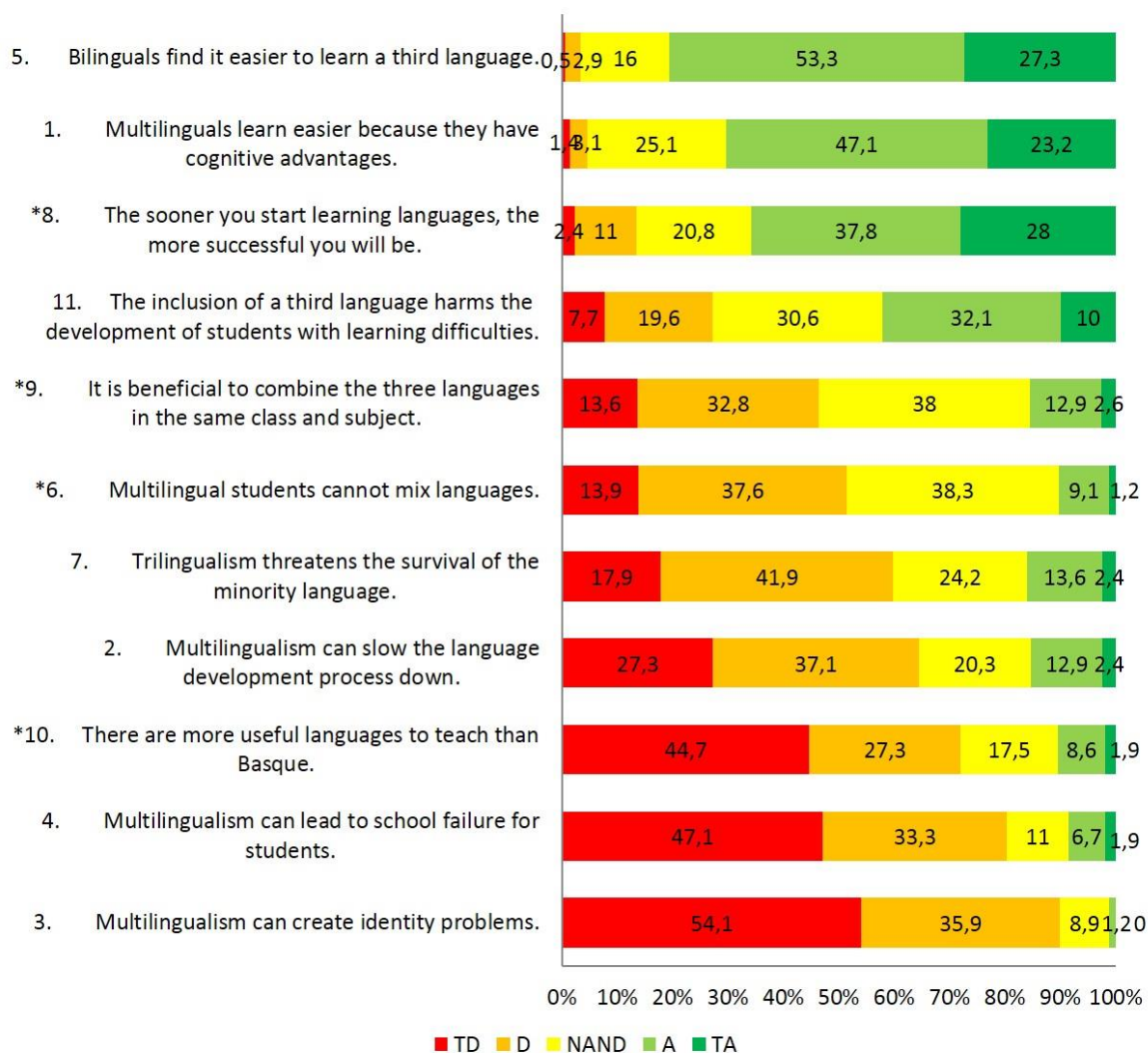
#### 6.1.1. In-service teachers' beliefs about multilingualism

To answer the first research question the 11 items of the section "Beliefs about multilingualism" of the questionnaire were selected to provide a descriptive analysis. Next, more complex analyses were conducted by comparing the mean of the newly constructed dependent variable with teachers' background information (independent variables). The mean used for the more complex analyses was constructed by statistically discarding four items to increase the internal consistency, those are marked with an asterisk (\*) in the figure. The resulting mean was used for the one-way analysis of variance (ANOVA). However, there were two cases where the normality of variances was not equal and the non-parametric Kruskal-Wallis test was applied.

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

### 6.1.1.1. Descriptive analysis of in-service teachers' beliefs on multilingualism

Likert-type items on a five-point scale from 0 to 4 (Totally Disagree = TD; Disagree = D; Neither Agree Nor Agree = NAND; Agree = A; Totally Agree = TA) were used to elicit the beliefs on multilingualism. The distribution of the scores per item can be illustrated in a bar graph to show the degree of agreement or disagreement with each item (see figure 6.1). High scores for each item may reflect a relatively positive position of that belief, while low scores would signal the other way round.



**Figure 6.1** The 11 items on multilingualism for the in-service teachers

As figure 6.1 shows, there were three statements the in-service teachers seemed to agree most with 80.6% (A= 53.3 + TA= 27.3) agreed with item 5 “Bilinguals find easier to learn a third language”. Then, 70.3% (A= 47.1 + TA= 23.2) agreed with item 1 “Multilinguals learn easier because they have cognitive advantages” and 65.8% (A= 37.8 + TA= 28.0) with item 8 “The sooner you start learning languages, the more successful you will be”.

In contrast, in-service teachers disagreed most with the following three statements. 90% (D= 35.9 + TD=54.1) disagreed most with item 3 which said: “Multilingualism can create identity problems”. 80.4% (D= 33.3 + TD= 47.1) did not agree with item 4 “Multilingualism can lead to school failure for students” and item 10 “There are more useful languages to teach than Basque” was also disagreed by 72% (D= 32.8 +TD= 13.6) in-service teachers. Moderate disagreement was found among in-service teachers with item 9 which said “It is beneficial to combine the three languages in the same class and subject” because 46,4% (D= 32.8, TD= 13.6) disagreed. It turns out that about half of the in-service teachers or 51.5% (D= 27.3, TD= 44.7) disagreed with item 6 “Multilingual students cannot mix languages”.

#### **6.1.1.2. The relationship between background variables and in-service teachers’ beliefs on multilingualism**

In this section, the independent variables that may influence in-service teachers’ beliefs on multilingualism will be explored. Therefore, the dependent variable will be compared with seventeen background variables about in-service teachers. One-way ANOVAs were conducted to assess the statistical significance of the relationship with the independent variables (age, province of birth, mother tongue, etc). As explained in the methodology chapter, items 6, 8, 9 and 10 were statistically discarded from the original set of items to construct a statistically stronger dependent variable with increased reliability. The new dependent variable was adjusted and also ranged from 0 to 4 and a low score would mean a relatively negative attitude, while a high score a relatively positive. Hereafter, post hoc tests and descriptions of the relationships are not reported about non-significant independent variables.

The table below presents the ANOVA F and  $p$  scores and statistically significant results are highlighted. The effect sizes ( $\eta^2$  and  $\varepsilon^2$ ) were also reported to quantify the strength of the differences. The significant relationships will be analyzed in more detail after table 6.1 and post hoc tests will be computed for the differences between subgroups. Specifically, the Tukey HSD test will be used to determine whether the relationship between the sets of data is statistically significant and confirm those differences between subgroups. Also, Cohen’s  $d$  will be used to measure the magnitude of the differences and

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

see how substantial they are. Finally, as explained in the methodological chapter, tests to verify homogeneity of the variances across the groups counting less than 30 participants were conducted (see appendix 4). In this case, the Kruskal-Wallis test was used for the variable "Self-reported language level: Basque" which is marked with an asterisk in table 6.1.

**Table 6.1** ANOVA summary of the background variables related to the in-service teachers' beliefs on multilingualism

ANOVA: variables	F	H	P	$\eta^2$	$\epsilon^2$
Sex	2.448		.088		
<b>Age</b>	4.281		<b>.014</b>	<b>.020</b>	
Province of birth	1.112		.353		
<b>Mother tongue</b>	7.512		<b>.001</b>	<b>.035</b>	
Province teaching in	.464		.708		
Educational teaching network	1.970		.118		
Educational teaching stages	.235		.791		
<b>Educational model</b>	4.243		<b>.006</b>	<b>.030</b>	
<b>Current educational model teaching in</b>	5.234		<b>.001</b>	<b>.037</b>	
<b>*Self-reported language level: Basque</b>		29.253	<b>.000</b>		<b>.070</b>
<b>Self-reported language level: Spanish</b>	5.236		<b>.006</b>	<b>.025</b>	
Self-reported language level: English	3.019		<b>.018</b>	<b>.028</b>	
Self-reported language level: French	1.793		.129		
Childhood and Primary Education	1.815		.179		
Teaching language or content	1.769		.092		
<b>Language of instruction</b>	5.332		<b>.000</b>	<b>.061</b>	
Experience years	1.295		.275		

In the next paragraphs only the statistically significant relationships are in bold (see table 6.1). Those will be briefly discussed below.

### a) The relationship between age and in-service teachers' beliefs on multilingualism

One-way ANOVA was conducted to compare the effect of age on the mean of the beliefs about multilingualism by grouping in-service teachers into 3 groups. There was a significant difference between the newly created dependent variable of the beliefs on multilingualism and the independent variable age [ $F(2, 414) = 4.281, p = .014, \eta^2 = .020$ ] and the effect size was small. Table 6.2 below reports the data analysis.

**Table 6.2** Descriptive analysis of the variable age influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Youngest (23-38)	143	2.89	.476	.039	4.281	<b>.014</b>	.020
Middle (38-50)	136	2.71	.567	.048			
Eldest (50-64)	138	2.83	.471	.04			
Total	417	2.81	.51	.025			

Based on the outcomes in the table, there are only slight differences between the youngest ( $M = 2.89$ ) and the eldest ( $M = 2.83$ ) age groups. Between both, the middle group scored lowest ( $M = 2.71$ ). Post hoc comparisons using the Tukey HSD test were conducted and those are reported in the following table.

**Table 6.3** Tukey HSD post hoc comparison of the variable age influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Middle	Youngest	-.174	.06	<b>.012</b>	.34
*. The mean difference is significant at the 0.05 level.					

Table 6.3 indicated there was a significant difference between middle-aged in-service teachers and the youngest teachers ( $p = .012$ ), with a small effect size ( $d = .34$ ). The eldest group did not significantly differ from the other two groups. It may suggest that the youngest group's beliefs on multilingualism are significantly more positive than the middle age group.

b) The relationship between the *mother tongue* and in-service teachers' beliefs on multilingualism

There was a significant difference between the mean and the independent variable mother tongue and the effect size was small [ $F(2, 413) = 7.512, p = .001, \eta^2 = .035$ ]. The following table shows the details of the analysis.

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

**Table 6.4** Descriptive analysis of the variable mother tongue influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Basque	174	2.92	.503	.038	7.512	<b>.001</b>	.035
Spanish	190	2.73	.524	.038			
Basque and Spanish	52	2.73	.442	.061			
Total	416	2.81	.513	.025			

As the descriptive analysis in Table 6.4 showed, there are two groups below the total mean: in-service teachers whose first language is Spanish ( $M = 2.73$ ) and Basque and Spanish ( $M = 2.73$ ). Basque mother tongue teachers scored over the total mean ( $M = 2.92$ ). Post hoc comparisons are presented in table 6.5.

**Table 6.5** Tukey HSD post hoc comparison of the variable mother tongue influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Mother tongue	(J) Mother tongue	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Basque	Spanish	.195	.053	<b>.001</b>	.37
	Basque and Spanish	.191	.080	<b>.045</b>	.39

\*. The mean difference is significant at the 0.05 level.

Tukey HSD revealed there were two statistically significant differences between means of the Basque mother tongue in-service teachers and the Spanish ( $p = .001$ ,  $d = .37$ ) and the Basque and Spanish groups ( $p = .045$ ,  $d = .39$ ) with small effect sizes. The test highlighted that Basque first language in-service teachers held significantly more positive beliefs on multilingualism than Spanish and Basque and Spanish mother tongue teachers.

c) The relationship between *educational model* and in-service teachers' beliefs on multilingualism

There was a significant difference between the variable educational model and the mean score on beliefs with a small effect size [ $F(3, 407) = 4.243$ ,  $p = .006$ ,  $\eta^2 = .03$ ] (see table 6.6).

**Table 6.6** Descriptive analysis of the variable educational model influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
D Model	200	2.90	.477	.034	4.243	<b>.006</b>	.03
B Model	37	2.70	.642	.106			
A Model	97	2.75	.484	.049			
G Model	77	2.71	.540	.061			
Total	411	2.81	.513	.025			

Looking at the table, differences in the mean are clear and in-service teachers who were schooled in the D model ( $M = 2.90$ ) were the only group scoring above the overall mean ( $M = 2.81$ ). The rest of the groups, B model ( $M = 2.70$ ), A model ( $M = 2.75$ ) and G model ( $M = 2.71$ ), scored below. Post hoc comparisons were conducted and are shown in table 6.7.

**Table 6.7** Tukey HSD post hoc comparison of the variable educational model influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Received educational model	(J) Received educational model	Mean Difference (I-J)	Std. Error	Sig.	Cohen's <i>d</i>
D Model	G Model	.191	.068	<b>.027</b>	.38

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD post hoc result above indicated a significant difference between the D model and G model ( $p = .027$ ) with a small effect size ( $d = .38$ ). Specifically, this result underlines that in-service teachers who were immersed in the D model during their schooling years hold a more positive set of beliefs on multilingualism than those who were taught in the G model.

d) The relationship between *current educational model teaching in* and in-service teachers' beliefs on multilingualism

The result of the analysis between the mean and the independent variable educational model teaching in was significant and the effect size was small [ $F(3, 406) = 4.181, p = .002, \eta^2 = .037$ ]. The details about the analysis are presented in table 6.8 (see appendix 4.1 for the test of the homogeneity of variances and 4.2 for the tests of normality).

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

**Table 6.8** Descriptive analysis of the variable current educational model teaching in influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
A Model	20	2.59	.596	.133	5.234	.001	.037
B Model	26	2.81	.525	.103			
D Model	353	2.84	.49	.026			
G Model	11	2.31	.803	.242			
Total	410	2.81	.513	.025			

Table 6.8 showed in-service teachers teaching in the B ( $M = 2.81$ ) and D ( $M = 2.84$ ) models scored the highest means on beliefs, whereas teachers instructing in the A ( $M = 2.59$ ) and G models ( $M = 2.31$ ) scored the lowest. Post hoc comparisons are presented in table 6.9.

**Table 6.9** Tukey HSD post hoc comparison of the variable educational model teaching in influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Model teaching in	(J) Model teaching in	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
G Model	D Model	-.531	.155	.004	1.05
	B Model	-.496	.182	.034	.79

\*. The mean difference is significant at the 0.05 level.

Tukey HSD post hoc results above highlighted in-service teachers teaching in the G model had significant differences with teachers instructing in the D model ( $p = .004$ ,  $d = 1.05$ ) and in the B model ( $p = .034$ ,  $d = .79$ ), with large and medium effect sizes consequently. Bringing statistics to words, results indicate in-service teachers instructing in the G model hold a relatively more negative set of beliefs on multilingualism than teachers teaching in the D and the B models.

e) The relationship between *self-reported language level: Basque* and in-service teachers' beliefs on multilingualism

A Kruskal-Wallis test was conducted to examine the differences of the self-reported language level: Basque with the mean of their beliefs on multilingualism. There were significant differences and the effect size was moderate ( $H = 29.253$ ,  $p = .000$ ,  $df = 4$ ,  $\epsilon^2 = .07$ ) Table 6.10 presents the data analysis (see appendix 4.3 for the test of the homogeneity of variances and 4.4 for the tests of normality).



**Table 6.10** Descriptive analysis of the variable self-reported language level: Basque influencing in-service teachers' beliefs on multilingualism

Descriptives					
	N	Mean rank	KRUSKAL-WALLIS		
			H	<i>p</i>	$\epsilon^2$
Very low	13	131.92	29.253	.000	.07
Low	7	86.36			
Medium	31	147.08			
High	199	206.43			
Very high	168	235.78			
Total	418	2.81			

The descriptive analysis showed that in-service teachers who are self-reporting high ( $M = 206.43$ ) or very high ( $M = 235.78$ ) for Basque proficiency levels also scored the highest means on multilingual beliefs. On the other extreme very low ( $M = 131.92$ ) and low level groups ( $M = 86.36$ ) scored the lowest means. The post hoc test was run and will be reported in table 6.11.

**Table 6.11** Dunn-Bonferroni post hoc comparison of the variable self-reported language level: Basque influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons						
(I) Self-reported language level: Basque	(J) Self-reported language level: Basque	Test statistic	Std. Error	Std. Test Deviation	Sig.	Adj. Sig
Very high	Very low	-103.860	34.621	-3.000	.003	.027
	Low	-149.426	46.393	-3.221	.001	.013
	Medium	-88.702	23.508	-3.773	.000	.002
*. The mean difference is significant at the 0.05 level.						

The Dunn-Bonferroni post hoc was applied and, as can be hypothesized based on table 6.11, in-service teachers reporting a very high proficiency level in Basque had significant differences with the very low ( $p = .027$ ), low ( $p = .013$ ) and medium ( $p = .002$ ) proficiency level groups.

f) The relationship between *self-reported language level: Spanish* and in-service teachers' beliefs on multilingualism

There were statistically significant differences between the dependent variable and the independent Self-reported language level: Spanish and the effect size was small [ $F(2, 413) = 5.236, p = .006, \eta^2 = .025$ ]. The data analysis is reported in table 6.12 (see appendix 4.5 for the test of the homogeneity of variances and 4.6 for the tests of normality).

**Table 6.12** Descriptive analysis of the variable self-reported language level: Spanish influencing in-service teachers' beliefs on multilingualism

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Medium	24	2.53	.527	.108	5.236	<b>.006</b>	.025
High	189	2.78	.513	.037			
Very high	203	2.87	.504	.035			
Total	416	2.81	.513	.025			

The descriptive analysis above showed that as the self-proficiency level increased so did the mean. In-service teachers reporting medium mastery of Spanish scored the lowest mean ( $M = 2.53$ ), then the high ( $M = 2.78$ ) and finally the very high level group ( $M = 2.87$ ). Post hoc results are presented in Table 6.13.

**Table 6.13** Tukey HSD post hoc comparison of the variable self-reported language level: Spanish influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Self-reported language level: Spanish	(J) Self-reported language level: Spanish	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Medium	Very high	-.339	.11	<b>.006</b>	.67

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD post hoc reported that teachers reporting a medium command of Spanish had statistically significant differences with teachers stating a very high level ( $p = .006$ ) with a medium effect size ( $d = .665$ ). This result supports the previous finding on the self-reported language level in Basque, and in-service teachers who report themselves a very high command of Spanish have got a relatively more positive set of beliefs on multilingualism.

g) The relationship between *self-reported language level: English* and in-service teachers' beliefs on multilingualism

There was a significant difference between the independent variable and the mean on multilingualism with small effect size [ $F(4, 413) = 3.019, p = .018, \eta^2 = .028$ ]. Details about the analysis are reported below (see appendix 4.7 for the test of the homogeneity of variances and 4.8 for the tests of normality).

**Table 6.14** Descriptive analysis of the variable self-reported language level: English influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
Very low	84	2.72	.471	.051	3.019	<b>.018</b>	.028
Low	115	2.76	.513	.048			
Medium	115	2.8	.572	.053			
High	93	2.96	.452	.047			
Very high	11	2.78	.458	.138			
Total	418	2.81	.513	.025			

Table 6.14 showed that teachers reporting “high” proficiency level in English scored the highest mean ( $M = 2.96$ ) and the other four levels had similar scores, among those the “very low” group had the lowest mean ( $M = 2.72$ ). Post hoc was employed and results are shown in Table 6.15.

**Table 6.15** Tukey HSD post hoc comparison of the variable self-reported language level: English influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Self-reported language level: English	(J) Self-reported language level: English	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
High	Very low	.242	.076	<b>.014</b>	.52
	Low	.199	.071	<b>.041</b>	.41
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD post hoc analysis indicated that in-service teachers self-reporting a high command of the English language had significant differences with teachers reporting very low ( $p = .014$ ,  $d = .52$ ) and low ( $p = .041$ ,  $d = .41$ ) mastery levels with medium and small effect sizes. This result is a confirmation of the two analyses conducted before and suggests that self-reported high levels of the language affect positively the development of a relatively positive set of beliefs about multilingualism.

h) The relationship between *the language of instruction* and in-service teachers' beliefs on multilingualism

There was a significant difference between the mean score on beliefs about multilingualism and the independent variable language of instruction and the effect size was medium [ $F(5, 409) = 5.332$ ,  $p = .000$ ,  $\eta^2 = .061$ ]. Table 6.16 below informs about the

## 6.1 Beliefs about multilingualism: In-Service teachers' beliefs

data analysis (see appendix 4.9 for the test of the homogeneity of variances and 4.10 for the tests of normality).

**Table 6.16** Descriptive analysis of the variable language of instruction influencing in-service teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Basque	209	2.82	.505	.035	5.332	.000	.061
Spanish	16	2.24	.752	.188			
English	41	2.91	.418	.065			
Basque and Spanish	107	2.80	.477	.046			
Basque and English	28	2.99	.469	.089			
Basque, Spanish and English	14	2.70	.573	.153			
Total	415	2.81	.513	.025			

The descriptive analysis pointed considerable differences between means, the in-service teachers instructing in Spanish ( $M = 2.24$ ) was the group scoring the lowest mean and the group that teachers Basque and English ( $M = 2.99$ ) had the highest score. Post hoc comparisons are reported in the following table.

**Table 6.17** Tukey HSD post hoc comparison of the variable language of instruction influencing in-service teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Language of instruction	(J) Language of instruction	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Spanish	Basque	-.581	.13	.000	1.10
	English	-.665	.148	.000	1.23
	Basque and Spanish	-.561	.134	.001	1.07
	Basque and English	-.754	.157	.000	1.26
*. The mean difference is significant at the 0.05 level.					

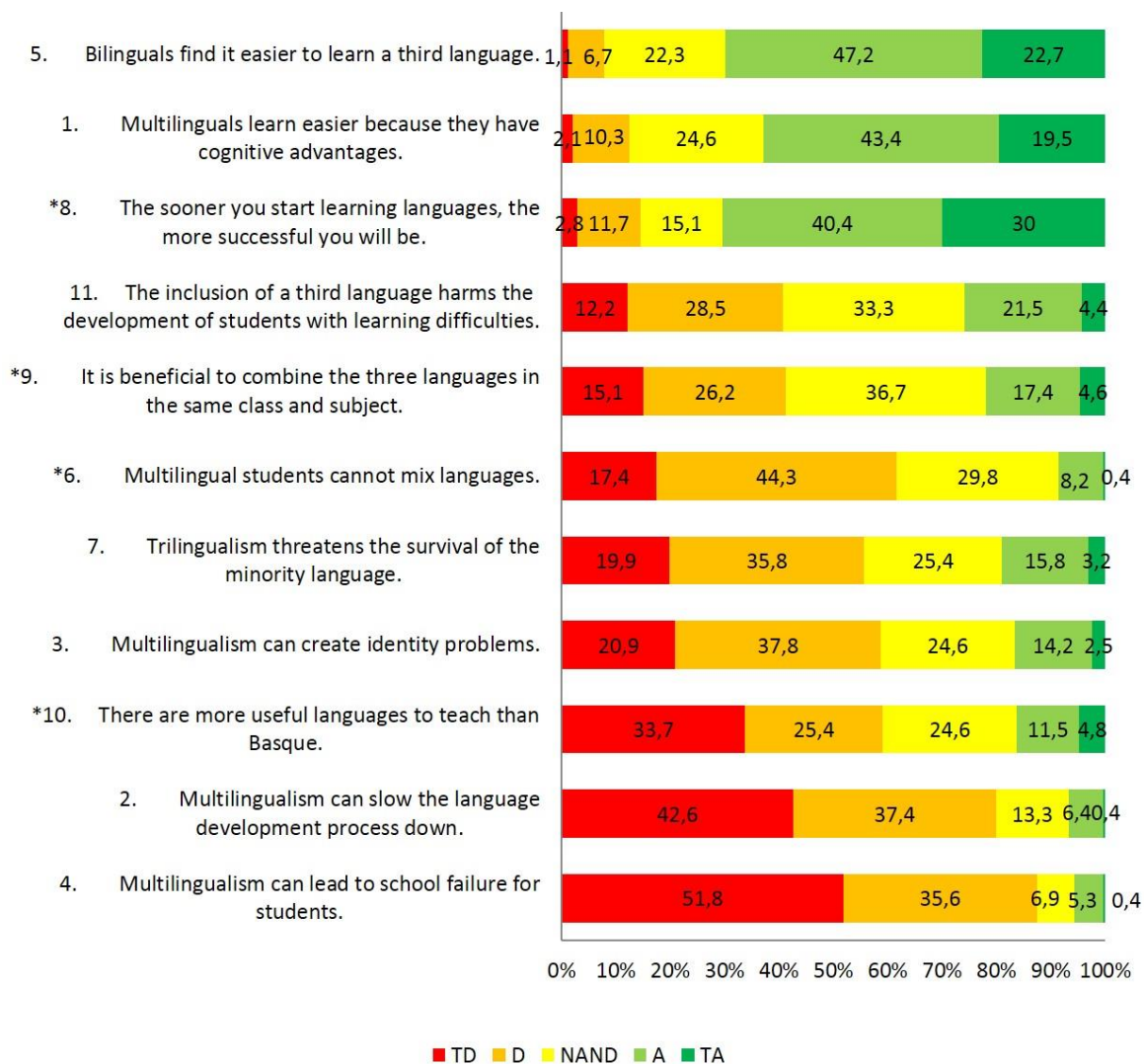
As anticipated, table 6.17 indicated that statistically significant differences were between teachers who were giving lessons in Spanish and the other categories. There were significant differences and large effect sizes with in-service teachers instructing in Basque ( $p = .000$ ,  $d = 1.10$ ) and both Basque and Spanish ( $p = .001$ ,  $d = 1.07$ ), and very large effect sizes with English ( $p = .000$ ,  $d = 1.23$ ) and teachers combining both Basque and English ( $p = .000$ ,  $d = 1.26$ ).

## 6.1.2. Future teachers' beliefs about multilingualism

As with the previous group of in-service teachers, the same statistical analyses were conducted with the second group of future teachers, the students still in teacher training. The same procedure was followed and the first research question was addressed with the data from the 11 items of the questionnaire.

### 6.1.2.1. Descriptive analysis of future teachers' beliefs about multilingualism

Frequency distributions for each of those 11 items are shown in figure 6.2.



**Figure 6.2** The 11 items on multilingualism for the future teachers

For the future teachers, the results are similar to the in-service teachers. The three statements that obtained most agreement were the following. Item 8 “The sooner you start learning languages, the more successful you will be” was agreed to by 70.4% (A= 40.4 + TA= 30) of future teachers, followed by item 5 “Bilinguals find easier to learn a

third language” which was agreed to by 69.9% (A= 47.2 + TA= 22.7). Third was item 1 “Multilinguals learn easier because they have cognitive advantages”, agreed to by 62.9% (A= 43.4 + TA= 19.5) of future teachers. The following three statements stand out as were the most disagreed. 87.4% (D= 35.6 + TD= 51.8) of future teachers disagreed with item 4 “Multilingualism can lead to school failure for students”. To a lesser degree, but 80% (D= 37.4 + TD= 42.6) of future teachers also disagreed with item 2 “Multilingualism can slow the language development process down”, and 61.7% (D= 44.3 + TD= 17.4) did not agree with item 6 “Multilingual students cannot mix languages”.

Concerning item 11 “The inclusion of a third language harms the development of students with learning difficulties”, the future teachers appeared to have different beliefs on the matter. Similar scores were observed in item 9 “It is beneficial to combine the three languages in the same class and subject”. The majority of future teachers remained neutral, but the disagreement was greater than agreement.

### 6.1.2.2. The relationship between background variables and future teachers' beliefs on multilingualism

In this subchapter, the same manner of presentation as with the in-service teachers before will be followed. Table 5.18 shows the F and p scores from one-way ANOVAs significant at the 0.05 level. The Tukey HSD post hoc tests will only be conducted with statistically significant variables. Additionally, Eta-squared and Cohen's d scores will indicate the strength of each statistically significant difference.

**Table 6.18** ANOVA summary of the background variables related to the future teachers' beliefs on multilingualism

ANOVA: Variables	F	p	η <sup>2</sup>
Sex	1.882	.060	
<b>Age</b>	2.545	<b>.027</b>	<b>.022</b>
Province of birth	1.885	.112	
<b>Mother tongue</b>	4.398	<b>.013</b>	<b>.016</b>
<b>University:</b>	3.627	<b>.002</b>	<b>.038</b>
Educational network	1.216	.282	
Educational model	.122	.947	
<b>Practicum: educational network</b>	3.096	<b>.005</b>	<b>.032</b>
Practicum: linguistic model	.693	.715	
Self-reported language level: Basque	1.583	.177	
<b>Self-reported language level: Spanish</b>	15.354	<b>.000</b>	<b>.061</b>
<b>Self-reported language level: English</b>	7.570	<b>.000</b>	<b>.051</b>
Self-reported language level: French	1.320	.261	
Childhood and Primary Education	1.587	.208	
<b>Degree</b>	3.210	<b>.004</b>	<b>.034</b>
<b>University academic year</b>	6.343	<b>.000</b>	<b>.043</b>

In the following paragraphs, the statistically significant relationships will be shortly discussed (those variables are in bold in Table 6.18).

a) The relationship between age and future teachers' beliefs on multilingualism

The result was statistically significant and the effect size was small [ $F(5, 558) = 2.545, p = .027, \eta^2 = .022$ ]. Data analysis is reported in the table below.

**Table 6.19** Descriptive analysis of the variable age influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
18	57	2.72	.489	.065	2.545	<b>.027</b>	.022
19	136	2.69	.532	.046			
20	120	2.74	.556	.051			
21	110	2.89	.488	.047			
22	55	2.68	.511	.069			
23+	86	2.84	.564	.061			
Total	558	2.77	.531	.022			

Table 6.19 showed that future teachers aged 19 ( $M = 2.69$ ) and 22 ( $M = 2.68$ ) scored the lowest mean scores. The groups 21 ( $M = 2.89$ ) and 23+ ( $M = 2.84$ ) scored above the general mean ( $M = 2.77$ ). Post hoc comparisons were run and those are shown in the following table.

**Table 6.20** Tukey HSD post hoc comparison of the variable age influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
19	21	-.199	.068	<b>.040</b>	.39
*. The mean difference is significant at the 0.05 level.					

Table 6.20 indicated that the future teachers aged 19 not only had the lowest mean score but also had significant differences with the group aged 21 ( $p = .040$ ) with a small effect size ( $d = .39$ ).

## 6.1 Beliefs about multilingualism: Future teachers' beliefs

b) The relationship between *the mother tongue* and future teachers' beliefs on multilingualism

There was a significant difference and the effect size was small [(F(2, 557) = 4.398,  $p = .013$ ,  $\eta^2 = .016$ )]. Table 6.21 below informs about the data analysis.

**Table 6.21** Descriptive analysis of the variable mother tongue influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Basque	203	2.70	.464	.033	4.398	<b>.013</b>	.016
Spanish	249	2.84	.556	.035			
Basque and Spanish	108	2.72	.576	.055			
Total	560	2.77	.531	.022			

The descriptive analysis pointed to a small difference between future teachers whose mother tongue was only Basque (M = 2.70) and both Basque and Spanish (M = 2.72). Over the overall mean (M = 2.76), Spanish mother tongue future teachers scored the highest (M = 2.84). Post hoc is reported in Table 6.22.

**Table 6.22** Tukey HSD post hoc comparison of the variable mother tongue influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Mother tongue	(J) Mother tongue	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Spanish	Basque	.139	.050	<b>.016</b>	.27
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD confirmed that the significant difference was between Spanish and Basque mother tongue future teachers with a small effect size [( $p = .016$ ,  $d = .27$ )]. Findings appeared to suggest that Spanish mother tongue future teachers held a relatively more positive set of beliefs on multilingualism.

c) The relationship between *the university* and future teachers' beliefs on multilingualism

The relationship was significant and the effect size small [(F(6, 557) = 3.627,  $p = .002$ ,  $\eta^2 = .038$ )]. Table 6.23 demonstrates the data analysis (see appendix 4.11 for the test of the homogeneity of variances and 4.12 for the tests of normality).



**Table 6.23** Descriptive analysis of the variable university influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
UPV/EHU (Campus of Araba)	117	2.61	.546	.050	3.627	.002	.038
UPV/EHU (Campus of Biscay)	131	2.85	.512	.045			
UPV/EHU (Campus of Gipuzkoa)	93	2.82	.480	.050			
Mondragon University	29	2.64	.512	.095			
University of Deusto (Faculty of Bilbao)	110	2.78	.551	.052			
University of Deusto (Faculty of Donostia)	42	2.93	.477	.073			
UPNA/NUP	42	2.68	.572	.088			
Total	564	2.77	.531	.022			

Based on the outcomes in Table 6.23, the mean scores of future teachers studying at the University of Deusto in Donostia ( $M = 2.93$ ) and the UPV/EHU in Biscay ( $M = 2.85$ ) were the highest, while students of the UPV/EHU in Araba ( $M = 2.61$ ) and Mondragon University ( $M = 2.64$ ) had the lowest mean scores. Post hoc comparisons were conducted and results were reported in table 6.24.

**Table 6.24** Tukey HSD post hoc comparison of the variable university influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
UPV/EHU (Campus of Araba)	UPV/EHU (Campus of Biscay)	-.241	.067	.006	.45
	University of Deusto (Faculty of Donostia)	-.324	.094	.001	.61
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD post hoc test above indicated that significant differences were between the future teachers doing the teacher degree in the UPV/EHU (Campus of Araba) and future teachers in the UPV/EHU (Campus of Biscay) ( $p = .006$ ,  $d = .45$ ) and the University of Deusto (Faculty of Donostia) ( $p = .001$ ,  $d = .61$ ) with a small and medium effect size. Results suggested future teachers doing the degree in the Campus of Araba had a more negatively oriented set of beliefs than students at the Campus of Biscay and the University of Deusto in Donostia.

## 6.1 Beliefs about multilingualism: Future teachers' beliefs

d) The relationship between *practicum: educational network* and future teachers' beliefs on multilingualism

There was a significant difference and the effect size was small [ $F(6, 553) = 3.096, p = .005, \eta^2 = .032$ ]. Table 6.25 gives information about the analysis.

**Table 6.25** Descriptive analysis of the variable *practicum: educational network* influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Ikastola	31	2.91	.434	.078	3.096	.005	.032
Public	244	2.68	.526	.034			
Semi-Private	89	2.81	.532	.056			
Ikast. + publ.	46	2.91	.562	.083			
Ikast. + semi-priv.	34	2.75	.509	.087			
Publ. + semi-priv.	39	2.96	.490	.078			
No practicum yet	77	2.73	.536	.061			
Total	560	2.77	.531	.022			

Based on the statistical evidence above, future teachers' combining the practicum in the two public and semi-private ( $M = 2.96$ ) schools and the Ikastola and the public school ( $M = 2.91$ ) had the highest mean scores. Future teachers who have not done the practicum yet ( $M = 2.73$ ) or did it but solely in the public school ( $M = 2.68$ ) had the lowest mean scores. Post hoc results are reported in the following table.

**Table 6.26** Tukey HSD post hoc comparison of the variable *practicum: educational network* influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Practicum: educational network	(J) Practicum: educational network	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Public	Publ. + semi-priv	-.277*	.090	.036	.53

\*. The mean difference is significant at the 0.05 level.

Post hoc comparisons in table 6.26 showed that future teachers doing the practicum in the public school, having the lowest mean score, had significant differences with the group combining both the public school and the semi-private with a medium effect size ( $p = .000, d = .53$ ). Results may suggest that future teachers combining both educational networks during the practicum could develop a more positive set of beliefs on multilingualism.

- e) The relationship between *self-reported language level: Spanish* and future teachers' beliefs on multilingualism

The relationship was significant and the effect size medium [(F(2, 561) = 15.354,  $p = .000$ ,  $\eta^2 = .061$ )]. Table 6.27 below gives details about the data analysis.

**Table 6.27** Descriptive analysis of the variable self-reported language level: Spanish influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Medium	60	2.55	.492	.063	15.354	.000	.061
High	224	2.68	.522	.035			
Very high	280	2.88	.521	.031			
Total	564	2.77	.531	.022			

Table 6.27 reported no future teacher was reporting low command levels of Spanish. The mean had an increasing logical order and as the self-reported language level increased so did the mean score. Future teachers reporting a medium level scored a mean of 2.55 and a very high level had the highest mean score (M = 2.88). Post hoc comparisons were applied and results are shown in the table below.

**Table 6.28** Tukey HSD post hoc comparison of the variable self-reported language level: Spanish influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Self-reported language level: Spanish	(J) Self-reported language level: Spanish	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Very high	Medium	.334	.074	.000	.65
	High	.201	.046	.000	.38

\*. The mean difference is significant at the 0.05 level.

Post hoc analysis in table 6.28 revealed that future teachers self-reporting a very high level of Spanish had significant differences with the medium ( $p = .000$ ,  $d = .65$ ) and high ( $p = .000$ ,  $d = .38$ ) groups. The effect size was medium in the first significant difference and small in the latter. What can be highlighted in those results is that very high self-reported levels of Spanish help developing a more positive set of beliefs on multilingualism than lower levels.

## 6.1 Beliefs about multilingualism: Future teachers' beliefs

- f) The relationship between *self-reported language level: English* and future teachers' beliefs on multilingualism

There was a significant difference with a medium effect size [(F(4, 559) = 7.57,  $p = .000$ ,  $\eta^2 = .051$ )]. Details of the analysis are reported below (see appendix 4.13 for the test of the homogeneity of variances and 4.14 for the tests of normality).

**Table 6.29** Descriptive analysis of the variable self-reported language level: English influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Very low	10	2.5	.556	.176	7.570	.000	.051
Low	112	2.62	.628	.059			
Medium	260	2.73	.505	.031			
High	159	2.91	.468	.037			
Very high	23	2.99	.396	.082			
Total	564	2.77	.531	.022			

Table 6.29 revealed an increase in the mean of beliefs as the self-reported language level: English increased. Future teachers reporting very low ( $M = 2.5$ ) and low ( $M = 2.62$ ) levels had the lowest mean scores and the high ( $M = 2.91$ ) and very high ( $M = 2.99$ ) had the highest mean scores. Post hoc comparisons are reported in the table below.

**Table 6.30** Tukey HSD post hoc comparison of the variable self-reported language level: English influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Self-reported language level: English	(J) Self-reported language level: English	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
High	Low	.294	.064	.000	.54
	Medium	.187	.052	.003	.38
Very high	Low	.373	.119	.016	.62

\*. The mean difference is significant at the 0.05 level.

Table 6.30 indicated that future teachers reporting a low mastery level in English had significant differences with the high [( $p = .000$ ,  $d = .54$ )] and very high groups [( $p = .016$ ,  $d = .62$ )] having medium effect sizes. Future teachers who also reported medium proficiency levels had significant differences with the high group, having a small effect

size [( $p = .003$ ,  $d = .38$ )]. As in previous results, self-reported high levels of English were linked to relatively more positive beliefs towards multilingualism.

g) The relationship between *degree* and future teachers' beliefs on multilingualism

There was significant difference and the effect size was small [( $F(6, 547) = 3.210$ ,  $p = .004$ ,  $\eta^2 = .034$ )]. Data is reported in table 6.31 (see appendix 4.15 for the test of the homogeneity of variances and 4.16 for the tests of normality).

**Table 6.31** Descriptive analysis of the variable degree influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Childhood Education	108	2.83	.600	.058	3.210	.004	.034
Primary: Foreign Language	89	2.90	.393	.042			
Primary: Basque/Tutorship	51	2.58	.507	.071			
Primary: Music Education	15	2.86	.526	.136			
Primary: Physical Education	136	2.68	.518	.044			
Primary: Special Education	83	2.75	.544	.060			
Primary: undecided specialization	72	2.83	.532	.063			
Total	554	2.77	.531	.022			

The descriptive table above showed that the two groups primary Basque/tutorship ( $M = 2.58$ ) and primary physical education ( $M = 2.68$ ) degree had the lowest mean scores, and foreign language ( $M = 2.90$ ) and music education ( $M = 2.86$ ) specializations the highest.

Table 6.32 reports the post hoc analysis.

**Table 6.32** Tukey HSD post hoc comparison of the variable degree influencing future teachers' beliefs on multilingualism

Multiple Comparisons					
(I) Degree	(J) Degree	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Primary: Foreign Language	Primary: Basque / Tutorship	.320	.092	.009	.726
	Primary: Physical Education	.223	.071	.030	.472

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD post hoc analysis indicated that future teachers specializing in primary foreign language teaching had significant differences with Basque/tutorship [( $p = .009$ ,  $d = .726$ )] and physical education [( $p = .030$ ,  $d = .472$ )] groups and the effect size was medium for the first one and small for the second.

h) The relationship between *university academic year* and future teachers' beliefs on multilingualism

## 6.1 Beliefs about multilingualism: Future teachers' beliefs

There was a significant difference between the independent variable university academic year and the mean of the beliefs with a small effect size [(F(4, 559) = 6.343,  $p = .000$ ,  $\eta^2 = 0,43$ )]. Data analysis is shown below (see appendix 4.17 for the test of the homogeneity of variances and 4.18 for the tests of normality).

**Table 6.33** Descriptive analysis of the variable university academic year influencing future teachers' beliefs on multilingualism

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
First year	119	2.72	.551	.050	6.343	.000	.043
Second year	199	2.64	.540	.038			
Third year	126	2.88	.476	.042			
Fourth year	97	2.91	.504	.051			
More than 4 years	23	2.85	.514	.107			
Total	564	2.77	.531	.022			

Based on the outcomes in table 6.33, future teachers in the first ( $M = 2.72$ ) and the second ( $M = 2.64$ ) academic years had the lowest mean scores and future teachers in the third ( $M = 2.88$ ) and fourth ( $M = 2.91$ ) year scored the highest. The results of the post hoc analysis are shown in table 6.34.

**Table 6.34** Tukey HSD post hoc comparison of the variable university academic year influencing future teachers' multilingual beliefs

Multiple Comparisons					
(I) University year	(J) University year	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Second year	Third year	-,236	,059	,001	,46
	Fourth year	-,261	,065	,001	,49
*. The mean difference is significant at the 0.05 level.					

The post hoc analysis indicated that future teachers in the second academic year had significant differences with future teachers in the third [( $p = .001$ ,  $d = .46$ )] and fourth [( $p = .001$ ,  $d = .49$ )] academic years. The effect size was small for the two significant differences. Results highlighted those future teachers in years three and four of the degree held a relatively more positive set of beliefs than beginner students.

Having discussed the details about the statistically significant relationships between the dependent variable on multilingual beliefs and the independent variables for the group of future teachers, the next section will do the same for the university teachers.

### 6.1.3. University teachers' beliefs about multilingualism

Again, in this subchapter, the level of agreement towards the items 1 to 11 is reported. In the next section, more complex analyses are reported which compare the mean of those same items (the newly created dependent variable) with university teachers' background information (independent variables) to check whether significant differences exist.

#### 6.1.3.1. Descriptive analysis of university teachers' beliefs on multilingualism

As was done before for the future teachers and the in-service teachers, also for the university teachers' beliefs on multilingualism, a descriptive analysis of items 1 to 11 is presented. See figure 6.3.

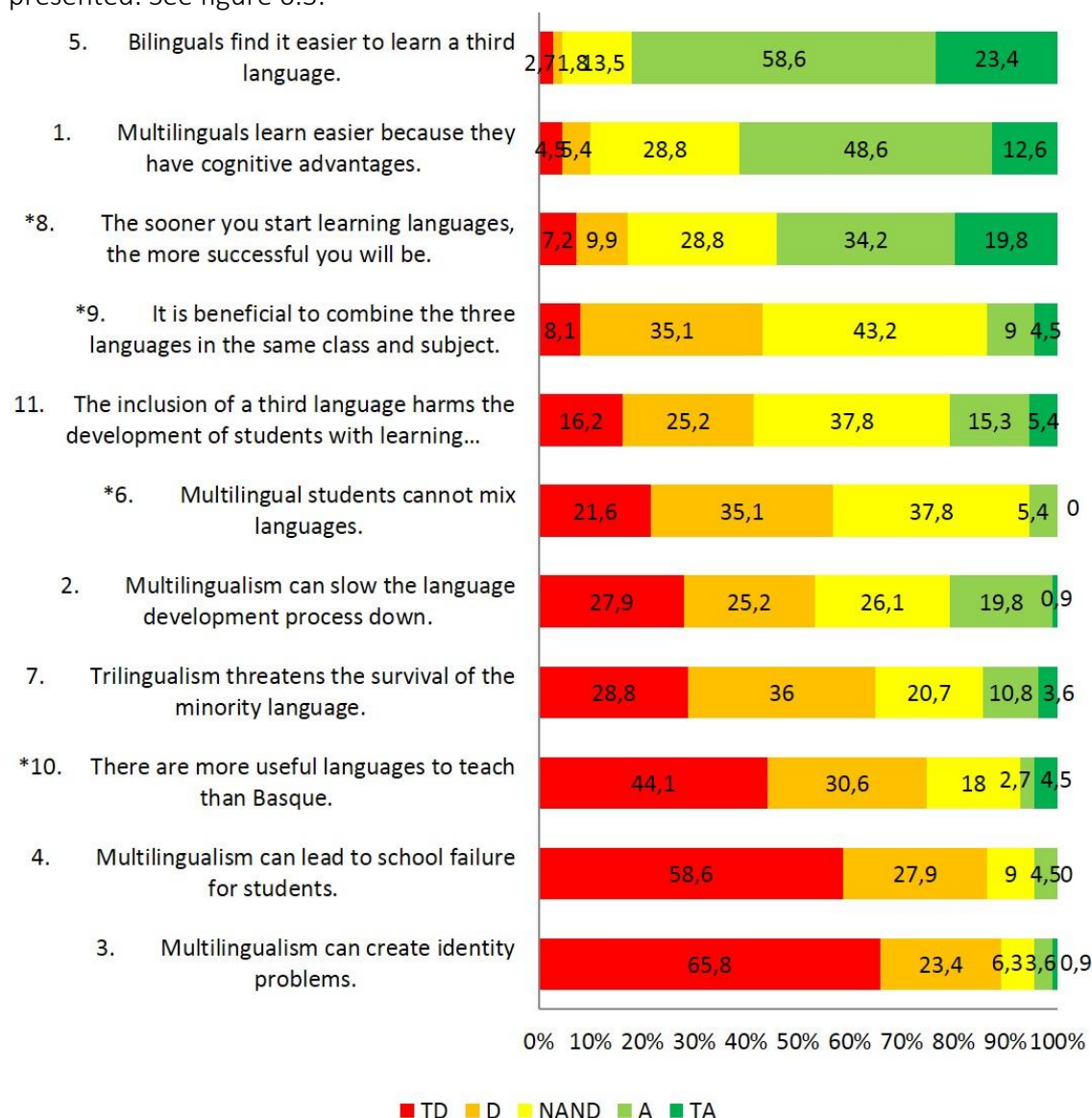


Figure 6.3 The 11 items on multilingualism for the university teachers



Similar to the results of the two groups reported before, the same three statements gathered the greatest agreement among university teachers. Item 5 “Bilinguals find easier to learn a third language” was agreed to most with 82% (A= 58.6% + TA= 23.4%) Second, 61.2% (A= 48.6% + TA= 12.6%) of university teachers agreed with item 1 “Multilinguals learn easier because they have cognitive advantages” and 54% (A= 34.2% + TA= 19.8%) agreed with item 8 “The sooner you start learning languages, the more successful you will be”. In contrast, of the three statements the university teachers most disagreed with, item 3 “Multilinguals can create identity problems” was most contested: 89.2% (D= 23.4% + TD=65.8%) disagreed. Slightly less, item 4 gathered 85.4% (D= 27.9% + TD=58.6%) disagreement and item 10 74.7% (D= 30.6% + TD= 44.1%).

Among university teachers as 43.2% (D= 35.1% + TD= 8.1%) did not agree with item 9 “It is beneficial to combine the three languages in the same class and subject”. However, the issue of language separation seemed to be debated with the responses found in item 6 as 56.7% (D= 35.1%, TD= 21.6%) of them did not agree with the statement “Multilingual students cannot mix languages” and only 5.4% agreed.

#### **6.1.3.2. The relationship between background variables and university teachers’ beliefs on multilingualism**

In this subchapter, a similar procedure will be followed as before and one-way ANOVAs will be conducted to compare the effect of university teachers’ background variables on the mean of the variable beliefs about multilingualism and analyze the differences between subgroups. The summary of the ANOVA scores is displayed in Table 6.35. Except when the normality condition was not met for the variable Self-reported language level: Basque and the Kruskal-Wallis non-parametric test was run (the variable is marked with “\*”).

## 6.1 Beliefs about multilingualism: Comparison of the three groups

**Table 6.35** ANOVA summary of the background variables related to the university teachers' beliefs on multilingualism

<b>Variables</b>	<b>F</b>	<b>H</b>	<b>p</b>	<b>η<sup>2</sup></b>	<b>ε<sup>2</sup></b>
Sex	.487		.616		
Age	1.748		.179		
Province of birth	.354		.840		
<b>Mother tongue</b>	4.079		<b>.020</b>	.070	
Educational model	.534		.660		
Teaching experience in Childhood or Primary Education:	1.693		.143		
Teaching university	1.039		.405		
Language of instruction	1.501		.196		
<b>*Self-reported language level: Basque</b>		10.954	<b>.027</b>		.019
Self-reported language level: Spanish	2.623		.077		
Self-reported language level: English	2.275		.066		
Self-reported language level: French	1.199		.315		
Experience years	2.028		.137		

In the next paragraphs the statistically significant relationships will be discussed (those variables in bold in Table 6.35).

a) The relationship between *the mother tongue* and university teachers' beliefs on multilingualism

There was a significant difference and the effect size was medium [(F(2, 108) = 4,079,  $p = .020$ ,  $\eta^2 = .070$ )]. Data is reported in Table 6.36 (see appendix 4.19 for the test of the homogeneity of variances and 4.20 for the tests of normality).

**Table 6.36** Descriptive analysis of the variable mother tongue influencing university teachers' multilingual beliefs

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Basque	44	2.94	.537	.081	4.079	<b>.020</b>	.070
Spanish	59	2.78	.480	.062			
Basque and Spanish	8	3.27	.447	.157			
Total	111	2.88	.514	.049			

The descriptive results above showed that university teachers who had Spanish (M = 2.78) as their mother tongue had the lowest mean score, teachers who had Basque scored a little bit higher (M = 2.94) and the group combining the two Basque and Spanish scored the highest (M = 3.27). The post hoc was conducted and the comparisons are presented in Table 6.37.

**Table 6.37** Tukey HSD post hoc comparison of the variable mother tongue influencing university teachers' multilingual beliefs

Multiple Comparisons					
(I) Mother tongue	(J) Mother tongue	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Spanish	Basque and Spanish	-.493*	.188	<b>.027</b>	.31
*. The mean difference is significant at the 0.05 level.					

As foreseen in the descriptives, there was a significant difference between the Spanish mother tongue university teachers and the group who had Basque and Spanish ( $p = .027$ ). The effect size was small ( $d = .31$ ). This result may indicate that teachers who have Basque and Spanish as the mother tongues are more likely to hold a more positive set of beliefs on multilingualism than those who only have Spanish.

b) The relationship between *self-reported language level: Basque* and university teachers' beliefs on multilingualism

A Kruskal-Wallis test was conducted to examine the university teachers' differences in the mean scores according to the *self-reported language level: Basque* variable. The result was significant and the effect size was weak ( $H = 10.954$ ,  $p = .027$ ,  $df = 4$ ,  $\epsilon^2 = .019$ ). Details about the analysis are reported below (see appendix 4.21 for the test of the homogeneity of variances and 4.22 for the tests of normality).

**Table 6.38** Descriptive analysis of the variable self-reported language level: Basque influencing university teachers' beliefs on multilingualism

Descriptives					
	N	Mean rank	KRUSKAL-WALLIS		
			H	$p$	$\epsilon^2$
Very low	6	39.25	10.954	<b>.027</b>	.019
Low	8	27.94			
Medium	9	48.61			
High	35	56.23			
Very high	53	63.24			
Total	111				

In table 6.38 it is demonstrated that the university teachers who report very low ( $M = 39.25$ ) or low ( $M = 27.94$ ) mastery levels of Basque had the lowest mean scores on beliefs towards multilingualism, while teachers reporting high ( $M = 56.23$ ) or very high ( $M =$

## 6.1 Beliefs about multilingualism: Comparison of the three groups

6.3.24) levels had the highest mean scores. Post hoc comparisons are reported in table 6.39.

**Table 6.39** Dunn-Bonferroni post hoc comparison of the variable self-reported language level: Basque influencing university teachers' beliefs on multilingualism

Multiple Comparisons						
(I) Self-reported language level: Basque	(J) Self-reported language level: Basque	Test Statistic	Std. Error	Std. Test Deviation	Sig.	Adj. Sig.
Low	Very high	-35.298	12.156	-2.904	.004	<b>.037</b>
*. The mean difference is significant at the 0.05 level.						

The Dunn-Bonferroni post hoc analysis indicated that university teachers reporting a very high command of Basque had significant differences with the low group ( $p = .037$ ,  $d = .82$ ). Results suggest that self-reported very high levels of Basque may help the development of more positive beliefs towards multilingualism.

After discussing the details of the statistically significant relationships between the independent variables and the dependent variable on the beliefs about multilingualism for the group of the university teachers, the next section will report the comparison of the three groups.

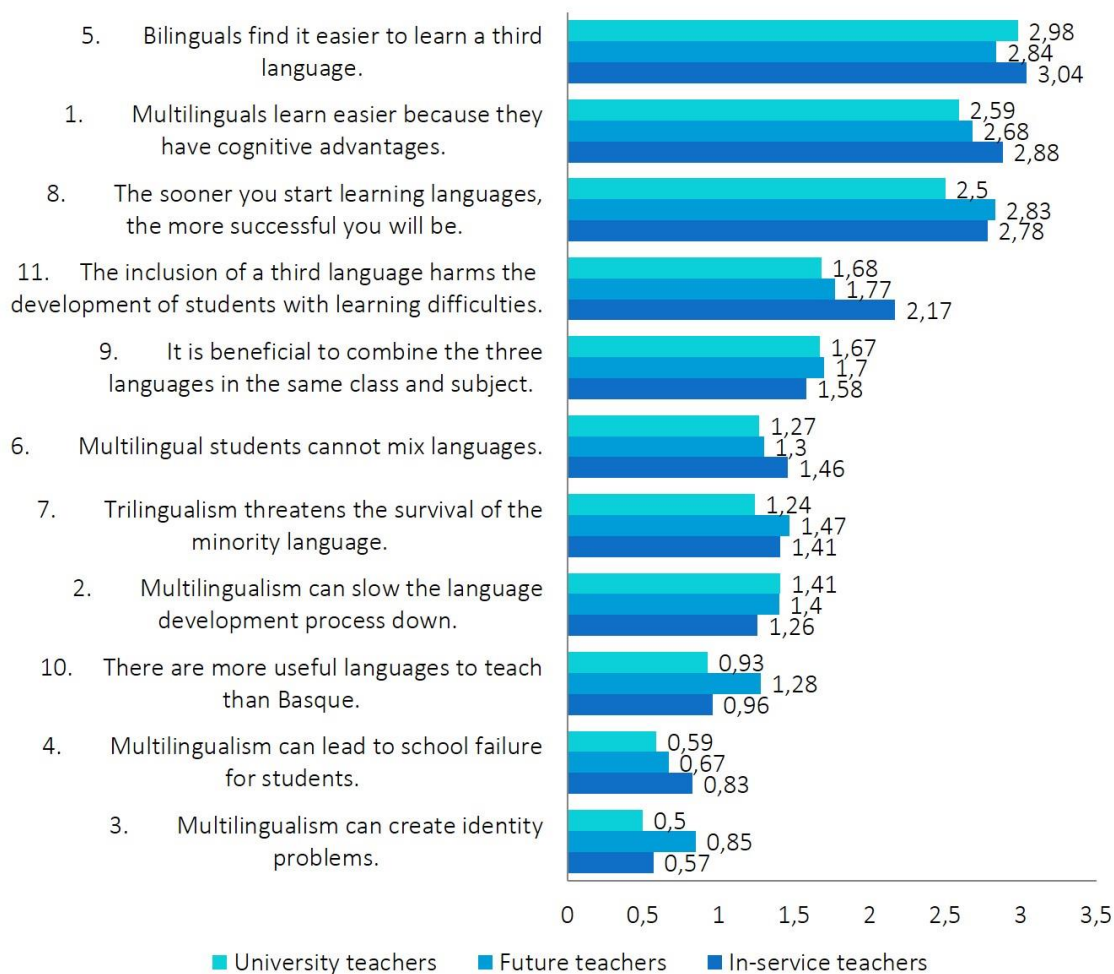
### 6.1.4. Comparison of the three groups

The aim is to point out the most important similarities and differences between the in-service teachers, the future teachers and the university teachers. A similar approach as with the previous results will be followed. First of all, teachers' beliefs about multilingualism will be summarised by reporting the averages for each item for all three groups. Second, results from the earlier one-way ANOVAs are put side by side, to be able to easily compare the scores and its effect sizes. Third, the means of the beliefs on the multilingualism variable will be compared between the three groups to find statistical differences.

#### 6.1.4.1. Descriptive analysis of teachers' beliefs on multilingualism

A summary of the results of the items from 1 to 11 of the questionnaire was constructed. The results from the descriptive analyses from the foregoing chapters were put together,

first, to provide a comparison between the three groups and second, to obtain a general perspective of the beliefs about multilingualism.



**Figure 6.4** The 11 items on multilingualism for the comparison of the three groups

The mean of each item for the three groups of the in-service teachers (IST), the future teachers (FT) and the university teachers (UT) are displayed in the figure below. On a scale from 0 to 4: the closer the scores to 4, the more agreement with the statement. The presentation will follow the order of the main issues as they were discussed in those focus groups and those issues will be linked to relevant items from the questionnaire.

At first sight, figure 6.4 indicated that the response to most items was more negative than positive. The low mean scores of the three groups towards item 9 “It is beneficial to combine the three languages in the same class and subject” (M= IST: 1.58, FT: 1.7, UT: 1.67), suggested that the three groups of teachers had relatively more negative beliefs towards the integration of different languages in the class and subject than positive.

Teachers seemed to have a more traditional mind when coming to the combination of languages in the same class and subject. During the focus group discussion, the teachers were also presented with the idea of combining and integrating different languages into one lesson. During the discussion they gave the following opinion:

*FGG5: Nik uste guri gertatzen zaigula oraindik gaudela oso metodo tradizionalan: euskarako irakaslea, ingeleseko irakaslea, gaztelaniako tarte hori. Hau da, gai bakoitzak dauka bere lekua. Orain hasi gara apurtzen, eta zuk diozun hori izango litzateke idealena, baina horretarako hesi horiek guztiak apurtu behar ditugu, gaur egun ditugunak.*

### Excerpt 1

Most of the teachers agreed on the advantages of integrating the languages in the same lesson and the same subject. However, even if they were willing to break with traditional beliefs and practices, they felt some risks at the same time. They did not see the idea of integrating the languages equally risky in the case of the English class, as in the case of the Basque class. When the idea of combining the languages was proposed, the teachers usually reacted protectively towards Basque. The following excerpt can illustrate these beliefs.

*FGN4: Konbentzitzeko gehiago ikusi beharko nuke. Berria da niretzat, eta ikusten dizkiot arrisku eta abantaila asko. Baina kontuz ibili behar gara, hainbeste kostatako espazioak irabazita dituenari utzi, eta irabazi gabe dituen horri eman behar zaizkio.*

*FGN1: Bai, ongi diseinatu beharrekoa da, bere alde onak eta arriskuak ditu.*

### Excerpt 2

Some of the teachers felt uneasy with the idea of integrating the three languages in the same class and same subject. At the same time, the mean score of item 11 “The inclusion of a third language harms the development of students with learning difficulties” (M= IST: 2.17, FT: 1.77, UT: 1.68) suggested that overall these teachers seemed to disagree about the negative effect of the inclusion of a third language because it may produce problems for students with learning difficulties. The results show that university teachers were the

group who are least negative about the inclusion of a third language while in-service teachers seemed more reluctant.

As can be seen in figure 6.4 there were three statements with which the teachers seemed to disagree strongly. Overall, the mean scores were the lowest for item 3 “Multilingualism can create identity problems” (M= IST: .57, FT: .85, UT: .50), even if future teachers disagreed with a bit lesser extent. The following focus group extract illustrates teachers’ experience and how such beliefs about multilingualism in society have developed.

*FGN4: Oso nabarmena izan da, nik uste, jarrerak nola joan diren aldatzen urteetan zehar. Nik hemen badaramat urte dezente, eta hasiera batean gogoratzen dut esaten zutela: eredu elebiduna kaltegarria zela ikaslearen burmuinerako. Hau da, nolabaiteko mina ematen zuela. Euskarari min egiteko erabiltzen zuten hori. Gaur egun, inork ez du hori mantentzen; baina, lehen, oso zabalduta zegoen ideia hori: txarra omen zenarena.*

*FGN3: Bai, burua nahasten ziela euskarak eta hainbeste hizkuntzak.*

*FGN4: Hori da, nahastuko dira! Ez dute ongi ikasiko ez bata ez bestea! Eta gainera nola ikasiko dituzte beste ikasgaiak ezagutzen ez duten hizkuntza batean! Nire ustez, jada, gaingaitua dago.*

### Excerpt 3

This piece of conversation between experienced teachers shows the shift about the prejudices against bilingualism that started taking place in society some decades ago from a monolingual view where the languages need to be separated into a more integrated and multilingual perspective.

Also, the low average scores for item 4 “Multilingualism can lead to school failure for students” (M= IST: .83, FT: .67, UT: .59), suggest that teachers disagreed with that belief. This appeared to be further reinforced with the high mean scores obtained in item 5 “Bilinguals find it easier to learn a third language” (M= IST: 3.04, FT: 2.84, UT: 2.98), which implied multilingualism was seen as a positive factor that facilitated language learning. The following extract from one of the focus groups illustrates that teachers may hold the belief that languages are related:

*FGN4: Lehenengo hizkuntzarekin ondo moldatzen direnek errazago ikasten dute bigarrena, eta baita hirugarrena ere. Nik uste dut gaitasun hori kognitiboa eta linguistikoa dela, eta berdin da zein hizkuntza edo kode erabiltzen duzun.*

*FGN3: Bai, egia da batzuk moldatzen direla hobeto batean ala bestean, baina bai lehenengoan ondo moldatzen badira, bestean ere nabaritzen da. Beste gauza bat da bere ama-hizkuntza gaztelania baldin bada, ba noski, oraindik ikasten ari da, beste hizkuntzak ez ditu guztiz menperatzen. Baina, bai, nik esango nuke baietz: nabaritzen dela.*

### Excerpt 4

These quotes underline the idea that multilingualism is beneficial for the learner. In fact, the teachers seemed to support the idea that a rich linguistic repertoire helps the language learning process, and that students with an acceptable command of two languages learn the third language easier.

Figure 6.4 further showed that item 10 “There are more useful languages to teach than Basque” (M= IST: .96, FT: 1.28, UT: .93) was the third most disagreed with the statement. University and in-service teachers appeared to consider Basque a language of high importance; future teachers also seemed to consider it important, but slightly less. These scores could suggest that as future teachers gain experience, they may develop more positive beliefs towards Basque. However, even if teachers reckoned Basque to be the most important language when asked during the focus groups, the teachers believed society and parents were demanding English and giving more priority to that language. The following excerpt illustrates this belief.

*FGA2: Nire ustez oker daude. Hori da gizarteak, ez dakit nork, garamatza horretara, ahaztuta non gauden, zer garen eta nolakoak izango diren gure seme-alabak. Ahaztu dute zer beharko duten bizitzan aurrera egiteko. Eta bakar-bakarrik ikustarazten dute ingeles asko jakinda ondo joango zaiela.*

### Excerpt 5

This teacher made a point about the central role Basque should have to get ahead in life and how society may seem keener on to give more presence to English. Similar beliefs were shared by a different teacher in another focus group who observes that there is a trend to increase the use of English:



*FGG4: Nik uste dut ingelesari garrantzi gehiegi ematen ari zaiola. Izugarritzko sirokoa dago. Ez dakit zer pasatzen den. Egia da inportantea dela, baina iruditzen zait ama-hizkuntza ari garela, ez baztertzen, baina alde batetik kentzen. Ze adibidez, hemen, 2010 inguruan jarri zen “Arts” plastika beharrean. Horrek niretzat kentzen du, lehenengo zikloan, harremana: ume eta tutore artekoa. Hirugarren mailatik aurrera ere bai “Science” jartzen da, eta horrek pixka bat ere bai... Ados nago, onuragarria da, baina puntu bateraino.*

Excerpt 6

In the focus groups, many teachers expressed to be surprised by parents’ attitudes towards English and teachers feel there is an increasing demand for English in society and this can harm the educational space gained by Basque. Teachers underlined more the necessity of achieving a high command of Basque rather than English. They see how the school hours in English are increasing and teachers feel more and more afraid of the detrimental effect this can have on the acquisition of Basque. From the focus group discussions, the impression arises that there is an ongoing debate about the position of the languages in the curriculum.

#### 6.1.4.2. The relationship between background variables and teachers’ beliefs on multilingualism

In this subchapter, results in the background variables that possibly influence teachers’ beliefs on multilingualism will be discussed. The table below compiles the one-way ANOVA’s  $F$  and  $p$  scores and the effect size coefficients ( $\eta^2$ ) that were presented in the subchapters before. The aim of table 6.40 is to present a summary and a comparison of the ANOVA results.

**Table 6.40** ANOVA summary of the background variables related to the teachers’ beliefs on multilingualism

Variables	In-Service Teachers					Future Teachers			University Teachers				
	F	H	p	$\eta^2$	$\epsilon^2$	F	p	$\eta^2$	F	H	p	$\eta^2$	$\epsilon^2$
Sex	2.448		.088			1.882	.060		.487		.616		
Age	4.281		<b>.014</b>	.020		2.545	<b>.027</b>	.022	1.748		.179		
Province of birth	1.112		.353			1.885	.112		.354		.840		
Mother tongue	7.512		<b>.001</b>	.035		4.398	<b>.013</b>	.016	4.079		<b>.020</b>	.070	
Province teaching in	.464		.708										
University						3.627	<b>.002</b>	.038	1.039		.405		
Educational teaching network	1.970		.118										

## 6.1 Beliefs about multilingualism: Comparison of the three groups

Educational teaching stages	.235		.791										
Educational network						1.216	.282						
<b>Educational model</b>	4.243		<b>.006</b>	.030		.122	.947		.534		.660		
<b>Current educational model teaching in</b>	5.234		<b>.001</b>	.037									
<b>Practicum: educational network</b>						3.096	<b>.005</b>	.032					
Practicum: linguistic model						.693	.715						
Teaching experience in Childhood or Primary Education:									1.693		.143		
<b>Self-reported language level: Basque</b>		29.253	<b>.000</b>		.070	1.583	.177			10.954	<b>.031</b>		.019
<b>Self-reported language level: Spanish</b>	5.236		<b>.006</b>	.025		15.354	<b>.000</b>	.061	2.623		.077		
<b>Self-reported language level: English</b>	3.019		<b>.018</b>	.028		7.570	<b>.000</b>	.051	2.275		.066		
Self-reported language level: French	1.793		.129			1.320	.261		1.199		.315		
Childhood and Primary Education	1.815		.179			1.587	.208						
<b>Degree</b>						3.210	<b>.004</b>	.034					
Teaching language or content	1.769		.092										
<b>Language of instruction</b>	5.332		<b>.000</b>	.061					1.501		.196		
Experience years	1.295		.275						2.028		.137		
<b>University academic year</b>						6.343	<b>.000</b>	.043					

Table 6.40 illustrated which variables seem to be the more relevant. First of all, it must be highlighted that *Age* appeared to be an important variable for in-service and future teachers (IST:  $p = .014$ ,  $\eta^2 = .020$ , FT:  $p = .027$ ,  $\eta^2 = .022$ ). The variables *University* ( $p = .002$ ,  $\eta^2 = .038$ ), *University academic year* ( $p = .000$ ,  $\eta^2 = .043$ ), the *degree* ( $p = .004$ ,  $\eta^2 = .034$ ) and the *Practicum: educational network* ( $p = .005$ ,  $\eta^2 = .032$ ) were worth considering for future teachers too. Other variables were common for the three groups and held the highest significance levels: the *Self-reported language levels* and *Mother tongue*. For the in-service ( $p = .000$ ,  $\eta^2 = .083$ ) and university teachers ( $p = .031$ ,  $\eta^2 = .095$ ) it was the *Self-reported language level: Basque*. And for the in-service and future teachers the variables were the *Self-reported language level: Spanish* ( $p = \text{IST} = .006$ ,  $\text{FT} = .000$ ) and the *Self-reported language level: English* ( $p = \text{IST} = .018$ ,  $\text{FT} = .000$ ). For the latter group, the variables *Educational model*, measuring the model in-service teacher were immersed during their schooling years, ( $p = .006$ ,  $\eta^2 = .030$ ), the *Current educational model teaching in* ( $p = .001$ ,  $\eta^2 = .037$ ) and the *Language of instruction* ( $p = .000$ ,  $\eta^2 = .061$ ) seemed to be important. To finish, the independent variable *Mother tongue* was the only variable that showed statistically significant differences for all three groups ( $p = \text{IST} = .001$ ,  $\text{FT} = .013$ ,  $\text{UT} = .020$ ).

#### 6.1.4.3. The relationship between the three groups' means on the variable teachers' beliefs about multilingualism

A one-way ANOVA was conducted to compare the newly constructed means of the beliefs about multilingualism between the three groups and the outcome of the analysis was not statistically significant [ $(F(2, 1090) = 2.403, p = .091)$ ]. See table 6.41.

**Table 6.41** Descriptive analysis of the three groups' means on teachers' beliefs about multilingualism

Descriptives				
	N	Mean	Std. Deviation	Std. Error
In-service teachers	418	2.81	.513	.025
Future teachers	564	2.77	.531	.022
University teachers	111	2.88	.514	.049
Total	1093	2.79	.523	.016

### 6.1 Beliefs about multilingualism: Comparison of the three groups

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The table showed some differences between the means, university teachers ( $M = 2,88$ ) scored the highest, followed by in-service teachers ( $M = 2,81$ ) and future teachers ( $M = 2,77$ ) the lowest. This result may demonstrate that, overall, the beliefs on multilingualism of these three groups of teachers are quite similar.

## 6.2. Beliefs about language teaching methodologies

In this subchapter, the second research question will be addressed.

**RQ2: What beliefs do teachers hold about methodologies?**

The general objective of this second part of the chapter is to understand the teachers' beliefs on language teaching methodologies. There are three more specific objectives. The first specific objective seeks to comprehend teachers' general beliefs on language teaching methodologies and see whether these are closer to traditional or modern beliefs. The second specific objective consists of detecting the most important background variables affecting teachers' beliefs on language teaching methodologies and exploring differences between subgroups. The third specific objective is to examine and compare teachers' beliefs on the most used language teaching methodologies and their preferred methodologies.

The text below will be structured according to the three specific objectives. The second research question will be answered by distributing the results over four sections for in-service teachers, university teachers and future teachers. 1) descriptive analysis of language teaching methodologies. 2) the background variables influencing teachers' beliefs on methodologies. 3) beliefs about the best language teaching methodologies and the most widely used methodologies and its comparison (of course, this section does not apply to future teachers). 4) the compilation of ANOVA scores for the three groups and the correlation between RQ1 and RQ2. As was done with the previous research question, qualitative data from the focus group discussions with in-service teachers will be added to complement the quantitative data.

### 6.2.1. In-service teachers' beliefs about language teaching methodologies

This subchapter will be divided into four sections to report about the "Beliefs about language teaching methodologies.

#### 6.2.1.1 Descriptive analysis of in-service teachers' beliefs about language teaching methodologies

As with the items used to answer the first research question about the beliefs on multilingualism, the following items are Likert-type on a five-point scale from 0 to 4

## 6.2 Beliefs about language teaching methodologies: In-Service teachers' beliefs

(Totally Disagree = TD; Disagree = D; Neither Agree Nor Disagree = NAND; Agree = A; Totally Agree = TA). Again, the distribution of the scores for each item is illustrated in the bar-graph to demonstrate the level of agreement or disagreement toward the statement and, as with the first research question, 8 items are discarded statistically which are marked with an asterisk "\*" in figure 6.5.

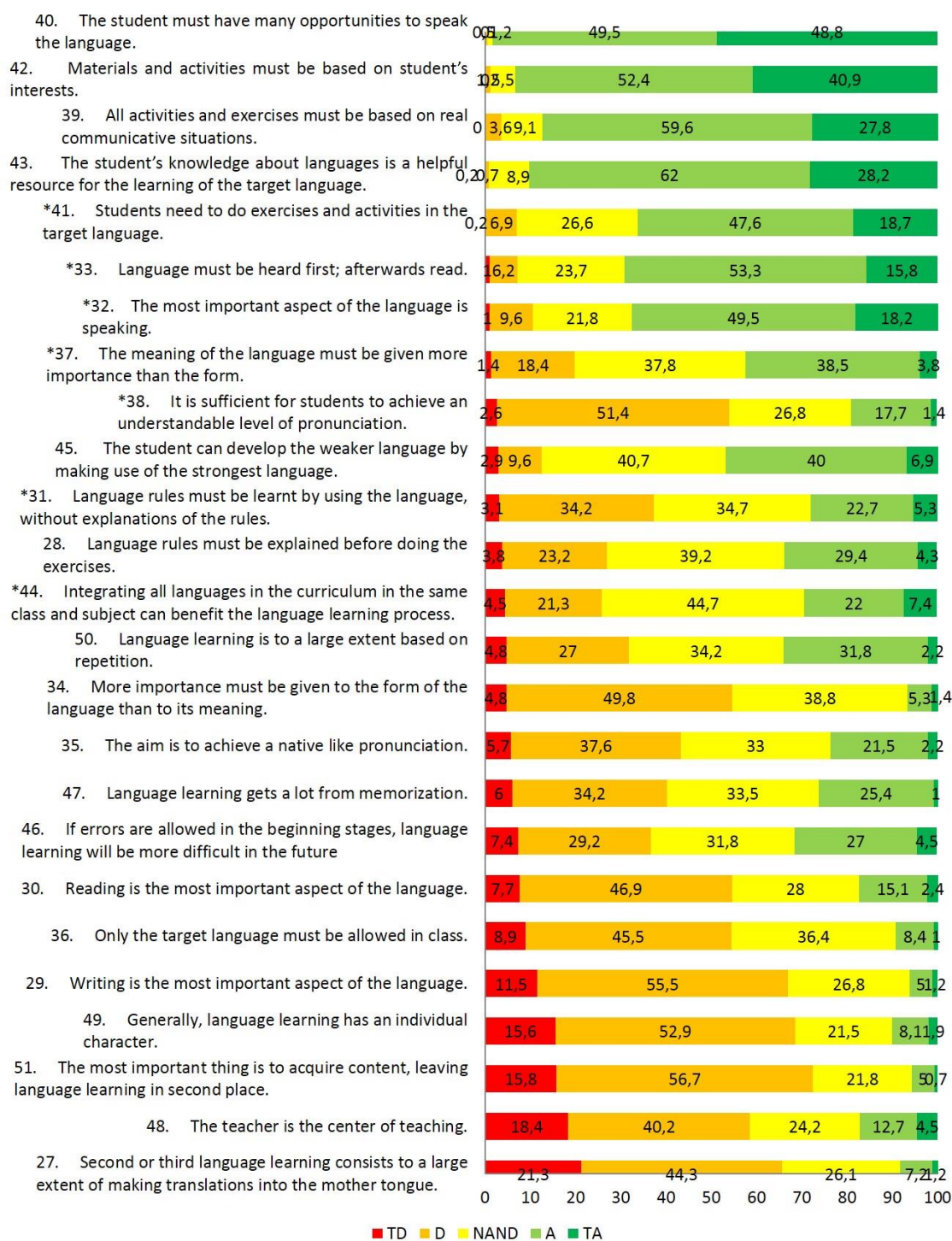


Figure 6.5 The 25 items on methodologies for the in-service teachers

Concerning the level of agreement, there were seven statements more than 50% of the in-service teachers agreed. Item 40 "The student must have many opportunities to speak the language" was the most acceptable statement with 98.3% agreement (A= 49.5 + TA= 48.8) of the in-service teachers. Second, item 42 "Materials and activities must be based on student's interests" received 93.3% (A= 52.4 + TA= 40.9) agreement and item 43 "The student's knowledge about languages is a helpful resource for the learning of the target language" 90.2% (A= 62 + TA= 28.2). The fourth most agreed statement was item 39 "All activities and exercises must be based on real communicative situations" as 87.4% (A= 59.6 + TA= 27.8) of in-service teachers agreed.

The other three statements that in-service teachers agreed more than 50% but to a lesser degree were: item 33 "Language must be heard first; afterwards read", backed by 69.1% (A= 53.3 + TA= 15.8), then, item 32 "The most important aspect of the language is speaking" agreed by 67.7% (A= 49.5 + TA= 18.2) and item 41 "Students need to do exercise and activities in the target language" accepted by 66.3% (A= 47.6 + TA= 18.7).

In contrast, more than 50% of the in-service teachers disagreed with six statements. One, 72.5% (D= 56.7 + TD= 15.8) of the in-service teachers disagreed with item 51 "The most important thing is to acquire content, leaving language learning in second place". Second, item 49 "Generally, language learning has an individual character" was disagreed up to by 68.5% (D= 52.9 + TD= 15.6) and, third, slightly less, item 29 "Writing is the most important aspect of the language" had 67% (D= 55.5 + TD= 11.5) disagreement. Fourth, 65.6% (D= 44.3 + TD= 21.3) of in-service teachers differed with item 27 "Second or third language learning consists to a large extent of making translations into the mother tongue" and fifth 58.6% (D= 40.2 + TD= 18.4) with item 48 "The teacher is the center of teaching". Additionally, sixth item 30 "Reading is the most important aspect of the language" was disagreed to by 54.6% (D= 46.9 + TD= 7.7) of the in-service teachers.

Interestingly, it seems there is some controversy about the goal of achieving a high pronunciation level of languages. On the one hand, 54% (D= 51.4 + TD= 2.6) of in-service teachers disagreed with item 38 "It is sufficient for students to achieve an understandable level of pronunciation" and, on the other hand, 43.3% (D= 37.6 + TD= 5.7) differed with item 35 "The aim is to achieve a native-like pronunciation". So, both items suggest

teachers aim to achieve a pronunciation level between the two extremes: mere understandable pronunciation and native-like pronunciation.

Another related subtheme, whether the focus should be on the meaning or form, appeared in item 37 "The meaning of the language must be given more importance than the form" and item 34 "More importance must be given to the form of the language than to its meaning" as in-service teachers disagreed to by 19.8% (D= 1.4 + TD= 18.4) and 54.6% (D= 49.8 + TD= 4.8) respectively. However, item 46 "If errors are allowed in the beginning stages, language learning will be more difficult in the future" the in-service teachers appeared to hold different beliefs on the matter, accounting 31.5% (A= 27 + TA= 4.5) of teachers agreeing and 36.6% (D= 29.2 + TD= 7.4) disagreeing.

Regarding modern language teaching practices, 46.9% (A= 40 + TA= 6.9) of the agreement was found in item 45 "The student can develop the weaker language by making use of the strongest language", and 54.4% (D= 45.5 + TD= 8.9) of the in-service teachers disagreed with item 36 "Only the target language must be allowed in class". 44.7% of the in-service teachers remained neutral towards item 44 "Integrating all languages in the curriculum in the same class and subject can benefit the language learning process".

In relation with the language learning process, on the one hand, 37.3% (D= 34.2 + TD= 3.1) of the in-service teachers disagreed with item 31 "Language rules must be learnt by using the language, without explanations of the rules" and 40.2% (D= 34.2 + TD= 6) also disagreed with item 47 "Language learning gets a lot from memorization", even if 28% (A= 22.7 + TA= 5.3) and 26.4% (A= 25.4 + TA= 1) of the in-service teachers agreed, respectively. On the other hand, the in-service teachers seemed to agree more on two other items. Firstly, 33.7% (A= 29.4 + TA= 4.3) agreed on item 28 "Language rules must be explained before doing the activities" and, secondly, 34% (A= 31.8 + TA= 2.2) agreement was found on item 50 "Language learning is to a large extent based on repetition". The items had 27% (D= 23.2 + TD= 3.8) and 31.8% (D= 27 + TD= 4.8) disagreement, respectively.



### 6.2.1.2. The relationship between background variables and in-service teachers' beliefs on language teaching methodologies

In this section, one-way ANOVAs will be conducted to relate in-service teachers' background factors such as age, province of birth and language of instruction (independent variables) to the mean about beliefs on methodologies (dependent variable). As reported in the methodology chapter, the following 8 items (numbers 31, 32, 33, 37, 38, 41, 44 and 45) were statistically discarded from the original set of 25 items to increase reliability in the new variable. The scores of the newly constructed dependent variable ranged from 0 to 4. High mean scores would mean relatively modern positions, whereas low scores would mean the opposite.

The F and p scores of the ANOVAs' are reported in table 6.42, and the effect size ( $\eta^2$ ) was calculated to calculate the strength of statistically significant differences. In case of significant differences, post hoc tests (Tukey HSD) are conducted to analyze the differences between subgroups. For the effect size, Cohen's d is calculated to quantify the magnitude and report the strength of the significant differences.

**Table 6.42** ANOVA summary of the background variables related to the in-service teachers' beliefs on methodologies

<i>Variables</i>	<b>F</b>	<b>p</b>	<b><math>\eta^2</math></b>
Sex	.395	.674	
Age	2.748	.065	
Province of birth	1.921	.900	
Mother tongue	.437	.726	
Province of teaching	1.801	.146	
<b>Current educational teaching network</b>	4.543	<b>.011</b>	.021
Educational teaching stages	.893	.410	
Educational model	.667	.573	
Current educational model teaching in	.536	.709	
Self-reported language level: Basque	1.087	.362	
Self-reported language level: Spanish	.375	.771	
<b>Self-reported language level: English</b>	6.593	<b>.000</b>	.06
Self-reported language level: French	.387	.818	
Childhood and Primary Education	.241	.624	
Teaching language or content	1.881	.071	
<b>Language of instruction</b>	3.328	<b>.007</b>	.038
<b>Experience years</b>	4.538	<b>.011</b>	.021

As can be seen in the table, four background variables have a statistically significant relationship with the variable on the beliefs about language teaching methodologies. In the next section, those significant relationships will be discussed and analyzed further.

## 6.2 Beliefs about language teaching methodologies: In-Service teachers' beliefs

- a) The relationship between *current educational teaching network* and in-service teachers' beliefs on methodologies

There was a significant difference between the newly constructed mean of the beliefs about methodologies and this independent variable with a small effect size [(F(2, 415) = 4.543,  $p = .011$ ,  $\eta^2 = .021$ ]. Table 6.43 contains the details of the data analysis.

**Table 6.43** Descriptive analysis of the variable current educational teaching network influencing in-service teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Public	287	2.63	.376	.022	4.543	<b>.011</b>	.021
Semi-Private	67	2.51	.409	.050			
Ikastolen Elkartea	64	2.70	.332	.041			
Total	418	2.62	.378	.018			

The table above indicated that the in-service teachers teaching in Ikastolen Elkartea (M = 2,70) had the highest mean score and in-service teachers at the public school scored slightly below (M = 2,63) and teachers in the semi-private schools had the lowest mean score (M = 2,51). The effect size was small. Post hoc comparisons are shown in table 6.44.

**Table 6.44** Tukey HSD post hoc comparison of the variable current educational teaching network influencing in-service teachers' methodological beliefs

Multiple Comparisons					
(I) Educational teaching network	(J) Educational teaching network	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Semi-Private	Public	-.122	.051	<b>.044</b>	.31
	Ikastolen Elkartea	-.192	.066	<b>.010</b>	.51

\*. The mean difference is significant at the 0.05 level.

Tukey HSD revealed that in-service teachers teaching in semi-private schools, who scored the lowest means, had significant differences with teachers in the public school [( $p = .044$ ,  $d = .31$ )] and with teachers in the Ikastolen elkartea [( $p = .010$ ,  $d = .51$ )] with low and medium effect sizes respectively.

- b) The relationship between *self-reported language level: English* and in-service teachers' beliefs on methodologies

The relationship between the mean and this independent variable was significant with a medium effect size [(F(4, 413) = 6.593,  $p = .000$ ,  $\eta^2 = .06$ ]. Table 6.45 demonstrates the outcome of the data analysis (see appendix 4.23 for the test of the homogeneity of variances and 4.24 for the tests of normality).

**Table 6.45** Descriptive analysis of the variable self-reported language level: English influencing in-service teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Very low	84	2.50	.385	.042	6.593	<b>.000</b>	.06
Low	115	2.58	.349	.032			
Medium	115	2.62	.36	.034			
High	93	2.77	.372	.039			
Very high	11	2.76	.493	.149			
Total	418	2.62	.378	.018			

As Table 6.45 showed, the mean increased with the proficiency level. In-service teachers indicating very low ( $M = 2,50$ ) and low ( $M = 2,58$ ) levels had the lowest mean scores and the high ( $M = 2,77$ ) and very high ( $M = 2,76$ ) groups the highest mean scores. The results of the Tukey HSD test are presented in table 6.46.

**Table 6.46** Tukey HSD post hoc comparison of the variable self-reported language level: English influencing in-service teachers' methodological beliefs

Multiple Comparisons					
(I) Self-reported language level: English	(J) Self-reported language level: English	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
High	Very low	.267	.055	<b>.000</b>	.70
	Low	.182	.051	<b>.004</b>	.50
	Medium	.149	.051	<b>.032</b>	.41
*. The mean difference is significant at the 0.05 level.					

It turns out that the in-service teachers with a high self-reported language level in English differ significantly from teachers reporting very low [( $p = .000$ ,  $d = .70$ )], low [( $p = .004$ ,  $d = .50$ )] and medium [( $p = .032$ ,  $d = .41$ )] levels. The first two significant differences had a medium effect size and the latter had small. Results suggest that in-service teachers reporting high levels of English had a more modern set of beliefs on methodologies and those differences were clear with groups reporting lower proficiency levels.

- c) The relationship between *the language of instruction* and in-service teachers' beliefs on methodologies

## 6.2 Beliefs about language teaching methodologies: In-Service teachers' beliefs

The relationship between *language of instruction* and the dependent variable was significant and had a small effect size [(F(5, 409)= 3.328,  $p = .007$ ,  $\eta^2 = .038$ ]. Table 6.47 below reports a descriptive analysis of the data (see appendix 4.25 for the test of the homogeneity of variances and 4.26 for the tests of normality).

**Table 6.47** Descriptive analysis of the variable language of instruction influencing in-service teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Basque	209	2.6	.352	.024	3.328	<b>.007</b>	.038
Spanish	16	2.63	.586	.146			
English	41	2.79	.365	.057			
Basque and Spanish	107	2.58	.381	.037			
Basque and English	28	2.75	.311	.059			
Basque, Spanish and English	14	2.47	.475	.127			
Total	415	2.62	.378	.018			

Table 6.47 showed in-service teachers teaching through both languages *Basque and English* ( $M = 2,75$ ) and *only English* ( $M = 2,79$ ) had the highest mean scores, while below the overall mean ( $M = 2,62$ ) teachers teaching through the three languages together *Basque, Spanish and English* ( $M = 2,47$ ) and the two *Basque and Spanish* ( $M = 2,58$ ) had the lowest mean scores. Post hoc comparisons are shown in table 6.48.

**Table 6.48** Tukey HSD post hoc comparison of the variable language of instruction influencing in-service teachers' methodological beliefs

Multiple Comparisons					
(I) Language of instruction	(J) Language of instruction	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
English	Basque	.194	.064	<b>.030</b>	.55
	Basque and Spanish	.213	.069	<b>.025</b>	.56

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD revealed in-service teachers instructing in English, who had the highest mean scores, differed significantly from Basque [( $p = .030$ ,  $d = .55$ )] and Basque and Spanish [( $p = .025$ ,  $d = .56$ )] instructors with a medium effect size.

d) The relationship between *experience years* and in-service teachers' beliefs on methodologies

In-service teachers were grouped into 3 groups according to the number of years of experience by calculating percentiles to distribute the sample in a balanced way. There

was a significant difference between the mean of the independent variable and the number of years of teaching experience as the independent variable and the effect size was small [ $F(2, 415) = 4.538, p = .011, \eta^2 = .020$ ]. The next table shows the details.

**Table 6.49** Descriptive analysis of the variable experience years influencing in-service teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
Junior (0,4-12)	149	2.67	.352	.029	4.538	<b>.011</b>	.021
Middle aged (12-25)	142	2.65	.423	.035			
Senior (25-40)	127	2.54	.343	.030			
Total	418	2.62	.378	.018			

Looking at table 6.49, the most experienced group, senior ( $M = 2.54$ ), scored the lowest mean on methodologies, and the mean increased as the experience years descended for the middle-aged ( $M = 2.65$ ) and junior ( $M = 2.67$ ) groups. Post hoc comparisons are presented in table 6.50.

**Table 6.50** Tukey HSD post hoc comparison of the variable experience years influencing in-service teachers' methodological beliefs

Multiple Comparisons					
(I) Experience years	(J) Experience years	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Senior (25-40)	Junior (0,4-12)	-.129*	.045	<b>.013</b>	.37
	Middle Aged (12-25)	-.108*	.046	<b>.049</b>	.28
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD revealed that the most experienced group, had statistically significant differences with the other two groups: junior ( $p = .013, d = .37$ ) and middle-aged ( $p = .049, d = .28$ ). It implies that the two categories with less teaching experience do not significantly differ from each other.

### 6.2.1.3. In-service teachers' beliefs on the best language teaching methodologies

In-service teachers were asked which methodologies they considered to be the best for language teaching. They were asked to choose between six methodologies, the first three can be considered traditional (T) and the other three modern (M). The teachers could also indicate that they preferred an "other" method and they were allowed to choose

more than one method. The following graphic shows the outcomes for the preferences for the best language teaching methods.

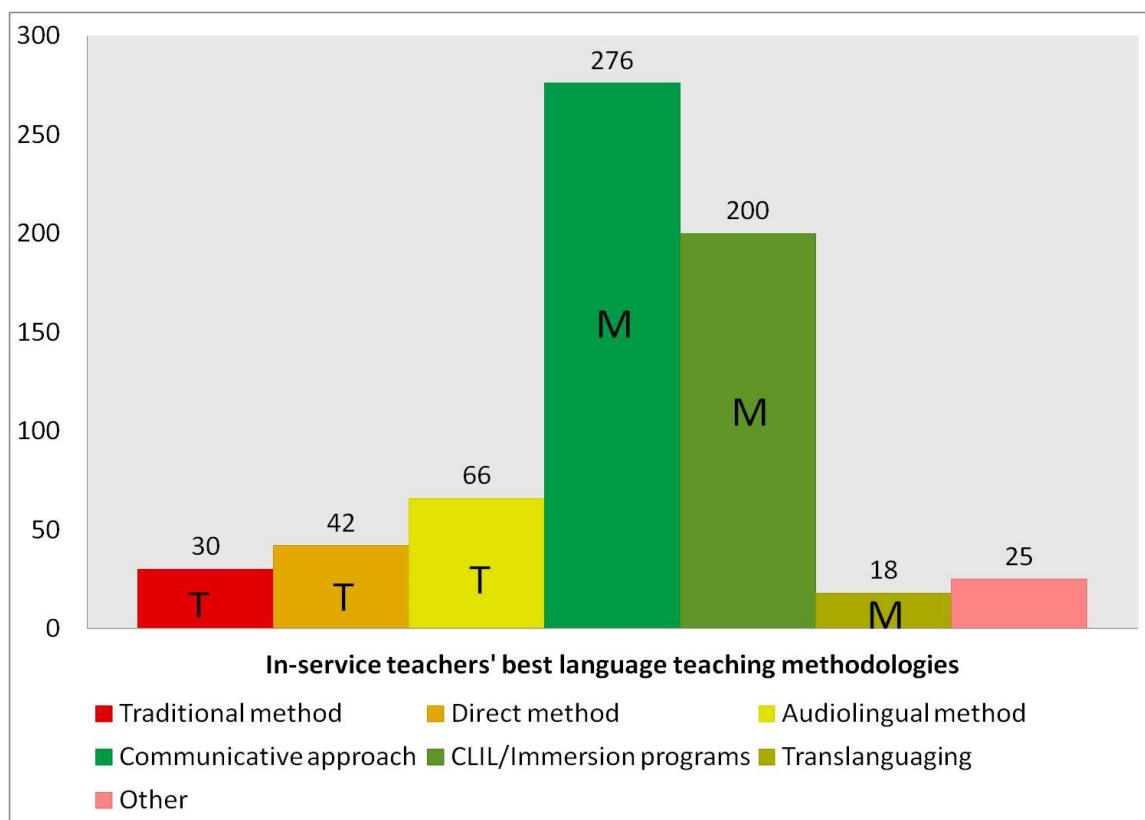


Figure 6.6 In-service teachers' beliefs on the best language teaching methodologies

Figure 6.6 shows that the most widely chosen methodologies were the Communicative approach by 276 in-service teachers (66%) and the CLIL/Immersion programs by 200 (48%), which can both be considered as modern orientations. Among the traditional methods, 30 (7%) in-service teachers chose the Traditional method and 66 (16%) the Audiolingual method. It is remarkable that Translanguaging, the most modern and different out of the six methodologies, was the least selected, only by 18 in-service teachers (4.3%). It is worth highlighting that in-service teachers chose more than a single methodology on average (1.82).

a) The relationship between in-service teachers' beliefs on language teaching methodologies and the best language teaching methodologies

In this section, the aim is to compare the mean on the beliefs about methodologies (dependent variable) with the best language teaching methodologies (independent variable) and a one-way ANOVA will be conducted. The best methodologies have been divided into three groups according to their nature: traditional methodologies only,

modern methodologies only, or, the mixture of both. There was a significant difference and the effect size was small [(F(2, 337) = 5,826,  $p = .003$ ,  $\eta^2 = .033$ )]. Table 6.51 shows the data analysis (see appendix 4.27 for the test of the homogeneity of variances and 4.28 for the tests of normality).

**Table 6.51** Descriptive analysis of the statistical differences between the mean on methodologies and the best language teaching methodologies for the in-service teachers

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Traditional methodologies only	6	2.31	.251	.103	5.826	<b>.000</b>	.033
Mixture of both	97	2.55	.398	.040			
Modern methodologies only	237	2.67	.366	.024			
Total	340	2.63	.379	.020			

As the analysis in Table 6.51 showed, the in-service teachers who only chose traditional methodologies as the best method for teaching a language had the lowest mean score on the beliefs variable ( $M = 2.31$ ); whereas, in-service teachers choosing only modern methodologies ( $M = 2.67$ ) had the highest mean score. Teachers who mixed both traditional and modern methodologies ( $M = 2.55$ ) scored between the two extremes. The post hoc results are shown in the table below.

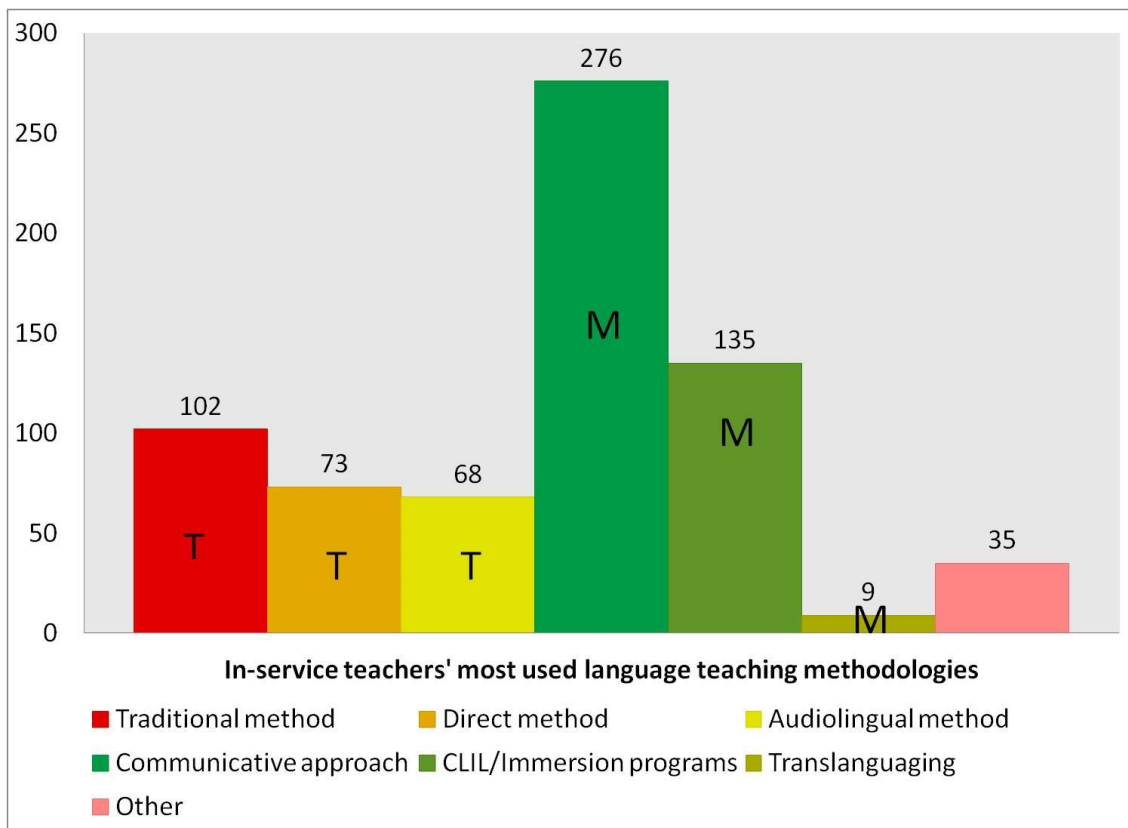
**Table 6.52** Tukey HSD post hoc comparison of the statistical differences between the mean and the best language teaching methodologies for the in-service teachers

Multiple Comparisons					
(I) Mean and best methodologies	(J) Mean and best methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Modern methodologies only	Mixture of both	.122	.045	<b>.020</b>	.32
*. The mean difference is significant at the 0.05 level.					

Tukey HSD results in table 6.52 indicated a significant difference with a small effect size between the two groups: modern methodologies and a mixture of both ( $p = .020$ ,  $d = .32$ ). The test seemed to highlight that teachers with a more modern set of beliefs are linked to explicitly consider modern methodologies better for teaching languages than other options.

#### 6.2.1.4. In-service teachers' most widely used methodologies

In this section, the in-service teachers' responses about the most frequently used methodologies for language teaching in the class were reported. The same list of before was used again with the same six methodologies (see figure 6.7)



**Figure 6.7** In-service teachers' most widely used methodologies

Figure 6.7 shows that the two most used methodologies can be considered modern: 276 (66%) in-service teachers reported to use the Communicative approach and 135 (32%) the CLIL/Immersion programs. Among the three traditional methodologies, the Traditional approach appeared to be the most frequently used methodology with up to 102 (24%) among the in-service teachers, followed by the Direct method (17%) and the Audiolingual method (16%). On average, the in-service teachers reported using 1.84 methodologies for teaching.

a) The relationship between in-service teachers' beliefs on language teaching methodologies and the most used methodologies

In this section, a one-way ANOVA was carried out to compare the effect of the most used methodologies with the mean of the beliefs about methodologies and the difference was



significant with a small effect size [(F(2, 358) = 2.711,  $p = .032$ ,  $\eta^2 = .019$ )]. The following table shares a descriptive analysis of the data.

**Table 6.53** Descriptive analysis of the statistical differences between the mean on methodologies and the most used methodologies for the in-service teachers

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Traditional methodologies only	38	2.46	.307	.050	3.483	<b>.032</b>	.019
Mixture of both	133	2.62	.415	.036			
Modern methodologies only	190	2.64	.367	.027			
Total	361	2.61	.383	.020			

Table 6.53 revealed that in-service teachers only using traditional methodologies ( $M = 2.46$ ) scored the lowest mean, while the other three groups, the modern methodologies only ( $M = 2.64$ ), the mixture of both ( $M = 2.62$ ) had higher mean scores. Post hoc results are available in the table below (see table 6.54).

**Table 6.54** Tukey HSD post hoc comparison of the statistical differences between the mean on methodologies and the most used methodologies for the in-service teachers

Multiple Comparisons					
(I) Mean and used methodologies	(J) Mean and used methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Traditional methodologies only	Modern methodologies only	-.177	.067	<b>.025</b>	.50

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD results indicated that there was a statistically significant difference between the group using traditional methodologies and the modern methodologies with a medium effect size ( $p = .025$ ,  $d = .50$ ). Teachers who said to be using traditional methodologies not only had a relatively more traditional set of beliefs about methodologies, but the difference with teachers who preferred modern methodologies was significant.

### 6.2.2. Future teachers' beliefs about language teaching methodologies

The subchapter will be divided into 3 sections. The first consists of the descriptive analysis of the items. The second is based on ANOVA analyses comparing the relationships between the background variables on the new mean of the variables on the beliefs about methodologies. The third describes the beliefs about the best language teaching methodologies.

#### 6.2.2.1. Descriptive analysis of future teachers' beliefs on language teaching methodologies

Frequency distributions for each of the 25 items are presented in figure 6.8 below.

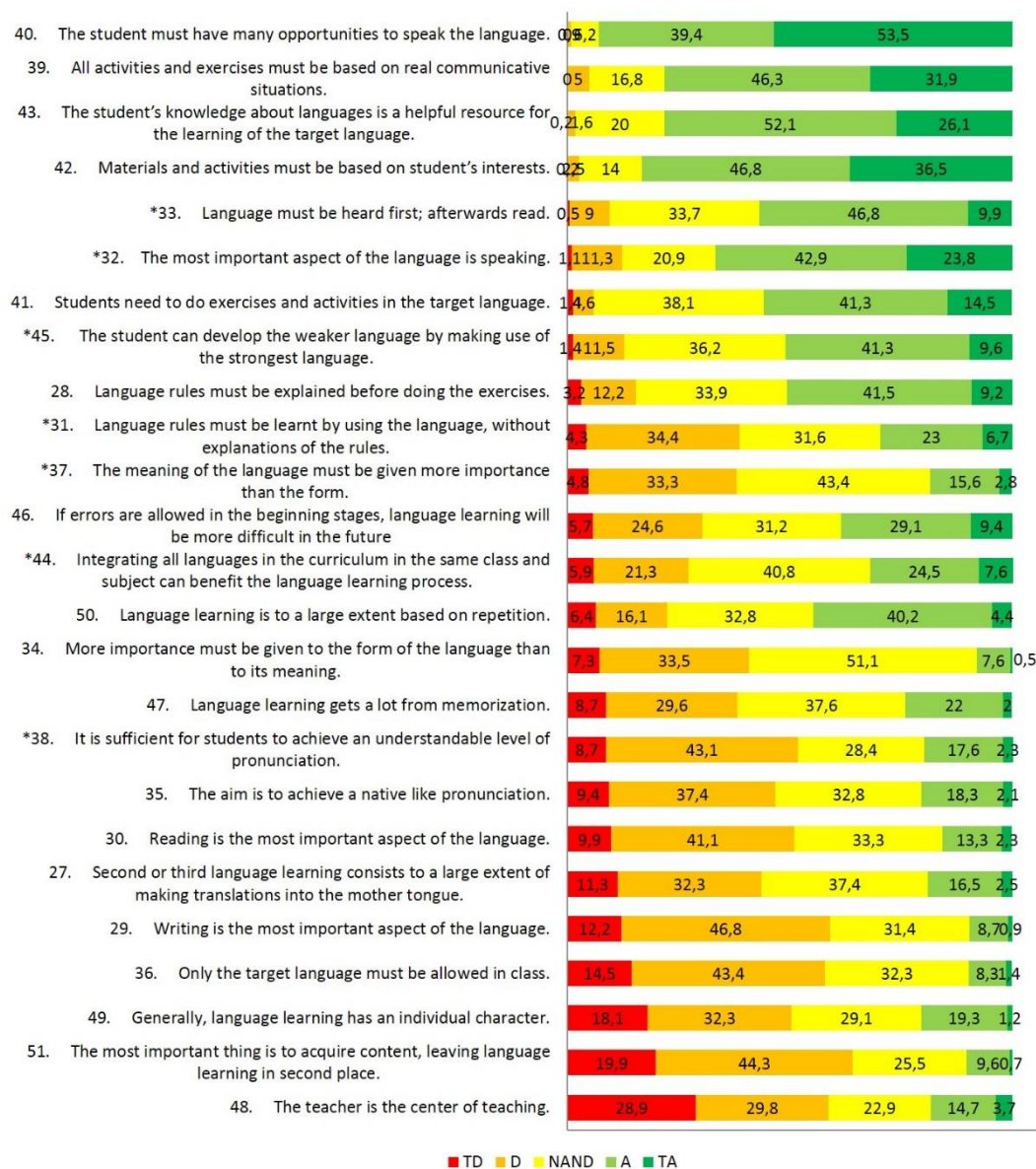


Figure 6.8 The 25 items on methodologies for the future teachers

For the future teachers, the results were similar to the in-service teachers. Five statements are remarkable due to the high agreement they gathered. First, item 40 “The student must have many opportunities to speak the language” gathered 92.9% (A= 39.4 + TA= 53.5) agreement. Second, item 42 “Materials and activities must be based on student’s interests” was backed by 83.3% (A= 46.8 + TA= 36.5) of future teachers. Then, items 39 “All activities and exercises must be based on real communicative situations” and 43 “The student’s knowledge about languages is a helpful resource for the learning of the target language” were both agreed to by 78.2% of future teachers. The fifth statement was item 32 “The most important aspect of the language is speaking” and was agreed up to by 66.7% (A= 42.9 + TA= 23.8).

In contrast, future teachers disagreed most with the following statements. To begin with, 64.3% (D= 44.3 + TD= 19.9) of future teachers disagreed with item 51 “The most important thing is to acquire content, leaving language learning in second place”. Three statements had similar levels of high disagreement: items 29 “Writing is the most important aspect of the language”, 48 “The teacher is the center of teaching” and 36 “Only the target language must be allowed in class” had 59% (D= 46.8 + TD= 12.2), 58.7% (D= 29.8 + TD= 28.9) and 57.9% (D= 43.4 + TD= 14.5) of disagreement respectively.

Concerning the integration of languages, 50.9% (A= 41.3 + TA= 9.6) of the future teachers agreed with item 45 “The student can develop the weaker language by making use of the strongest language”. As for item 44 “Integrating all languages in the curriculum in the same class and subject can benefit the language learning process” 27.2% (D= 21.3 + TD= 5.9) disagreed, 32.1% (A= 24.5 + TA= 7.6) agreed and 40.8% remained neutral towards the statement.

About giving priority to content over form, only 8.1% (A= 7.6+ TA= .5) of the future teachers agreed with item 34 “More importance must be given to the form of the language than to its meaning”. They were asked the other way round and the answer was not mirrored as 38.7% (D= 33.3 + TD= 4.8) of the future teachers disagreed with item 37 “The meaning of the language must be given more importance than the form”.

Concerning learners’ pronunciation, only 19.9% (D= 17.6 + TD= 2.37) of the future teachers agreed with item 38 “It is insufficient for students to achieve an understandable level of pronunciation”, and at the same time 46.8% (D= 37.4 + TD= 9.4) disagreed with

item 35 “The aim is to achieve a native-like pronunciation”. So, it could be that as with in-service teachers, future teachers believe learners' pronunciation should be somewhere in between native-like pronunciation and the minimum understandable level of pronunciation. As for item 36 “Only the target language must be allowed in class”, 57,9% ( $D= 14.5 + TD= 43.4$ ) of the future teachers disagreed with the statement and only 9.7% ( $A= 8.3 + TD= 1.4$ ) agreed.

Regarding the language rules, there are two contrasting items. The first was item 28 “Language rules must be explained before doing the activities” and 50.7% ( $D= 41.5 + TD= 9.2$ ) of future teachers agreed. The opposite idea was expressed in item 31 “Language rules must be learned by using the language, without explanation of the rules” and 38.8% ( $D= 34.4 + TD= 4.3$ ) disagreed. Those two results may suggest future teachers are keener on explaining language rules to students than emphasizing using the language.

Concerning the nature of the language learning process, 44.6% ( $A= 40.2 + TA= 4.4$ ) of the future teachers agreed with item 50 “Language learning is to a large extent based on repetition” and only 22.5% ( $D= 16.1 + TD= 6.4$ ) disagreed. Item 47 was a little bit more equally balanced, but disagreement was slightly higher than agreement ( $TA= 29.6 + A= 8.7 + NAND= 37.6 + D= 22 + TD= 2$ ). Also, 50.4% ( $D= 32.3 + TD= 18.1$ ) of the future teachers disagreed with item 49 “Generally, language learning has an individual character” and 43.6% ( $D= 32.3 + TD= 11.3$ ) disagreed with item 27 “Second or third language learning consists to a large extent of making translations to the mother tongue”. As for item 30 “Reading is the most important aspect of the language” more than half of the future teachers disagreed ( $D= 41.1 + TD= 9.9$ ).

To finish this section, only the 9.5% ( $D= 9 + TD= 0.5$ ) and the 6% ( $D= 4.6 + TD= 1.4$ ) of the future teachers disagreed with items 33 “Language must heard first; afterwards read” and 41 “Students need to do exercises and activities in the target language”, respectively. Despite those both facts, responses on item 46 “If errors are allowed in the beginning stages, language learning will be more difficult in the future” ( $TA= 9.4 + A= 29.1 + NAND= 31.2 + D= 24.6 + TD= 5.7$ ) reflected mixed beliefs about learners' errors and possible language learning challenges in the future.

### 6.2.2.2. The relationship between background variables and future teachers' beliefs on language teaching methodologies

As before, a similar procedure will be followed and one-way ANOVAs will be carried out to compare the effect of future teachers' background variables on the newly constructed mean of the beliefs about methodologies and analyze the differences between subgroups. The following table (see table 6.55) compiles the ANOVA's F and p and the Kruskal-Wallis' H and  $\epsilon^2$  scores will be highlighted if those are significant at the .05 level and extended data analysis will be given.

**Table 6.55** ANOVA summary of the background variables related to the future teachers' beliefs on methodologies

<i>Variables</i>	F	H	p	$\eta^2$	$\epsilon^2$
<b>Sex</b>	11.910		<b>.000</b>	.041	
<b>Age</b>	7.656		<b>.000</b>	.064	
Province of birth	1.528		.192		
Mother tongue	1.924		.105		
<b>University:</b>	7.009		<b>.000</b>	.070	
Educational network	1.007		.433		
Educational model	.080		.971		
<b>Practicum: educational network</b>	3.013		<b>.007</b>	.032	
Practicum: educational model	1.333		.217		
Self-reported language level: Basque	1.932		.104		
<b>Self-reported language level: Spanish</b>	6.026		<b>.003</b>	.021	
Self-reported language level: English	2.140		.094		
Self-reported language level: French	.348		.845		
Childhood and Primary Education	.443		.506		
<b>*Degree<sup>2</sup></b>		26.622	<b>.000</b>		.047
<b>University academic year</b>	17.221		<b>.000</b>	.11	

As shown in Table 6.55, seven background variables have a statistically significant relationship with the variable on the beliefs about language teaching methodologies. In the following section, those significant relationships will be analyzed and discussed further.

#### a) The relationship between sex and future teachers' beliefs on methodologies

There was a significant difference with a small effect size [(F(2, 561) = 11.91,  $p = .000$   $\eta^2 = .041$ )]. Table 6.56 below reports details of the data analysis (see appendix 4.29 for the test of the homogeneity of variances and 4.30 for the tests of normality).

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<sup>2</sup>The background variable \*Degree: H = 26.622,  $p = .000$ ,  $\epsilon^2 = .047$

## 6.2 Beliefs about language teaching methodologies: Future teachers' beliefs

**Table 6.56** Descriptive analysis of the variable sex influencing future teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
Women	435	2.56	.405	.019	11.910	.000	.041
Men	123	2.35	.471	.042			
No binary	6	2.7	.447	.182			
Total	558	2.51	.429	.018			

Looking at table 6.56, the group men ( $M = 2.35$ ) scored the lowest and below the overall mean ( $M = 2.51$ ) and the women ( $M = 2.56$ ) and no binary ( $M = 2.7$ ) groups scored above. Post hoc comparisons were conducted and are shown in table 6.57.

**Table 6.57** Tukey HSD post hoc comparison of the variable sex influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) Sex	(J) Sex	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Women	Men	.205	.043	.000	.48
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD post hoc result above indicated that future teachers who identify as male, who had the lowest mean score, had a statistically significant difference with female teachers with a small effect size difference [ $(p = .000, d = .48)$ ].

b) The relationship between *age* and future teachers' beliefs on methodologies

There was a significant difference between the mean score of the beliefs and the independent variable age with a medium effect size [ $(F(5, 558) = 7.656, p = .000, \eta^2 = .064)$ ]. The following table demonstrates the outcome of the data analysis.

**Table 6.58** Descriptive analysis of the variable age influencing future teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
18	57	2.34	.409	.054	7.656	.000	.064
19	136	2.41	.409	.035			
20	120	2.55	.417	.038			
21	110	2.67	.455	.043			
22	55	2.46	.321	.043			
23+	86	2.58	.433	.047			
Total	564	2.51	.428	.018			

Based on the outcomes in table 6.58, future teachers at the age of 18 had the lowest mean score ( $M=2.34$ ) and the average was higher with older groups aged 19 ( $M = 2.41$ ), 20 ( $M = 2.55$ ), 21 ( $M = 2.67$ ), 22 ( $M = 2.46$ ) and 23+ ( $M = 2.58$ ). Post hoc comparisons are presented in table 6.59.

**Table 6.59** Tukey HSD post hoc comparison of the variable age influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
18	20	-.21*	.067	.022	.50
	21	-.334*	.068	.000	.75
	23+	-.242*	.071	.009	.56
19	21	-.261*	.053	.000	.60
	23+	-.169*	.057	.039	.40
21	22	.214*	.069	.023	.50

\*. The mean difference is significant at the 0.05 level.

Tukey HSD revealed that the youngest group of future teachers, the group aged 18, who scored the lowest, had significant differences with the groups aged 20 ( $p = .022$ ,  $d = .50$ ), 21 ( $p = .000$ ,  $d = .75$ ) and 23+ ( $p = .009$ ,  $d = .56$ ). The effect size was medium for the three. Also, the group aged 19 had significant differences with the 21 ( $p = .000$ ,  $d = .60$ ) and 23+ ( $p = .039$ ,  $d = .40$ ) with medium and small effect sizes.

c) The relationship between *the university* and future teachers' beliefs on methodologies

The relationship was significant and the effect size was medium [( $F(6, 557) = 7.009$ ,  $p = .000$ ,  $\eta^2 = .07$ )]. Table 6.60 below reports details (see appendix 4.31 for the test of the homogeneity of variances and 4.32 for the tests of normality).

## 6.2 Beliefs about language teaching methodologies: Future teachers' beliefs

**Table 6.60** Descriptive analysis of the variable university influencing future teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	p	$\eta^2$
UPV/EHU (Campus of Araba)	117	2.36	.399	.037	7.009	<b>.000</b>	.07
UPV/EHU (Campus of Biscay)	131	2.63	.38	.033			
UPV/EHU (Campus of Gipuzkoa)	93	2.59	.39	.040			
Mondragon University	29	2.59	.485	.090			
University of Deusto (Faculty of Bilbo)	110	2.40	.463	.044			
University of Deusto (Faculty of Donostia)	42	2.55	.415	.064			
UPNA/NUP	42	2.62	.439	.068			
Total	564	2.51	.429	.018			

Looking at the table, mean differences are clear and future teachers doing the degree at UPV/EHU in the campus of Araba ( $M = 2.36$ ) and the University of Deusto in Bilbo ( $M = 2.4$ ) had the lowest mean scores. Future teachers at UPV/EHU in the campus of Biscay ( $M = 2.63$ ) and UPNA/NUP ( $M = 2.62$ ) scored the highest. Post hoc comparisons are presented in table 6.61.

**Table 6.61** Tukey HSD post hoc comparison of the variable university influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
UPV/EHU (Campus of Araba)	UPV/EHU (Campus of Biscay)	-.277	.053	<b>.000</b>	.71
	UPV/EHU (Campus of Gipuzkoa)	-.23	.058	<b>.002</b>	.58
	UPNA/NUP	-.264	.075	<b>.008</b>	.64
University of Deusto (Bilbo)	UPV/EHU (Campus of Biscay)	-.228	.054	<b>.001</b>	.54
	UPV/EHU (Campus of Gipuzkoa)	-.181	.058	<b>.034</b>	.42

\*. The mean difference is significant at the 0.05 level.

As could already be anticipated in the first table, the post hoc test confirmed that future teachers at the UPV/EHU in the campus of Araba had statistically significant differences with the groups in the campus of Gipuzkoa [ $(p = .002, d = .58)$ ] and Biscay [ $(p = .000, d = .71)$ ] and also with the UPNA/NUP group [ $(p = .008, d = .64)$ ]. The effect size was medium for all significant differences. Future teachers studying at the University of Deusto in Bilbao had significant differences with UPV/EHU students in the campus of Biscay [ $(p = .001, d = .54)$ ] and also those in Gipuzkoa [ $(p = .034, d = .42)$ ], with a medium and small effect size respectively.



d) The relationship between *practicum: educational network* and future teachers' beliefs on methodologies

The relationship was significant and the effect size was small [(F(6, 553) = 3.013,  $p = .007$ ,  $\eta^2 = .032$ )]. Future teachers were distributed over the educational networks through their practicums. The following table exhibits the data analysis.

**Table 6.62** Descriptive analysis of the variable *practicum: educational network* influencing future teachers' beliefs on methodologies

Descriptives									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		ANOVA		
					Lower Bound	Upper Bound	F	$p$	$\eta^2$
Ikastola	31	2.6	.375	.067	2.460	2.735	3.013	<b>.007</b>	.032
Public	244	2.51	.436	.028	2.454	2.564			
Semi-Private	89	2.5	.435	.046	2.481	2.761			
Ikast. + publ.	46	2.62	.473	.070	2.481	2.762			
Ikast. + semi-priv.	34	2.53	.361	.062	2.408	2.661			
Publ. + semi-priv.	39	2.67	.339	.054	2.560	2.780			
No practicum yet	77	2.37	.429	.049	2.275	2.470			
Total	560	2.52	.429	.018	2.479	2.550			

The descriptive analysis in table 6.62 indicated that future teachers combining their practicums in the public and semi-private schools ( $M = 2.67$ ) and Ikastola and public schools ( $M = 2.62$ ) had the highest mean scores. Future teachers who did not do the practicum scored the lowest mean ( $M = 2.37$ ). Post hoc comparisons are reported in the following table (see table 6.63).

**Table 6.63** Tukey HSD post hoc comparison of the variable *practicum: educational network* influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) Practicum: educational network	(J) Practicum: educational network	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
No practicum yet	Ikast. + publ.	-.249	.079	<b>.029</b>	.55
	Publ. + Semi-Priv.	-.297	.083	<b>.007</b>	.74

\*. The mean difference is significant at the 0.05 level.

Future teachers who have not done the practicum yet scored the lowest mean and had statistically significant differences with the two groups with the highest mean scores: public and semi-private [( $p = .029$ ,  $d = .55$ )] and Ikastola and public [( $p = .007$ ,  $d = .74$ )] groups. Both differences had a medium effect size.

## 6.2 Beliefs about language teaching methodologies: Future teachers' beliefs

- e) The relationship between the *self-reported language level: Spanish* and future teachers' beliefs on methodologies

There was a significant difference and the effect size was small [(F(2, 561) = 6.026,  $p = .003$ ,  $\eta^2 = .021$ )]. The following table demonstrates the data analysis.

**Table 6.64** Descriptive analysis of the variable self-reported language level: Spanish related to future teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Medium	60	2.43	.389	.050	6.026	<b>.003</b>	.021
High	224	2.46	.425	.028			
Very high	280	2.58	.432	.026			
Total	564	2.51	.429	.018			

The descriptive analysis in table 6.64 showed that not a single future teacher reported low mastery levels of Spanish. The mean increased with the proficiency level, future teachers reporting a medium (M = 2.43) level reported the lowest mean and a very high (M = 2.58) the highest. Post hoc results are showed in table 6.65.

**Table 6.65** Tukey HSD post hoc comparison of the variable self-reported language level: Spanish influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) Self-reported language level: Spanish	(J) Self-reported language level: Spanish	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Very high	Medium	.148	.060	<b>.039</b>	.35
	High	.116	.038	<b>.007</b>	.27
*. The mean difference is significant at the 0.05 level.					

The Tukey HSD post hoc indicated that future teachers reporting a very high level of Spanish proficiency had statistically significant differences with those with a medium level [( $p = .039$ ,  $d = .35$ )] and the group with a high level with small effect sizes [( $p = .007$ ,  $d = .27$ )]. The result suggests that a self-reported very high level of Spanish may bring more modern beliefs towards methodologies.

- f) The relationship between *degree* and future teachers' beliefs on methodologies

Kruskal-Wallis Test was conducted to examine the differences of the degree on the mean. There were statistically significant differences and the effect size was moderate ( $H = 26.622$ ,  $p = .000$ ,  $df = 6$ ,  $\epsilon^2 = .047$ ). Table 6.66 has the outcome of the data analysis (see

appendix 4.33 for the test of the homogeneity of variances and 4.34 for the tests of normality).

**Table 6.66** Descriptive analysis of the variable degree influencing future teachers' beliefs on methodologies

Descriptives					
	N	Mean rank	KRUSKAL-WALLIS		
			H	<i>p</i>	$\epsilon^2$
Childhood Education	108	284.51	26.622	<b>.000</b>	.047
Primary: Foreign Language	89	309.01			
Primary: Basque/Tutorship	51	258.56			
Primary: Music Education	15	326.70			
Primary: Physical Education	136	222.62			
Primary: Special Education	83	295.58			
Primary: undecided specialization	72	314.00			
Total	564				

Based on the outcomes in table 6.66, future teachers in the music education program ( $M = 326.70$ ), the foreign language specialization ( $M = 309.01$ ), special education ( $M = 295.58$ ) and who have not decided the specialization yet ( $M = 314$ ) had the highest mean scores. Future teachers in the Basque/tutorship ( $M = 258.56$ ) and in the physical education programs ( $M = 222.62$ ) had the lowest mean score. Post hoc comparisons are presented in table 6.67.

**Table 6.67** Dunn-Bonferroni post hoc comparison of the variable degree influencing future teachers' methodological beliefs

Multiple Comparisons						
(I) Degree	(J) Degree	Test statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig
Primary: Physical education	Primary: Foreign language	86.386	21.804	3.962	.000	<b>.002</b>
	Primary: undecided specialization	-91.375	23.308	-3.920	.000	<b>.002</b>
	Primary: Special Education	-72.959	22.276	-3.275	.001	<b>.022</b>
*. The mean difference is significant at the 0.05 level.						

The Dunn-Bonferroni test revealed that future teachers doing the degree of physical education, apart from scoring the lowest mean, had statistically significant differences with three groups: Special education ( $p = .022$ ), foreign language teaching ( $p = .002$ ) and the group who had not decided their specialization yet ( $p = .002$ ). These results suggest that future teachers specializing in physical education are less positive in modern language teaching methodologies and this differentiates them from the other groups.

## 6.2 Beliefs about language teaching methodologies: Future teachers' beliefs

g) The relationship between *university academic year* and future teachers' beliefs on methodologies

The relationship was significant and the effect size was small [(F(4, 559) = 17.221,  $p = .000$ ,  $\eta^2 = .011$ )]. Table 6.68 below reports the data analysis (see appendix 4.35 for the test of the homogeneity of variances and 4.36 for the tests of normality).

**Table 6.68** Descriptive analysis of the variable university academic year influencing future teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
First	119	2.34	.41	.037	17.221	.000	.11
Second	199	2.43	.408	.029			
Third	126	2.67	.423	.038			
Fourth	97	2.69	.390	.040			
Fifth or more	23	2.62	.335	.070			
Total	564	2.51	.429	.018			

Looking at the table, the mean had an increasing logical order unless for the group needing more than four years to finish the degree. Future teachers in the first academic year ( $M = 2.34$ ) had the lowest mean score and the highest mean score in the fourth ( $M = 2.69$ ). Post hoc comparisons were applied and are shown in table 6.69.

**Table 6.69** Tukey HSD post hoc comparison of the variable university academic year influencing future teachers' methodological beliefs

Multiple Comparisons					
(I) University year	(J) University year	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
First	Third	-.332	.052	.000	.79
	Fourth	-.35	.055	.000	.87
	Fifth or more	-.286	.092	.018	.71
Second	Third	-.239	.046	.000	.58
	Fourth	-.257	.050	.000	.64

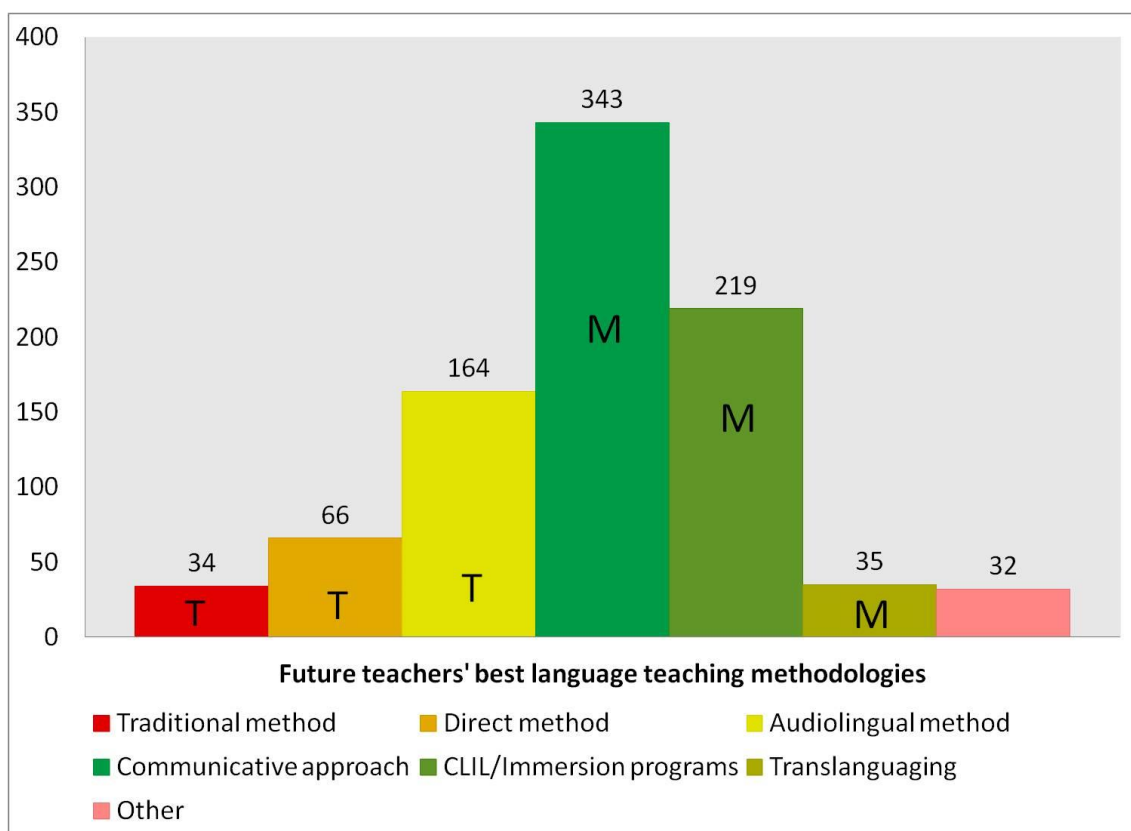
\*. The mean difference is significant at the 0.05 level.

The Tukey HSD indicated that future teachers in the first academic year had statistically significant differences with the third ( $p = .000$ ,  $d = .794$ ), fourth ( $p = .000$ ,  $d = .87$ ) and fifth or more years ( $p = .018$ ,  $d = .71$ ). The effect size was medium for the first and third

significant differences between groups and large for the second. Also, future teachers in the second year, which had the second-lowest mean score, had significant differences with the groups in the third ( $p = .000$ ,  $d = .58$ ) and fourth ( $p = .000$ ,  $d = .64$ ) academic years. The effect size was medium. Results suggest that future teachers in the first half of the degree have got a more traditional set of beliefs than in the second half and there is a progression towards beliefs oriented to more modern methodologies.

### 6.2.2.3. Future teachers' beliefs on the best language teaching methodologies

Future teachers were also requested to consider the best methodologies for language teaching and to choose between the six methodologies. Figure 6.9 contains future teachers' beliefs about their preferred language teaching methodologies.



**Figure 6.9** Future teachers' beliefs on the best language teaching methodologies

In the figure above, out of the total number of future teachers ( $N = 564$ ), 343 (61%) of the future teachers considered the Communicative approach the best language teaching methodology and 219 (39%) the CLIL/Immersion programs. About the three traditional methodologies, 164 (29%) of the future teachers chose the Audiolingual method, followed by the Direct method (12%) and the Traditional methodologies (6%). Overall,

## 6.2 Beliefs about language teaching methodologies: Future teachers' beliefs

instead of choosing a single methodology, the future teachers on average chose nearly two best methodologies (1.91).

a) The relationship between future teachers' beliefs about language teaching methodologies and the best language teaching methodologies

In this section, one-way ANOVA was presented to compare the effect of the best language teaching methodologies on the mean. The relationship was significant and the effect size was medium [ $(F(2, 418) = 17.934, p = .000, \eta^2 = .079)$ ]. See table 6.70 (see appendix 4.37 for the test of the homogeneity of variances and 4.38 for the tests of normality).

**Table 6.70** Descriptive analysis of the statistical differences between the mean and the best language teaching methodologies choice for the future teachers

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
Traditional methodologies only	22	2.23	.353	.075	17.934	.000	.079
Mixture of both	186	2.42	.431	.032			
Modern methodologies only	213	2.63	.426	.029			
Total	421	2.51	.442	.021			

Looking at table 6.70, differences between the means are clear and future teachers considering only traditional methodologies ( $M = 2.23$ ) had the lowest mean score. Future teachers choosing both traditional and modern methodologies ( $M = 2.42$ ) scored below the overall mean ( $M = 2.51$ ), and the group preferring only modern methodologies ( $M = 2.63$ ) had the highest mean score. Post hoc comparisons are presented in the following table.

**Table 6.71** Tukey HSD post hoc comparison of the statistical differences between the mean and the best language teaching methodologies for the future teachers

Multiple Comparisons					
(I) Mean and best methodologies	(J) Mean and best methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Modern methodologies only	Traditional methodologies only	.401	.095	.000	.95
	Mixture of both	.215	.043	.000	.50
*. The mean difference is significant at the 0.05 level.					

Table 6.71 indicated that future teachers considering only modern methodologies for teaching languages had statistically significant differences with the groups preferring only

traditional methodologies ( $p = .000$ ,  $d = .95$ ) and mixture of both modern and traditional methodologies ( $p = .000$ ,  $d = .50$ ). The effect size was large for the first significant difference and medium for the second.

### **6.2.3. University teachers' beliefs about language teaching methodologies**

This subchapter is divided into four sections. The first section reports a general descriptive analysis of the same 25 items used before. One-way ANOVAs are again conducted in the second section, to look at the statistically significant relationships between the background variables and the newly constructed mean of the variable beliefs about language teaching methodologies. In the third section teachers' preference for their best language teaching methodologies will be explored and one-way analysis of variance (ANOVA) will be conducted to check the effect of the preferred language teaching methodologies on the mean of the variable beliefs about those same methodologies. In the fourth section, university teachers' most widely used methodologies will be reported and afterward, one-way ANOVA will be performed to test the relationship with the mean of the variable beliefs about methodologies.

#### **6.2.3.1. Descriptive analysis of university teachers' beliefs on language teaching methodologies**

As before, the same 25 items about beliefs about methodologies are presented. Frequency distributions are given in figure 6.10.

These results for the university teachers who score on the extreme sides of the items were similar to the in-service teachers and future teachers. The statements that obtained the highest degree of the agreement were the following. First, item 40 "The student must have many opportunities to speak the language" was agreed to most of all by 93.7% ( $A= 53.2 + TA= 40.5$ ). In second place comes item 43 "The student's knowledge about languages is a helpful resource for the learning of the target language" to which 90.1% ( $A= 63.1 + TA= 27$ ) of university teachers agreed. In third place comes item 42 "Materials and activities must be based on student's interests" to which 84.7% ( $A= 56.8 + TA= 27.9$ ) agreed. The fourth statement gathering the highest acceptance rate was item 39 "All activities and exercises must be based on real communicative situations", backed by 81.1% ( $A= 55.9 + TA= 25.2$ ) of university teachers. The fifth item in this group is item 41

## 6.2 Beliefs about language teaching methodologies: University teachers' beliefs

“Students need to do exercises and activities in the target language”, agreed upon by 68.5% (A= 54.1 + TA= 14.4).

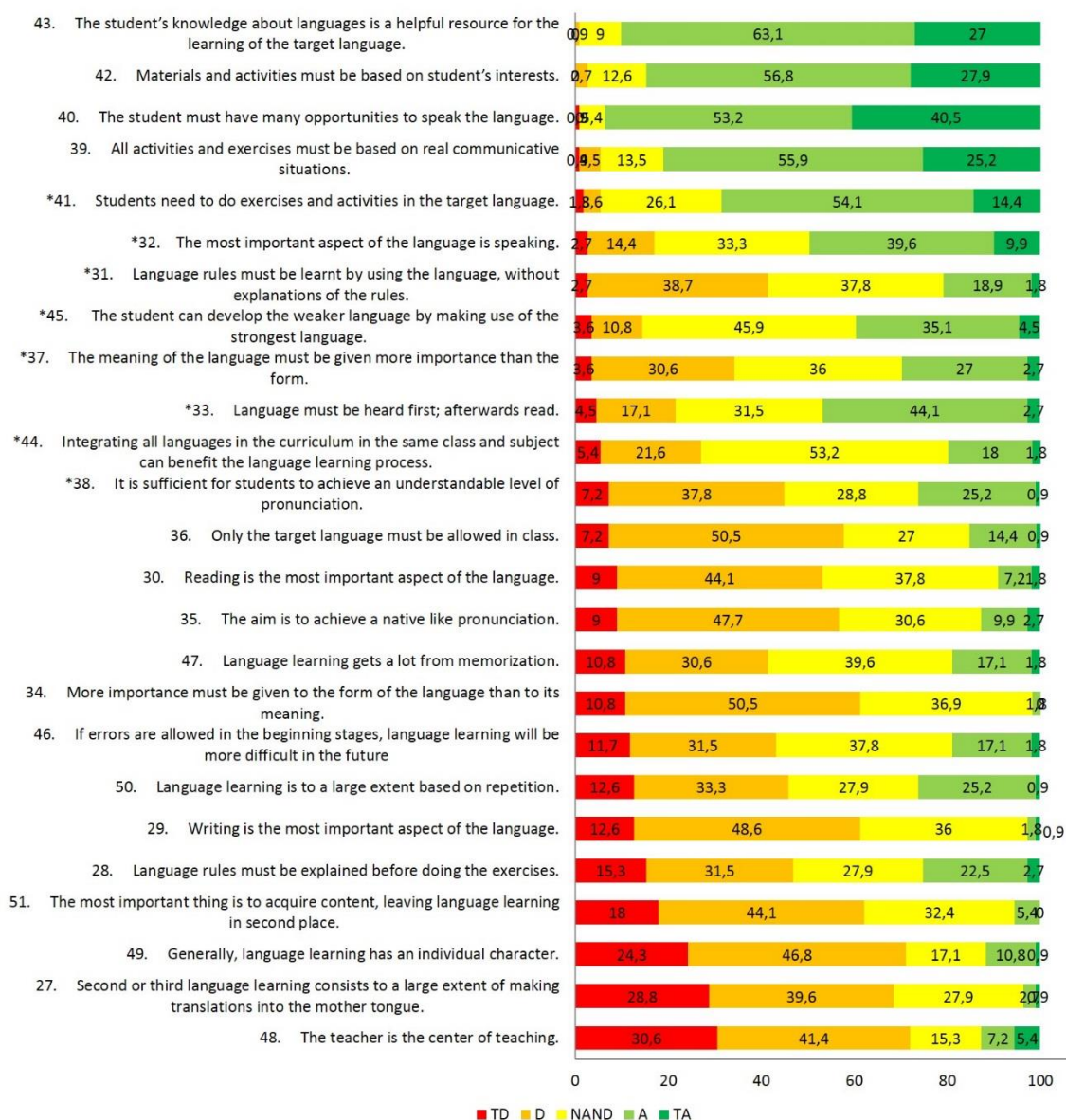


Figure 6.10 The 25 items on methodologies for the university teachers

In contrast, the five statements the university teachers disagreed most with can also be mentioned. The first is item 48 “The teacher is the center of teaching”, which was disagreed to by 72% (D= 41.4 + TD= 30.6). Slightly behind in the second position, with 71.1% (D= 46.8 + TD= 24.3) disagreement comes item 49 “Generally, language learning has an individual character”. Then follows item 27 “Second or third language learning consists to a large extent of making translations into the mother tongue” which was disagreed to by 68.4% (D= 39.6 + TD= 28.8). The fourth and fifth statements had similar scores of disagreement: item 51 “The most important thing is to acquire content, leaving language learning in second place”



language learning in second place” was disagreed to by 62.1% of university teachers and item 29 “Writing is the most important aspect of the language” by 61.2% (D= 48.6 + TD= 12.6).

There were two items related to the pronunciation level learners should achieve. With regard to item 35 “The aim is to achieve a native-like pronunciation”, 56.7% (D= 47.7 + TD= 9.0) of the university teachers disagreed, 30.6% remained neutral and only 12.6% (A= 9.9 + TA= 2.7) agreed. In contrast, when asked about the pronunciation level, 45% (D= 37.8 + TD= 7.2) of the university teachers also disagreed with item 38 “It is sufficient for students to achieve an understandable level of pronunciation”, 28.8% remained neutral and 26.1% (A= 25.2 + TA= 0.9) agreed.

Other items were about priority for focus on form or meaning, and 61.3% (D= 50.5 + TD= 10.8) of university teachers disagreed with item 34 “More importance must be given to the form of the language than to its meaning” and only 1.8% (A= 1.8 + T= 0) agreed. When asked the other way round, 34.2% (D= 30.6 + TD= 3.6) disagreed with item 37 “The meaning of the language must be given more importance than the form and 29.7% (A= 27 + TA= 2.7) of them agreed.

University teachers seemed to consider highly the oral skill as item 32 “The most important aspect of the language is speaking” was only disagreed to by 17.1% (D= 14.4 + TD= 2.7) and agreed by 48.5% (A= 39.6 + 9.9). In contrast, only 9% (A= 7.2 + TA= 1.8) agreed on item 30 “Reading is the most important aspect of the language” and 53.1% (D= 44.1 + TD= 9) disagreed. A greater number of university teachers seemed to accept item 33 “Language must be heard first; afterward, read” as 46.8% (A= 44.1 + TA= 2.7) of the future teachers agreed with the statement and 21.6% (D= 17.1 + TD= 4.5) disagreed.

Concerning the language rules, there is some division in the responses of item 28 “Language rules must be explained before doing the exercises” because 46.8% (D= 31.5 + TD= 15.3) of the university teachers disagreed and 25.2% (A= 22.5 + TA= 2.7) agreed. However, 41.4% (D= 38.7 + TD= 2.7) of the university teachers disagreed with item 31 “Language rules must be learnt by using the language, without explanations of the rules” and 20.7% agreed (A= 18.9 + TA= 1.8).

Looking at the language learning process, university teachers seemed to disagree with the beliefs stated in items 47 “Language learning gets a lot from memorization” and 50

“Language learning is to a large extent based on repetition” as each one was disagreed up to by 41.4% (D= 30.6 + TD= 10.8) and 45.9% (D= 33.3 + TD= 12.6) of the university teachers, respectively. As for the errors learners make when learning languages, 43.2% (D= 31.5 + TD= 11.7) of the university teachers disagreed with item 46 “If errors are allowed in the beginning stages, language learning will be more difficult in the future” and only gathered 18.9% (A= 17.1 + TA= 1.8) of agreement.

With regard to integrating more than a single language to the same class and subject, most of the university teachers remained neutral (53.2%) towards item 44 “Integrating all languages in the curriculum in the same class and subject can benefit the language learning process”, 27% (D= 21.6 + TD= 5.4) disagreed and 19.8% (A= 18 + TA= 1.8) agreed. As for item 45 “The student can develop the weaker language by making use of the strongest language” most of the university teachers also remained neutral (45.9%), 14.4% (D= 10.8 + TD= 3.6) of the university teachers disagreed and a considerable amount agreed (39.6%, A= 35.1 + TA= 4.5). To finish with the discussion of the items in figure 5.10, 57.7% (D= 50.5 + TD= 7.2) of the university teachers disagreed with item 36 “Only the target language must be allowed in class” and only 15.3% (A= 14.4 + TA= .9) agreed.

### 6.2.3.2. The relationship between background variables and university teachers' beliefs on language teaching methodologies

In this section, a similar procedure will be applied again as before and one-way ANOVAs will be conducted to compare the effect of university teachers' background variables on the mean of the beliefs about methodologies in the case of a statistically significant relationship and also test the differences between sub-categories. The following table (see table 6.72) provides a compilation of the scores.

**Table 6.72** ANOVA summary of the variables for the university teachers' beliefs on methodologies

Variables	F	p	$\eta^2$
Sex	1.164	.316	
Age	.156	.856	
Province of birth	.854	.494	
<b>Mother tongue</b>	3.483	<b>.034</b>	.061
Educational model	.661	.578	
Teaching experience in Childhood or Primary Education	.238	.945	
<b>University</b>	2.545	<b>.033</b>	.110
<b>Language of instruction</b>	3.819	<b>.003</b>	.154
Self-reported language level: Basque	1.231	.302	
Self-reported language level: Spanish	.694	.502	
Self-reported language level: English	1.895	.117	
Self-reported language level: French	.982	.421	
Experience years	.866	.423	

The three significant relationships will be analyzed further in the next paragraphs.

- a) The relationship between the *mother tongue* and the variable university teachers' beliefs on methodologies

The difference between the mean and the independent variable was significant and the effect size was medium [(F(2, 108) = 3.483,  $p = .034$ ,  $\eta^2 = .061$ ]. Table 6.73 has the details of the data analysis (see appendix 4.39 for the test of the homogeneity of variances and 4.40 for the tests of normality).

**Table 6.73** Descriptive analysis of the variable mother tongue influencing university teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Basque	44	2.75	.406	.061	3.483	<b>.034</b>	.061
Spanish	59	2.64	.419	.055			
Basque and Spanish	8	3.04	.358	.127			
Total	111	2.71	.42	.04			

The outcomes in the table show that the small group of university teachers who had both Basque and Spanish (M = 3.04) as their mother tongue had the highest mean score. The Spanish (M = 2.64) mother tongue teachers had the lowest mean score and who had Basque (M = 2.75) scored slightly over the general mean (M = 2.71). Post hoc comparisons are reported in table 6.74.

## 6.2 Beliefs about language teaching methodologies: University teachers' beliefs

**Table 6.74** Tukey HSD post hoc comparison of the variable mother tongue influencing university teachers' methodological beliefs

Multiple Comparisons					
(I) Mother tongue	(J) Mother tongue	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Basque and Spanish	Spanish	.392*	.155	<b>.034</b>	.96

\*. The mean difference is significant at the 0.05 level.

As could be predicted from the descriptive analysis, Basque and Spanish mother tongue university teachers had a statistically significant difference with the Spanish mother tongue group with a large effect size ( $p = .034$ ,  $d = .96$ ), but not with the Basque mother-tongue speakers.

b) The relationship between the *university* and university teachers' beliefs on methodologies

There was a statistically significant difference and the effect size was large between the mean and the independent variable university where they work [( $F(5, 103) = 2.545$ ,  $p = .033$ ,  $\eta^2 = .110$ )]. The following table reports the data analysis (see appendix 4.41 for the test of the homogeneity of variances and 4.42 for the tests of normality).

**Table 6.75** Descriptive analysis of the variable university influencing university teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
UPV/EHU (Campus of Araba)	21	2.64	.465	.102	2.545	<b>.033</b>	.110
UPV/EHU (Campus of Biscay)	30	2.62	.409	.075			
UPV/EHU (Campus of Gipuzkoa)	20	2.88	.348	.078			
Mondragon University	11	2.99	.312	.094			
University of Deusto (Bilbo)	10	2.62	.373	.118			
UPNA/NUP	17	2.61	.407	.099			
Total	109	2.71	.42	.040			

As the descriptive analysis in table 6.75 showed, university teachers teaching at Mondragon University ( $M = 2.99$ ) and the UPV/EHU (Campus of Gipuzkoa) ( $M = 2.88$ ) had the highest mean scores. On the opposite side, university teachers in the UPNA/NUP ( $M = 2.61$ ), the University of Deusto in Bilbo ( $M = 2.62$ ) and the UPV/EHU in the campus of

Biscay ( $M = 2.62$ ) had the lowest mean scores. Post hoc comparisons are shown in table 6.76.

**Table 6.76** Tukey HSD post hoc comparison of the variable university influencing university teachers' methodological beliefs

Multiple Comparisons					
(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
UPV/EHU (Campus of Gipuzkoa)	UPV/EHU (Campus of Biscay)	.256*	.115	<b>.028</b>	.66
	UPNA/NUP	.27*	.131	<b>.042</b>	.70
Mondragon University	UPV/EHU (Campus of Araba)	.351*	.148	<b>.020</b>	.81
	UPV/EHU (Campus of Biscay)	.366*	.140	<b>.011</b>	.94
	University of Deusto (Bilbo)	.372*	.174	<b>.035</b>	1.04
	UPNA/NUP	.38*	.154	<b>.015</b>	.99

\*. The mean difference is significant at the 0.05 level.

The Tukey HSD revealed the UPV/EHU (campus of Gipuzkoa) university teachers had statistically significant differences with the UPV/EHU university teachers in Biscay [( $p = .028$ ,  $d = .66$ )] and the UPNA/NUP [( $p = .042$ ,  $d = .70$ )] with medium effect sizes. Also Mondragon University teachers had statistically significant differences with UPV/EHU university teachers in Araba [( $p = .020$ ,  $d = .81$ )] and Biscay [( $p = .011$ ,  $d = .94$ )], the University of Deusto in Bilbo [( $p = .035$ ,  $d = 1.04$ )] and the UPNA/NUP [( $p = .015$ ,  $d = .99$ )]. The effect size for the four significant differences was large.

c) The relationship between the *language of instruction* and university teachers' beliefs on methodologies

There was a statistically significant difference between the mean of the beliefs variable and the independent variable language of instruction (through which these university teachers teach) with a large effect size [( $F(5, 105) = 3.819$ ,  $p = .003$ ,  $\eta^2 = .154$ )]. The following table reports the details of the analysis (see appendix 4.43 for the test of the homogeneity of variances and 4.44 for the tests of normality).

## 6.2 Beliefs about language teaching methodologies: University teachers' beliefs

**Table 6.77** Descriptive analysis of the variable language of instruction influencing university teachers' beliefs on methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
Basque	51	2.74	.427	.060	3.819	<b>.003</b>	.154
Spanish	9	2.84	.235	.078			
English	4	3.07	.428	.214			
Basque and Spanish	29	2.61	.354	.066			
Basque and English	11	2.95	.323	.097			
Basque, Spanish and English	7	2.27	.538	.203			
Total	111	2.71	.42	.040			

Based on the outcomes in table 6.77, university teachers instructing in English ( $M = 3.07$ ) had the highest mean score followed by teachers combining Basque and English ( $M = 2.95$ ); however, there was a big gap with the group combining the three languages Basque, Spanish and English ( $M = 2.27$ ) which had the lowest mean score. Post hoc comparisons were conducted and those are reported in table 6.78.

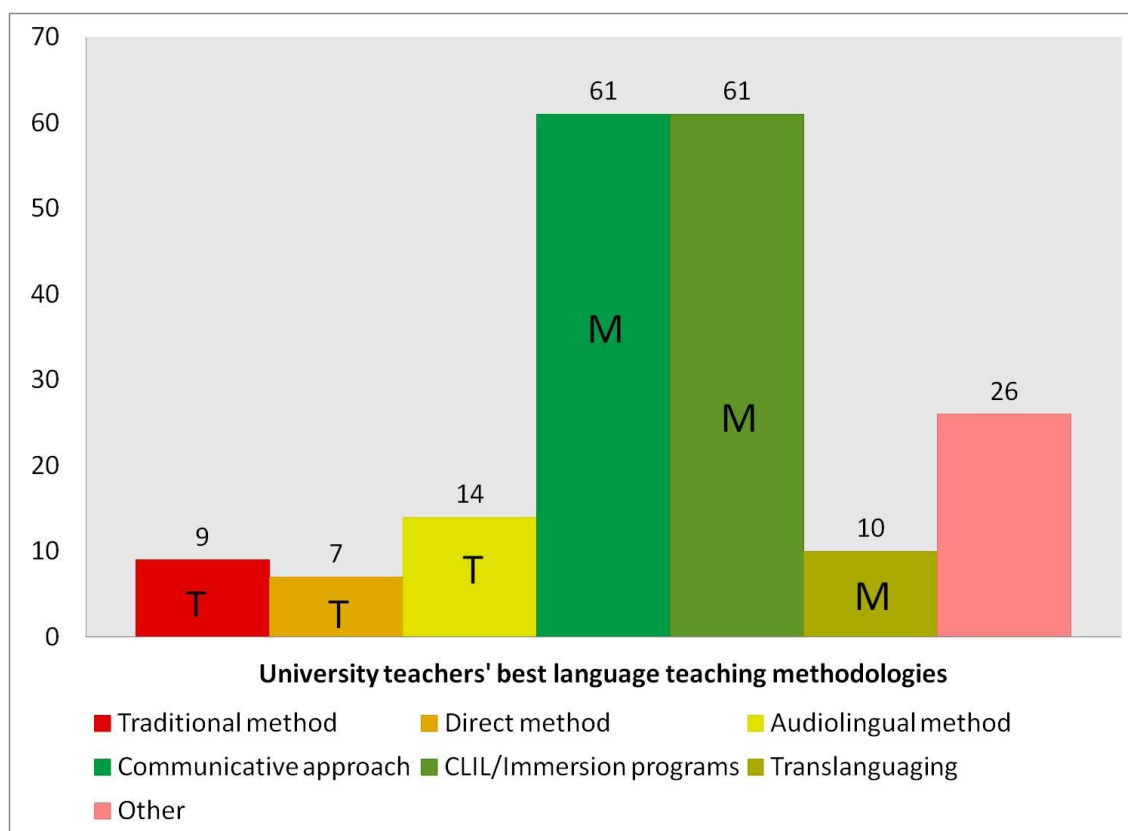
**Table 6.78** Tukey HSD post hoc comparison of the language of instruction influencing university teachers' methodological beliefs

Multiple Comparisons					
(I) Language of instruction	(J) Language of instruction	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Basque, Spanish and English	Basque	-.467	.159	<b>.046</b>	1.04
	English	-.805	.248	<b>.019</b>	1.47
	Basque and English	-.678	.191	<b>.008</b>	1.53
*. The mean difference is significant at the 0.05 level.					

As expected, the Tukey HSD revealed that the university teachers instructing in the three languages Basque, Spanish and English had significant differences with the groups instructing in Basque [ $(p = .046, d = 1.04)$ ], or in English [ $(p = .019, d = 1.47)$ ] or in both Basque and English [ $(p = .008, d = 1.53)$ ] with very large effect sizes.

### 6.2.3.3. University teachers' beliefs on the best language teaching methodologies

University teachers were asked to choose what they considered to be the best language teaching methodology or methodologies. University teachers' responses are shown in Figure 6.11.



**Figure 6.11** University teachers' beliefs on the best language teaching methodologies.

The graph above indicates that out of the total number of university teachers (N= 111), 61 (54,9%) university teachers selected the Communicative approach and also 61 (54,9%) chose the CLIL/Immersion programs as the best language teaching methodologies. The tree traditional methodologies were the least considered alternatives, and out of those three options, the Audiolingual method was the most chosen option by around 14 (13%) university teachers. University teachers selected 1.91 methodologies on average.

a) The relationship between university teachers' beliefs on language teaching methodologies and the best language teaching methodologies

One-way analysis of variance was conducted to compare the effect of the ideal language learning methodologies (independent variable) on the mean of the beliefs about methodologies. It shows there are significant differences between the different

## 6.2 Beliefs about language teaching methodologies: University teachers' beliefs

categories with a small effect size [ $F(2, 78) = 11.683, p = .000, \eta^2 = .23$ ]. Table 6.79 below reports the data analysis (see appendix 4.45 for the test of the homogeneity of variances and 4.46 for the tests of normality).

**Table 6.79** Descriptive analysis of the statistical differences between the mean on the beliefs and the best language teaching methodologies for the university teachers

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	<i>p</i>	$\eta^2$
Traditional methodologies only	2	1.65	.499	.353	11.683	.000	.23
Mixture of both	17	2.59	.298	.072			
Modern methodologies only	62	2.85	.401	.051			
Total	81	2.76	.43	.048			

Based on the outcomes in the table, university teachers who considered traditional methodologies ( $M = 1.65$ ) the best methodologies for language teaching had the lowest mean score; whereas, the modern methodologies only ( $M = 2.85$ ) group had the highest mean score on the beliefs variable. University teachers considering both traditional and modern methodologies ( $M = 2.59$ ) scored below the overall mean ( $M = 2.76$ ). Post hoc comparisons are reported in the following table.

**Table 6.80** Tukey HSD post hoc comparison of the statistical differences between the mean on the beliefs and the best methodologies for the university teachers

Multiple Comparisons					
(I) Mean and used methodologies	(J) Mean and used methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's <i>d</i>
Traditional methodologies only	Modern methodologies only	-1.201	.276	.000	2.93
	Mixture of both	-.945	.287	.004	2.78
Modern methodologies only	Mixture of both	.256	.105	.044	.675

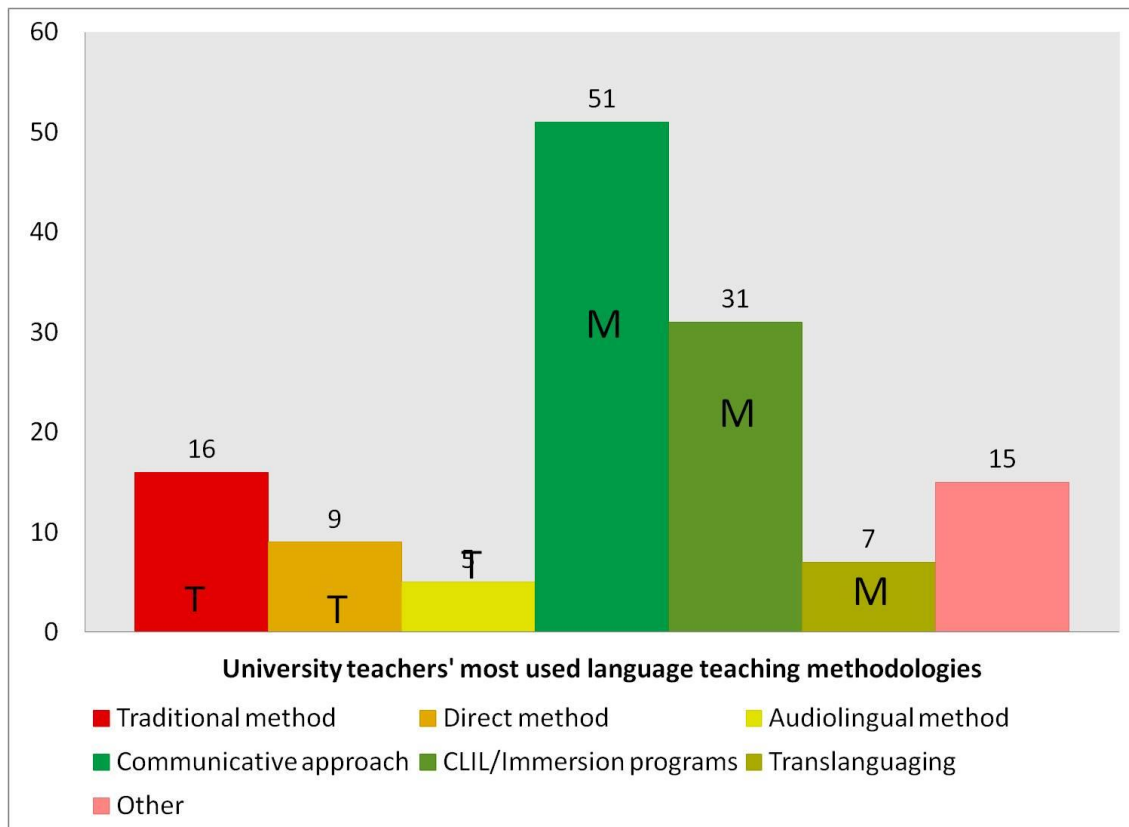
\*. The mean difference is significant at the 0.05 level.

Table 6.80 indicated that university teachers who only considered traditional methodologies for language teaching had significant differences with the modern methodologies only group ( $p = .000, d = 2.93$ ) and the mixture of both ( $p = .004, d = 2.78$ ) group with large effect sizes. Also, the modern methodologies group had significant differences with the mixture of both groups ( $p = .044, d = .67$ ) with a medium effect size.



#### 6.2.3.4. University teachers' most widely used methodologies

University teachers were asked to choose the methodology or methodologies they most frequently use for teaching languages. The same list of methodologies as before was presented and figure 6.12 displays university teachers' most widely applied methodologies in class.



**Figure 6.12** University teachers' most widely used methodologies

Figure 6.12 reveals that the two most frequently applied methodologies were relatively modern for the university teachers (N= 111): the Communicative approach by 51 university teachers (46%) and the CLIL/Immersion programs by 31 (28%). On the traditional side, the Traditional method was chosen by 16 (14%) university teachers, followed by 9 (8%) who chose the Direct method and 5 (4%) selecting the Audiolingual method. Additionally, 15 (13%) university teachers reported using other methods than the six offered. On average, university teachers indicated to be using more than one (1.55) method.

- a) The relationship between university teachers' beliefs on language teaching methodologies and the most used methodologies

## 6.2 Beliefs about language teaching methodologies: University teachers' beliefs

One-way ANOVA was carried out to analyze the effect of the used methods on the mean of the beliefs about methodologies (dependent variable). There were significant differences and the effect size was large [(F(2, 67) = 4.514,  $p = .014$ ,  $\eta^2 = .119$ )]. Table 6.81 below reports the details of the analysis. University teachers choosing other options were left out from the analysis (see appendix 4.47 for the test of the homogeneity of variances and 4.48 for the tests of normality).

**Table 6.81** Tukey HSD post hoc comparison of the statistical differences between the mean and the most used methodologies for the university teachers

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
Traditional methodologies only	6	2.38	.687	.280	4.514	<b>.014</b>	.119
Mixture of both	18	2.61	.376	.089			
Modern methodologies only	46	2.85	.401	.059			
Total	70	2.75	.44	.053			

As the descriptive table above revealed, university teachers using traditional methodologies (M = 2.38) had the lowest mean score; while the group using only modern methodologies (M = 2.85) had the highest mean score. Teachers combining both traditional and modern methodologies (M = 2.61) scored below the overall mean (M = 2.75). Post hoc comparisons are presented in the following table.

**Table 6.82** Tukey HSD post hoc comparison of the statistical differences between the mean and the most used methodologies for university teachers

Multiple Comparisons					
(I) Mean and used methodologies	(J) Mean and used methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Modern methodologies only	Traditional methodologies only	.469	.184	<b>.034</b>	2.39

\*. The mean difference is significant at the 0.05 level.

Table 6.82 revealed that university teachers who were using modern methodologies had statistically significant differences only with the group using traditional methodologies and the effect size was very large ( $p = .034$ ,  $d = 2.39$ ). Specifically, this result suggests that teachers using modern methodologies had relatively more modern beliefs towards methodologies and significantly differed with teachers using traditional methodologies, but not from those who use a mixture of both types of methodologies.

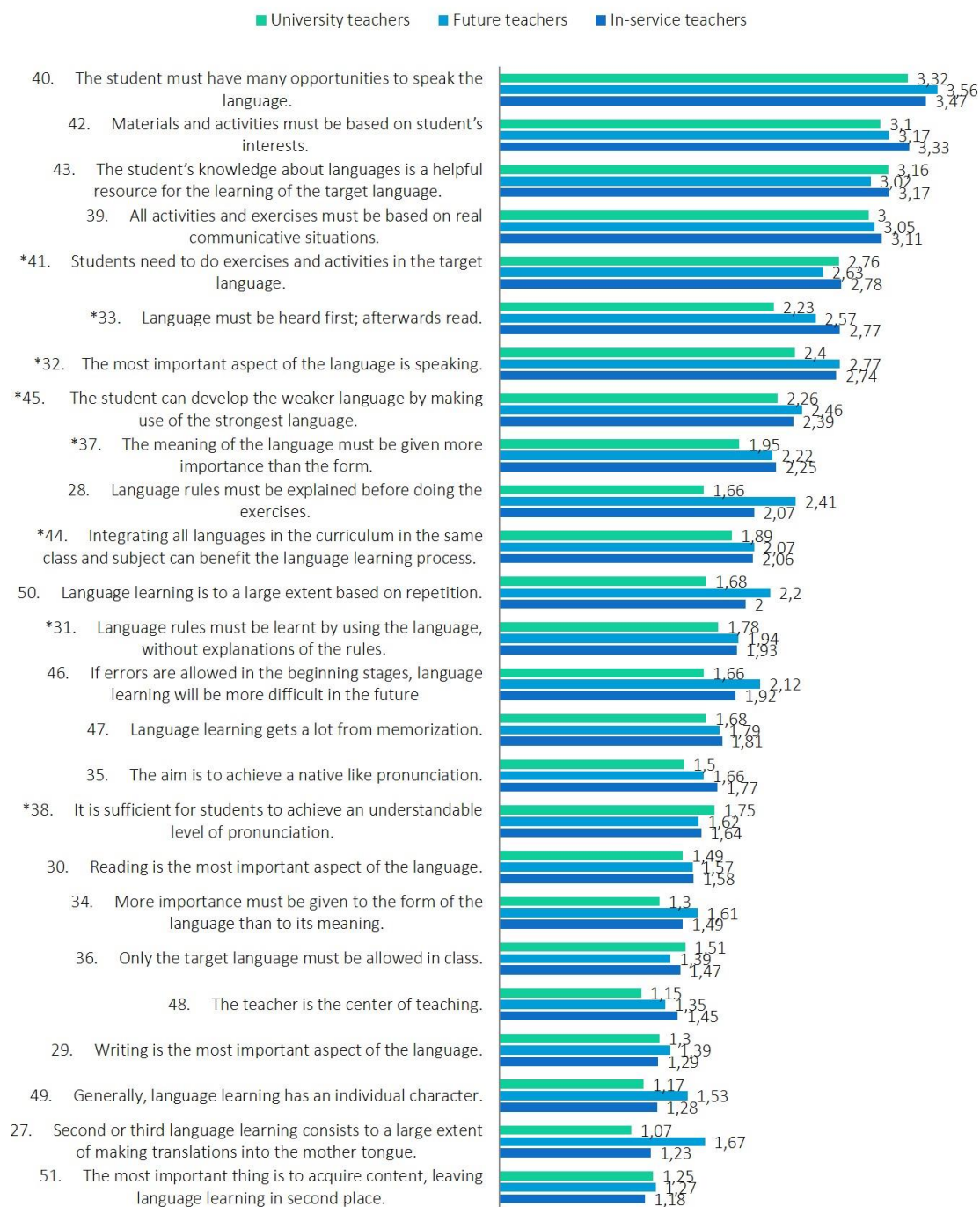
#### 6.2.4. Comparison of the three groups

In this subchapter, the aim is to compare the results obtained for the three target groups of in-service teachers (**IST**), future teachers (**FT**) and university teachers (**UT**) and look for remarkable commonalities, differences and other special features regarding language teaching methodologies. First of all, the descriptive analyses of the three target groups will be brought together in one graph and the description emphasizes contrasts. Second, one-way ANOVAs were conducted and then compiled to show the most significant variables affecting the mean of the variable beliefs about teaching methodologies. Third, one-way ANOVAs were conducted and the statistically significant differences were reported by comparing teachers' beliefs on language teaching methodologies with the two independent variables: the best language teaching methodologies and the most frequently used methodologies. Fourth, correlation analyses were conducted to look into the relationship between both the set of beliefs on multilingualism (see 6.1. chapter) and the beliefs on language teaching methodologies. Relevant excerpts from the focus group discussions will be added to reflect on complementary common insights, disparities and interesting points.

##### 6.2.4.1. Descriptive analysis of teachers' beliefs on language teaching methodologies

The results of the descriptive analyses were collected with the goal to compare the three groups of teachers' specific beliefs on the different items on language teaching methodologies. Quantitative data are presented in the figure with the graph-bars below and selected quotes from the focus group discussions will be added to complement, compare and contrast the information. The mean was calculated for each item (ranging from 0 to 4). High values may suggest agreement towards the statement on language teaching methodologies, while low scores would imply disagreement. As before, the presentation will go through the most relevant issues as they were discussed in the focus group discussions and the main items from the survey will be related to those matters, so that the quantitative data will be complemented by the qualitative data from the focus group discussions.

## 6.2 Beliefs about language teaching methodologies: Comparison of the three groups



**Figure 6.13** The 25 items on methodologies for the comparison of the three groups

As shown in figure 6.13, the comparison between the three groups of teachers shows they share quite a few common positions for agreement and disagreement. Looking in detail at the mean scores, item 32 “The most important aspect of the language is speaking” (M= IST: 2.74, FT: 2.77, UT: 2.40) gathered the highest scores out of the three skills asked (see also items 29 and 30), which makes clear that teachers agreed most about the importance of the active oral skill. This belief might come as a reaction against

the traditional approach which emphasizes more the written skills of reading and writing or just could be an utterance of a “modern” belief. The next excerpt provides evidence for this latter belief.

*FGA2: Horren guztiaren abiapuntu nagusia niretzat ahozko jarduna da. Ahozkotik dator hizkuntza.*

*FGA4: Bai, eta hizkuntza erabiltzeko aukera ematea ikasleari. Zeren hori esaten dugu, baina gero irakurmena eta idazketa lantzen da gehien, oro har. Eta ahozkoa non gelditzen da? Ume batek, hemen, 5 ordu ematen ditu, eta zenbat denbora pasa du euskaraz hitz egiten? Ez dauka ia tarterik!*

#### Excerpt 7

As the excerpt illustrates when the in-service teachers were asked in the focus groups, it seemed a common belief that oral production was the most important language skill. Beliefs giving priority to the oral skill can be visible in the responses towards item 33 “Language must be heard first; afterwards read” (M= IST: 2.77, FT: 2.57, UT: 2.23). Thus, the teachers quoted seemed to be worried about the traditional methodology used, which is still doing most work on writing and reading instead of speaking. Teachers were dissatisfied with the traditional methodology which did not give sufficient possibility to learners to work on the oral production of the language:

*FGA2: Baina aukera gutxi ematen diegu orokorrean. Eta behar hori ikusten dugu, ahozkoa indartzekoa. Baina falta zaigu hori: geure prestakuntza, geure tradizioa, nondik gatoz, baliabideak, denbora. Ikasle-kopuruak aurrera egiten du. Ez da txarra 25 ikasle izatea, zenbat eta gehiago orduan eta aukera gehiago izan daiteke. Baina, saio didaktikoagoak egin nahi baldin badituzu, grabatu eta beste, ba 25 hitzaldi grabatzea astebate da. Gero, gainera, ikustea, edizioa...*

#### Excerpt 8

The opinion of this in-service teacher was shared with others’ in the focus groups and seemed to point to the necessity to work on learners’ oral abilities. Nevertheless, teachers claimed to have a lack of training on communicative and modern methodologies to break with traditional methodologies. Teachers seemed to hold favorable beliefs

towards implementing multilingual activities as the positive mean scores for item 45 “The student can develop the weaker language by making use of the strongest language” reflect (M= IST: 2.39, FT: 2.46, UT: 2.26). Overall, teachers did not blame the high number of students per class and admitted that the more students the more possibilities to practice with the language; however, teachers also complained about the lack of time and felt unable to schedule more consistent activities.

However, the mean scores for item 38 “It is sufficient for students to achieve an understandable level of pronunciation” (M= IST: 1.64, FT: 1.62, UT: 1.75) were relatively in a traditional direction because most teachers did not agree with the item. A majority of teachers appeared to consider that learners should achieve more than an acceptable pronunciation level. Even though, the low mean scores towards item 35 “The aim is to achieve a native-like pronunciation” (M= IST: 1.77, FT: 1.66, UT: 1.50) may indicate teachers are not pursuing the native model. If taken both responses together, it may suggest that teachers’ goal can be somewhere below the native-like pronunciation and more than sufficiently understandable. Even though, when asked about the same issue in the focus group, the participating teachers were more concerned with the use of the language rather than with correctness. They appeared to hold the belief that the active use of the language would lead to higher proficiency levels, not the other way round. These teachers were asked about the direction in which they were pushing their students, and the answer was:

*FGB1: Natibo izatera ez!*

*FGB4: Ez, ez!*

### Excerpt 9

The teachers may recognize the model of the native speaker as a model for correctness, as a kind of guidance for both learners and teachers, but it is not the ultimate goal of learning the language. The next issue in the focus group concerned the kind of teacher, native speaker of the language or not, would match learners’ interests best:

*FGB1: Baina gaztelania da nire ama-hizkuntza, lehenengo hizkuntza, baina euskara ez. Eta igual nahiago dut, “igual”, komatxo artean diot, erakustea*

*euskaraz, orain oso ondo eta modan dago natibo batek erakustea; bai, baina kontua da natibo horrek ez dituela izan nik izan ditudan edo ditudan zailtasunak hori ikasteko! Eta natibo ez den batek izan ditu edo ezagutzen ditu, eta igual bada gauza nire paparrean jartzeko! Orduan, ez dakit!*

## Excerpt 10

The teachers' reasoning was simple: a native speaker will hardly know about the difficulties of learning a second or a third language. Several teachers argued that a teacher who has been second or third language learners of the target language themselves may provide better assistance to the learner because that teacher has experienced the process of learning the language.

Moving on to the integration of the curricular languages, teachers' beliefs remained relatively neutral as reflected in the answers to item 44 "Integrating all languages in the curriculum in the same class and subject can benefit the language learning process" (M= IST: 2.06, FT: 2.07, UT: 1.89), even if university teachers' somewhat lower mean score seems to indicate that this group is slightly more negatively oriented. Low scores were also gathered for the item 36 "Only the target language must be allowed in class" (M= IST: 1.47, FT: 1.39, UT: 1.51), which reinforces a more tolerant view towards the languages. The following excerpt seems to demonstrate a widespread belief among the teachers, vocalized as follows by one of the participants in the focus group:

*FGA 1: Ni guztiz horren aldekoa naiz. Zeren bestela euskaraz puntuazioa ikasiko dute, gero gaztelaniaz berdin, ingelesez berdin. Azkenean berdintsua da hiru hizkuntzetan, eta errepikatzen dugu. Berdina iritzi kritikoak idatzi behar baditugu, ikasten baldin badugu hizkuntza batean, zergatik ez zara gai izango beste hizkuntzetan berdina egiteko? Uste dut irakasleak ados jarri eta koordinatzen badira eta amankomunean jarri...*

## Excerpt 11

This teacher is in favor of coordination as it would save time, avoid repetition and build bridges between languages. Mean scores on item 47 "Language learning gets a lot from memorization" (M= IST: 1.81, FT: 1.79, UT: 1.68) back this teacher's belief against repetition. Indeed, the teacher in the focus group confirmed that certain aspects of the language such as punctuation, some text genres and certain common practices across

the languages were transferable to other languages. The teachers appeared to be keen to apply those practices and to avoid language separation in class. The teachers were asked directly about the introduction of more than one language into the same lesson:

*FGA2: Nire ustez logikoa da eta ondo dago hizkuntza ezberdinak txertatu eta elkar-osagarritasuna bilatzea. Hizkuntza bakoitzean ez dugu dena errepikatzen, batean irakatsitakoa besteetan aplikatzen da, eta horrela da diseinua edo helburua behintzat. Eta horrek laguntzen du. Nik ikusten dudana arazoa da hizkuntzaren eta helduaren arteko hizkuntza-identifikazioak jarraitu behar duela. Orduan, esaten dudana: hizkuntzak nahas daitezke proiektuetan edo jardun zehatzetan; baina ikasleek oso argi izan behar dute irakasleekin zer hizkuntza erabili behar duten.*

**Excerpt 12**

Teachers were not against the idea of using more languages side by side in the same lesson. Actually, they considered this approach an opportunity to avoid repetition and to transfer knowledge across subjects. Nevertheless, teachers were worried about language identification and thought that through the integration of two or more languages the communication in Basque between the students and the teacher could be at risk. Above all, if the teacher-students' communication in Basque is guaranteed, then teachers praised the positive side of integrating the languages and making comparisons between them:

*FGN4: Hizkuntza bat baino gehiago ezagutzeak edo lan egiteak beste hizkuntza batekin edo gehiagorekin eramaten ditu hausnar egitera askotan. Eta horretaz probesten zara, hizkuntza bat irakasten ari zarenean, nik ingeleseko klaseak ematen ditut LH-n, askotan, konparatzen ditut euskararekin edota gaztelaniarekin.*

**Excerpt 13**

The integration of the three languages was said to be a good activity to reflect on the languages and also to learn an additional language as the students get accustomed to make relationships and to see the differences and similarities between languages.



Teachers were also asked to decide whether the focus should be on the content or form, and as was seen in the subchapters above all the three groups' beliefs appeared to be oriented to the modern side and to prefer meaning over form. This belief was reflected in statement 34 "More importance must be given to the form of the language than to its meaning." as the responses were rather evenly distributed: university teachers were the group disagreeing most (M= 1.30), followed by in-service teachers (1.49) and future teachers (M= 1.61). The same matter was asked but the other way round in item 37 (M= IST: 2.25, FT: 2.22, UT: 1.95), and, by looking at the mean scores, it can be said that the teachers are more focused on meaning rather than on form. During the focus groups, the teachers were also asked about this issue of form and meaning and the answers reinforced the result that they value meaning more than form as can be seen in the following excerpt:

*FGA6: Lehenetasuna du erabilerak, eta erabileraren barruan altxatuko litzateke halako egitura bat, handi bat, non zuzentasuna dagoen. Baina, noski, hor oreka behar duzu. Ez dakit zuzentasuna ote den, erabilerak ekarriko eta altxaraziko du eraikuntza handi bat eta hortxe egongo da tarteko zuzentasuna.*

**Excerpt 14**

This teacher shared the belief that the use of the language had priority over correctness. This teacher even used the metaphor that the use of the language is the foundation on which correctness is built. The balance between both seems crucial for teachers. Of course, the actual balance between use and correctness may differ from teacher to teacher and from school to school, but a common belief seems to be that there is no correctness without the use of the language.

*FGN2: Hori betiko kontua: oreka bilatzea. Azkenean, zikintzea ez da hitza, baina bilatu behar da erdaratik etortzen ez diren hitz horiek. Utzi egin behar zaie, baina puntu bateraino.*

*FGN 4: Baina uste dut erabilerarik gabe ezinezkoa dela zuzentasuna.*

*FGN1: Zuzentasunak ez du zenbaitetan erabilera ekartzen, baina bai erabilerak ekar dezakeela zuzentasuna, ezta? Eta mailegu linguistiko batzuk har ditzakezu,*

*baina ez erdaldundu euskara. Euskarak baditu bere hitzak horretarako; eta alderantziz.*

### Excerpt 15

Some teachers focused on using characteristic Basque words and finding a balance with words coming from other languages. In any case, some regarded loans as natural, but without leaving out the inherent aspects of Basque in this case. Despite anything to the contrary, these teachers considered language was continuously changing and the use of the language the key to keeping the language alive. In other words, correctness was a result of language use:

*FGB1: Baina zuk zuzentasuna ikasten duzu erabiltzen, eh! Esan nahi dut, zuk izan dezakezu kristoren maila, asko ikasi... baina gero ez baduzu erabiltzen hizkuntza...*

*FGB4: Hori da, hori da!*

*FGB5: bazoaz galtzen, beraz, zuzentasuna da erabileraren ondorio bat, ez alderantziz!*

### Excerpt 16

Another related subtheme was the need for more communicative methodologies. Generally speaking, teachers highlighted the necessity of a methodology that may give space to oral production of the language. This can be inferred from the high level of agreement towards the following two items: item 40 “The student must have many opportunities to speak the language” (M= IST: 3.47, FT: 3.56, UT: 3.32) and item 41 “Students need to do exercises and activities in the target language” (M= IST: 2.78, FT: 2.63, UT: 2.76). Almost all teachers agreed that learners required plenty of opportunities to practice with the language, but when coming to methodological terms it became less clear:

*FGA2: Esaten dugunean ahozko jarduna, idatzizko jarduna oso argi daukagunean zer den. Orokorrean, zer testu-mota eta egokitasuna. Ahozkotasunean, akaso, falta zaigu irakasleoi kontzientzia. Ikasleek ahoz zer egiten jakin behar duten adin batean, ahozko jardunaren garapen hori ez dugu hain argi. Ikasmaterialetan ere*

*oinarritu izan gara, baina hori oso difuminatuta agertzen zaigu, zeren irakasmaterialak oro har oinarritu izan dira testu-idatzian eta genero idatzietan. Baina, agian, eragozpenetako bat izan gaitezke gu geu, irakasleok, zeren guk geuk ere ez dakigu oso argi nola landu. Estrategiak behar ditugu.*

## Excerpt 17

This teacher claims here that teachers know how to work on written skills, but felt they were lacking tools to bring about speaking practices successfully. The teacher reckoned exercises in the coursebooks were more focused on written skills than on oral skills. Nevertheless, teachers are aware that all efforts should be put on oral production, though they admitted there is a need for strategies to train oral skills. Teachers also highlighted that speaking activities were less common as learners go up to higher levels in Primary and in Secondary Education.

*FGG3: Nik uste hor akats bat dagoela. Zenbat eta gorago joan, orduan eta gehiago baztertzen da komunikazioa. Hau da, txikiekin helburua da: hitz egitea. Eta askotan jartzen ditugu taldeka, eta nahi duguna da haien artean hitz egitea bai euskaraz, bai ingelesez edo izan behar den hizkuntzan. Ikusten da garbi euskararekin, zenbat eta gorago joan, orduan eta gutxiago hitz egiten da, estrukturak gehiago lantzen dira.*

## Excerpt 18

This teacher regretted the less and less oral production as students grew older. They claimed to be constantly stimulating the use of the language, which decreases when going into secondary education where there are less surveillance and promotion of Basque. In primary education, teachers find strategies to enhance the use of the language in class and they put learners in small groups to practice.

As in the separate discussion previously introduced, another statement receiving wide agreement was item 43 “The student’s knowledge about languages is a helpful resource for the learning of the target language” (M= IST: 3.17, FT: 3.02, UT: 3.16). When looking at the three groups of teachers, almost all seemed to disagree with the monolingual idea that other languages hinder students from learning the target language. In fact, it seems that the predominant belief among teachers is that the connection between languages

may facilitate students' language learning. It can also be illustrated in the following excerpt:

*FGN 1: Eta, jada, hiru baldin badituzu (hizkuntzak), gure ikasleek dituzten bezala: euskara, gaztelania eta ingeleseko jakituria-maila horretan, laugarren hizkuntza batekin hasten diren momentuan, ni neu harritu egin nau. Tokatu zait gertu laugarren hizkuntzarekin haztea eta zein azkar erlazionatzen duen hizkuntza hori beste hiru hizkuntzekin: "Ah! Hau da ingelesetik datorrena; hau gaztelaniatik; hau euskaraz horrela esaten da!" Eta askoz ere oinarri zabalagoa daukatenez, segituan barneratzen dituzte era naturalago batean, eta, gainera, badakite nondik datozen hitz horiek eta horien zergatia.*

### Excerpt 19

This teacher remarked that knowing more than one language makes students think about languages, structures and words. Such crosslinguistic activities enrich students' linguistic repertoire and the language learning process itself. Furthermore, this teacher was surprised by the efficiency and the speed learners related to the new language. The teacher regarded it positive that learners were thinking about languages and reflecting on the relationship between languages.

Linked to this belief of the importance of reflecting on the relationships between languages, another belief the teachers held is about the importance of guaranteeing opportunities to experiment with the language. This belief implies that linguistic experiences should engage the learner's attention and motivate them to participate in a meaningful way. As seen before, there was broad agreement towards item 42 "Materials and activities must be based on student's interests" (M= IST: 3.33, FT: 3.17, UT: 3.10). During the focus group, the teachers were asked a question about the factors which stimulated language learning and some of their most illustrative answers are shown in the following excerpt:

*FGA1: Praktikoa.*

*FGA2: Bai, ekintzan oinarritutakoa. Kasuan, proiektuen bidez.*

*FGA1: Interesetan oinarritutako metodologia.*

*FGA3: Hizkuntzak ez direnanean era isolatuan ikasten, baizik eta egunerokotasunean erabili dezakezuna eta diziplina arteko gauzak hartzen dituena. Praktikotasuna, naturaltasunez.*

*FGA5: Egoera errealetan hizkuntza erabiltzeko aukera ematen duena.*

#### Excerpt 20

These teachers stressed that language learning should be guided by practical experience. In the same vein, teachers underlined learners should be involved in project-like activities on motivating topics. These educators also remarked that language learning had to be looked at from multiple perspectives and addressed across multiple disciplines, helping to build knowledge and naturally acquire languages.

Another related belief was to provide the learner with realistic and functional communication. In slightly other words, this belief was also formulated in item 39 “All activities and exercises must be based on real communicative situations” (M= IST: 3.11, FT: 3.05, UT: 3.00), which also received a high average rate of agreement among the three groups of teachers. Indeed, these related beliefs might be strong indicators for teachers holding modern beliefs about teaching methodologies. In theory, teachers seemed to hold modern methodological principles; however, some teachers found themselves in a contradiction in which they can hardly transform their beliefs into successful teaching practices. The excerpt of a teacher can be illustrative:

*FGA6: Nire ustez arazoa gelan dago oztupo handia. Nik uste dut hor badagoela paradoxa bat: darabiltzagun materialen artean, eta materialek proposatzen dituzten dinamikekin. Eta gero benetan egunerokotasunak zertarako aukera ematen dizun. Eta egunerokotasunak ez dizu aukera handirik ematen talde didaktiko batek materiala diseinatzerakoan egiteko. Ezta hurrik eman ere! Ez da inondik inora errealitatera egokitutakoa.*

#### Excerpt 21

This teacher found it impossible to employ the desired activities, exercises and materials she or he wanted. Usually, the classroom reality is far from what didactic guidelines

suggest and the teachers claimed that such guidelines do not match with reality. Thus, teachers are obliged to make up new activities or modify what is suggested in the didactic units in order to create situations in which learners can exploit their abilities:

*FGG5: Niri gustatzen zaidana izaten da, askotan, komunikazioan joatea haratago, ez bakarrik hiztegia eman eta horren inguruan. Adibidez, niri oso interesgarria iruditzen zait: joan zaitez gela txiki batera eta hitz egin gai horren inguruan. Zeren hor egokitu behar duzu hizkuntza, egokitu behar zara beste ikasle batzuetara, eta hori nire ustez falta zaigula, pixka bat.*

Excerpt 22

What some teachers pursue is, in their own words, real communication. Rather than presenting the topic to classmates, this teacher suggested doing presentations to younger learners, in which the student has to accommodate the language and the register to the public.

Related to the previous beliefs, teachers on average mostly disagreed with the traditional belief stated in item 27 “Second or third language learning consists to a large extent of making translations to the mother tongue”. As seen in the responses towards several items, the university teachers were the most divergent group and also disagreed most towards item 27 ( $M= 1.07$ ), followed by the in-service teachers ( $M= 1.67$ ) and the future teachers ( $M= 1.23$ ). During the focus group, a teacher expressed the experience of learning Basque as a third language and illustrated what the item states about the translations this teacher had to make to communicate:

*FGB3: Euskara ikasi baino lehen ingelesa ikasi nuen, gero euskara; eta ondoren berreskuratu nahi izan nuen ingelesa. Kostatu zitzaidan pila bat. Lortu nuen. Baina, klaro, nik ingelesa ikasi nuen nire ama-hizkuntzarekin harremanetan. Hizkuntza beti ikasten duzu beste hizkuntza batekin hartu-emanean. Orduan, niri tokatu izan zaidanean ingeleseko klaseak ematea, euskaraz, oso zail egin zait, nik bi transferentzia egin behar dudalako. Ingelesetik erdarara; eta erdaratik euskarara.*

Excerpt 23

This teacher explained the process of teaching English and then using Basque to communicate with students. The teacher who has Spanish as L1 describes the use of two translations to teach English (L2) through Basque (L3).

Future teachers' beliefs seemed to remain neutral while university teachers' beliefs were negatively oriented towards item 31 "Language rules must be learnt by using the language, without explanations of the rules" (M= IST: 1.93, FT: 1.94, UT: 1.78). As for item 28 future teachers (M= 2.41) appeared to agree most with item 28 which stated: "Language rules must be explained before doing the activities.". University teachers' scores (M= 1.66) appeared to be the lowest out of the three, whereas in-service teachers remained neutral (M= 2.07). Teachers were asked about how they teach languages, and their responses can be summarized in the following excerpt:

*FGA2: Tradizionaletik eta estrukturaletik, hizkuntzaren deskribapenean oinarritzen den metodologiatik bai. Baina hori azken 20-30 urteotan egin dugun zerbait da. Hizkuntza-zerrendetatik eta aldentzen gara.*

*FGA3: Hizkuntzari buruzko legeen azalpenak ez dira ematen.*

*FGA5: Iruditzen zait ikastetxe honetan hori oso ondo egiten dela.*

#### Excerpt 24

This group of teachers asserted they used to apply traditional methods which described and structured the language in the past. Today, however, teachers in this school used an implicit way of teaching languages, avoiding grammatical explanations and word lists.

The item on which opinions differed most was related to teachers concerned about maintaining a balance between language learning and content. Teachers disagreed most considerably with item 51 "The most important thing is to acquire content, leaving language learning in second place." (M= IST: 1.18, FT: 1.27, UT: 1.25), which suggested teachers may hold more integrative beliefs, seeking for stability between both the acquisition of languages and content:

*FGB1: Edukia aitzakia da! Edukia aitzakia da...*

*FGB4: hizkuntza ikasteko!*

*FGB3: Mailaren arabera, zenbat eta gorago, orduan eta eduki gehiago.*

*FGB5: Bai, nik daukat lehengusina Batxilergo klaseetan irakasten, eta berak esaten du: "Zuzentasuna edo euskaragatik baloratu beharko banitu, ez nuke bat ere aprobaturiko!". Baina badaki zer esan nahi duten, beraz, gainditzen ditu eduki aldetik eta badakielako gelan ere badakien ala ez. Baina hizkuntza zuzenduko balu, hizkuntza-maila, zuzentasuna eta hori, ez luke gaindituko, ez.*

### Excerpt 25

In this excerpt, some primary education teachers in Biscay placed language learning before the content of the subject. Indeed, a teacher even added that content was a pretext to learn the language. Besides, as learners go up to upper levels, they argued content became more of a teachers' priority. Even, a participant mentioned the testimony of a secondary school teacher saying that if students' language level had to be evaluated, hardly anyone would pass. In contrast, a teacher from the focus group in Navarre seemed more inclined to assess both aspects, perhaps giving more importance to content than to the language:

*FGN1: Oso argi izan behar duzu zer neurtzen ari zaren momentuan, ezta? Nik neuk behintzat, euskara arloan baldin banago, euskara eta euskarako edukiak neurtuko ditut; baina ingurune zientzietan banabil, nahiz eta hizkuntzak garrantzia izan eta bikaintasunerako bide bat izan, lehenengo inguruneko arloak neurtzen ditut, hori landu dudalako gehienbat. Hau da, %90 landu baldin badut inguru, eta %10 landu badut hizkuntza, ebaluatzerako orduan eta garrantzia ematerako orduan ere berdina jokatu behar dut: %90 edukiari eta %10 hizkuntzari.*

### Excerpt 26

This teacher should evaluate according to what has been worked in class. Thus, content teachers were more focussed on content and language teachers with the acquisition of the language.



There were differences between the three groups of teachers for item 50 “Language learning is to a large extent based on repetition”. University teachers (M= 1.68) seemed to be less keen on repetition, while future teachers’ belief appeared to be slightly traditionally inclined (M= 2.20) and in-service teachers’ was between the other two groups (M= 2.00). Teachers were asked about this issue in the focus groups and told how they were handling the external challenges and the different voices from society.

***FGB5:** Ez dator bat. Ez dakit zer nahi duten. Edo gu hartzen gaituzte superheroi moduan, zeren ez dira konturatzen ezin ditugula hainbeste erronka aurrera eraman. Ezin ditugu bete. Ume hauek selektibitateara doazenean, euskara-froga pasatzera, eta froga pasa behar dute.*

***FGB1:** Hutsuneak bete!*

***FGB5:** Hutsuneak bete: dizkiot, dizkidate, didate. Ulertzen? Ezin ditugu beste gauzetara bideratu! Baina zelan uztartu hori guztia?*

#### Excerpt 27

Teachers believed in language as a means for communication and not a tool for filling the gaps repetitively. Even if teachers expressed their preference for communicative methodologies, they felt pushed to teach traditionally due to curricular facts and external examinations. Thus, teachers asked themselves how to deal with the language need and external requirements, because in that respect as reflected in the low mean scores in items 48 (M= IST: 1.45, FT: 1.35, UT: 1.15) and 49 (M= IST: 1.28, FT: 1.53, UT: 1.17), teachers may seem to reflect that they do not believe in language learning as an individual process and also disagree with the belief of being themselves the protagonists of the teaching process.

To finish with, similar scores were found in the three groups’ responses for item 46 “If errors are allowed in the beginning stages, language learning will be more difficult in the future”. The highest disagreement was found among university teachers (M= 1.66), then in-service teachers (M= 1.92) and finally future teachers (M= 2.12). The teachers participating in the focus groups were explicitly asked about learners’ errors and some of the most revealing remarks are shown in the following quote:

*FGA2: Eta ez da galtzen ere erabiltzen dutenek gaizki erabiltzen dutelako (barreak aditzen dira), moldatuko da, hizkuntza aldatzen joango da, eta batzuentzat munstro batean bilakatuko da. Baina, nik oso argi daukat: erabili behar da. Eta eskolari eta gelari begira, lehen esan duguna: ahozkoatasunak, ahozko jardunak, erdigune izan behar du. Egunero hitz egin behar dute ikasleek egoera ezberdinetan, modu ezberdinetan. Asko hitz egiten baldin bada, irakasleak badauka aukera gehiago zuzentasunean eragiteko. Baina gutxi hitz egiten badute ikasleek, guk ezin dugu zuzendu, egin dezakeguna da gramatika-klasea eman.*

**Excerpt 28**

The last excerpt reflects what the majority of teachers said about making errors. They appeared to be sure about the importance of experimenting with the language, and the more use of the language was made, the more opportunities to work on correctness and make progress. Otherwise, teachers highlighted that if learners do not practice, lessons may become grammar lectures:

*FGB1: Bai, azkenean ume batek hitz egitea nahi baduzu, eta etengabe baldin bazaude moztan: "Eh! Ez!". Azkenean esango dizu: "¡Que hable tu padre!". Orduan ez dio hartuko hizkuntzari atsegintasun bat, ez?*

*FGB5: Klaro, klaro!*

*FGB1: Orduan askoz hobe da uztea, eta momenturen batean oso gauza grabea esaten baldin badu, orduan, kontuz! Baina etengabe egotea moztan eta...*

**Excerpt 29**

As shown in the last excerpt, teachers are concerned with the quantity and the quality of corrections. They try to keep learners' motivation and participation to prevent discouragement, as previously shown in the results for item 42 "Material and activities must be based on student's interests" (M= IST: 3.33, FT: 3.17, UT: 3.1). This belief reinforces what reported in item 40 "The student must have many opportunities to speak the language" (M= IST: 3.47, FT: 3.56, UT: 3.32) and enforces that teachers aim to make the students feel comfortable and let them speak as much as possible.

### 6.2.4.2. The relationship between background variables and teachers' beliefs on language teaching methodologies

In this section, the results of the variables affecting teachers' beliefs on methodologies presented separately before will be compiled for comparison of the three groups. The following table demonstrates the one-way ANOVA's  $F$ ,  $H$  and  $p$  scores at the .05 level and the effect sizes ( $\eta^2$ ,  $\epsilon^2$ ). Table 6.83 puts side by side the coefficients for each background variable of the three groups of teachers.

**Table 6.83** ANOVA summary of the background variables for the teachers' beliefs on methodologies

Variables	In-Service Teachers			Future Teachers			University Teachers		
	F	p	$\eta^2$	F	p	$\eta^2$	F	p	$\eta^2$
<b>Sex</b>	.395	.674		11.910	<b>.000</b>	.041	1.164	.316	
<b>Age</b>	2.748	.065		7.656	<b>.000</b>	.064	.156	.856	
Province of birth	1.921	.900		1.528	.192		.854	.494	
<b>Mother tongue</b>	.437	.726		1.924	.105		3.483	<b>.034</b>	.061
<b>Province teaching in</b>	1.801	.146							
<b>University</b>				7.009	<b>.000</b>	.070	2.545	<b>.033</b>	.110
<b>Current educational teaching network</b>	4.543	<b>.011</b>	.021						
Educational teaching stages	.893	.410							
Educational network				1.007	.433				
Current educational model teaching in	.667	.573		.080	.971		.661	.578	
Educational model teaching in	.536	.709							
<b>Practicum: educational network</b>				3.013	<b>.007</b>	.032			
Practicum: educational model				1.333	.217				
Teaching experience in Childhood or Primary Education:							.238	.945	
Self-reported language level: Basque	1.087	.362		1.932	.104		1.231	.302	
<b>Self-reported language level: Spanish</b>	.375	.771		6.026	<b>.003</b>	.021	.694	.502	
<b>Self-reported language level: English</b>	6.593	<b>.000</b>	.06	2.140	.094		1.895	.117	
Self-reported language level: French	.387	.818		.348	.845		.982	.421	
Childhood and Primary Education	.241	.624		.443	.506				
<b>*Degree<sup>3</sup></b>					<b>.000</b>				
Teaching language or content	1.881	.071							
<b>Language of instruction</b>	3.328	<b>.007</b>	.038				3.819	<b>.003</b>	.154
<b>Experience years</b>	4.538	<b>.011</b>	.021				.866	.423	
<b>University academic year</b>				17.221	<b>.000</b>	.11			

<sup>3</sup> The background variable \*Degree:  $H = 26.622$ ,  $p = .000$ ,  $\epsilon^2 = .047$

Table 6.83 reported the ANOVA scores of all the background variables for each group and the statistically significant relationships are highlighted. To start with, the variable *sex* appeared to be an influential factor for future teachers [( $p = .000$ ,  $\eta^2 = .041$ )], but it was not significant for the in-service or the university teachers. Interestingly, in all three groups, female teachers scored higher, which could be related to relatively more modern beliefs about methodologies.

The variable *Age* is significant variable with a small effect size for future teachers [( $p = .000$ ,  $\eta^2 = .041$ )], and it might be related to the time spent in their studies because the *University academic year* variable (last in the table) also showed a significant difference for this group [( $p = .000$ ,  $\eta^2 = .011$ )]. There is a parallel with the *Experience years* variable of in-service teachers which had a significant difference within a medium effect size [( $p = .011$ ,  $\eta^2 = .021$ )], this may suggest that the combination of both age and experience could make a difference for the set of beliefs towards methodologies; however, generalizations should be taken with care as the variable age is not significant for the in-service teachers. There was also a significant difference for the future teachers with the variable *Degree* (the specialization for which they are studying) [( $p = .000$ ,  $\eta^2 = .048$ )], differences were mainly with primary teachers specialized in physical education, the group scoring the lowest means.

The variable *University* was significant to both future [( $p = .000$ ,  $\eta^2 = .070$ )] and university teachers [( $p = .033$ ,  $\eta^2 = .110$ )] with a medium and a large effect size. The statistically significant difference was with the future teachers doing the degree in the campus of Araba as this group had the lowest mean score and had significant differences with the campuses of Biscay and Gipuzkoa. Concerning university teachers, teachers teaching in the campuses of the UPV/EHU and the Mondragon University in Gipuzkoa had the highest mean scores and had significant differences with lower groups, such as the campus of Araba and the UPNA-NUP

With regard to the *Educational teaching network*, which is the kind of schools (public, semi-private, private and Ikastola systems) in-service teachers were working, the variable was significant with a small effect size [( $p = .011$ ,  $\eta^2 = .021$ )]. As for the future teachers, the *Practicum: educational network* variable was statistically significant [( $p = .007$ ,  $\eta^2 = .032$ )]. Another remarkable variable for the in-service and future teachers groups was the

*Self-reported language level* in English for the in-service teachers [( $p = .000$ ,  $\eta^2 = .06$ )] and in Spanish for the future teachers [( $p = .003$ ,  $\eta^2 = .021$ )].

To finish, the *Language of instruction* variable, measuring the vehicular languages of the lessons, was statistically significant for the in-service teachers [( $p = .007$ ,  $\eta^2 = .038$ )] and university teachers [( $p = .003$ ,  $\eta^2 = .154$ )]. More precisely, the teachers teaching in English and combination with Basque had the highest mean scores and the most remarkable significant differences.

#### 6.2.4.3. The relationship between means on teachers' beliefs on language teaching methodologies

In this section, the aim is to look into the possible differences between the three means of the three groups of teachers on the constructed variable beliefs about language teaching methodologies. One-way ANOVA was conducted and the result was significant and the effect size small [( $F = 15.342$ ,  $p = .000$ ,  $\eta^2 = .027$ )]. Table 5.84 below reports details of the data analysis.

**Table 6.84** Descriptive analysis of the statistical differences between teachers' beliefs on language teaching methodologies

Descriptives							
	N	Mean	Std. Deviation	Std. Error	ANOVA		
					F	$p$	$\eta^2$
In-service teachers	418	2.62	.378	.018	15.342	.000	.027
Future teachers	564	2.51	.429	.018			
University teachers	111	2.71	.42	.040			
Total	1093	2.57	.415	.012			

Based on the outcomes in the table, there were slight differences between the groups. University teachers ( $M = 2.71$ ) had the highest mean score, followed by in-service teachers ( $M = 2.62$ ). Future teachers ( $M = 2.51$ ) scored below the overall mean ( $M = 2.57$ ). Post hoc comparisons are shown in table 6.85.

**Table 6.85** Tukey HSD post hoc comparison of the statistical differences between teachers' beliefs on language teaching methodologies

Multiple Comparisons					
(I) Methodologies	(J) Methodologies	Mean Difference (I-J)	Std. Error	Sig.	Cohen's d
Future teachers	In-service teachers	-.106*	.026	.000	.26
	University teachers	-.201	.042	.000	.47
*. The mean difference is significant at the 0.05 level.					

## 6.2 Beliefs about language teaching methodologies: Comparison of the three groups

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The Tukey HSD revealed that the group with the lowest mean, future teachers, had statistically significant differences with the other two groups: in-service teachers [( $p = .000$ ,  $d = .26$ )] and university teachers [( $p = .000$ ,  $d = .47$ )]. The effect size was small in both cases. Results highlighted that future teachers held significantly less modern beliefs towards methodologies than the other two groups.

### 6.2.4.4. Correlations between teachers' beliefs on multilingualism and language teaching methodologies

In this section, the degree of association is examined between the means of the two variables that intend to measure the beliefs towards multilingualism and language teaching methodologies. The correlation analyses were conducted separately for each group of teachers and will also be reported separately.

#### a) Correlations between in-service teachers' beliefs on multilingualism and beliefs on language teaching methodologies

Results of the Pearson correlation indicated that there was a significant positive but weak association between the mean of the beliefs about methodologies and the mean of beliefs about multilingualism,  $r(0.230) = 418$ ,  $p < .000$ . In other words, the more modern beliefs about methodologies were the more positive the beliefs on methodologies (see table 6.86).

**Table 6.86** Correlation analysis between in-service teachers' beliefs on multilingualism and beliefs on language teaching methodologies

		Beliefs on multilingualism
Methodologies	Pearson Correlation	.230**
	Sig. (2-tailed)	.000
	N	418

#### b) Correlations between future teachers' beliefs on multilingualism and beliefs on language teaching methodologies

The correlation between the mean of the beliefs about methodologies and the mean of beliefs about multilingualism was significant  $r(0.268) = 564$ ,  $p < .000$  (see table 5.87). Overall, the association of both was positive, linear and weak.

**Table 6.87** Correlation analysis between future teachers' beliefs on multilingualism and beliefs on language teaching methodologies

		Multilingualism
Methodologies	Pearson Correlation	.268**
	Sig. (2-tailed)	.000
	N	564

c) Correlations between university teachers' beliefs on multilingualism and beliefs on language teaching methodologies

Results in table 5.88 indicated that the association of the two means was significant,  $r(0.266) = 111, p < .05$ . Again, the association of both was positive, linear and weak. The results of the correlation analysis confirmed two facts: one, that both sets of beliefs were positively but weakly related and two, that similar results occurred in the three groups of teachers.

**Table 6.88** Correlation analysis between future teachers' beliefs on multilingualism and beliefs on language teaching methodologies

		Multilingualism
Methodologies	Pearson Correlation	.266**
	Sig. (2-tailed)	.005
	N	111





## 7. DISCUSSION AND CONCLUSIONS

After the theoretical framework (chapters 1, 2, 3 and 4), explaining the methodology (chapter 5) and presenting the results about the two research questions on multilingualism and methodologies (chapter 6), in this final the results will be discussed in the context of the theoretical framework and the main conclusions of this PhD-project will be drawn. The discussion and conclusions will be distributed over three subchapters. The first subchapter will assess the key findings related to the first research question about the teachers' beliefs on multilingualism. The second section will do the same related to the second research question about the beliefs of language teaching methodologies. In both subchapters, the main conclusions will be summarized in headlines in bold, followed by an interpretation of the data and linking the outcomes of this study to the outcomes of other investigations in the field as well as the explanations and critical reflections of the researcher. In the third and last subchapter, the limitations of this PhD-study and some implications for future research will be mentioned.

### 7.1. Teachers' beliefs on multilingualism

In the following pages, the conclusions for research question number one will be introduced one by one and the main points are presented in bold as a headline. The researcher's interpretation and the critical reflection will come afterward and findings from related investigations will be included to confirm or to contradict the outcomes. Based on the findings obtained (chapter 6.1), the following conclusion can be drawn.

**All three groups of teachers held positive beliefs towards multilingualism and little differences seemed to exist between the three groups.**

As shown in chapter 6.1.4 the three groups of teachers' means about their beliefs on multilingualism were compared and no significant differences were found. However, it was possible to classify the beliefs (see chapter 6.1.4). The university teachers demonstrated the highest mean score, followed by the in-service teachers and future teachers. Perhaps this implies that university teachers are more aware and familiarized with theories about multilingualism. Looking at the comparison between the three

groups, future teachers had a lower mean score, which means less positive beliefs. In fact, this group is still learning and these students are actually learning from both more experienced groups and with time, training and experience this may shape their beliefs to become more positive. For this reason, as Arocena et al. (2015) recommended, future teachers could be trained specifically in multilingual approaches during their teacher training. In the same vein, Gorter & Arocena's (2020) study has demonstrated that in-service teachers' beliefs can also be trained, update the beliefs about separating languages and apply more multilingual approaches. Doing so, forthcoming generations may build up more positive attitudes about multilingualism and move away from monolingual views of language.

The findings of the teachers' positive beliefs towards multilingualism in this research project are in line with five research studies. This PhD study shares parallel conclusions with Arocena's (2017) doctoral dissertation because, in general, teachers hold positive beliefs about multilingualism. Similar outcomes were also reported in Otwinowska's (2014) and Lundberg's (2018) research studies. Otwinowska pointed out that multilingual beliefs and awareness can be trained and she underlined the importance of the teaching experience in educational programs. Lundberg argued that teachers' beliefs towards multilingualism were favorable, even if "several misconceptions about multilingualism were revealed, which are often based on monolingual ideologies still predominant in the Swedish nation-state" (Lundberg, 2018, p. 15). Concerning the fourth and fifth studies, teachers' beliefs were broadly positive, even if many teachers showed monolingual beliefs. In general, teachers regarded multilingualism positive and beneficial for the student, an enriching mean to facilitate language learning by linking the previous language learning experiences (Alisaari, Heikkola, Commins, & Acquah, 2019; Haukås, 2016)

**Teachers only considered multilingualism rewarding if Basque was the principal axis of the Basque educational system and were particularly sensitive towards the minority language.**

Based on the quantitative results and the qualitative data gathered in the focus groups, teachers stated to value multilingualism positively for many reasons, for example, to enhance cognitive abilities, to aid students' development, or to make students ready for

future opportunities. Teachers indicated that English and Spanish are deeply rooted in students' reality and that both languages seemed to be highly valued by almost all students. English because of the competitiveness students will find in the future in the labor market, but also digitalization and the Internet are contributing factors. Going back to the literature described in the theoretical framework chapter, similar findings are also discussed in Amonarriz's (2017) study, where he warned about the benefits and the risks of English in the Basque society. Spanish is the first language for more than half of the students and they value the Spanish language for its communicative function. Here, the desirable and the real attitudes towards the languages described by Aiestaran (2012) in his doctoral dissertation. He focused on the Basque language in the *Arabako Errioxa* context, which can be extrapolated to many city districts and towns across the territory. There, Basque is competing between being a mere marker of the lands' cultural heritage or an alive language with strong social use. In the educative context, Basque is considered to be in a safe place. Policies to ensure the teaching of Basque, to spread its knowledge to new generations and to foster the revitalization of the language are still developing. Teachers value multilingualism, but only if the integral teaching of Basque is guaranteed and enhances the use of Basque among students.

**Teachers were thoroughly in favor of teaching as many languages as possible and showed no negative beliefs against any language, but had protective beliefs towards Basque.**

Teachers regarded Spanish and English very strong languages and felt threatened every time they compared Basque to these two "giant" languages. Teachers were critical with society's and parents' beliefs and attitudes towards all three languages as they seemed to prioritize and give more importance to English than to Basque. As observed in the theoretical framework chapter, this conclusion is in line with Arocena's (2017) findings, in which teachers in the Basque educational context were convinced that parents and social media had a substantial effect on learning languages. Arocena also reported the teachers' concern about how the parents valued English higher than Basque. Teachers also showed the same worry in this project, and it was found in the focus groups that the teachers used the opportunity to express their opinions about the role of English and Spanish. In fact, the researcher, as a moderator of the focus group, did not have to bring

the topic into the conversation as the teachers brought the subject up themselves and showed their concerns about the vulnerability of Basque.

As far as learning languages is concerned, the teachers did not relate the learning of Basque or the learning of additional languages as being harmful to the students' identity or personal development. Actually, teachers believed the opposite.

As so often happens with minority languages, negative beliefs were connected with Basque for a very long time in the past. These negative beliefs came up in all focus groups, to a higher or lower intensity. To illustrate the relationship of Basque with the other languages and the evolution of Basque within multilingualism, various experienced teachers told that at the beginning of their teaching career teaching more than one language was considered harmful for the students' brain and cognitive development. In the past, this kind of message was a way to discourage learning Basque.

Also, teachers highlighted that society used to have a more monolingual attitude and tried to sideline Basque. Today teachers referred to those attitudes as outdated, as stages that have been overcome, or as old discourses to underestimate Basque. For the BAC it seems that the three languages: Basque, Spanish and English have consolidated. In the case of Navarre, the three languages are only taught in the Euskara-speaking zone, as well as in some areas where students have the chance to enroll in the Basque immersion programs. Nevertheless, despite the slow pace, it appears that the trilingual model is spreading over the territory. As explained in the theoretical framework (see chapter 4.1.2), the reality of the linguistic models over the territories of the BAC and Navarre is connected to different historical developments, differences in language policies and different sociolinguistic situations (Erdocia, 2018; Gorter & Cenoz, 2017). More concretely, in the last fifty years, there has been enormous commitment to revive and reestablish Basque by implementing successful educational policies. In the BAC, Basque has shifted from being discredited to being accepted, and today Basque has an impact on the socio-economic and political spheres (Cenoz & Gorter, 2017). By contrast, legislation promoting bilingualism in Navarre has been controversial because it limits the status of Basque to three linguistic zones, which has hampered bilingual and multilingual education rooted in Basque (Erdocia, 2018).

**Most teachers believed parents and society were mistaken because they did not regard Basque as the most important language.**

Teachers' main complaint was that if students are to invest, at least, 16 academic years learning through Basque, families and students should feel the necessity to achieve a good command of the language to succeed in the academic career. Teachers' exchanged similar beliefs to stress that they considered Basque the core language of any multilingual plan. They also considered Basque the most important language due to all the curricular objectives students are supposed to achieve, to all the content students have to acquire and all the competencies students should achieve. Teachers emphasized many students required gaining a good command of Basque, but those families were more worried about enrolling their kids in language academies and learn English.

Teachers believed learning English and Spanish was beneficial, but some families seemed preoccupied, even competing with other families, in pushing their kids to achieve a higher level of English, because they assume that enrolling their kids into the D model would just make the kids learn Basque sufficiently.

Despite the sociolinguistic situation and the attitudes towards the languages presented in the theoretical framework (see chapters 2 and 4), an alternative to the vulnerable situation of Basque can be the implementation of translanguaging (see chapter 3.3). Translanguaging may help to the coexistence of the three languages in school but especially to increasing the status of Basque. Cenoz and Gorter (2017) suggest the adaptation of this pedagogy to the unique linguistic reality of the school. *Sustainable translanguaging* is based on the minority language and its goal is to guarantee a safe space for Basque (the minority language) and create the need for its use in combination with English and Spanish. As previously explained, this approach has the objective to break with the *one language one subject one teacher* principle and goes for the multilingual speakers' discourse, who make use of all the linguistic knowledge in order to communicate effectively. Those experts argue that this approach may enhance the use of the minority language and increase its prestige. Data shows that Basque is far more used in formal settings rather than informal. It can be a great opportunity to make the qualitative leap in the use of Basque out of the classroom. Further research on the impact

this pedagogy may have on the use of Basque should be done to make safe steps in the normalization of Basque.

**The majority of the teachers held strong beliefs about “the younger you start learning the language the better”.**

The quantitative data in chapter 6.4. showed teachers' substantial agreement towards learning languages at an early age. This belief seemed to be rooted in the Basque educative context. Interestingly, teachers showed higher agreement towards the statement when completing the questionnaire rather than in the focus groups. A big part of the teachers asked about this issue in the focus groups responded that young students can absorb the language; however, others hesitated, as they were not satisfied with the implementation to teach additional languages at an early age. These reluctant teachers used to be experienced and worried about making the most of the languages taught in the school. A minority believed that the fact that teaching English at the age of four, the little exposure (two-three hours per week) students received and the little outcome was not worth the effort. They argued young learners were just learning their first language and in the best cases the second, so they suggested saving that time and investing it in upper levels when students have strengthened the two languages.

As mentioned in the theoretical framework chapter, this investigation is in line with previous research (Arocena et al., 2015; Portolés & Martí, 2018) which confirmed the monolingual view of the languages and the myth that learners' brain is a sponge for learning languages. No teachers were found against the idea of teaching Basque at an early age, and in the case of English few teachers doubted. They also reported that most schools felt the pressure to teach English at an early age because it seems pioneering, more multilingual, of higher quality, and also because there is pressure coming from students' families, social media and the enrolment rate.

Further research about the benefits of learning a second language outlined in the theory has also shown that exposure to more than one language can be beneficial for the developing brain and have a positive impact on the cognitive and linguistic processes since childhood (Berken et al., 2017). More specifically, learners who acquired the languages simultaneously or have a high command of the languages seemed to have

significant differences with the rest of the learners when learning the third language (Butler & Hakuta, 2004; Kalashnikova & Mattock, 2014; Maluch & Kempert, 2017; Thomas-Sunesson et al., 2016). In the Basque context, the early introduction of a third language (English in most cases) and the debate about applying more effective strategies is raised often: later intensive courses (Arocena et al., 2015; Gorter & Arocena, 2020) or progressive teaching at an early age.

**It is the teachers' firm belief that bilinguals are better language learners and cognitively advantaged: it is unlikely to find a student with a high command of the first language who has problems to acquire the second and the third languages.**

This belief appeared to be a common and widely accepted belief among teachers. The quantitative data showed this finding and the focus groups gave the chance to delve into more detail. In the Basque educative context, teachers believed bilinguals have the chance to learn English easier. Overall, teachers considered that bilingual students learned the foreign language easier and for that, teachers highlighted the importance of acquiring a good command of the first language. First, they stressed the impact of the first language when learning the second and third languages. They believed that if the acquisition of the first language was successful and students gained a high level of the language, students usually did not have any trouble when learning the additional languages.

Teachers confirmed the belief that they considered multilingual students as students with higher cognitive abilities and also believed those cognitive abilities were highly beneficial to perform the learning path successfully. Teachers also seemed to connect the belief of the "smart" student with a multilingual student. They expressed that bilingual students learned languages easier because of those cognitive advantages. This result confirmed the benefits mentioned in the theoretical framework chapter regarding linguistic development and the specific cognitive advantages bilingualism is connected with (Maluch and Kempert 2017). More precisely, Jessner (2010) differentiates the process of acquiring a third language from the second, first of all, due to the prior language learning experience. Second, because of the number of skills and strategies the learner has developed. Third, for bilinguals' cognitive skills accelerating the learning process.

Many teachers linked bilinguals' ease to learn additional languages to the greater experience for learning languages. Teachers remarked that multilingual learners had common features that aided this learning process, such as, comparing the language structures, the grammar and the new words to their existing language knowledge. Teachers implied that a comparison between languages accelerated and reinforced the learning speed and the whole learning outcome.

This finding is in accordance with the literature presented in the theoretical framework chapter that backs those third language learners, who have a high command of the L1 and L2, have significant benefits over monolingual students. Research shows that bilinguals seem to be advanced students comparing to monolinguals, especially in the following three aspects: one, metalinguistic awareness two, language learning strategies and three, expanded linguistic repertoire (Cenoz, 2013b; Cenoz & Valencia, 1994; Kemp, 2007; Lasagabaster, 2000; Psaltou-Joycey & Kantaridou, 2009; Safont, 2005; Sanz, 2000, 2007). Further investigations also add that multilinguals hold enhanced abilities and manipulate the language as an object to improve language learning (Jessner, 2008a; Moore & Gajo, 2009; Ransdell et al., 2006). Teachers demonstrated to be aware of those benefits thanks to their teaching experience.

Teachers' beliefs also seemed aligned with the research stating that being bilingual does not guarantee additional advantages automatically (Barac et al., 2014; Barac & Bialystok, 2012). Teachers believed that students' first language was key to acquire further languages. In fact, teachers believed that if the student had a solid base of Basque, it would make the processes of learning future languages easier. Maluch and Kempert's (2017) finding backs this belief and explains that bilingualism and the knowledge built on languages can activate mechanisms to facilitate further language learning. Bilinguals' advantage over monolinguals is confirmed in previous research (Cenoz, 2013a; Cenoz & Valencia, 1994; Lasagabaster, 2000; Safont, 2005; Sanz, 2000). Other investigations have indicated that previous language knowledge affects the outcome of additional language learning, highlighting that the main difference between simultaneous and sequential bilinguals lies in the proficiency level of such languages (Butler & Hakuta 2004). Further studies support that simultaneous bilinguals, who have a good and balanced command of both languages, seem to make better use of that linguistic knowledge and the linguistic



experiences to learn additional languages (Kalashnikova and Mattock 2014). In this line, some findings suggest that simultaneous bilingualism helps cognitive development and metalinguistic awareness (Thomas-Sunesson et al., 2016).

As teachers' beliefs indicated, all languages seemed to be interrelated in multilingual learners' mind and high proficiency in one language would positively affect the development of the rest. This result corroborates that "learners who have gone through the process of learning a second language are also more experienced language learners and it is likely that they have developed certain skills and strategies for achieving the language-learning task" (Cenoz 2013b, p. 72). Otwinowska (2017) emphasizes applying a multilingual view and invites learners to reflect on their knowledge about languages and develop multilingual learning approaches. Because among other approaches, multilingual awareness is considered a language learning facilitator (Jessner, 1999). In fact, students' knowledge about previous languages, if exploited, can facilitate learning additional languages (Cenoz & Gorter, 2015, 2019). Teachers' beliefs are in line with the theory proposing a multilingual approach. Training courses looking for its application may lead to substantial advances in language learning.

**Future teachers in the second half of the degree had more positive beliefs towards multilingualism and the group specializing in foreign language teaching held the most positive beliefs.**

The results from the ANOVA analyses, reported in chapter 6.1.2.2, showed that future teachers in the third and fourth academic years had the highest mean scores, which indicated that those beliefs evolved during the four-year training period. This study confirms what may seem obvious: future teachers' beliefs about multilingualism develop over this period. More concretely, the differences between future teachers in the second academic year were significant with the groups in the third and fourth years. This finding certainly proves the educational value of the training period. Similar conclusions about the formative value of training programs are drawn in previous investigations described in the theoretical framework chapter (M. Borg, 2005; S. Borg, 2011; Cabaroglu & Roberts, 2000; Fischer & Lahmann, 2020; Jeoffrion et al., 2014; Moodie, 2016; Phipps, 2007; Portolés & Martí, 2018; Sheridan, 2016; Yuan & Lee, 2014).

Looking into detail at some of the related investigations noted in the theoretical chapter, the base of Sheridan's (2016) study was a pre-test and a post-test to collect future teachers' beliefs, who were doing the four-year-degree, at the beginning and the end of the academic year. Results confirmed an evolution of those beliefs. Fischer and Lahmann's (2020) research was based on a pre- and post-test too, but in this case, the course lasted one semester. Findings highlighted that pre-service teachers' beliefs can be positively adjusted. Portolés and Martí's (2018) study was based on a 24 hours course and reported similar results.

The conclusions of this doctoral study go in the same direction as the above-stated investigations. Additionally, it also coincides with the pedagogical implications of training programs to educate future teachers on multilingual approaches. Regarding the Basque context, these programs should pursue teachers' existing beliefs and should be specific. With these programs, beliefs can be adapted, updated and may develop to maximize students' learning opportunities. The findings in this research study along with other references cited in the theory (Alisaari et al., 2019; Angelis, 2011; Haukås, 2016), claim that such modules or programs must be designed and implemented in teacher training programs to improve teachers' multilingual awareness and teaching practices based on multilingual awareness and metalinguistic learning strategies.

Concerning the fourth year of the degree, future teachers have to choose the area of expertise. In this case, future teachers doing or planning to specialize in foreign language teaching (English in most cases) had the most positive beliefs about multilingualism. This group also had significant differences with the groups doing or planning to specialize in physical education, Basque and tutorship programs. There are two main possible reasons to explain this finding: one, future teachers who want to enroll in the foreign language teaching program usually need to have high marks, which requires additional time and dedication; two, future teachers planning to teach a third language are proficient in three languages. Teaching through the third language involves having a good command of that language and a richer experience learning languages, plus all the cognitive exercises and learning strategies involved. In Otwinowska's (2014) study, the results suggested that the most multilingual teachers (English teachers in this case) seemed more eager to

understand the advantages of being multilingual. Those beliefs also demonstrated to have a positive impact on the beliefs about multilingualism.

**The group of in-service teachers who were schooled in the D model and who were currently instructing in the D model held the most positive beliefs about multilingualism.**

This conclusion was based on the results of the ANOVA analyses for two variables (see chapter 6.1.1.2): one, the model in which in-service teachers were enrolled when they were students and two, the model in which they nowadays teach. This doctoral project found that in-service teachers educated in the D model held the most positive beliefs and had significant differences with teachers who had been schooled in the G model. Similar results were obtained for those teaching in the D model: teachers teaching in the immersion programs not only held the most positive beliefs but also had significant differences with in-service teachers instructing in the G model. Those findings confirm that Basque immersion programs are not only the best programs to create more balanced bilingual students, but also have a positive effect to develop more positive beliefs towards multilingualism. This is an important finding in the understanding of linguistic models and multilingualism.

**Teachers' mother tongue seemed to have a very important effect on the positive configuration of beliefs about multilingualism, but it was different for each group.**

The ANOVA analyses (see chapter 6.1.4.2) indicated that the differences between the mother tongue variable were significant for the three groups of teachers. For the in-service teachers, those who had Basque their mother tongue held most positive beliefs and had significant differences with Spanish mother tongue in-service teachers. In the case of future teachers, those who had Spanish as their mother tongue had the most positive beliefs and had significant differences with Basque mother tongue future teachers. For the university teachers, those who were Basque-Spanish bilinguals held the most positive beliefs and had statistically significant differences with Spanish mother tongue university teachers. Overall, findings in this PhD project demonstrate a considerable effect of the mother tongue on the beliefs about multilingualism. Nevertheless, there is no consistency in the direction of the findings, and the data

suggests that there is still research to do in future studies. The three groups of teachers have similar and positive beliefs about multilingualism, even if they do not share the same mother tongue. A possible interpretation of the results would be that the in-service teachers who decided to become primary school teachers today might have been deeply concerned with the survival and teaching of Basque and those who had Basque as their first language may have felt that concern mostly. Digging deeper into the assumption, it could be that today there are more future teachers (university students) who are multilingually aware and value Basque positively, even if a large number of these students have learned Basque at school as a second language. Perhaps for future teachers, their mother tongue has taken a secondary role because they grew up in a different sociopolitical reality, which is related to the persistent determination of schools to educate these students to value Basque and additional languages.

**Teachers self-reporting high levels of proficiency in Basque, Spanish or English had significantly more positive beliefs towards multilingualism than those who reported lower levels.**

The quantitative analyses determined that self-reported language proficiency seemed an important factor for a high mean score on multilingualism. Comparing the three groups, the three languages had a different effect on the beliefs of multilingualism. For the in-service teachers, the groups reporting high levels of proficiency in the three languages Basque, Spanish and English had significant differences with lower levels. For the future teachers those who reported high levels in Spanish and English, and Basque for the university teachers. Regardless of the significant relationships, all coincided that high levels of proficiency in the languages showed more positive beliefs about multilingualism. Overall, these results demonstrate that teachers who self-report themselves with high levels of proficiency in the languages hold more positive beliefs towards multilingualism. This finding underlines the importance of a key aspect: the positive impact of investing time in being multilingual and learning languages.

This is an important finding in understanding the relevance of the beliefs about the self-reported language levels on the beliefs about multilingualism. In this sense, these findings coincide with Jeoffrion et al.'s (2014) research study mentioned in the theoretical

framework chapter. The findings of their investigation indicated that a high number of hours learning a language and a deeper knowledge of the language had a positive effect on the development of the beliefs about multilingualism. The study also stressed that advanced language learners who had more specific knowledge and a higher command of the languages may hold more positive beliefs than novice learners or learners who were not interested in learning languages. In the same line, the results of this PhD project are consistent with Otwinowska's (2014, 2017) investigations. She concluded that teachers who had long experience in learning languages held a more positive set of beliefs towards multilingualism and appeared to be more multilingual aware. The students' proficiency level in the L3 appeared to increase that awareness level.

## 7.2. Teachers' beliefs on language teaching methodologies

As before for the first research question, the most remarkable findings will be described and commented upon.

**All three groups had modern beliefs about language teaching methodologies, and the in-service teachers and university teachers had significant differences with the future teachers.**

As was done before for the first research question, the means of the three groups on the beliefs about methodologies were compared by using ANOVA. Here, the same pattern was detected: future teachers were the group scoring the least in modern beliefs, then the in-service teachers and the university teachers. The group holding more traditional beliefs, the future teachers, had statistically significant differences with the in-service and the university teachers. What can be observed from the data in chapter 6.2.2.2 is that future teachers' beliefs are shaped and go in a modern direction with an increase each academic year. Other related studies outlined in the theoretical framework have demonstrated that future teachers' beliefs evolve under training programs (Alisaari et al., 2019; Fischer & Lahmann, 2020; Portolés & Martí, 2018; Sheridan, 2016; Yuan & Lee, 2014). Findings in this doctoral study suggest the conclusion that future teachers' beliefs about methodologies can evolve and develop. These cited studies indicate that designing and implementing specific subjects and courses about modern methodologies can be highly instructive and useful for future teachers taking the teaching training course. In this sense, Gilakjani and Sabouri's (2017) conclusions in their literature review are the following: one, teachers' beliefs have a deep impact on their classroom principles and students' attitudes and beliefs. Two, researching beliefs aids the teacher to readapt their methods and to enhance students' language learning outcomes. Therefore, it can be said that the more the future teachers' beliefs are trained towards modern methodologies the more modern those language-teaching practices can be.

**Teachers believed strongly in giving students plenty of opportunities to practice the language and stressed the need to focus the lesson on the language of instruction.**

The results (see chapter, 6.2.4.1) concluded that teachers agreed widely on providing students situations in which they would be able to speak. Related to that, another highly accepted idea was that teachers believed exercises and activities had to be done through the language of instruction. Both beliefs were widely accepted when measured quantitatively, and the qualitative data suggested that teachers teaching through Basque had strong beliefs. It can be that those teachers tried to do their utmost aiming to guarantee the maximum exposure of their students to Basque. Because the only contact the majority of students have with Basque is at school and therefore it might be the teachers' belief that the way to make the most of learning Basque is by maximizing exposure.

As was summarized in chapter three on the theoretical framework, the study conducted by Cenoz and Gorter (2017) found that the English medium of instruction teachers seemed less doubtful to add more languages in their lessons. In addition, those teachers also accepted easier the idea about soft boundaries between languages and appeared to implement more integrative approaches that added more languages than the vehicular language to the lesson.

In conclusion, the broad implication of this PhD project is that teachers hold beliefs rooted in the communicative approach because of two main reasons: because teachers aim to provide sufficient chances to practice the language and two, because teachers tend to immerse the student in the vehicular language as much as possible.

**Teachers believed that materials and activities had to fulfill students' interests and had to pursue real communicative situations.**

The results in chapter 6.2.4.1 were quite convincing, and thus the following conclusion can be drawn: teachers' beliefs are built on the communicative approach. When the teachers in the focus groups had the opportunity to speak, teachers described that language teaching practices had to rely on the usefulness of the language, on motivating projects, on content that can be applied to reality and the real forms of the language. Unfortunately, however, the teachers regretted that those stated beliefs contradicted

their teaching practices. They had modern beliefs but complained that they used the traditional approach more than desired. These inconsistencies found in this PhD study, which can be seen as gaps between beliefs and practices, are in line with the conclusions of other studies that were mentioned in the theoretical chapter (Basturkmen, 2012; Basturkmen et al., 2004; Dale et al., 2018; Li, 2012; J. Ng & Farrell, 2003; Sugiyama, 2003; Tamimy, 2015).

Teachers blamed different contextual factors, such as the classroom reality, the limited tools they had at their disposal, the huge loads of work and the scarce of appropriate materials. The results showed that teachers acknowledged that their teaching practices did not match with what they believed as good teaching practices. It seemed teachers tried to adapt the lesson planning to their beliefs and create learning situations they believed more engaging and instructive. Often, teaching practices do not correspond with teachers' beliefs, and those findings are consistent with Li's (2012) conclusion, who highlighted that practices can be hampered by contextual factors.

Teachers' beliefs are highly influenced by the communicative approach because they have been trained to teach according to this methodology. Sánchez (2009) pointed out that training teachers through the communicative approach and its principles have been the trend in Europe since the '70s. In this sense, he stressed that the motto of the communicative approach and how teachers' beliefs are shaped by its principles: "teaching is focused on students' needs, and should promote real communication for real situations. It should be worked through communicative activities, especially tasks. This PhD study finds correlations between teachers' beliefs and the kind of training teachers have received to teach languages effectively.

**Teachers held positive beliefs on making use of the students' linguistic repertoire but were doubtful about integrating Basque, Spanish and English into the same lesson or subject.**

The quantitative data in chapter 6.2.3.1 along with the qualitative data gathered in the focus groups made clear that teachers believed that the students' linguistic repertoire can be a catalyst for learning the target language. Teachers indicated that relating other languages to the target language not only accelerated the language learning process but also reinforced the multilingual learners' knowledge about each of their languages. This



belief was more common among teachers who mastered two or three languages, and even more for teachers who mastered four languages. In this sense, those multilingual teachers seemed to have learned the benefits of relating languages to each other from their own experience as language learners. This result coincides with the findings outlined in the theoretical framework in Otwinowska's (2017) study in which she stressed that foreign language teachers demonstrated to be the most multilingually aware.

The metalinguistic or contrastive activities to compare and reflect on the languages were more frequently used by foreign language teachers. Teachers tried to engage students and make use of the students' metalinguistic activities to understand new words, phrases and structures. In their view, students benefit from doing this kind of activities and teachers were pleasantly surprised about the speed and the ability to integrate the new concepts into their linguistic repertoire. These findings add to the growing corpus of research explained in the theoretical chapter (Angelis, 2011; Cenoz & Gorter, 2015; Gorter & Cenoz, 2017; Haukås, 2016; Hofer, 2017; Illman & Pietilä, 2018; Otwinowska, 2014, 2017).

Concerning the integration of languages, teachers believed in the possible benefits this may bring. However, many of them were fearful about the negative consequences language integration may have on the acquisition and the use of Basque. Teachers considered that the level of Basque students acquired at school was often not satisfactory enough and, overall, they believed new approaches to acquire Basque more effectively should be taken. Teachers were told about a pedagogy combining the three languages: translanguaging. The majority of the teachers were reluctant to apply translanguaging in a "Basque medium of instruction" lesson and seemed to appreciate it for the *English lessons*. Teachers feared translanguaging may take away time from Basque and they also felt that it contradicted what they witnessed in class: the need for more exposure and opportunities to acquire a higher level of Basque. Some teachers considered that translanguaging could be beneficial for students in the upper levels of primary education and in secondary. However, if it is used for certain objectives only, sporadically, for short periods and with limited exposure, in order not to disturb the normalization process of Basque in the school as the main language of communication.

It was found that most of the teachers regarded translanguaging positive and agreed on the advantages this approach may give to learn languages. Some teachers, who seemed to hold the most modern beliefs towards language teaching methodologies, said they were used to apply little activities, explanations and basic exercises based on the principles of translanguaging. Teachers also claimed lacking training, experience and guidance to implement more solid methods based on those same principles. Lundberg's research study reported about the discrepancy between teachers holding modern and more conservative beliefs, and reported that "policies promoting more pluralistic approaches to teaching and teachers' pedagogical decision-making in classrooms is at least partly based on teachers' beliefs rooted in monolingual and traditional ideologies" (2018, p. 14-15). Therefore, training teachers and providing guidance to them may seem the key to shaping those traditional beliefs into more modern and implement more modern teaching practices.

For the Basque context, Cenoz and Gorter (2017) suggest the use of sustainable translanguaging because of the main feature of this pedagogy: placing the minority language in a safe position and at the core. The softening of boundaries between languages and the use of more integrative approaches may aid in building up more solid attitudes towards them:

"translanguaging in these contexts will only be sustainable if it is rooted in the reality of minority languages and allows for breathing spaces that create the need to use these languages. Sustainable translanguaging implies a difficult balance between using resources from the multilingual learner's whole repertoire and shaping contexts to use the minority languages on its own, along with contexts where two or more languages are used" (p. 910).

**Teachers believed that students did not have to achieve the native speaker's pronunciation, but agreed on obtaining at least an acceptable level.**

The qualitative data from the focus groups confirmed the results of the three groups' comparison (see 6.2.4.1). This finding suggested that teachers did not focus on the native speaker model and neither set a goal of native-like speech for the students. Precisely, the

minimum level teachers referred was a pronunciation level that made students' discourse communicative enough and smoothly understandable.

The reason behind avoiding the native speaker model may be that teachers are aware of their classroom reality, in which the majority of the students have Basque as their L2 and English as L3. Teachers may prioritize the ability to communicate over the purest possible pronunciation. Some teachers had Basque as their L1, others as their L2 and a minority reported Basque to be their L3. The teachers demonstrated to be aware of the advantages and the disadvantages of being an L1, L2 or L3 speakers of the target language. They also showed awareness of the students' reality as language learners and how their native or non-native condition may affect the students. The choice between a native or non-native teachers appeared to depend on their own experience as language learners, on their self-perceived proficiency level, on their self-esteem, on the level and the age.

In that regard, previous studies observed in the theoretical framework chapter have shown that native and monolingual teachers are more likely to have no experience nor knowledge of the elements and the obstacles learning an L2 and an L3 entails (Cook, 2007; Otwinowska, 2014, 2017). In contrast, teachers in the current study demonstrated to have an awareness of those obstacles. Teachers did not express that reaching the native speaker level was an unreachable goal, however, this belief could be perceived in the focus group discussions. Teachers knew that the native-speaker model was almost impossible to reach, and this finding seemed to contradict the literature in which the non-native learner is pushed to achieve the unobtainable proficiency level of the "ideal multilingual" speaker (Cenoz & Gorter, 2015, 2019). Literature also says that the monolingual native speaker cannot be compared with the communicative competence of the bilingual (Cook, 1997, 1999), and in-service teachers in this PhD project seemed to be aware of that.

**Teachers had the belief to prioritize meaning over the form of the language and disagreed with the belief to favor content and leave language learning aside.**

The results reported in chapter 6.2.4.2 showed that teachers disagreed with giving more attention to the form of the language and ignore meaning. This finding can be easily

identified by looking at the mean scores and those indicated that the in-service teachers' belief is slightly balanced towards meaning, while university teachers were in neutral positions. The findings left no doubt: teachers favored meaning over correctness, but they underlined the need to keep a minimum balance between both.

Even though teachers also seemed to value correctness and they invested time and effort in making students learn the correct form of the language. Correctness was relevant for teachers, but, on the whole, they believed that emphasizing meaning was a better way to achieve correctness. Some teachers highlighted that correctness was the result of language use, hardly ever the other way round. They believed that some balance should exist between both and if too much emphasis was put on correctness the use of the language may decline. The teachers further highlighted that the focus on meaning was easily noticeable in the lower and intermediate levels in primary education. However, they gradually start focusing more on the form of the language in the last levels of primary education. Teachers reported that the focus on form increased in secondary education, due to the curricular demands and the external examinations.

Teachers did not share the belief to give a preferential role to content acquisition and a secondary to language acquisition. For certain teachers, content appeared to be a mere justification to learn the language and they expressed to placing more effort into making students learn and use the language. Teachers in the first and intermediate stages of primary education seemed to give a preferential role to meaning. The tendency to prioritize meaning and language learning followed parallel paths. In upper levels, this reality shifts and the content and the form of the language are progressively given more attention.

**Teachers believed speaking was the most important skill and they pursued methodologies that may increase students' oral abilities and stimulate the use of Basque.**

The results reported in chapter 6.2.4.2 indicated that teachers agreed on the importance of the oral language. In fact, there were considerable differences between the three skills this PhD project investigated. Teachers considered speaking the most important skill and seemed to value higher than the reading and writing abilities. The qualitative results from

the focus groups were in agreement with the quantitative results and reinforced the outcome that teachers valued speaking abilities the most.

Teachers explained that many students were missing the opportunity to practice the language. They also criticized traditional methodologies employed at school, which were more focused on working on writing and listening abilities. The teachers believed the traditional methodology employed left students' language skills unbalanced. Teachers were worried about the students' low active oral level in English and Basque. The concern was even bigger with Basque for two reasons: one, because the school is for many students the only place they can learn and use the Basque language and two because the unbalanced skills have a negative impact on the use and normalization of Basque.

As one of the conclusions reported before, teachers believed learners had to be given plenty of opportunities to actively use the language. Indeed, this need was explained in each of the four provinces where the focus groups took place. Teachers believed that implementing a methodology based on working on active oral skills not only would help students in the academic career but also may enhance the use and normalization of Basque at school. As pointed out in the theoretical framework (see chapter 4.1.1), teachers' worries are in agreement with society's as the Basque society is currently at the so-called "bidegurutzea" (crossroads) which means this is a crucial moment in the revitalization of Basque (Amonarriz, 2017; L. Garcia et al., 2017). The vast majority of the population under 30 years is proficient in Basque and is thus theoretically able to speak the language. However, in practice, they do not use their knowledge. Among others, for that reason, a new event "Euskaraldia" is organized by Basque civil societies. This event aims to promote the activation of the knowledge of Basque and support the use of the language as much as possible for two weeks. The aim is to change the Basque speakers' habits once the event ends and thus increase the use of Basque in society (see Amonarriz, 2019 for a detailed sociolinguistic analysis of the event in 2018). The mission is to have a positive impact on the daily habit of Basque, shift from Spanish to Basque and increase the use of the minority language. This is a leading event in the revitalization and normalization of the minority language. It is trying to mobilize Basque society to an advanced stage in the use of Basque and it may be affecting the educational sphere, accelerating the shift from the *knowledge of the language* paradigm to the *activation and*

*use of the language*. This challenge needs the collaboration of a large number of people with key social agents to push new moves and steps forward from the government and institutions.

Coming back to modern teaching methodologies, this research project has highlighted that teachers were looking for a methodology to promote the use of the Basque language. Even if teachers' beliefs wish to break with tradition, they acknowledged being in their comfort zone when applying those traditional approaches. When they were students they were trained in those traditional methodologies and now they have obtained a broad experience and feel confident in how to schedule and evaluate writing, reading and listening activities. Nevertheless, many teachers stated the will to move to more modern methodologies.

This result can be also found in Moodie (2016), who mentioned the idea of the "anti-apprenticeship of observation", which refers to criticizing the model teachers had when they were learners. This gave them the chance to reflect upon that experience and to modify their teaching practices. In this project, most of the teachers attending the focus groups were immersed in methodological changes looking for more modern approaches to enhance the students' oral skills. The teachers demonstrated a willingness to make the effort and learn to apply new methodologies. However, they requested time, opportunities and efficient tools to make that shift. New educational plans should fulfill the teachers' needs.

**Teachers' believed the communicative approach and the CLIL/immersion programs were the best to learn languages. In the top 3 of the most used methodologies, these two were the most applied followed by the traditional methodology. There were significant differences between teachers holding beliefs in favor of modern-teaching methods and those who favored traditional-teaching methods.**

The quantitative results for the three groups indicated that the teachers shared common beliefs about what they consider as the best language teaching methodologies. The vast majority preferred the communicative approach and CLIL/immersion programs, and they less preferred translanguaging or the traditional methodology (see subchapters 6.2.1.3, 6.2.2.3 and 6.2.3.3). These findings demonstrate that teachers' beliefs towards language

teaching methodologies are rooted in the communicative approach as they considered it as the most suitable method to learn languages.

In a second step, the focus moved to the most used methodologies. Only the in-service teachers and the university teachers were asked because the future teachers are still at university. The results in subchapters 6.2.1.4 and 6.2.3.4 showed that the two most used methodologies coincided with the most preferred methodologies: the communicative approach and the CLIL or the immersion programs. The third most frequently used methodology was the traditional methodology, even if teachers considered it one of the least preferred methodology.

The ANOVA analyses also found significant differences between the teachers choosing modern methodologies and traditional methodologies (see subchapters 6.2.1.3, 6.2.1.4, 6.2.2.3, 6.2.3.3 and 6.2.3.4). The differences suggest that modern beliefs are related to modern language teaching practices.

Findings indicated the use of traditional teaching practices. This finding may demonstrate the gap between the beliefs about the ideal teaching practices and the current teaching practices teachers apply. Teachers reported that the teaching practices they implemented were based on memorization and grammar explanations due to contextual factors, such as curricular demands and external examinations.

These conclusions add to the growing corpus of research in teachers' beliefs and practices explained in the theoretical framework chapter. On the one hand, the findings in this study indicate the differences and similarities between the specific beliefs about what teachers considered the best methodologies and the connection to the communicative teaching practices (Abdullah & Majid, 2013; Ferreira Barcelos & Kalaja, 2012; Borg, 2011; Chong et al., 2011; Farrell & Ives, 2015; Hayes, 2009; 2019; Mihaela & Alina-Oana, 2015; Phipps & Borg, 2009; Sheridan, 2016; Yuan & Lee, 2014). On the other hand, this study also sheds light on the incongruences between the teachers' stated beliefs and the traditional teaching practices (Basturkmen, 2012; Basturkmen et al., 2004; Dale et al., 2018; Li, 2012; Tamimy, 2015) that keep them teaching languages separately (Gorter & Arocena, 2020). Further research is needed in this area because understanding teachers' beliefs involve a deeper comprehension of the complexity behind teaching practices (Gilakjani & Sabouri, 2017).

**For future teachers, there were statistical differences between specializations. The beliefs about methods were more modern each academic year and there were significant differences between future teachers in the first half of the specialization and the second.**

The analysis in chapter 6.2.2.2 outlined some variables to consider for the future teachers. The background variable *degree* told about the specialization future teachers are doing or are planning to take. Future teachers specializing in physical education held more traditional beliefs towards methodologies and had significant differences with the groups specializing in foreign language teaching and special education. Perhaps the keys are the content and the professional requirements of those specialization programs because physical education teachers may require expertise in other teaching techniques and approaches to carry out their teaching practices effectively. Thus, this group of future teachers might be more specifically trained in some aspects and might be less focused on modern teaching methodologies. The conclusions about the future foreign language teachers are in line with Otwinowska's (2017) findings. When she measured the impact of foreign language teachers' awareness on multilingual teaching approaches. Based on her investigations she concluded that there were connections between multilingual awareness and teachers' multilingual teaching approaches. She pointed out in her conclusions: "English language teachers should ideally become advanced in at least two languages apart from the native one." (Otwinowska, 2017, p. 320). So, the combination of both factors, a more specialized training and a high command of the L3, may also have a positive impact on foreign teachers' beliefs about modern methodologies, as the findings in this PhD project suggested.

Moving on to the variable *academic year* of future teachers, the findings demonstrated a strong effect of the year of the teacher training program on modeling future teachers' beliefs on methodologies. The future teachers' mean score was progressive, and it increased during the four years of the training program. So, in other words, future teachers' beliefs are more positive about modern teaching methodologies every year. During the four-year-program, the significant differences between the first two years and the last two years were visible. This finding demonstrates the educational effect of the training programs and appeared to be consistent with similar studies brought up in the



theoretical framework chapter (Borg, 2011; Fischer & Lahmann, 2020; Portolés & Martí, 2018; Sheridan, 2016), which confirms the development of the beliefs about methodologies.

**Teachers who taught through both English and Basque held the most positive beliefs about modern methodologies and those teachers instructing in English seemed to hold the most positive beliefs about modern methods.**

The ANOVA results reported in subchapters 6.2.1.2 and 6.2.3.2 showed mixed findings. In the case of university teachers, the significant relationships indicated inconclusive results. However, the results pointed out that the university teachers teaching through Basque, English or both languages had the most positive beliefs towards modern methodologies. For the in-service teachers, teachers instructing in both Basque and English or only in English had the most positive beliefs towards modern methodologies. Teachers teaching only through English had significantly different beliefs from teachers instructing in Basque or both Basque and Spanish. The results in this study highlight the relevance of instructing through the second and the third languages and suggest that teaching through both Basque and English (L2 and L3 for most teachers) and especially through English (teachers' L3 in all the cases) can be of great relevance in shaping more positive beliefs towards modern language teaching methodologies. In Young's (2014) research study one of the major conclusions was that multilingualism raised teachers' language awareness. Those teachers were said to comprehend multilingualism better and therefore had better chances to implement more useful activities to multilingual learners. Gorter & Cenoz (2017) underlined that programs based on multilingual and holistic approaches are more limited than desired and highlighted its relevance for the multilingual school in the future. Lundberg's (2018) study underlined that those discrepancies between holistic beliefs and traditional teaching practices differentiated in beliefs rooted in monolingual principles. Lundberg (2019) stressed that foreign language teachers or L3 teachers seemed more skillful navigating between languages, detecting multilingual students' needs and providing more useful alternatives than bilingual or monolingual teachers.

Here, the multilingual teachers in this PhD project may have benefitted from learning the second and additional languages. This learning experience may have aided them to be more empathetic and understand students' needs more profoundly (Cook, 2007; Otwinowska, 2014, 2017). The L3 learner has richer knowledge in learning languages and more strategies and tools to learn the language (Cenoz, 2013b). Overall, the multilingual learner also has cognitive advantages to learn new languages (Barac et al., 2014) and is more metalinguistically aware (Maluch & Kempert, 2017).

### **7.3. Research limitations and future perspectives**

In this subchapter, the limitations of this PhD project will be presented and some suggestions for future investigations in the field of the beliefs about multilingualism and methodologies will be provided.

The findings of this study have to be seen in the light of some limitations. The first limitation is related to the generalization of the results and the sample size. All primary schools in Hegoalde were approached and each center decided freely and anonymously whether to participate or not. The number of participants was high; however, there was no way to calculate how many educational centers participated in each historic territory because the ethics committee requested full anonymity. This lack of knowledge may lead to the assumption that the teachers participating in this study may have been the teachers who were especially attached to languages, especially to Basque. Looking forward to future research, selecting the educational centers may be a worth considering strategy to adjust the sample size to the sociolinguistic context and the teachers' profile. Even if this strategy may request more time and greater effort, it cannot guarantee success because many factors are beyond the study's scope. For future studies aiming to test specific beliefs, this should be an alternative to be borne in mind.

The second limitation concerns the limited contact and lack of communication with the participating schools and university campuses. The Guidelines from the UPV/EHU Ethics Commission did not allow for direct contacts with the potential participants and the reason given was to ensure anonymity and guarantee a free choice to participate. All communication with the school directors and the deans took place via e-mail.

However, it was impossible to verify whether all potential participants had received the invitation letters. That obstacle restricted the sample size of this investigation. In future studies, perhaps direct communication with the deans and the school directors who are doubtful to participate or did not understand the study completely may solve some of these communicative barriers.

The third limitation might be the length of the questionnaire. It lasted around 15-20 minutes and the length may have increased the dropout rate. This circumstance might have been a risk and as reported in the methodological chapter many participants left the survey undone or did not fill it completely. Future research should consider mixing both ways of collecting the data: online and manually.

One further consideration can be the order of collection of the data. In this PhD project, the questionnaire was elaborated first, and the focus groups came second, based on a preliminary analysis of the quantitative data in order to schedule the most interesting topics. Future studies may consider conducting research the other way round: designing the focus groups first and elaborating the questionnaire based on the topics and the most interesting beliefs. This way can be more effective to gather teachers' most meaningful beliefs and concerns about multilingualism and methodologies. In forthcoming investigations in which the aim is to contrast those stated beliefs with the teaching practice, the research process used in PhD project can be of value, however, to verify teachers' beliefs with the actual teaching practice classroom observations are recommended.

Future research should examine the proposal to design and implement specific training programs or specialized subjects focused on multilingualism and methodologies. The main point this study considers necessary for the near future is, once the most important beliefs teachers hold are investigated, to design specific courses for the three groups in-service teachers, future teachers and university teachers based on multilingual approaches and modern methodologies. The mission of these training programs would consist of transmitting knowledge about current trends in multilingualism and language teaching methodologies. These courses should be oriented not only to deepen and to update teachers' knowledge but also to assist teachers who want to implement those teaching practices to make use of students' multilingual resources (metalinguistic

awareness, language knowledge, language transfer). In the case of future teachers, the three periods of practice can be the ideal moments to train them in multilingual teaching practices. This PhD project is not the only voice calling for the design and implementation of such programs and joins to the demands of several scholars (Alisaari et al., 2019; Borg, 2011; Dale et al., 2018; Fischer & Lahmann, 2020; Gorter & Cenoz, 2017; Haukås, 2016; Lundberg, 2019; Otwinowska, 2014, 2017).

This study also asks for an answer to the teachers' major concern: the need to work on the students' oral skills. The conclusions highlighted that teachers were demanding tools to focus on oral skills. Teachers need effective training courses to learn how to apply meaningful teaching practices based on oral skills. This can be the right time to plan these training programs. Thus, students may achieve higher speaking abilities in Basque, which may increase its use and contribute to the before commented *crossroads* (Amonarriz, 2017, 2019). These training courses should be based on teachers' specific needs and train them in oral and multilingual teaching approaches. The possibility to implement language courses must be considered, because, as outlined in this PhD project, achieving proficiency helps the development of more positive beliefs towards multilingualism. This study also described that the correlation between beliefs about multilingualism and modern methodologies is positive. Future research should investigate the benefits of implementing multilingual approaches and strategies as it may aid the implementation of more modern language teaching practices and assist teachers' demands about methodologies based on oral skills.

Before closing the chapter, one last future consideration would be that future investigations should look at the D model to design and implement modern language learning approaches, as this model has demonstrated to facilitate the development of positive beliefs about multilingualism and enhance the acquisition of balanced and advanced proficiency levels in Basque and Spanish. In this sense, future research should also consider the potential effects of implementing sustainable translanguaging in the Basque educational context in more detail. It can be an important subject of research in the near future for the Basque education to achieve two goals: one, a more natural coexistence of the languages in the multilingual society of the 21<sup>st</sup> century and two, the normalization of Basque in this globalized and multilingual society.

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## APPENDICES

## APPENDIX 1: Questionnaire about in-service teachers' beliefs

### Lehen eta Haur Hezkuntzako irakasleen eleaniztasun- eta metodologia usteak

Ondorengo galdetegiaren helbururik behinena da hizkuntzen eta metodologiaren inguruan informazioa jasotzea. Aldez aurretik, jakin ezazu ez dagoela erantzun zuzenik ala okerrik.

Datu-jasotzea galdera itxiko galdetegi anonimo bidez egingo da, eta jasotako datuak soilik erabiliko dira irakaskuntza-berrikuntzarako nahiz hedapenerako, horiek guztiak Datuen Babeserako 1999/XII/13 Legepean.

Biziki eskertuko nuke galdera guztiak erantzutea, bakoitzari dagokion laukitxoan. Edozein galdera izatekotan idatz ieza dazazu ondoko helbidera: mikel.gartziarena@ehu.eus

Aldez aurretik, mila esker zure lankidetzara eta parte hartzeagatik.

#### **Galdera:1- Jakinaren gainean eta erabakimen-askatasun osoz onartzen dut honako galdetegian parte hartzea.**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción)

Bai

### Irakaslea ezagutzen

---

#### **Galdera:2- Sexua**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción)

Emakumezkoa

Gizonezkoa

Ez binarioa

#### **Galdera:3- Zein da zure adina? (Zenbakiz)**

(\* Esta pregunta es obligatoria)

---

#### **Galdera:4- Zein herri edo hiritan jaio zinen?**

(\* Esta pregunta es obligatoria)

---

#### **Galdera:5- Zein da/dira zure ama-hizkuntza(k)?**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción)

Euskara.

Espainola.

Ingelesa.

Euskara eta espainola aldiriberean.

Euskara eta ingelesa aldiriberean.

Espainola eta ingelesa aldiriberean.

Euskara, espainola eta ingelesa aldiriberean.

Besteren bat.

#### **Galdera:6- Ze probintzian ari zara gaur egun klaseak ematen?**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción)

- Araban
- Bizkaian
- Gipuzkoan
- Nafarroan

**Galdera:7- Zein eskola-saretan ari zara klaseak ematen?**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción)

- Ikastolen Elkartea
- Publikoa
- Kontzertatua
- Pribatua

**Galdera:9- Zein hizkuntza-eredutan jaso zenituen Unibertsitate aurreko klaseak ikasle bezala? (Aukeratu jasotako guztiak)**

(\* Esta pregunta es obligatoria)

- D ereduan (Ikasgai guztiak euskaraz, Gaztelania eta Literatura izan ezik).
- B ereduan (Zenbait ikasgai euskaraz eta espainolez beste batzuk).
- A ereduan (Ikasgai guztiak espainolez, Euskara eta Literatura ikasgaia izan ezik).
- G ereduan (Ikasgai guztiak espainolez).
- Besterik (idatz ezazu, arren)\_\_\_\_\_

**Galdera:10- Zein hizkuntz-eredutan ari zara klaseak ematen?**

(\* Esta pregunta es obligatoria)

- A ereduan
- B ereduan
- D ereduan
- G ereduan
- Besterik (idatz ezazu, arren)\_\_\_\_\_

**Galdera:11- Hizkuntza-mailari begira, oro har, zein maila duzula uste duzu?**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción por fila)

	Oso txikia	Txikia	Ertaina	Handia	Oso handia
Euskara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Espainola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingelesa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frantsesa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Galdera:12- Zer ikasgai irakasten duzu/dituzu? Hautatu ematen dituzun guztiak**

(\* Esta pregunta es obligatoria)

- Euskara eta Literatura
- Lengua Castellana y Literatura
- Atzerriko Hizkuntza (Ingelesa)
- Arte Hezkuntza
- IKT-ak
- Gorputz Hezkuntza
- Matematika
- Natura Zientziak
- Gizarte Zientziak
- Erlijioa
- Balio Sozial eta Zibikoak
- Besterik (idatz ezazu, arren)\_\_\_\_\_

**Galdera:13- Ze hizkuntzan ematen dituzu klaseak? Hautatu ematen dituzun guztiak**

(\* Esta pregunta es obligatoria)

- Euskaraz
- Espainolez
- Ingelesez
- Frantsesez

**Galdera:14- Zenbat urteko lan-esperientzia duzu? (Zenbakiz)**

(\* Esta pregunta es obligatoria)

**- Eleaniztasuna**

**Galdera:15- Balora itzazu ondorengo baieztapenak zure adostasun-mailaren arabera:**

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción por fila)

	Erabat kontra	Kontra	Ez alde ez kontra	Ados	Erabat ados
–Eleanitzek errazago ikasten dute, erraztasun kognitiboak dituztenez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Eleaniztasunak hizkuntzaren garapen berantiarra ekar dezake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Eleaniztasunak identitate-arazoak sor ditzake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Eleaniztasunak ikaslearen eskola-porrota ekar dezake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Elebidunak erraztasun handiagoa dauka hirugarren hizkuntza ikasterakoan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ikasle eleanitzak ezin ditu hizkuntzak elkarrekin nahastu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hirueletasunak (euskarak, espainolak eta ingelesak/frantsesak) arriskuan jartzen du hizkuntza gutxituaren iraupena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntzak zenbat eta lehenago ikasi, orduan eta arrakasta handiagoa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Onuragarria da hiru hizkuntzak klase eta ikasgai berean tartekatzea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Euskara baino erabilgarriagoak diren hizkuntzak irakas daitezke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hirugarren hizkuntza sartzek kalte egiten dio kosta egiten zaion ikasleari.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## - Metodologiak

Saia zaitetz ondorengo baieztapenak baloratzen zure adostasun-mailaren arabera:

### Galdera:16- Saia zaitetz ondorengo baieztapenak baloratzen zure adostasun-mailaren arabera:

(\* Esta pregunta es obligatoria)

(\* Marque una sola opción por fila)

	Erabat kontra	Kontra	Ez alde ez kontra	Ados	Erabat ados
–Ama-hizkuntzera itzulpenak egitean datza, hein handi batean, bigarren ala hirugarren hizkuntza ikastea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntza-arauak azaldu behar dira ariketak egin aurretik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Idazmena da hizkuntzaren alderdirik garrantzitsuena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Irakurmena da hizkuntzaren alderdirik garrantzitsuena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntza-arauak erabilpenaren bitartez barneratu behar dira, arauen azalpenik gabe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ahozkoa da hizkuntzaren alderdirik garrantzitsuena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntza lehendabizi entzun egin behar da; ondoren, irakurri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntzaren formari garrantzi handiagoa eman behar zaio esangurari baino.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Berezko hitzunaren ahoskera lortzea da helburu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Soilik xede-hizkuntza onartu behar da klasean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Esanahiari garrantzi handiagoa eman behar zaio formari baino.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Nahiko da ikasleak ahoskera ulerkorra lortzea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ariketa eta jarduera guztiek benetako komunikazio-egoerak izan behar dituzte oinarri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ikasleak ahoz parte hartzeko aukera ugari izan behar du.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ikasleak xede-hizkuntzan burutu behar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ditu jarduerak eta ariketak.

–Gaiak eta jarduerak ikaslearen interesguneetan oinarritu behar dira.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ikasleak dakizkien hizkuntzei buruzko ezagutzak baliabide lagungarri dira xede-hizkuntza ikasteko.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Kurrikulumeko hizkuntza guztiak klase eta ikasgai berean integratzeak erraztuko luke hizkuntza-ikaskuntza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Ikasleak hizkuntza ahulena gara dezake hizkuntza indartsuena baliatuz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Errorea hasierako etapetan onartzen bada, zaildu egingo da etorkizuneko hizkuntza-ikaskuntza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Asko dauka hizkuntza-ikaskuntzak memorizaziotik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Irakaslea da ikaskuntzaren erdigune.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Oro har, bakarkako izaera du hizkuntza-ikaskuntzak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Hizkuntza-ikaskuntzak, hein handi batean, errepikapena du oinarri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Lehentasuna da edukiak barneratzea, bigarren mailan utziz hizkuntza-ikaskuntza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
–Gai naiz metodologia hori nire klasean aplikatzeko.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Galdera:17- Hautatu zuretzat hizkuntzak irakasteko METODOLOGIA ONENAK: (gutxienez bat aukeratu)**

(\* Esta pregunta es obligatoria)

- Metodo tradizionala
- Metodo zuzena
- Metodo audiolinguala
- Komunikazio-metodoa
- CLIL/Murgiltze-eredua
- Translanguaging
- Ez ditut ezagutzen
- Ez naiz horiekin identifikatzen
- Besterik? (Aipatu) \_\_\_\_\_

**Galdera:18- Hautatu ERABILTZEN dituzun METODOLOGIA nagusienak (gutxienez bat aukeratu).**

(\* Esta pregunta es obligatoria)

- Metodo tradizionala  
 Metodo zuzena  
 Metodo audiolinguala  
 Komunikazio-metodoa  
 CLIL/Murgiltze-eredua  
 Translanguaging  
 Ez ditut ezagutzen  
 Ez naiz horiekin identifikatzen  
 Besterik (Aipatu)\_\_\_\_\_

## APPENDIX 2.1: Cronbach Alpha for the items on multilingualism

Reliability Statistics	
Cronbach's Alpha	N of Items
,598	7

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
-Multilinguals learn easier as they have got cognitive easiness.	16,82	11,010	,252	,581
-Multilingualism does not lead to a slow language learning progress.	16,91	10,332	,287	,571
-Multilingualism does not create identity problems.	16,27	10,496	,408	,532
-Multilingualism does not bring academic failure to the student.	16,29	10,157	,419	,525
-Bilingual students find it easier to learn a third language.	16,63	11,031	,300	,565
-Trilingualism does not threaten the survival of the minority language.	16,98	10,372	,286	,571
-The inclusion of a third language does not harm the learning process of the student with difficulties.	17,48	10,266	,281	,574

## APPENDIX 2.2: Cronbach Alpha for the items on methodologies

Estadísticas de fiabilidad	
Alfa de Cronbach	N de elementos
.776	17

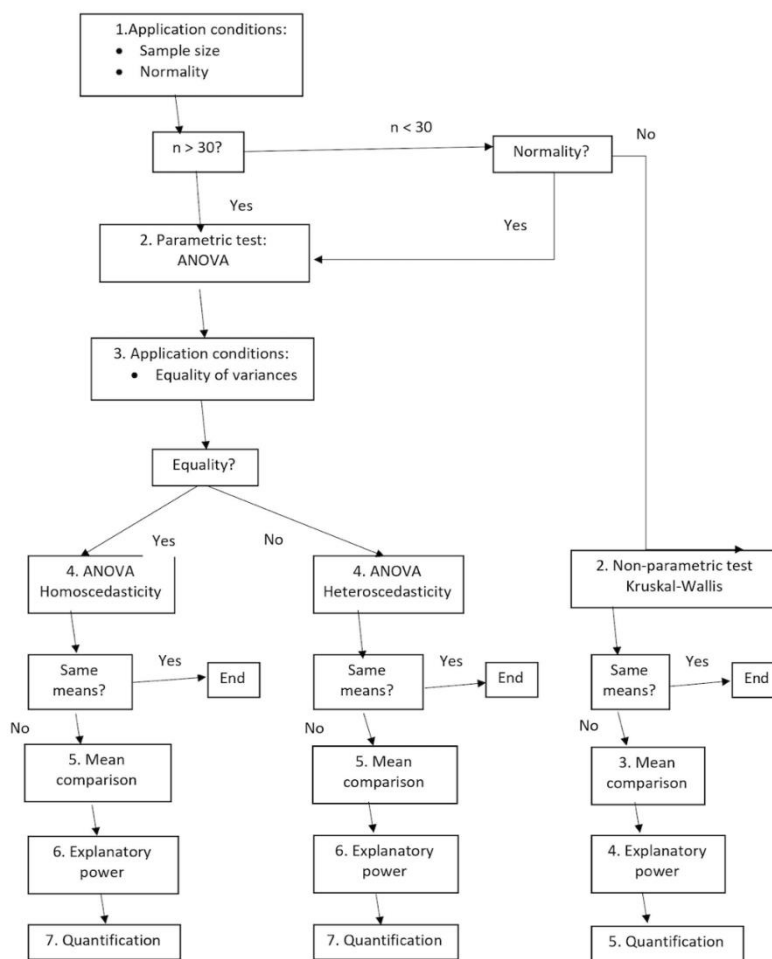
Estadísticas de total de elemento				
	Media de escala si el elemento se ha suprimido	Varianza de escala si el elemento se ha suprimido	Correlación total de elementos corregida	Alfa de Cronbach si el elemento se ha suprimido
1Second or third language learning consists of making translations to the mother tongue	41.2214	43.900	.381	.764
2Language rules must be explained before doing the activities.	41.9899	44.085	.360	.766
3Writing is the most important aspect of the language.	41.1272	43.369	.530	.754
4Reading is the most important aspect of the language.	41.3477	43.910	.409	.762
8Importance must be given to the form of the language rather than to meaning.	41.3138	45.281	.384	.765
9The aim is to achieve a native like pronunciation.	41.4703	45.161	.289	.772
10Only the target language must be allowed in class.	41.2159	45.528	.297	.770
13Every activity and exercise do not need to be based on real communicative situations.	40.7136	46.020	.288	.771
14The student does not require many opportunities to speak the language.	40.3376	46.211	.368	.767
16Topics and activities do not need to be based on student's interests.	40.5599	46.600	.261	.772
17All the languages the student knows obstruct the learning process of the target language.	40.6898	46.152	.328	.768
20If error is allowed in the first learning stages, it will challenge future language learning.	41.7804	44.585	.287	.773
21Language learning is closely related to memorization.	41.5718	44.714	.327	.768
22The teacher is the center of the class.	41.1491	42.098	.437	.759
23Usually, language learning has got an individual nature.	41.1839	42.826	.458	.758
24Language learning is based on repetition to a large extent.	41.8545	44.339	.337	.768
25The most important matter is to acquire content, setting language learning aside.	41.0183	43.859	.451	.759



APPENDIX 3,1: The  $\eta^2$  and Cohens' d effect sizes, values and magnitudes

$\eta^2$ value	Cohens' d value	Magnitude
	0.00 < 0.01	Very small
.01 < .06	0.01 < 0.20	Small
0.6 < .14	0.20 < 0.50	Medium
.14 <	0.50 < 0.80	Large
	0.80 < 1.20	Very large
	1.20 < 2.00	Huge

APPENDIX 3.2: Conditions to conduct parametric and non-parametric tests



Source: Analysis process (López-Roldán, P., & Fachelli, 2015)

APPENDIX 3.3: The effect size ( $\epsilon^2$ ) for the non-parametric tests, values and magnitudes

$\epsilon^2$ value	Magnitude
$0.00 < 0.01$	Negligible
$0.01 < 0.04$	Weak
$0.04 < 0.16$	Moderate
$0.16 < 0.36$	Relatively strong
$0.36 < 0.64$	Strong
$0.64 < 1.00$	Very strong

## APPENDIX 4: Tests of Homogeneity of Variances and Tests of Normality to conduct one-way ANOVAs

Appendix 4.1: Test of Homogeneity of Variances for the variable *educational model teaching in* influencing in-service teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MUL	Based on Mean	3,273	3	406	,021
	Based on Median	2,340	3	406	,073
	Based on Median and with adjusted df	2,340	3	375,849	,073
	Based on trimmed mean	3,110	3	406	,026

Appendix 4.2: Tests of Normality for the variable *educational model teaching in* influencing in-service teachers' beliefs about multilingualism

Tests of Normality				
	Irakasten duen eredia	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	A Eredua	,976	20	,864
	B Eredua	,947	26	,194
	G Eredua	,892	11	,147

Appendix 4.3: Test of Homogeneity of Variances for the variable *self-reported language level: Basque* influencing in-service teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Mean_multilingualism	Based on Mean	,914	4	413	,456
	Based on Median	,544	4	413	,703
	Based on Median and with adjusted df	,544	4	389,994	,703
	Based on trimmed mean	,901	4	413	,464

Appendix 4.4: Tests of Normality for the variable *self-reported language level: Basque* influencing in-service teachers' beliefs about multilingualism

Tests of Normality				
	Self-reported language level: Basque	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Very low	,831	13	,016
	Low	,906	7	,367

Appendix 4.5: Test of Homogeneity of Variances for the variable *self-reported language level: Spanish* influencing in-service teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MUL	Based on Mean	,888	2	413	,412
	Based on Median	,600	2	413	,550
	Based on Median and with adjusted df	,600	2	411,119	,550
	Based on trimmed mean	,883	2	413	,414

Appendix 4.6: Tests of Normality for the variable *self-reported language level: Spanish* influencing in-service teachers' beliefs about multilingualism

Tests of Normality					
		Self-reported language level: Spanish	Shapiro-Wilk		
			Statistic	df	Sig.
Mean_multilingualism	Medium		,920	24	,059

Appendix 4.7: Test of Homogeneity of Variances for the variable *self-reported language level: English* influencing in-service teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MUL	Based on Mean	1,267	4	413	,282
	Based on Median	1,267	4	413	,282
	Based on Median and with adjusted df	1,267	4	397,181	,282
	Based on trimmed mean	1,270	4	413	,281

Appendix 4.8: Tests of Normality for the variable *self-reported language level: English* influencing in-service teachers' beliefs about multilingualism

Tests of Normality					
		Self-reported language level: English	Shapiro-Wilk		
			Statistic	df	Sig.
Mean_multilingualism	Very high		,908	11	,228

Appendix 4.9: Test of Homogeneity of Variances for the variable *language of Instruction* influencing in-service teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MUL	Based on Mean	2,141	5	409	,060
	Based on Median	1,600	5	409	,159
	Based on Median and with adjusted df	1,600	5	376,469	,159
	Based on trimmed mean	2,102	5	409	,064

Appendix 4.10: Test of Normality for the variable *language of instruction* influencing in-service teachers' beliefs about multilingualism

Tests of Normality				
	Language of instruction	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Spanish	,962	16	,702
	Basque and English	,969	28	,560
	Basque, Spanish and English	,960	14	,729

Appendix 4.11: Test of Homogeneity of Variances for the variable *university* influencing future teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_ELE	Based on Mean	,654	6	557	,687
	Based on Median	,630	6	557	,706
	Based on Median and with adjusted df	,630	6	536,485	,706
	Based on trimmed mean	,650	6	557	,690

Appendix 4.12: Tests of normality for the variable *university* influencing future teachers' beliefs about multilingualism

Tests of Normality				
	University	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Mondragon university	,946	29	,143

Appendix 4.13: Test of Homogeneity of Variances for the variable *self-reported language level: English* influencing future teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
ELE_MEAN	Based on Mean	3,768	4	559	,005
	Based on Median	3,657	4	559	,006
	Based on Median and with adjusted df	3,657	4	529,825	,006
	Based on trimmed mean	3,776	4	559	,005

Appendix 4.14: Tests of normality for the variable *self-reported language level: English* influencing future teachers' beliefs about multilingualism

Tests of Normality				
	Self-reported language level: English	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Very low	,951	10	,682
	Very high	,976	23	,831

Appendix 4.15: Test of Homogeneity of Variances for the variable *degree* influencing future teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
ELE_MEAN	Based on Mean	1,475	6	547	,185
	Based on Median	1,431	6	547	,201
	Based on Median and with adjusted df	1,431	6	489,618	,201
	Based on trimmed mean	1,394	6	547	,215

Appendix 4.16: Tests of normality for the variable *degree* influencing future teachers' beliefs about multilingualism

Tests of Normality				
	Degree	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Primary: Music education	,965	15	,785

Appendix 4.17: Test of Homogeneity of Variances for the variable *university academic year* influencing future teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
ELE_MEAN	Based on Mean	,956	4	559	,431
	Based on Median	,921	4	559	,451
	Based on Median and with adjusted df	,921	4	553,213	,451
	Based on trimmed mean	,951	4	559	,434

Appendix 4.18: Tests of normality for the variable *university academic year* influencing future teachers' beliefs about multilingualism

Tests of Normality				
	Academic year	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	More than 4 years	,955	23	,366

Appendix 4.19: Test of Homogeneity of Variances for the variable *mother tongue* influencing university teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
ELE_MEAN	Based on Mean	,028	2	108	,972
	Based on Median	,147	2	108	,864
	Based on Median and with adjusted df	,147	2	104,775	,864
	Based on trimmed mean	,034	2	108	,966

Appendix 4.20: Tests of Normality for the variable *mother tongue* influencing university teachers' beliefs about multilingualism

Tests of Normality				
	Mother tongue	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Basque and Spanish	,873	8	,162

Appendix 4.21: Test of Homogeneity of Variances for the variable *self-reported language level: Basque* influencing university teachers' beliefs about multilingualism

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
ELE_MEAN	Based on Mean	1,368	4	106	,250
	Based on Median	1,295	4	106	,277
	Based on Median and with adjusted df	1,295	4	97,847	,277
	Based on trimmed mean	1,344	4	106	,259

Appendix 4.22: Test of Normality for the variable *self-reported language level: Basque* influencing university teachers' beliefs about multilingualism

Tests of Normality				
	Self-reported language level: Basque	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multilingualism	Very low	,966	6	,863
	Low	,817	8	,043
	Medium	,839	9	,056

Appendix 4.23: Test of Homogeneity of Variances for the variable *self-reported language level: English* influencing in-service teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	,523	4	413	,719
	Based on Median	,346	4	413	,847
	Based on Median and with adjusted df	,346	4	396,692	,847
	Based on trimmed mean	,534	4	413	,711

Appendix 4.24: Test of Normality for the variable *self-reported language level: English* influencing in-service teachers' beliefs about methodologies

Tests of Normality				
	Self-reported language level: English	Shapiro-Wilk		
		Statistic	df	Sig.
CRO_MET	Very high	,962	11	,791

Appendix 4.25: Test of Homogeneity of Variances for the variable *language of instruction* influencing in-service teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	2,400	5	409	,037
	Based on Median	2,313	5	409	,043
	Based on Median and with adjusted df	2,313	5	358,743	,044
	Based on trimmed mean	2,394	5	409	,037

Appendix 4.26: Tests of Normality for the variable *language of instruction* influencing in-service teachers' beliefs about methodologies

Tests of Normality				
	Language of instruction	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Spanish	,971	16	,848
	Basque and English	,947	28	,169
	Basque, Spanish and English	,883	14	,063

Appendix 4.27: Statistical differences between in-service teachers' beliefs on language teaching methodologies and the best language teaching methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	1,106	3	414	,346
	Based on Median	1,154	3	414	,327
	Based on Median and with adjusted df	1,154	3	411,653	,327
	Based on trimmed mean	1,111	3	414	,344

Appendix 4.28: Tests of Normality between in-service teachers' beliefs on language teaching methodologies and the best language teaching methodologies

Tests of Normality				
	Best language teaching methodology	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Traditional methodologies only	,928	6	,566



Appendix 4.33: Test of Homogeneity of Variances for the variable *degree* influencing future teachers' beliefs on methodologies Levene's test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Mean_multi lingualism	Based on Mean	,759	6	547	,602
	Based on Median	,744	6	547	,614
	Based on Median and with adjusted df	,744	6	530,663	,614
	Based on trimmed mean	,728	6	547	,628

Appendix 4.34: Tests of Normality for the variable *degree* influencing future teachers' beliefs about methodologies

Tests of Normality				
	Degree	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_multiling ualism	Primary: Music Education	,878	15	,045

Appendix 4.35: Test of Homogeneity of Variances for the variable *university academic year* influencing future teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_ME T	Based on Mean	,578	4	559	,679
	Based on Median	,597	4	559	,665
	Based on Median and with adjusted df	,597	4	551,189	,665
	Based on trimmed mean	,566	4	559	,687

Appendix 4.36: Tests of Normality for the variable *university academic year* influencing future teachers' beliefs about methodologies

Tests of Normality				
	University academic year	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Fifth or more	,969	23	,664

Appendix 4.37: Statistical differences between future teachers' language teaching methodologies and the best language teaching methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	,787	3	560	,502
	Based on Median	,813	3	560	,487
	Based on Median and with adjusted df	,813	3	552,842	,487
	Based on trimmed mean	,797	3	560	,496

Appendix 4.38: Tests of normality between future teachers' language teaching methodologies and the best language teaching methodologies

Tests of Normality				
	Best language teaching methodologies	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Traditional methodologies only	,980	22	,915

Appendix 4.39: Test of Homogeneity of Variances for the variable *mother tongue* influencing university teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	,018	2	108	,983
	Based on Median	,019	2	108	,981
	Based on Median and with adjusted df	,019	2	105,310	,981
	Based on trimmed mean	,018	2	108	,982

Appendix 4.40: Test of Normality for the variable *mother tongue* influencing university teachers' beliefs about methodologies

Tests of Normality				
	Mother tongue	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Basque and Spanish	,918	8	,411

Appendix 4.41: Test of Homogeneity of Variances for the variable *university* influencing university teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	,669	5	103	,648
	Based on Median	,541	5	103	,745
	Based on Median and with adjusted df	,541	5	98,198	,745
	Based on trimmed mean	,642	5	103	,668

Appendix 4.42: Tests of Normality for the variable *university* influencing university teachers' beliefs on methodologies

Tests of Normality				
	D_IRAK_UNIB	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	UPV/EHU (Campus of Araba)	,940	21	,215
	UPV/EHU (Campus of Gipuzkoa)	,938	20	,223
	Mondragon University	,981	11	,969
	University of Deusto (Bilbo)	,976	10	,937
	UPNA/NUP	,919	17	,143

Appendix 4.43: Test of Homogeneity of Variances for the variable *language of instruction* influencing university teachers' beliefs about methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	1,496	5	105	,197
	Based on Median	1,281	5	105	,277
	Based on Median and with adjusted df	1,281	5	88,083	,279
	Based on trimmed mean	1,483	5	105	,202

Appendix 4.44: Tests of Normality for the variable *language of instruction* influencing university teachers' beliefs about methodologies

Tests of Normality				
	Language of instruction	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Spanish	,951	9	,698
	English	,826	4	,158
	Basque and Spanish	,953	29	,224
	Basque and English	,965	11	,832
	Basque, Spanish and English	,900	7	,330

Appendix 4.45: Statistical differences between university teachers' beliefs on language teaching methodologies and the best language teaching methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	1,095	3	107	,355
	Based on Median	,833	3	107	,478
	Based on Median and with adjusted df	,833	3	101,680	,479
	Based on trimmed mean	1,074	3	107	,364

Appendix 4.46: Tests of Normality between university teachers' beliefs on language teaching methodologies and the best language teaching methodologies

Tests of Normality				
	Best language teaching methodologies	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Traditional methodologies only			
	Mixture of both	,976	17	,917

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Appendix 4.47: Statistical differences between university teachers' language teaching methodologies and the most widely used methodologies

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
MEAN_MET	Based on Mean	1,320	3	107	,272
	Based on Median	,753	3	107	,523
	Based on Median and with adjusted df	,753	3	74,716	,524
	Based on trimmed mean	1,311	3	107	,275

Appendix 4.48: Tests of Normality between university teachers' language teaching methodologies and the most used methodologies

Tests of Normality				
	Most used methodologies	Shapiro-Wilk		
		Statistic	df	Sig.
Mean_methodologies	Traditional methodologies only	,940	6	,660