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IN-SERVICE PRIMARY TEACHERS' PRACTICES AND BELIEFS ABOUT MULTILINGUALISM: LINGUISTICALLY SENSITIVE TEACHING IN THE BASQUE AUTONOMOUS COMMUNITY

Summary. European schools have seen a considerable increase in the number of multilingual students (Bergroth et al., 2021). Teaching languages separately restricts the use of students' entire linguistic repertoire; however, new lines of research have pointed out the usefulness of multilingualism and the potential benefits of pedagogical translanguaging (Leonet et al., 2017). In this context, Linguistically Sensitive Teaching (LST) allows teachers to make multilingualism visible in their classrooms (Llompart & Birello, 2020). This qualitative research study was conducted in the Basque Autonomous Community (BAC), where Basque and Spanish are official languages. In most cases, English is taught as a Foreign Language. Even though the minority language is not the student's first language in many cases, most students' families choose Basque as the language of instruction (Basque Government, 2020). This study analyses in-service primary teachers' perspectives on multilingual education in a government aided semiprivate school. Data were collected through linguistic landscape analysis, observations, and a focus group discussion. Two researchers observed one hundred six primary multilingual students and eight in-service language and content teachers for three weeks. Teachers who participated in the study were at least bilingual and fluent in Basque and Spanish and some (4) were also fluent in English (B2–C1 according to the Common European Framework of Reference for languages). The findings reveal that in-service primary teachers are aware of the utility of putting LST into practice, and they are willing to teach and flexibly use languages. In addition, they believe in transferences across languages and highlight the value of using language to learn content. Although in many cases, multilingual strategies are appropriate for adapting to the current situation, those strategies are not systematized, creating a climate of insecurity. The results suggest the need for more linguistically sensitive education and training.

Keywords: in-service primary teachers; language beliefs; Linguistically Sensitive Teaching; minority language; multilingual education.

Introduction

The number of multilingual students at European schools has considerably increased, and thus it is necessary to include and consider the entire linguistic

repertoire of all students. Consequently, numerous proposals have called for monolingual practices to be abandoned and to instead consider a multilingual approach that softens the boundaries between languages (Canagarajah, 2013; Cenoz & Gorter, 2014). In this context, Linguistically Sensitive Teaching (LST) is an approach that advocates for a transformative, inclusive, and sensitive way of using languages in the whole school. Furthermore, LST favours social cohesion and highlights the necessity of building bridges between languages, leaving aside one-language-only policies.

LST considers four areas: 1) the multilingual environment of the school, 2) the wellbeing of students, which relates to the opportunity to use their full linguistic repertoire, 3) the adequate use of languages inside the classroom with the aim of fostering understanding and cooperation among the students, and 4) the flexible use of both majority and minority languages. Thus, LST does not just consider language didactics but the teaching practices of the entire school community. To put it simply, this teaching approach supports a more fluid and dynamic use of languages to promote students' academic success and wellbeing.

In this vein, the Linguistically Sensitive Teaching in all Classrooms (LISTiac) project aims to make teachers (and future teachers) more linguistically sensitive in their beliefs and teaching practices. Thus, the first step is to identify teachers' thoughts and attitudes to achieve a real change in education. The data for the current study were collected within the framework of LISTiac. The study was conducted in the Basque Autonomous Community and aimed to analyse in-service primary teachers' perspectives on multilingual education. In the following sections, attention will be focused on these three core ideas: the environment of a multilingual school, the use of translanguaging as a pedagogical tool, and the multilingual educational approach and student wellbeing, which are closely connected to the foundations of LST.

The Multilingual School Environment

Most linguistic landscape studies focus on public spaces such as hospitals, government buildings, or public street signs. However, as Gorter (2013,

p. 191) pointed out, "the linguistic landscape refers to any display of visible written language." When it comes to education, the linguistic landscape is "a powerful tool for education, meaningful language learning, towards linguistic activism" (Shohamy & Waksman, 2009, p. 326). Since the signs of the school are part of the linguistic landscape, a more specific term was proposed by Brown (2005), that is, *schoolscape*. She defined it as "the school-based environment where place and text, both written (graphic) and oral, constitute, reproduce, and transform language ideologies" (Brown, 2012, p. 282). The schoolscape has been analysed in various ways (see, e.g., Dressler, 2015; Laihonen & Tódor, 2017), using a broad range of linguistic landscape research methods. Gorter and Cenoz (2015) examined the linguistic landscape in the Basque Country's primary and secondary multilingual schools. Since the analysed schools have Basque as a medium of instruction, Basque was the most common language used for school signs. However, the situation of the Basque language in society differs from that of schools.

Linguistic landscape research can be related to language awareness or second or third language acquisition in educational settings, while also revealing the inner workings of multilingual literacy, multilingual competence, or linguistically sensitive teaching.

The Use of Translanguaging as A Pedagogical Tool

Traditionally the educational setting has been characterized by a monolingual view, following the idea that languages need to be taught in the same way worldwide because they are fixed codes. However, Cenoz and Gorter (2020) pointed out that multilingual speakers differ from monolingual speakers at three levels: multilingual trajectories, multilingual discourses, and multilingual competence. In addition, multilingual speakers' entire linguistic repertoire has to be considered when learning and using languages (Cenoz & Gorter, 2014) since it can be a rich resource for comparing and learning different languages and language elements and use these resources cross-linguistically. The term "translanguaging," created by Cen Williams in the 1980s, has its origins in the Welsh educational system and combines the input and output of two languages (Welsh and English) in a planned and systematic way (Lewis et al.,

2012). The term has evolved to include didactical strategies and spontaneous communicative practices characteristic of multilingual speakers. Furthermore, pedagogical translanguaging embraces instructional strategies that integrate two or more languages and "softens boundaries between languages and aims at developing multilingualism and multiliteracy" (Cenoz & Santos, 2020).

Moreover, students' learning process can be reinforced using this strategy since they can use their whole linguistic repertoire instead of avoiding using their linguistic knowledge. In Basque-medium education, where there are three languages in the curriculum, and one of them is a minority language, there is an aim to develop and reinforce the latter. For over 30 years, Basque — extensively used as a language of instruction — has faced several challenges (Zalbide & Cenoz, 2008), including the problem of being isolated inside the classroom (as the other curriculum languages) as well as students having limited contact with the language outside the classroom. However, in recent years new trends have arisen, and as Leonet et al. (2017) indicated, pedagogical translanguaging provides the opportunity for students to use their whole linguistic repertoire. Nonetheless, they mention that although translanguaging pedagogies can be compatible with the maintenance and revitalization of minority languages, their implementation needs to be tailor-made to specific contexts and gradually introduced.

Educational Multilingual Approach and Students' Wellbeing

Traditionally, languages have been taught separately in the school curriculum, considering the monolingual speaker as a model when learning a new language. However, to achieve a true multilingual education, it is essential to shift from a monolingual to a holistic view of education. In this context, the "Focus on Multilingualism" (FoM) (Gorter & Cenoz, 2011; Cenoz & Gorter, 2014) approach takes the multilingual speaker as a whole and argues that languages are not different "mental boxes," and there is instead a common linguistic repertoire in which languages are interrelated. Furthermore, FoM also considers the whole social context, of which languages are a significant part. In simple terms, FoM considers three dimensions: the multilingual speaker, the whole linguistic repertoire, and the social context. One of the implications

of FoM in education is that multilingual students' linguistic levels are not compared with those of monolinguals, which could benefit learners' general wellbeing. As Cook (2010) argues, the so-called "native speakerism" ideology produces a sense of failure and lack of self-confidence in students, which could have negative consequences when learning an additional language.

The Affective Filter hypothesis (Krashen, 1982) explains the relationship between affective variables and second language acquisition. According to this learning theory, affective variables act as a filter, blocking the necessary input for acquisition. Motivation, self-confidence, and anxiety are the three main categories regarding affective variables. If a student's Affective Filter rises (for example, if anxiety levels are high), the acquisition process is negatively affected. Even if the student can comprehend the input, this understanding will not go deeper until they acquire the new form. Consequently, it is essential to create a pleasant learning atmosphere in which the students' Affective Filter is low. To create a comfortable learning atmosphere and support multilingual learners' general wellbeing, multilingual practices — specifically pedagogical translanguaging — has been proven effective (Back et al., 2020; Ahn et al., 2018).

To sum up, it is necessary to highlight the importance of a multilingual approach to support students' wellbeing when learning. Acknowledging that multilingual speakers have a common linguistic repertoire (and taking advantage of this) could significantly promote content learning and academic success without leaving aside students' innermost feelings and thoughts.

Context

This qualitative research study was conducted in the Basque Autonomous Community (BAC), an administrative area in Northern Spain with close to 2.1 million inhabitants. There are two official languages in the region, the minority language Basque and the majority language, Spanish. Thus, instruction in both languages is compulsory between the ages of 6 to 16. In most cases, English is taught as a Foreign Language, introduced in the early stages of education. However, for socio-cultural reasons and due to the community's proximity to France, in some cases, French is also taught

(usually in Secondary Education). Moreover, in recent years the number of migrant students has considerably increased (Bergroth et al., 2021). Consequently, there are many students whose mother tongue is different from the language of instruction.

The language policy in the BAC aims to promote multilingual education and in so doing revitalize and encourage the use of Basque. According to the "Barcelona objective 2002," established by the European Commission (2008), European citizens need to communicate in two languages other than their mother tongue. Furthermore, this objective encourages considering minority languages, which are not usually appreciated and are reduced to a much more informal sphere, such as the family environment. Thus, education in the BAC is provided according to three different linguistic models: A, B, and D. The Models are defined according to the languages of instruction and the time devoted to developing the objectives set in the curriculum.

Model A is taught completely in Spanish (except when Basque, English, or French is offered). In Model B, both Basque and Spanish are taught as subjects, and they are also languages of instruction except for English and, in some cases, French. In this case, the school decides the percentage of use of Basque and Spanish. Finally, Model D offers education in Basque. All subjects are taught in Basque in this model, except for Spanish, English, and French if offered.

Model D was "originally created as a language maintenance program for native speakers of Basque" (Cenoz, 2008). Over the years, however, the popularity of the D model and the use of Basque as a language of instruction has increased. Most students' families choose to enrol their children in Model D, with Basque as the language of instruction (Basque Government, 2020), even though, in many cases, the minority language is not the families' first language. Consequently, the number of Basque speakers in the BAC increased markedly between 2011 and 2016 (Eustat, 2018).

However, the minority language still faces many challenges. While Basque is usually regarded as the "language of school," its use out of the classroom is still limited. Moreover, data show that as students grow up, their use of Basque diminishes. As Cenoz and Gorter (2017) pointed out, most of the students in primary education (79%) used "Basque only" or "more

Basque than Spanish" inside the classroom. Yet, that percentage considerably decreased in secondary education, and only a minority (44%) mainly mentioned Basque. Moreover, the number of students who indicated using "only Basque" or "more Basque than Spanish" during school breaks was 41% in primary and 29% in secondary school. Therefore, the main challenge of the educational policies in the BAC is to promote multilingualism and, at the same time, to develop students' communicative competence in Basque to ensure the active use of the lesser-used language.

Aim of the Research Study and Research Questions

The current research study explores in-service primary teachers' perspectives on multilingual education. In particular, the participants' beliefs and teaching practices were analysed, paying special attention to the environment of the multilingual school, multilingual practices, translanguaging, and finally, the wellbeing of multilingual students. Therefore, the following research questions guided the study:

RQ1. How is multilingualism displayed in the school environment?
RQ2. How is translanguaging used inside the multilingual classroom?
RQ3. How is the wellbeing of the multilingual students supported?
To address these questions, qualitative research study was conducted.

Methodology

This research study used linguistic landscape analysis, observations, and focus group discussions. Additionally, observations were made to analyse the previously mentioned teachers' beliefs and linguistically sensitive teaching practices. Finally, for three weeks, students were monitored during Basque, Spanish, English, arts and crafts, Maths, and social science lessons.

Participants

The research study was conducted in a government-aided semiprivate school

in Donostia-San Sebastian in the Basque Country (Spain). The participants were eight in-service teachers and 106 primary school students. The students were between the ages of 10 and 11, and half were enrolled in Model D (55) and the other half in Model B (51), although most of the students (86) had Spanish as their first language. Regarding English, it was introduced in the early stages of education and for them English was a Foreign Language. The teachers who taught language and content classes ranged between 25 and 60 years of age. All the teachers were at least bilingual and fluent in Basque and Spanish, and some (4) were also fluent in English (B2-C1 according to the Common European Framework of Reference for Languages). Table 1 displays the specific characteristics of the teachers who participated in the focus group discussions.

Table 1

Characteristics of the teachers in the group discussions

CODE	Gender	Age	Teaching experience	Linguistic teaching model (D/B)	Considered themselves as
T1	F	25-30	5 years	D&B	Bilingual
T2	F	55-60	25 years	D&B. Mainly D	Bilingual
T3	M	45-50	18-19 years	D&B	Bilingual

Data and Analysis

Data was collected through linguistic landscape analysis, observations, and a focus group discussion. The tools included the observation guide created by the European project LISTiac, translated into Basque from English. The rest of the instruments were directly written in Basque.

To analyse the linguistic landscape, 48 pictures were taken, and, in some cases, more than one picture of the same sign or text was taken. The pictures were taken in the enclosure of the school building and inside the school building. In addition, monolingual, bilingual, and multilingual signs were analysed, paying special attention to the text position and size.

The observation guide proposed by LISTiac included the following four sections: languages in the whole school, building good relations and supporting

wellbeing, linguistically sensitive classroom interaction in school language/s, and encouraging the use of various languages. Field notes were taken to complete the observation scheme.

The focus group discussion was also conducted by two researchers to gather teachers' background information and inquire about their teaching experiences. The focus group was based on the adapted versions of the LISTiac semi-structured interview protocol.

Procedure

The data collected were analysed qualitatively. First, codes were identified and then grouped to create four main categories of the use of translanguaging: (1) input & output, (2) translation, (3) comparisons & derivation, and (4) cognates. The authors analysed the transcripts and pictures separately and then shared the analyses to increase the reliability of the study. In addition, the field notes provided a general overview to set the context of the interactions and practices.

Results

This section describes the study results, considering the three research questions proposed.

Multilingualism in the School Environment

To answer the first question, "How is multilingualism displayed in the school environment?" the linguistic landscape was analysed. Since the school environment was composed of various spaces, this research focused on the linguistic landscape outside and inside the classroom.

The first figure shows the entrance of the school outside the building. This sign is the first poster that can be found in the school and displays a map of the buildings that constitute the school. The poster is in Basque, Spanish, and English (in that order). As discussed with the teachers, one of the aims is to promote the minority language. Thus, Basque is the first language in

the sign, even though Spanish is the most used language among the families. Therefore, the school decided to add that co-official language. As the teachers explained, the school wants to encourage their students to learn English, hence using the language in the sign. It is important to mention that the order of the languages is not coincidental. Basque is the minority language, and receives the most attention, which is why it is displayed first. This is followed by the second language (the co-official language of the Basque Country) and, finally, the foreign language. All the languages are presented in the same text size and font, and as a result, all three are equal except for the order of presentation.
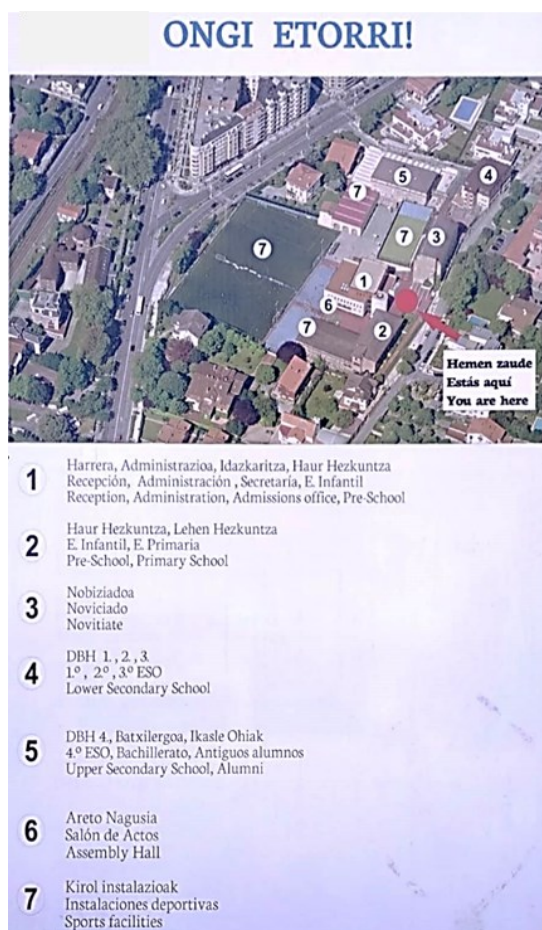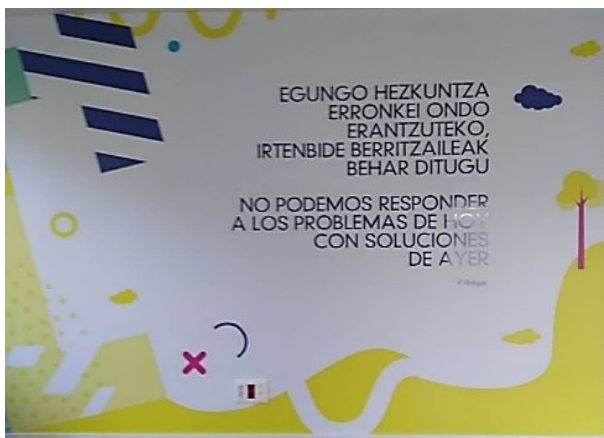
Figure 1

School entrance sign

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Figure 2

The entrance of the building

A coloured wall welcomes visitors in Basque and Spanish at the building entrance. Figure 2 shows the sentence that is one of the emblems of the school: "We cannot answer today's problems with yesterday's solutions." Basque was placed first in the written sign, and both languages were displayed with the same text type and colour.

There were several information panels outside the classroom, most of which were bilingual.
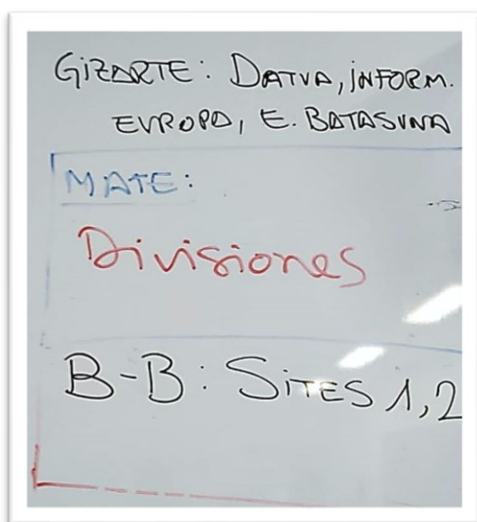
Figure 3

Classroom distribution

Figure 3 displays the distribution of the classrooms, that is where each grade and class were located. Moreover, the Basque language was written in bold while Spanish was written in regular type. The official signs were placed in Basque and Spanish, although Basque had a more distinguished space.

The next sign analysed outside the classroom was the toilet sign in Basque, but this also included a graphic representation in case someone could not understand the language.

Since there was a lot of space in the corridors to share and display different content outside the classroom, most of the signs were located there. However, the distribution of glass walls, windows, and whiteboards inside the classroom did not allow the teachers and the students to put up signs, posters, or other information panels. That is why teachers wrote directly on the whiteboard that was also used to display the textbook of each subject.

Figure 4

Classroom whiteboard

In Figure 4, three languages can be seen: Basque, Spanish, and English. The picture is part of the whiteboard placed on the main wall inside the classroom. The teachers used this whiteboard for various purposes, such as writing or displaying a textbook to mark or point towards a specific section.

We consider this written sign to be part of the linguistic landscape inside the classroom because this method of writing signs was used as an alternative to printing posters. There was only one additional poster inside the class due to the lack of space.

As mentioned previously, teachers used cabinets to display certain posters due to a lack of space. When the researchers visited the school, only one information poster was in place — a colourful poster written mainly in Spanish (except for three lines below the text that were in Basque). However, the print next to the poster (without colours or images) was a written translation only in Basque.

In the school environment, mainly Basque and Spanish were displayed although some English was also evident at the school entrance. However, inside the building, all the signs and posters were written in the co-official languages.

Translanguaging In the Multilingual Classroom

The second research question was "How is translanguaging used inside the multilingual classroom?". To answer this question, 106 students and eight teachers were observed, creating four main categories of translanguaging use: (1) input & output, (2) translation, (3) comparisons & derivation, and (4) cognates.

(1) Input and Output. Using another language to reinforce the understanding or using different classroom resources was common among the educators. The in-service teachers used many Spanish resources when teaching in English or Basque. For example, some of them decided to use books in Spanish to give the students a deeper understanding of history. This pedagogical tool was extended to arts subjects since some in-service teachers used *YouTube* videos and *TikToks* in Spanish to keep their students engaged during music class. Nonetheless, when talking to the in-service teachers, they were unsure whether this was a good idea. They attributed the use of resources in additional languages to the low budget and lack of available tools in the language of instruction.

(2) Translation. Translation was a commonly used strategy, particularly in English classes. The in-service teachers were aware that the pupils did not always understand what they said. Thus, translations were used if the message was important, and they felt the need to understand. The teachers resorted to translations in several situations. First, a word — rather than the whole sentence — was translated when the teachers believed that the students could understand what they were saying just by giving them one word. For example, during one of the lessons, the pupils were asked to create a draft for a written assignment. To guarantee that they would do the draft, one of the in-service teachers translated the term "draft" to Basque. Full translations were also common, although those were used as a last resort. The full translation was used if the pupils remained confused even after the teachers had repeated the sentences or tried to explain using different words. Lastly, the results showed that translations were immediately done whenever the in-service teachers were angry or disappointed with the students.

(3) Comparisons & derivation. The in-service teachers noticed that many students sometimes mixed the languages they were learning. Thus, the educators took time to go over the most repeated mistakes and explain that, even though some rules were transferable between languages, this did not work all the time for all the languages. As a result, the multilingual students used their linguistic repertoire, with the support of the in-service teachers. Nonetheless, they were sure to check the most common mistakes made by the pupils to correct them immediately. In addition, the teachers used different strategies to take advantage of their students' multilingual repertoire. For example, during Spanish classes, the teachers decided to ask the students about the "WH questions" in English to help them find the Spanish equivalents.

(4) Cognates. The use of cognates was a recurrent strategy employed by the teachers. Cognates were used in every class to help those students who did not make the connections to see the similarities between the languages. Most of the time, this strategy was used when the language of instruction was English — the third language of most children — and the other language used was Basque. The results show different Basque, Spanish, and English

examples, including Jealous/Jeloskor, Poison/Pozoitu, and Mind Map/Mapa Mental(a).

To sum up, in-service primary teachers took advantage of the students' whole linguistic repertoire. They used translanguaging in different school subjects for a variety of purposes, including increasing students' level of understanding, keeping them engaged during lessons, explaining some common mistakes, or making connections between the students' languages.

The Wellbeing of Multilingual Students

The third research question was: "How is the wellbeing of the multilingual students supported?" The results have revealed in-service teachers' attempts to leave aside the monolingual approach of traditional language teaching, the role of students' first languages regarding their wellbeing, and the importance of arousing student motivation.

First, in-service teachers explained the methodological change needed to achieve supportive multilingual education and avoid the separation of languages in the curriculum. The participants argued for the usefulness of having a complete overview of students' abilities, knowledge, and progress, therefore adopting a more fluid vision of languages, and rejecting the "one language, one teacher" perspective. As T3 stated during the focus group discussion, there was a teacher for each subject in past years, but now the tutors teach the project, math, and language subjects. Even if it is more time-consuming and tiring for them, in-service teachers have a general view of everything, and it is easier to monitor the progress of the students.

In this vein, the participants reflected on the possible consequences of this dynamic language perspective. All the in-service teachers participating in the focus group discussion believed that the benefits undoubtedly outweighed the drawbacks. For example, students could feel confused in the primary years. Still, as T2 explained, "there are three languages (Basque, Spanish, and English) and most of the students can manage" [hiru hizkuntza daude (Euskara, gaztelania eta ingelesa) eta gehienak moldatzen dira]. So, the participants held the view that instead of damaging students' development, multilingual practices support and benefit students' learning and wellbeing.

During the observations, it was noted that if students had problems or difficulties, the materials and explanations were adapted to ensure their understanding and wellbeing. In addition, in-service teachers allowed students to decide the language they wanted to use to create a more supportive and comfortable learning environment. Sometimes, however, the use of Basque was reinforced, which showed the intention to promote the use of the minority language. The same idea emerged during the focus group discussion when asking if students could use Spanish during a lesson delivered in Basque. As stated by T1, "first, they should try in that language (Basque)" [lehenbizi hizkuntza horretan saia daitezela (Euskara)]. Similarly, it was observed that Basque was assigned to a more academic sphere, whereas Spanish was used in more informal situations. Students tended to use Spanish to discuss important issues, and for this purpose the teachers chose the majority language to speak to students, suggesting that Spanish was an emotional language for the participants. This could be linked to Spanish being most participants' first language.

Moreover, the teachers highlighted the importance of motivation, which is connected to the students' wellbeing. As stated by T2 during the focus group discussion, making students active participants fosters meaningful learning, promotes understanding, and leaves behind traditional teaching methods. T2 explained that before, in-service teachers asked students to open the books, underline and memorize. However, students now create their notes or prepare presentations for their peers to explain the topics. Students are creators, and as T2 argues, their understanding is better due to the implications of such an approach.

In sum, in-service teachers were flexible when using languages in different lessons, which supported students' wellbeing and created a comfortable learning environment. It was also observed that Spanish was the language most used by both teachers and students when it came to discussing feelings and important issues. However, on some occasions, the teachers tried to promote the use of the minority language (Basque) by recalling the "Basque-only" language policy, which could be understood since the lesser-used language is commonly used in academic situations. Nonetheless, its use in informal situations is somehow limited. Finally, student

motivation was mentioned as an important factor for promoting active and meaningful learning.

Conclusion and Discussion

The first research question was: "How is multilingualism displayed in the school environment?" The collected data show a balanced use of both official languages of the region — Basque and Spanish. Still, our findings indicate that Basque occupies a more predominant position, which is in accord with Gorter and Cenoz (2015). They found that Basque was the most used language in school signs in Basque-medium primary and secondary schools, suggesting the intention to promote the lesser-used language since Basque is still regarded as a more formal and academic language, whereas its use outside the school and classrooms is more limited.

The presence of languages other than Basque and Spanish was somewhat minimal. English, being the third language of the school (the foreign language), was present in a sign at the entrance of the school building as well as on the whiteboard inside the classroom. However, apart from the languages of schooling, no others were observed. Thus, the linguistic landscape did not include all the languages present in the school, which is fundamental to promoting a transformative and inclusive educational approach. Linguistically Sensitive Teaching advocates for the responsible use of more than one language in class and the whole school community, and one of its foundations is the multilingual environment of the whole school. At this point we should highlight the difficulty for teachers to display posters or signs inside the classroom due to glass walls. To put it simply, the classroom set-up did not allow space for multiple languages and cultures.

The second research question was: "How is translanguaging used inside the multilingual classroom?" The results show that using another language for input and output during lessons was common among teachers. However, teachers were unsure about this decision since they tried to justify their teaching practices by citing the lack of resources in the instruction language. This observation suggests the need for more in-depth training on LST to achieve a more linguistically sensitive education. Moreover, translations

were used when teachers believed students did not understand something important, notably for activities or explanations during foreign language lessons, or when teachers were angry or disappointed.

As Leonet et al. (2017) mentioned, teachers consider that translanguaging pedagogies can be a rich experience to develop metalinguistic awareness, although they feel that Basque should be reinforced more than other languages. Nevertheless, LST is not limited to the language area, and every teacher needs to be linguistically sensitive and take advantage of students' whole linguistic repertoire. Concerning comparisons and derivations, the teachers went over the most common mistakes among students and the most usual or clear comparisons. Moreover, teachers considered students' full linguistic potential when preparing the activities. In this context, as Cenoz and Gorter (2014) mentioned, a multilingual speaker's whole linguistic repertoire needs to be considered when learning and using languages.

The third research question was: "How is the wellbeing of the multilingual students supported?" Our findings show how the teachers attempt to implement multilingual practices to benefit the students' learning and general wellbeing. The teachers argued in favour of the benefits of leaving aside a monolingual approach to language learning to adopt a more holistic and fluid view of education. Therefore, a rejection of "one teacher-one language" ideology was perceived, with the teachers taking a step toward a "Focus on Multilingualism" (FoM) (Gorter & Cenoz, 2011; Cenoz & Gorter, 2014) approach, which regards the multilingual speaker as a whole and assumes a common linguistic repertoire in which languages are interrelated. Furthermore, the teachers showed flexibility when using languages, adapting materials and explanations, and giving students the chance to use the language with which they felt more comfortable. This practice creates a more supportive learning environment in which the students' Affective Filter (Krashen, 1982) is low, and undoubtedly, it benefits the students' learning and language acquisition process. In some cases, however, the use of Basque was reinforced. As stated above, this reflects the difference in the use of Basque and Spanish in society, with Basque being the language less commonly used for informal purposes. In this regard, it was observed that Spanish remained the most emotional language, which could be linked to student's proficiency in

the language and the fact that it is most students' mother tongue.

To conclude, it can be argued that in-service teachers of a semi-private school use multilingual strategies during lessons. However, those strategies are not systematized, creating a climate of insecurity. Even though in many cases multilingual strategies are useful for adapting to the current situation, the teachers do not feel entirely confident using them. Furthermore, greater use could be made of the school's linguistic landscape to make visible all the languages that are used in the school. These results suggest the need for more linguistically sensitive education and training and, similarly, emphasize the importance of projects such as LISTiac to bring about a change in teacher cognition and professional competence. According to Bergroth et al. (2021), LST should be extended as a more cross-curricular element in the general pedagogy rather than included only as a part of the language-teaching curriculum. Besides, it should be part of the professional identity of teachers. Additionally, this study has some limitations since just one school has been analysed, and the results may vary according to the selected school's location, student body, or the language of instruction. Another interesting approach to add could be students' appreciation of the Basque language and their motivation to learn, maintain and support it. Therefore, it is necessary to continue investigating the linguistically varied and complex situation of the BAC and expand this analysis to other contexts and educational situations.

Acknowledgments

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PRADINIŲ KLASIŲ MOKYTOJŲ PRAKTIKA IR ĮSITIKINIMAI APIE DAUGIAKALBYSTĘ: LINGVISTIŠKAI JAUTRUS MOKYMAS BASKŲ AUTONOMINĖJE BENDRUOMENĖJE

Santrauka. Europos mokyklose gerokai padaugėjo daugiakalbių mokinių skaičius (Bergroth et al., 2021). Mokant kalbų atskirai, ribojamas viso mokinių kalbinio repertuaro panaudojimas, o naujausi moksliniai tyrimai atskleidė daugiakalbystės naudą ir galimą pedagoginės transkalbystės (angl. *translanguaging*) naudą (Leonet ir kt., 2017). Šiame kontekste lingvistiškai jautrus mokymas (*Linguistically Sensitive Teaching*, LST) leidžia mokytojams padaryti daugiakalbystę matomą savo klasėse (Llompart ir Birello, 2020). Kokybinis tyrimas atliktas Baskų autonominėje bendruomenėje (BAC), kurioje baskų ir ispanų kalbos yra oficialios kalbos, o anglų kalba daugeliu atvejų mokoma kaip užsienio kalba. Nors baskų kalba daugeliui mokinių nėra gimtoji kalba, tačiau daugumos mokinių šeimos pasirenka baskų kalbą kaip mokymo kalbą (Baskų vyriausybė, 2020). Šiame tyrime analizuojamas pradinių klasių mokytojų   požiūris į daugiakalbį ugdymą valstybinėje pusiau privačioje mokykloje. Duomenys buvo renkami atliekant kalbinio kraštovaizdžio analizę, stebėjimus ir tikslinės grupės diskusiją. Du tyrėjai tris savaites stebėjo šimtą šešis pradinių klasių daugiakalbius mokinius ir aštuonis pradinių klasių kalbos ir turinio mokytojus. Tyrime dalyvavę mokytojai buvo arba dvikalbiai, arba laisvai kalbėjo baskų ir ispanų kalbomis, o kai kurie (4) taip pat laisvai mokėjo anglų kalbą (B2–C1 *pagal Bendruosius Europos kalbų metmenis*). Tyrimo rezultatai atskleidė, kad pradinių klasių mokytojai supranta LST taikymo praktikoje naudą, yra pasirengę mokyti ir lanksčiai vartoti kalbas. Be to, jie tiki kalbų perkėlimu iš vienos į kitą kalbą ir pabrėžia kalbos vartojimo vertę mokantis dalyko turinio. Nors daugeliu atvejų daugiakalbės strategijos yra tinkamos prisitaikyti prie esamos situacijos, šios strategijos nėra susistemintos, todėl sukuriama nesaugumo atmosfera. Gauti rezultatai rodo kalbiškai jautraus švietimo ir mokymo poreikį mokytojų kvalifikacijos tobulinimui.

Pagrindinės sąvokos: pradinių klasių mokytojai; kalbiniai įsitikinimai; lingvistiškai jautrus mokymas; mažumos kalba; daugiakalbis ugdymas.