

MASTER'S DEGREE IN SECONDARY EDUCATION TEACHING

MASTER'S DEGREE FINAL PROJECT

MULTILINGUAL SCHOOLS:

**linguistic competence and motivation towards the foreign
(English), the regional (Basque), and the majority (Spanish)
language**

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Abstract

Motivation has been claimed to be a key predictor of success in second language learning. Also, research into motivation in foreign language learning has increased in recent decades (Lasagabaster, 2012). However, few studies investigating L2 motivation include measures of motivation and linguistic competence. On the other hand, studies in bilingual contexts are scarce, and those considering motivation and/or competence not only in the foreign language but also in the native languages, are even scarcer (Lázaro-Ibarrola & Azpilicueta-Martínez, 2021). Therefore, this paper seeks to obtain data which will help to address these research gaps by conducting a study in a school context with a foreign language, English, a regional language, Basque, and a majority language, Spanish. The objective is to explore the motivation and linguistic competence in the three languages and to identify if these two variables are interrelated. To do this, motivation, socioeconomic, and sociolinguistic questionnaires framed within the theory of the L2 motivational self-system (Dörnyei, 2005, 2009) were administered to 51 students in their first year of high school (aged 16-17). To explore a possible correlation between motivation and proficiency, the students also took an oral test in the three languages. Our results showed positive attitudes towards the three languages. We also found similar levels of competence in Spanish and Basque and lower levels in English. We did not find a straightforward correlation between motivation and competence regarding English and Spanish, although it is more noticeable in the case of Basque. Finally, students who speak Basque at home displayed higher levels of competence in this language.

Keywords: motivation, proficiency, multilingualism, immersion.

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1. Introduction

Languages hold a considerable function in our society and in education notably. In recent decades, the need to learn English has increased substantially due to its role as a *lingua franca*. Moreover, content and language integrated learning (CLIL) programmes in English are expanding, which some people think could affect attitudes and motivation to learn the local languages in a negative way (Lasagabaster, 2011; Lasagabaster & Merino, 2015). Thus, the investigation of language attitudes and language learning motivation in the Spanish background has gained importance in the area of research. Nonetheless, few empirical studies have been done in bilingual contexts of Spain, and fewer studies have been carried out in the areas of Spain in which three languages are used in education: Basque, Spanish, and English. Ushioda & Dörnyei (2017) highlight that “Most 21st century literature on motivation in second language acquisition has focused on the learning of English, whose dominant status as a global language has significantly shaped current conceptualizations of second language motivation in relation to notions of self-identity.” (Ushioda & Dörnyei, 2017: 451).

For the purpose of understanding the variety of attitudes towards the three languages, the effect of different individual and sociolinguistic variables was analysed by Lasagabaster (2005). Students who contend with a multilingual setting in which several languages are in contact comprehend that society, family and school are influential for these languages. Results show that competence is the most influential variable together with the sociolinguistic context, age, and gender (Lasagabaster, 2005). Furthermore, studies have concentrated on the effects of multilingual schools on the minority language and the foreign language, which show that students in model A (a program in which Spanish is the vehicular language and Basque is only a subject) have negative attitudes toward Basque and positive attitudes toward Spanish, whereas students in models B (a program in which both Basque and Spanish are used as means of instruction) and D (a program in which Basque is the means of instruction) have more positive attitudes toward Basque (Lasagabaster, 2017). Then, when English is included into the linguistic context it has been suggested that the position of the minority language could be affected and cause a linguistic conflict that can exert influence on students’ language learning motivation (Lasagabaster, 2017; Ushioda, 2017).

So, first of all, we would like to underline the reasons why we find this research topic important. To start with, we must keep in mind that when it comes to learning a

language, motivation has great value since it can be changed and improved (Kwok & Carson, 2018); thus, as Al Rifai (2010) states, “Motivation involves the learners’ reasons for attempting to acquire the second language.” (Al Rifai, 2010: 5216). We must consider dividing motivation into two orientations: instrumental, which refers to learn a language because it would execute functional objectives, including a job acquisition, or qualifying in a course; and integrative, in which the individual wants to learn the language with a view to know the people who speak that language. Hence, it is important to find the keys to increasing motivation since it should be considered for the education curriculum and also to arrange new teaching strategies or materials. All the same, there are very few studies in bilingual context that have examined all the languages present in the school; usually they only focus on the foreign language, in this case, English, and they do not analyse the regional language, in this case, Basque.

Furthermore, the multilingual context in Navarra is significant, and it is a polarized community by linguistic matters with Basque on the one hand, and Spanish on the other. Navarra paints a picture of how “socio-political context and language-in-education policies interact and affect the learning of the local languages and English as the hegemonic foreign language.” (Lasagabaster, 2017: 583). Lastly, it is interesting to know if linguistic models in Navarre contribute to positive attitudes; in other words, it is interesting to investigate whether the immersion program in Navarra affects the motivation that students have towards the different languages, i.e., does bilingualism in education make the motivation towards the foreign language positive? And what effect does it have on the motivation towards the majority language, Spanish? Another reason why this study may be interesting is that, although English is studied in Spain from an early age, proficiency does not tend to be very high among students in general. For this reason, it is important to scrutinize further the reasons why language competence does not tend to be very high, and, as mentioned above, it is most likely related to the motivation of the students towards the foreign language.

Taking all this into account, this research has two principal aims. The first one is to describe the levels of students’ motivation towards English, Basque, and Spanish and discuss the differences and similarities. From now on, we will refer to English, Basque, and Spanish as FL (foreign language), RL (regional language), and ML (majority language). This first analysis will be divided into three different factors based on Dörnyei’s (2005, 2009) theory: the “ideal L2 self”, the “ought-to L2 self”, and the L2

learning experience, which will be explained later on. The other main objective of this study is to examine the correlation between the participants' motivation towards the three languages and their linguistic competence. The hypothesis to be reinforced by this study is the following: students with higher motivation procure superior proficiency. These analyses will also check whether the level of the regional language is related to the language spoken by the students at home.

2. *State of the literature*

2.1. Attitudes and motivation towards language learning

The study area of language competence, attitudes and motivation towards different languages has become increasingly important in recent years. Ajzen (1988:4) defines the concept of attitude as “a disposition to respond favourably or unfavourably to an object, person, institution or event.” As Lasagabaster (2012) explains, attitudes are acquired and can be learnt, they are not inherent. These are defined by different influential factors as work, family, friends, religion, mass media, or education; people adapt their attitudes so that they suit those of their social group. Motivation is another crucial factor of second language (L2) achievement, which Gardner (1985:10) defines as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.”

As stated by Lasagabaster (2012), motivation is a fundamental factor in classroom language learning, and language learners are generally highly motivated when they start learning a foreign language; nonetheless, the author claims that the maintenance of motivation is the complicated part of the process (Lasagabaster, 2012). Furthermore, it is important to highlight that “there is a clear correlation between language achievement and motivation.” (Lasagabaster 2012: 2). Robert C. Gardner was the first author to deal with motivation and he proposed the socio-educational model describing two main orientations for learning a second language: the integrative orientation and the instrumental orientation (Gardner: 1985).

More recently, Dörnyei (2005) expounded on Gardner’s original model and proposed the theory of the L2 motivational system, which enhances the importance of the learning context and includes three components: the *Ideal L2 self* explains that the person we would like to become speaks an L2, it comprises the traditional integrative and internalized instrumental motives. The *Ought-to L2 self* is based in the attributes one believes one should possess (obligations or responsibilities) to avoid negative outcomes, and it includes extrinsic types of instrumental motives. Lastly, the *L2 learning experience*, which concerns situation-specific motives associated to the “immediate learning environment and experience”, that is, the teacher, the peer group, and the experience of success or failure. In this theory, the importance of the learning context is enhanced, and motivation entails “the desire to find harmony between one’s current self and the ideal or

ought self by reducing discrepancy between our actual and ideal selves.” (Lasagabaster 2012: 3). This theory is appropriate from adolescence forward since children cannot reflect on multiple perspectives of the self.

2.2. Key factors that affect motivation

Furthermore, it is important to consider key factors that affect motivation, such as age, gender, or educational context, among others. As for the age factor, we must say that it will not have a great relevance in this study as all students are 16 or 17 years old. Still, we think it is relevant to mention the following data provided by the study of Kormos and Csizér (2008), which reflects that the level of motivation of adolescent students tends to be lower with reference to the fact that “students' self-image goes through considerable changes in the period of adolescence.” (Kormos and Csizér, 2008: 22). Another factor mentioned in this study that influences adolescents is that their contact with English is limited since they do not have opportunities to use it outside the classroom, and, in addition, class books focus on native speakers and their culture (Kormos & Csizér, 2008).

Focusing on the gender factor, based on a study conducted by Mori and Gobel (2006), it is worth noting that in terms of motivation, specifically integrativeness¹, females obtained better results than males. In their major study, Mori and Gobel (2006) consider that the mentioned factor is referred to as integrativeness due to the fact that it contains two of the three elements Gardner claims comprise integrativeness: attitudes concerning the target group and integrative orientation (Gardner 2001). Nevertheless, the authors point out that in this sample students' integrative orientation encompasses their interest and desire to study and/or travel overseas in place of their desire to integrate.

Taking into consideration the results of factor analysis provided by Mori and Gobel (2006), they imply that “female participants have a greater interest in the cultures and people of the target language community, a greater desire to make friends with those people, and are more interested in travelling and/or studying overseas than male participants.” (Mori & Gobel, 2006: 205). This view is supported by Hyde (1996, 1970), who writes that gender may be a decisive indicator of interest and attitude in interaction with the target culture; and it is also corroborated by the interesting analysis of Dörnyei

¹ Integrativeness: “a genuine interest in learning the second language in order to come closer to the other language community.” (Gardner 2001a: 5).

and Clement (2001), which illustrates that females obtain higher results on direct contact with L2 speakers, integrativeness, and cultural interest.

Furthermore, the literature on students' background as a key factor affecting motivation shows us the relevant importance of the socio-educational milieu. The Socio-Educational Model of Second Language Acquisition postulates that attitudes toward the learning situation and integrativeness are two correlated factors that endorse the individual's motivation to learn a second language. For this section, we must commence by quoting Gardner, Masgoret, and Tremblay (1999), in whose study the following is alleged:

The Socio-Educational Model of Second Language Acquisition also posits that the sociocultural milieu plays an important role in that it can influence individuals' levels of attitudes, motivation, and anxiety as well as the relative importance that these attributes play in the language learning process. The milieu, furthermore, can be as broad as the community in which individuals live or as narrow as individuals' experiences in the home (Gardner, Masgoret, & Tremblay, 1999: 422).

The above purports that the early experiences of individuals in a specific sociocultural context are inclined to affect the development of attitudes and motivation associated with second language learning. We need to define that Gardner's socio-educational model is divided into four variables: social milieu, individual differences, second language acquisition contexts and language learning outcomes. The first factor, social milieu, is pertinent to the person's cultural beliefs or environment and it is relevant to the influence of both affective and cognitive individual contrasts among language learners. The second factor, individual differences, encompasses four sub-variables (two cognitive and two affective factors) as intelligence, language aptitude, motivation and finally, situational anxiety. The third factor, learning acquisition contexts, refers to the setting where the language is being learned, the blend of formal language training and informal language experience. Lastly, the fourth variable, language learning outcomes, entails linguistic knowledge and language skills and non-linguistic skills (the individual's attitudes and values regarding the beliefs or cultural values of the target language community) (Lovato, 2011).

Besides, Muñoz (2017) carried out a 10-year longitudinal investigation in which she looked at the trajectories of a group of young students of English as a Foreign Language, and she examined their outcomes regarding their language-learning aptitude

and motivation, observing how the levels of motivation rose and fell over time. The author stated the following:

The importance of English as a global language in their present and future lives makes it easier to see a growing disjuncture between their attitude toward the English language, which tends to be very positive and their attitude toward English as a school subject matter, which is not so positive, and distanced from their initial enjoyment of games and songs. (Muñoz, 2017: 180).

Additionally, it should be recalled the significance of the role of the language teacher in the language learning context. As Gardner (2001) points out, the main concern is that these teachers have sufficient competence and knowledge to be able to teach the language. In addition to this, they must also be able to motivate students to use the English material. On the other hand, one of the difficulties that educators must face is that “there are few opportunities for the student to experience the language outside of the classroom, and the enormity of the problem for the teacher is put into perspective.” (Gardner, 2001: 3). We may complete this section by commenting on a factor that is generally not taken into consideration in some models of second language acquisition, with the exception of Clément’s (1980) social context model. This factor is the External Influences, and it pertains to past experiences and family and cultural background; Gardner (2001:6) reported that “it is assumed that learning another language is different from much other learning that takes place in school”, since in learning languages, the student utilizes speech sounds, grammatical structures, or behaviour patterns, which can be characteristic of another culture.

2.3. Motivation in a multilingual setting: English, Basque, and Spanish

Multilingual schools are very common and different. Several studies have concentrated on the effects of multilingual schools on the minority language and the foreign language. Lasagabaster (2005, 2017) examines language learning motivation and language attitudes in multilingual Spain concerning the three languages in contact: English, Basque, and Spanish. The author also aims to analyse negative influences on attitudes and motivation to learn Spanish and the regional languages studying the consequences of the growing presence of English (Lasagabaster, 2017; Ushioda, 2017). Minority languages in Spain have been considered a significant support regarding identity and solidarity issues, but Spanish has upstaged their status. It is also important to reiterate that the survival of Basque depends largely on the school context, in view of the fact that it is the only area

of use of this language for many students and, therefore, it is essential to see the level of Basque that students who do not speak this language at home have. As is already known, this problem is not something that only happens with the Basque language, thus, Ushioda (2017) carried out a number of investigations in which she described that “This negative social positioning of migrant or minority group language learners may also be reflected in educational and institutional policies that do not provide space for such learners’ home, heritage, or indigenous languages in the school curriculum” (Ushioda, 2017: 473). She also comments on how there is a linguistic hierarchy which affects languages in education and other fields.

Considering the three linguistic models of the Basque education system – *Model A* is a program in which Spanish is the vehicular language and Basque is only a subject; *Model B* is a partial immersion program in which both Basque and Spanish are used as means of instruction; in *Model D* Basque is the means of instruction, and Spanish is only taught as a subject – research reveals that students in model A have negative attitudes toward Basque and positive attitudes toward Spanish, whereas students in models B and D have more positive attitudes toward Basque (Lasagabaster, 2017).

Lasagabaster (2005) analysed the effect of different individual and sociolinguistic variables in order to comprehend the variety of attitudes towards the three languages, the variables being age, specialisation, course, gender, mother tongue, language proficiency, stay in English speaking countries, size of hometown, province, language most widely spoken in hometown, type of school, and knowledge of languages other than English, Basque, and Spanish. Overall, these results indicated that the most influential variable was the degree of competence, along with the sociolinguistic context, age, and gender (Lasagabaster, 2005). Moreover, with the focus still on multilingualism, several studies have shown that bilinguals have some advantages over monolinguals when acquiring an additional language because they are more experienced language learners, they have enhanced learning strategies to a larger extent, and they have a considerable linguistic repertoire at their disposal. Cenoz (2013) presents the perspective *focus on multilingualism* as a new way to investigate the effect of bilingualism on Third Language Acquisition, paying attention to multilingual speakers and their linguistic repertoires, in conjunction with the interaction between their languages; thus, this author claims that many studies adopt a “monolingual” focus. She states that it is not appropriate to compare monolinguals and bilinguals in TLA. So, *focus on multilingualism* proposes analysing

proficiency in the L3 related to proficiency in the L1 and the L2, along with code-switching and code-mixing (Cenoz, 2013).

Despite the several strengths that the literature attributes to research into motivation in foreign language learning, very few studies have investigated motivation in bilingual contexts containing all three languages, and there are even fewer studies that have considered the use of L1 at home and how that affects competence. Thus, the aim of this essay is to explore the relationship between the factors that determine the differences in motivation and language proficiency regarding the three languages and the students.

Among the different models that have been developed to measure motivation, our study will be framed within the theory of the L2 Motivational Self-System (Dörnyei, 2005; 2009). This theory encompasses three components: two forms of possible selves and the learning experience. The first component is *the ideal L2 self* and refers to “the person the individual would like to become as a speaker of the L2.” (Lasagabaster, 2017: 591). The *ideal L2 self* develops motivation which decreases the discrepancy between our actual and our ideal selves. The second component is the *ought-to L2 self* and refers to “the attributes (duties, obligations, responsibilities) one believes one ought to possess to meet the expectations of significant others.” (Lasagabaster, 2017: 591). The final component is the *L2 learning experience*, that is, “the motives related to the environment in which the language is being learned and the language learning experience.” (Lasagabaster, 2017: 591).

3. Research questions

The present study set off to investigate the motivation of a group of 51 secondary school students towards English, Basque, and Spanish. Accordingly, the following research questions were postulated:

1. What is the motivation of the students regarding the three languages and considering the three dimensions of the L2MSS (ideal L2 self; ought-to self; L2 learning experience)?
2. What level of proficiency do students have in English, Basque, and Spanish?
3. What is the interplay between motivation and linguistic competence towards the three languages?
4. Is students' proficiency in the regional language (Basque) connected to the language they speak at home?

4. Method

4.1. Context and participants

This research was carried out in Alaitz BHI, a model D public high school in Barañáin which employs Basque as the vehicular language for the teaching process. Specifically, this study was designed to be implemented with a group of 51 students belonging to 1st of Baccalaureate. The study controlled the level of proficiency and motivation of the participants regarding the FL, the RL, and the ML. Participants' age ranged from 16 to 17 years old. They are all bilingual students, their mother tongue being Spanish or Basque or both. All of them study English as a foreign language, and some of them go to a language academy to reinforce it. 88,9% students are female and 11,1% male. 68,9% of the students have Spanish as their mother tongue, 17,8% have Basque as their mother tongue, and 13,3% of the students have both. Also, 60% of the participants have received private English lessons during ESO or Baccalaureate.

Table 1. The rubric used for the participants' English oral tests' evaluation.

Student	Grammar (2)	Vocabulary (2)	Cohesion (1)	Task (2)	Pronunciation (2)	Fluency (1)	Total
J.C.	2	2	1	2	2	1	10
I.U.	1.5	1.5	1	2	1.5	1	8.5
O.S.	1.5	1.5	0.75	1.5	1	0.75	7
I.R.	0.75	0.5	0.5	1	0.75	0.5	4

4.2. Procedure and materials

Each participant completed a questionnaire which elicited their linguistic background and motivation towards the three languages. This questionnaire was designed based on the ones used in previous studies (Pladevall, 2018; Lasagabaster, 2005; Lázaro-Ibarrola & Azpilicueta-Martínez, 2021). To complement the information gathered by the questionnaires we included two open-ended questions. The objective was to allow students to explain their beliefs in more detail regarding the importance they give to each language. The form was divided into three parts: personal data and linguistic background; the socioeconomic index and data about the students' learning background and their parents; and motivation towards English, Basque, and Spanish. The motivation

questionnaire was framed within the theory of the L2 Motivational Self-System (Dörnyei, 2005; 2009). The part of the linguistic background and the socioeconomic index was formed by multiple choice questions, and the part of motivation towards the different languages was a four-point Likert-type scale questionnaire, in which the minimum score for each item was 1 (very negative attitude) and the maximum 4 (very positive attitude). Students were asked to state the level of importance that each language has for them.

Likewise, we also tried to uncover information in the three factors by including several items in each one of them (Pladevall, 2018; Lasagabaster, 2005; Lázaro-Ibarrola & Azpilicueta-Martínez, 2021), such as if they think these three languages are important for the future and for finding a job (Factor 2), if they think they are nice languages, if they like them (Factor 1), if they are easy to study, or if they want to continue studying them (Factor 3), among others. The students taking part in the study reported that it only took them about fifteen minutes to complete, and most of them completed nearly all the questions (three of them left two open-ended questions blank). The two open-ended questions are the following: *Why is it important to study English?* and *Why is it important to study Basque?* On average, the participants wrote between 3 and 54 words per question,

Subsequently, to measure students' proficiency, participants accomplished an oral examination. They performed the same version in English, Basque, and Spanish. We were aware that this examination would have limitations as it was not designed to measure L1 proficiency, but having a similar test enabled comparison of results among languages. The speaking was conducted as follows: participants were tested one at a time for three weeks. As mentioned, the test was the same in all three languages: for 2 minutes minimum and 3 minutes maximum, each participant had to tell how the pandemic affected their lives, and which areas of their life had been the most affected. The first week they did the test in the ML, the second in the RL, and the third in the FL. In addition to evaluating the students on the spot by noting the most important or characteristic errors, the audios were recorded to be analysed in depth later, using a rubric which evaluated the following sections: grammar, vocabulary, cohesion, fulfilling the task, pronunciation, and fluency. During the Practicum II, these oral exams were graded by the master's assistant.

4.3. Data collection and analysis

Before starting the study, the necessary permissions were collected from the institution and teachers, and they were informed about the aim of the study. The audio recordings were made with the prior authorization of the students, who signed the informed consent form authorizing the recording of the conversations in the oral tests. They were guaranteed anonymity and confidentiality of the information obtained in the tests, reserving their identity and access to it only to people related to the study and only for research purposes. Participants were told that the aim of the study was to look at their oral proficiency; this could have been a limitation given that when speaking in their first language the participants could feel forced to speak correctly; even so, they did it in a natural way. The English test was more prepared since it was also part of the evaluation of the subject First Foreign Language: English. The oral tasks were audio-recorded, and the researcher also took field notes during the observations. After the exams were completed, the recordings were analysed in the following way: first, students' pronunciation and fluency were analysed with the audio-recording; then, we transcribed the audios and assessed the grammar, vocabulary, cohesion, and fulfilling the task. This way, the results of the present study can be easily compared to the findings from previous studies. All three languages' oral tests were graded and scored on a scale of 1 to 10, evaluated with the rubric on Table 1 and [Appendix II](#).

Motivation was divided into three factors based on Dörnyei's theory (2005, 2009): factor 1 (F1) the "ideal L2 self", which represents the L2 speaker that the learner would like to become; factor 2 (F2) the "ought-to L2 self", which refers to the attributes that other(s) believe they should possess in order to meet expectations and avoid possible negative outcomes; and factor 3 (F3) the L2 learning experience, which is related to the immediate context and learning experience. The mean and the standard deviation of the results were calculated to establish the answers to each question on the different factors within motivation and to obtain an overview of students' attitudes and perceptions regarding the issues raised. After having been analysed, the spoken examinations and the questionnaire results were compared in order to verify if motivation and proficiency are directly interrelated. It should be noted that the socioeconomic factor was also analysed in these questionnaires; even so, these data are not relevant for this study since the socioeconomic level of the participants is generally quite similar.

Following factor analyses in previous studies, as well as the content of the statements, the items from the questionnaire loaded onto each factor as follows (Table 2). As we did not have the resources to conduct a factor analyses, we are aware that the items could be grouped in a different way in our data and acknowledge this as a limitation. Also, in order to make our study comparable, the same items used in previous studies were included. This implies that some factors for some languages are made of more items than others.

Table 2. The items of each factor in the questionnaire (The same questions were asked for the RL, and some of them for the ML).

	ITEMS
FACTOR 1	I would like to speak and use English fluently and effortlessly.
	I think English is a nice language.
	I like learning English.
	I would like to continue to learn English.
	I find EFL lessons really boring.
FACTOR 2	I think EFL lessons are fun.
	Speaking/knowing English is essential for one to find a job.
	I think English will be useful for me when I grow up.
FACTOR 3	It is rather easy for me to learn languages.
	I think I am good at English.
	It is difficult for me to learn languages.
	I think my English is getting better.
	Learning English is easy.
	I feel confident when using English.

5. Results

This section will depict the results regarding motivation and language competence towards the three languages in relation to the four research questions; that is, what level of proficiency students have in English, Basque, and Spanish, which is the motivation of the students towards the three languages, what is the interplay between motivation and proficiency, and what is the connection between speaking Basque at home and the proficiency in this language. In tables 3, 4, and 5 we present the mean motivation values towards the three languages, in table 6 we present the test scores of all students, and in table 7 we present the proficiency and motivation values, in order from the highest proficiency score to the lowest.

5.1. Motivation towards English

As Table 3 shows, the average student motivation towards English ranges from 1.97 to 3.57 in each factor, with a group mean rate of 2.90. In general, motivation towards English was medium-high, considering that the maximum are 4 points. The factor with the highest score has been F2 (usefulness of learning English and the “ought-to L2 self”), followed by F1 (English language and the “ideal L2 self”), finishing with F3 (the learning experience (English)).

Table 3. Results regarding motivation towards the foreign language (English).

	Factors		
	F1	F2	F3
26. I would like to speak and use English fluently and effortlessly.	3.55		
28. I think English is a nice language.	3.31		
34. I would like to continue to learn English.	3.26		
32. I like learning English.	2.82		
36. I find EFL lessons really boring.	2.26		
44. I think EFL lessons are fun.	2.04		
47. I think English will be useful for me when I grow up.		3.57	
41. Speaking/knowing English is essential for one to find a job.		3.22	
50. I think my English is getting better.			2.91
31. It is rather easy for me to learn languages.			2.84
52. Learning English is easy.			2.51
39. I think I am good at English.			2.44
54. I feel confident when using English.			2.06
49. It is difficult for me to learn languages.			1.97
Mean	2.87	3.39	2.45

Standard deviation	0.61	0.25	0.39
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With respect to F1, thus, motivation towards the “English language and the “ideal L2 self”, mean scores reached 2.87. Item 26 scored the highest value and item 44 the lowest. This data shows that most students would like to speak and use English fluently and effortlessly, however, in general, they do not consider that EFL lesson are amusing. Table 3 shows the items correlated and loaded onto each of these factors.

The results of the F2, that is, the “ought-to L2 self”, were high, with a mean score of 3.39. This shows that students think that English is an essential language for their future: “I think English will be useful for me when I grow up” (item 47) and “Speaking/knowing English is essential for one to find a job” (item 41). Most of the participants agree with these statements.

Results on F3 (the learning experience (English)) were the lowest of the three factors, since mean scores reached 2.45. Item 50 (“I think my English is getting better”) scored the highest value, and item 49 (“It is difficult for me to learn languages”) the lowest; these data expose that students are optimistic about how their English is improving, and, in general, studying languages is not difficult for them. However, they do not feel confident in using the FL.

5.2. Motivation towards Basque

Participants showed a high motivation towards Basque, for which they have a motivation mean rate of 3.06. The average motivation on each factor ranges from 1.77 to 3.97. The factor with the highest score has been F1 (Basque language and the “ideal L2 self”), followed by F2 (usefulness of learning Basque and the “ought-to L2 self”), finishing with F3 (the learning experience (Basque)).

Table 4. Results regarding motivation towards the regional language (Basque).

	Factors		
	F1	F2	F3
29. I think Basque is a nice language.	3.97		
27. I would like to speak and use Basque fluently and effortlessly.	3.91		
35. I would like to continue to learn Basque.	3.86		
33. I like learning Basque.	3.48		
45. I think Basque lessons are fun.	2.71		

37. I find Basque lessons really boring.	1.77		
48. I think Basque will be useful for me when I grow up.		3.40	
42. Speaking/knowing Basque is essential for one to find a job.		2.57	
55. I feel confident when using Basque.			3.33
51. I think my Basque is getting better.			3.31
40. I think I am good at Basque.			3.26
31. It is rather easy for me to learn languages.			2.84
53. Learning Basque is easy.			2.75
49. It is difficult for me to learn languages.			1.97
Mean	3.28	2.98	2.91
Standard deviation	0.88	0.59	0.52

Regarding F1 (motivation towards the “Basque language and the “ideal L2 self”), mean scores reached 3.28: item 29 (“I think Basque is a nice language”) scored the highest value, and item 37 (“I find Basque lessons really boring”) the lowest. These first results for the Basque language are very positive, seeing that the motivation that these students have towards this regional language is outstanding. It also needs to be noted that they do not consider Basque lessons boring.

As for F2 (“ought-to L2 self”), the mean is still high but not as high as that of F1. Although in general the students think that the Basque language will be useful when they reach adulthood, they do not think that it will be so useful when it comes to finding a job: the mean of item 48 (“I think Basque will be useful for me when I grow up”) is of 3.40 and the mean of item 42 (“Speaking/knowing Basque is essential for one to find a job”) is of 2.57.

Apropos of F3 (the learning experience (Basque)), the mean is medium-high (2.91). Item 55 (“I feel confident when using Basque”) is the one with the highest punctuation, while item 49 (“It is difficult for me to learn languages”) is the one with the lowest. Once again, we can affirm that this group of students feels confident in Basque, they feel comfortable using this language. Moreover, in general, they do not find it difficult to study languages.

5.3. Motivation towards Spanish

The motivation towards the majority language was generally high, with a group mean of 3.12, being the highest punctuation of the three languages. Even so, we have to consider that in the case of the ML, only F1 and F2 have been taken into account, since F3 has not

been measured in this language. Therefore, the analysis of the majority language has not been as deep, and the results are not as significant. Thus, the average motivation on each factor ranges from 1.95 to 3.62. The factor with the highest score has been F2 (usefulness of learning Spanish and the “ought-to L2 self”), followed by F1 (Spanish language and the “ideal L2 self”).

Table 5. Results regarding motivation towards the majority language (Spanish).

	Factors		
	F1	F2	F3
30. I think Spanish is a nice language.	3.40		
46. I think Spanish lessons are fun.	2.53		
38. I find Spanish lessons really boring.	1.95		
43. Speaking/knowing Spanish is essential for one to find a job.		3.62	
31. It is rather easy for me to learn languages.			2.84
49. It is difficult for me to learn languages.			1.97
Mean	2.62	3.62	2.40
Standard deviation	0.73		0.62

In relation to F1 (motivation towards the Spanish language and the “ideal L2 self”), mean scores reached 2.62: item 30 (“I think Spanish is a nice language”) with the highest value and item 38 (“I find Spanish lesson really boring”) with the lowest. Although the attitude towards Spanish is not negative, compared to the attitude that students have towards Basque, it is lower, as we will analyse later. F2 (usefulness of learning Spanish and the “ought-to L2 self”) got a high value, since students think that the ML is “essential for one to finding a job”.

5.4. Linguistic competence

After analysing the results of the motivation questionnaires, the results of the oral proficiency tests in the three languages will be evaluated. Table 10 ([Appendix I](#)) shows the following data: the participants, the score they obtained in each language (on a scale from 1 to 10), if they speak Basque at home, the overall mean for each language and the standard deviation.

As for the English test results, the scores are generally lower than in the RL and the ML and vary more. The average is 7.25, the highest grade is a 10 and the lowest a 3.5. Obviously, the scores are lower given that it is not the mother tongue of any student, and

it is the first foreign language for all of them. It should also be clarified that, as we will explain later, one of the limitations in correcting these tests was that since the first two languages had such a high level and the third one a lower level, the corrections could not be exactly the same; that is, although the same rubric was used for the three languages, the corrections in Spanish and Basque were stricter. Even so, the ratings are representative and meet the objectives to be analysed in this study.

Considerable differences can be noted between individual students, especially with regard to the English language. As can be seen, the highest average is for the Spanish language with 9.01: these results are quite common because Spanish is the mother tongue of all the participants, and it is also the language they use the most and with which they feel most comfortable. On the other hand, the average score for Basque is also quite high: 8.38. Also, it is the mother tongue of quite a few students, and, in addition, it is the language in which they have been studying all their lives, as they have studied in the immersion program. Even so, they make more mistakes than in the ML, and use many words in Spanish when they do not know how to say them in Basque. We must also consider that students use Spanish continuously to talk to each other, both in class and outside the classroom.

Another subject to analyse is whether students who speak Basque at home have a higher linguistic competence in Basque than those who do not. The average Basque grade of the students who speak the language at home is 8.57, and the average grade of those who do not speak Basque at home is 7.71. This is a significant figure as the difference is of 0.86. This data is represented in the following table 7.

Table 6. Proficiency means of participants who speak the RL at home and those who do not.

	Basque at home (41%)	No Basque at home (59%)
Mean	8.57	7.71

5.5. English proficiency and motivation

For good measure, in table 8 we can see comparative data. First, the test scores in English are shown, ordered from highest to lowest scores; on the other hand, the motivation of each student in each of the three factors is shown. By looking at this table we can compare

the language proficiency of each student with his or her level of motivation regarding the FL.

Table 7. English proficiency and motivation of the participants.

Student	English proficiency	Mot. Factor 1	Mot. Factor 2	Mot. Factor 3	Motivation means
P1	10	3.33	3.5	3	3.28
P2	10	3.5	3.5	3.17	3.39
P3	10	3.5	4	2.83	3.42
P4	10	3.33	3.5	3.33	3.39
P5	9.5	3	2.5	3.16	2.89
P6	9.5	1.83	3	2.16	2.58
P7	9.5	3	4	3.17	3.39
P8	9.5	3	3.5	2.5	3.00
P9	9.5	3	4	1.83	2.94
P10	9	2.33	3.5	2.5	2.78
P11	9	3.33	3	3	3.11
P12	9	3.5	4	3.16	3.55
P13	9	3.16	3.5	3	3.22
P14	9	2.16	3.5	2.16	2.61
P15	9	2.16	3	1.5	2.22
P16	8.5	3.5	4	3.16	3.55
P17	8.5	3.66	4	3.5	3.72
P18	8.5	2.66	4	1.66	2.77
P19	8	3.66	3.5	3.16	3.44
P20	8	2.66	3	2	2.55
P21	8	3.33	4	2.33	3.22
P22	7.5	3.33	3.5	3.33	3.39
P23	7.5	3.33	3	3	3.11
P24	7	2.66	2.5	3	2.72
P25	7	3	3	2.66	2.89
P26	7	2.83	3	2.33	2.72
P27	7	2.83	3	1.7	2.51
P28	7	3.17	2.5	2.33	2.67
P29	6.5	2.7	2	1.5	2.07
P30	6	3.17	4	2.83	3.33
P31	6	3	3.5	2.33	2.94
P32	6	2.83	2.5	2.17	2.50
P33	6	2	3.5	2.16	2.55
P34	6	3.66	4	3	3.55
P35	6	3.5	4	2.7	3.40
P36	6	3.5	4	3.5	3.67
P37	6	2.66	3	1.83	2.50
P38	6	2.66	2.5	2.16	2.44
P39	6	3.5	4	2.66	3.39
P40	6	2.33	3	2.5	2.61
P41	6	3	4	1.83	2.94
P42	6	3.17	4	2.33	3.17
P43	6	2	2	2.66	2.22
P44	5.5	1.33	3	1.66	2.00
P45	5.5	2	2	1.5	1.83
P46	5.5	2.16	3.5	2	2.55
P47	5	2.83	4	2.33	3.05
P48	5	2.16	2	2.33	2.16
P49	4	2.33	3.5	2.16	2.66
P50	4	3.33	4	2.7	3.34
P51	3.5	2.16	1.5	2	1.89

MEAN	7.25	2.87	3.39	2.45	2.90
STANDARD DEVIATION		0.55	0.68	0.56	

As we will discuss below, although our main hypothesis was that students with higher proficiency would have higher motivation, we can see from the tables that this is not entirely true. Although in many cases students with high language competence have high motivation, there are many cases in which students with low scores have high motivation as well. There are 21 students whose grades are high (an 8 or higher); among them, 13 have high motivation (with a mean of 3 or higher), and 8 have the lowest motivation (with a mean of 2.9 or lower). On the other hand, analysing the 21 students with the lowest grades (a 6 or less), 8 have high motivation and 13 have lower motivation. Finally, analysing the medium-high grades (between 6.5 and 7.5), 2 students have a high motivation and 6 have a low motivation. Although the number of students with high grades and high motivation is somewhat larger than those with low grades and high motivation, it is not a fully relevant data with which we can confirm our main hypothesis, since there is only a difference of 5 students.

Regarding the three factors within motivation, the one with the highest mean was F2 ("ought-to L2 self"), and it also has the highest standard deviation. This result is somewhat counterintuitive, on account of the fact that, in our opinion, this second factor is not as "personal" as the first or the third, i.e., it asks directly about the usefulness of an international language for the future, which, in general, may be a fairly objective question considering the power and importance that the English language has achieved in recent decades.

5.6. Basque proficiency and motivation

To analyse the motivation and level in the regional language, we will observe table 9. As in the previous table, we can see comparative data: on the one hand, the test scores in Basque are shown, ordered from highest to lowest scores; on the other hand, the motivation of each student in each of the three factors is shown. By looking at this table we can compare the language proficiency of each student with his or her level of motivation. This table has been analysed contemplating the limitation discussed above: the Basque language scores are very high given that they have been measured using the same oral examination that has been used to measure competence in English.

Table 8. Basque proficiency and motivation of the participants.

Student	Basque proficiency	Mot. Factor 1	Mot. Factor 2	Mot. Factor 3	Motivation means
P1	10	3.66	3.5	3.33	3.50
P8	10	3.33	3.5	2.66	3.16
P33	10	3	3.5	2.5	3.00
P2	9.5	3.5	3.5	3.33	3.44
P3	9.5	3.5	3	3.66	3.39
P20	9.5	2.66	3	2.66	2.77
P37	9.5	3	3	2.16	2.72
P4	9	3.66	3.5	3.33	3.50
P5	9	3.5	2.5	3.16	3.05
P6	9	3.33	3	2.66	3.00
P7	9	3.66	3	3.17	3.28
P9	9	3.66	3	3.16	3.27
P10	9	3.17	3.5	3.33	3.33
P11	9	3.33	3	3.5	3.28
P13	9	3.66	3.5	3.5	3.55
P18	9	3.66	3	2.16	2.94
P19	9	3.66	3	3.16	3.27
P21	9	3.66	3.5	3	3.39
P28	9	3.17	2.5	2.33	2.75
P41	9	3	3	1.83	2.61
P15	8.5	2.66	3	3.66	3.11
P17	8.5	3.66	2.5	3.5	3.22
P24	8.5	2.66	2.5	3.33	2.83
P27	8.5	3.33	3	2.33	2.89
P12	8	3.5	3	3.16	3.22
P14	8	3.5	3.5	3.66	3.55
P16	8	3.5	3.5	3.16	3.39
P23	8	3.66	2.5	3.66	3.27
P25	8	3.33	3	2.66	3.00
P31	8	3	3.5	2.66	3.05
P34	8	3.66	2.5	3	3.05
P36	8	3.5	2.5	3.5	3.17
P40	8	3.33	3	2.5	2.94
P39	8	3.5	3.5	2.66	3.22
P43	8	2.66	3	3	2.89
P45	8	3.33	1.5	3.66	2.83
P47	8	2.83	3	2.33	2.72
P48	8	2.83	2.5	2.66	2.50
P49	8	3.66	3.5	2.33	3.00
P50	8	3.33	3	2.5	2.94
P26	7.5	3	3	2.66	2.89
P29	7.5	3.33	2	2.33	2.55
P32	7.5	2.83	2.5	3.33	2.89
P35	7.5	3.5	3.5	2.7	3.23
P38	7.5	3.33	2.5	2.33	2.72
P42	7.5	3.33	2.5	2.33	2.72
P46	7.5	2.83	3.5	2.5	2.94
P51	7.5	3	3	2.5	2.83
P22	7	3.33	3.5	3.33	3.39
P30	7	3.17	2.5	2.83	2.83
P44	7	2.66	3	3	2.89
MEAN	8.38	3.28	2.98	2.91	3.06
STANDARD DEVIATION		0.33	0.46	0.49	

In the case of the RL, the results are more in line with our main hypothesis. The number of students with higher grades (9 to 10) is 20. Of these 20 students, 15 have high motivation and 5 have lower motivation. As for the 11 students with lower grades (7 and 7.5), 2 have high motivation and 9 have lower motivation. Of the 20 participants with medium-high grades (8 and 8.5), 12 are highly motivated and 8 are less motivated. We can say that here the hypothesis is fulfilled given that 75% of the students with a higher grade have high motivation, and only 18.18% of the students with the lowest grade have high motivation. In addition to this, the factor which has the highest mean is F1, as mentioned above. Then, the standard deviation indicates that the factor that obtained the most diverse responses was F3 (the learning experience). This result was quite expected considering that within this factor more subjective statements are formulated (e.g., “I think my Basque is getting better”).

5.7. Spanish proficiency and motivation

To conclude the results section, we will comment on the proficiency and motivation towards the majority language: Spanish. As in the previous tables, table 10 is divided into the following: on the one hand, the test scores in Basque are shown, ordered from highest to lowest scores; on the other hand, the motivation of each student in each of the three factors is shown. By looking at this table we can compare the language proficiency of each student with his or her level of motivation. For the majority language, only F1 and F2 have been analysed, as it is a language in which all participants have a very high level, and which they use daily. As with Basque, we have the limitation that the oral test has been the same as the one used to score English, so the qualifications are very high.

Table 9. Spanish proficiency and motivation of the participants.

Student	Spanish proficiency	Mot. Factor 1	Mot. Factor 2	Motivation means
P1	10	3	4	3.5
P3	10	3.16	3.5	3.33
P5	10	3	4	3.5
P8	10	3.5	4	3.75
P11	10	3.33	3.5	3.41
P19	10	3.16	3.5	3.33
P28	10	2.5	3.5	3
P37	10	3	3.5	3.25
P41	10	2.5	3	2.75
P2	9.5	2.5	4	3.25
P24	9.5	2.16	3.5	2.83
P29	9.5	3	4	3.5
P31	9.5	1.5	3.5	2.5
P34	9.5	1.5	4	2.75
P4	9	3	3.5	3.25

P6	9	3.16	3	3.08
P7	9	3	3.5	3.25
P9	9	2	3	2.5
P10	9	3.17	4	3.585
P12	9	3.17	4	3.585
P13	9	2.66	3.5	3.08
P15	9	2	4	3
P18	9	3.5	3	3.25
P20	9	2.5	4	3.25
P21	9	3	3.5	3.25
P22	9	2.16	3.5	2.83
P23	9	2.66	4	3.33
P25	9	2.5	4	3.25
P26	9	3	4	3.5
P33	9	2.5	3.5	3
P35	9	2.66	3.5	3.08
P44	9	2.16	4	3.08
P49	9	2.33	3.5	2.91
P50	9	2.66	3	2.83
P51	9	2	3.5	2.75
P16	8.5	3.5	3.5	3.5
P17	8.5	2.5	3.5	3
P27	8.5	2	3.5	2.75
P36	8.5	3	3.5	3.25
P38	8.5	2.5	4	3.25
P39	8.5	2.66	3.5	3.08
P42	8.5	2.16	3.5	2.83
P43	8.5	2	3	2.5
P46	8.5	2.5	3.5	3
P47	8.5	2	4	3
P48	8.5	2.16	3.5	2.83
P14	8	3	3.5	3.25
P30	8	2.66	3.5	3.08
P32	8	2.5	4	3.25
P40	8	3	4	3.5
P45	8	2	3.5	2.75
MEAN	9.01	2.62	3.62	3.12
STANDARD DEVIATION		0.5	0.33	

Due to the fact that the grades in the ML are very high, we have decided to divide them as follows: the high grades are 9.5 and 10, the medium-high 9, and the low grades 8 and 8.5. Of the 14 participants with higher grades, 10 have high motivation and 4 have low motivation. Then, of the 16 students with lower grades, 12 have high motivation and 4 have low motivation. Finally, of the 21 students with medium-high grades, 16 have high motivation and only 5 have low motivation. These results show that, in general, and regardless of proficiency, motivation towards the majority language is quite high. It is important to underline that the factor with the lowest motivation is F1, probably for historical reasons, such as Basque having been "crushed" by Spanish, (Ushioda, 2017). On the other hand, the factor with the highest motivation is F2, given that most students think that Spanish is essential for work, as mentioned above. Analysing the standard

deviation, the biggest differences are in F1, since it is more subjective and there are different opinions among the student body.

6. Discussion

The present study commenced to examine whether motivation in the three L2MSS-based factors affects students' proficiency in the foreign language (English), the regional language (Basque), and the majority language (Spanish). The hypothesis is not entirely straightforward since the correlation between high motivation and high proficiency is not entirely clear. The language in which our main hypothesis is most underlined is in the regional language, for the majority of students with high scores have high motivation, and the majority of students with lower scores have lower motivation.

With respect to the first research question, it was found that the highest student motivation is towards Spanish, then towards Basque, and finally towards English. In addition to this, it has also been seen that in the case of the RL, the factor with the highest motivation is the "ideal L2 self" (F1); while in the case of the FL and the ML, the factor with the highest level of motivation has been the "ought-to self" (F2). The most obvious finding to emerge from the analysis is that Basque is a very important language for the participants, which is not simply a language, it is part of their personality and is something more personal, also taking into account the historical significance that this language has; while it can be said that Spanish and English are for the participants more instrumental languages, which they think are necessary for the future and to get a job. Perhaps, these two could be the reasons why Basque has a higher score in F1, and English and Spanish have a higher score in F2.

On the F1 ("ideal L2 self"), this study found that, in general, students have an appreciation for the three languages, and are motivated to continue studying them and would like to be able to use them fluently. The highest motivation in this factor is towards Basque, then towards English, and finally, towards Spanish. Probably, as we have already mentioned, because Basque is part of students' identity and Spanish has been a language that has historically repressed it. Furthermore, the analysis of this same factor shows that what motivates these students the least are the lessons of the three languages, given that the items related to this topic have the lowest mean, especially the English lessons, as the mean value of item 44 ("I think EFL lessons are fun") is of 2.04. These results reflect those of Muñoz (2017) who also found a dissociation between the language and the classes.

With regard to the F2 (“ought-to self”), the highest score is for Spanish (3.62), followed by English (3.39), and ending with Basque (2.98), which has a much lower score. According to these data, we can infer that students are clear that Spanish and English are essential languages for future employment and that they will be useful in their adult lives. Even so, although most of them think that Basque will also be useful in the future, they do not believe that it is essential in the working world. It is possible that they think this because when they contemplate the world of work, they consider a more national or international context, and do not take into account working, for example, in Navarre or the Basque Country, where Basque is a fundamental pillar that opens many doors.

Lastly, the analysis on F3 (the learning experience) suggests that, as expected, students feel more self-confident when speaking Basque than when speaking English (Spanish has not been analysed in this factor), since Basque has a mean of 3.16 and English of 2.48 (items 40, 51, 53 and 55 in the case of Basque and items 39, 50, 52, and 54 for English have been taken into account to calculate this mean). Hence, it could conceivably be suggested that students feel more confident using and learning a language that they have already internalized and in which they have a native level, than a foreign language in which very few are at a high level, and which they do not use in their daily lives.

With reference to the second research question, results exposed that, as expected, the level of oral proficiency of the participants in Spanish and Basque is very high, given that, as mentioned above, Spanish is the mother tongue of all the students, and in some cases, Basque as well. The language in which proficiency does vary a lot is, as we expected, English. Due to different reasons, such as the sociolinguistic, educational, socioeconomic context, or even stays abroad, there are some students who have a very high level of English, while others do not reach the level of English required for the first year of Baccalaureate. This was clearly shown by the fact that the highest grade was a 10 and the lowest was a 3.5. On the other hand, although we see that the scores in the ML and the RL do not vary much, it can be seen that, in general, if the English score is high, the scores in Spanish and Basque are also quite high. We can say that immersion achieves an equalizing effect, all students reach a high level of language proficiency, albeit with differences. However, in the foreign language, very different levels are reached.

We will try to answer the most relevant research question of this study, which is, at the same time, the most extensive: what is the interplay between motivation and linguistic competence regarding the three languages? We must admit that the results of this study do not show a very clear correlation between motivation and proficiency in the languages analyzed, although in some languages and factors it is more noticeable than in others. Starting with English, 61.90% of students with high grades have high motivation, and 38% of students with low grades have high motivation. Although there is a difference of 23%, it is not relevant enough to corroborate our main hypothesis. In the case of Basque, 75% of students with high motivation have high grades and 18.18% with low grades have high motivation. In this case, the difference is 56.82%, so in this case, and comparing it with English, we can corroborate our main hypothesis. In the case of the majority language, 71.4% of students with high grades have high motivation, and 75% of students with somewhat lower grades have high motivation. These results indicate that motivation does not depend on proficiency in this case.

Comparing the three languages and seeing that the hypothesis is fulfilled more in the regional language, we must say that we are quite surprised by these results, since we thought that our hypothesis would be emphasized more in the foreign language. On the other hand, we also think that it is likely that motivation in Basque decreases in F2 and F3, as students do not see it as an essential language for traveling and they do not believe that it is an easy language to learn and study. Focusing also on Basque and Spanish, although the difference is smaller than with English, generally the higher motivation is reflected in higher grades. Although in this case, we should focus more on F2 and F3 for the following reason: given that Spanish and Basque are the mother tongues of the participants, the mean of factor 1 is very high regardless of the level of the students, seeing that they are very dear and essential languages in their daily lives; for this reason, it is important to focus on F2 and F3, as here the answers are more objective, considering that the students respond about the usefulness of the language and about their own level. Then, we thought that the relationship between motivation and proficiency in the English language would be more relevant; and, finally, the results that have come out in Spanish have been quite expected, with F1 being lower than F2. In conclusion, we must say that the correlation between motivation and language proficiency is not entirely clear in this study.

We conclude this part of the study by answering the last research question: Is students' proficiency in the regional language (Basque) connected to the language they speak at home? These findings are rather interesting: the difference in the mean is quite significant, and it can be said that students who speak Basque at home have a higher proficiency than those who do not. This is a rather expected result, given that students who have the privilege of speaking Basque at home have a great advantage, since, as mentioned above, students do not speak Basque among themselves at school, nor do they use it with their friends outside the school. These results also show us that the work that remains to be done to support Basque is immense, considering that although it is used in education, it is not used in the street and among young people who study it.

7. Conclusions and pedagogical recommendations

The purpose of the current study was to determine the correlation between the participants' motivation towards English, Basque, and Spanish, and their language competence. Nevertheless, the results of this study do not confirm the hypotheses of previous studies on the same topic since the relation between motivation and proficiency is not straightforward.

Answering the first research question, the findings of the questionnaires carried out indicate that the highest motivation of the students is towards the majority language (Spanish) and the regional language (Basque), the latest especially in F1 ("ideal L2 self"). The answer to the second research question is that, as expected before the oral exams, the competence of the students in Spanish and Basque is very high, especially in Spanish. As for English, the scores vary much more, although the average is not very low. Answering the third research question, we could not confirm that language motivation is totally related to linguistic competence. This can be verified especially by looking at the grades and motivation towards the English and Spanish languages, since we can see that the motivation is high in many cases regardless of the linguistic competence. In the case of Basque, it can be more clearly seen that students with higher grades show a higher motivation towards this language, and it can be distinguished especially in F1 ("ideal L2 self") and F3 (the learning experience). Answering the fourth question, our research indicates that students who speak Basque at home have a higher proficiency than those who do not.

Notwithstanding the relatively limited sample, this work offers valuable insights into the research of motivation towards the foreign language (English), towards the regional language (Basque) and towards the majority language (Spanish) in a multilingual context. The usefulness of our contribution lies in that we are not only looking at the students' motivation towards the foreign language, but also at their motivation towards their mother tongues. As the level of motivation is high, this study also contributes to the fact that bilingualism is beneficial in terms of learning different languages and having a better attitude towards learning a foreign language (Cenoz, 2013). The findings of our research have considerable managerial implications: we can also see that the motivation of the students in F1 ("ideal L2 self") towards Basque is very high, which shows that it is an important language for them and part of their identity, even though the mother tongue of many participants is Spanish.

With the study that we have conducted, we cannot thoroughly contribute to hypotheses and studies that have been previously mentioned in the literature review. To begin with, we cannot completely support what Lasagabaster (2012) states in one of his studies, where he mentions that “there is a clear correlation between language achievement and motivation.” (Lasagabaster 2012: 2). On the other hand, it can neither be corroborated the Socio-Educational Model of SLA discussed by Gardner, Masgoret and Tremblay (1999), in which the authors expound that “sociocultural milieu plays an important role in that it can influence individuals’ levels of attitudes, motivation, and anxiety as well as the relative importance that these attributes play in the language learning process.” (Gardner, Masgoret, & Tremblay, 1999: 422). Nevertheless, we can conclude that, especially in the case of the Basque language, the variable that has the greatest impact of the four factors described by these authors would be the social milieu, since it is pertinent to the person’s cultural beliefs or environment, and it is relevant to the influence of both affective and cognitive individual contrasts among language learners.

Contrarily, this study has confirmed the findings of Lasagabaster (2017) which found that students in models B and D (immersion programmes) have more positive attitudes towards Basque, considering that our results show a very high motivation towards this language. Although our results have not been totally relevant to the relationship between competence and motivation, of all the factors we have analysed, proficiency is the one that most affects motivation in this case, as other factors that we have investigated have not had a great relevance, such as gender or the socioeconomic level of the participants.

The main weaknesses of this study were the paucity of time and of students, and other components regarding methodology. Firstly, as the internship lasted 6 weeks, the time was quite limited for an in-depth study. Initially, the research was prepared for 80 students (three first-year baccalaureate classes), but only 51 could be examined, due to the fact that class time was used to take the students out one at a time. On the other hand, 51 students took the questionnaire: it was not mandatory for the subject and was not graded, so many did not take it, considering that they had to do it at home and not in class time. Another limitation that should be mentioned is that the participants have not coursed the ESO in the same high school, since many of them are studying the performing arts

baccalaureate in Alaitz and come from very different places to study it. For this reason, it was not possible to analyse the academic context, i.e., previous English teachers and educational centres, among others. Another important limitation in this study was that the oral test did not discriminate, i.e., it was not a native language test, and there was no discrimination of levels (given that the exam was exactly the same in the three languages) we knew that the results in the Spanish and Basque tests would be very high. The last limitation we would like to mention is that, perhaps, the test to measure linguistic competence was too limited, i.e., maybe if the test included all four skills (reading, listening, speaking, and writing), the scores would have been more accurate.

The present study has only investigated whether language competence and motivation are interrelated in a multilingual context, and also whether speaking Basque at home is beneficial when it comes to the oral production of this language. On a wider level, research is also needed to determine whether the fact of speaking Basque and having a good level affects the proficiency of English, making a study in which two institutes are compared: a model A high school and a model D high school. Also, continued efforts are needed to make further study about what factors affect motivation, specifically within the classroom, since, as shown in the results of this study, students show lower motivation when asked about the lessons of each language. So, for future research, we would try to analyse factors that are not external to the teaching of the language at school: teachers, materials, exercises, homework, tests, and the way of working, among others.

Consequently, further work needs to be performed to discover new methods and improve student motivation in the classroom. The first thing that should be done is to introduce new learning methodologies in language teaching, such as project-based learning or collaborative learning, among others. We believe that one of the mistakes in language teaching in the classroom is that students tend to have a passive role, and classes, in general, are teacher centred. To turn this situation around, we need to make the students the protagonists of the lesson and make them participate more actively. Related to this, it is also important to encourage oral production in the classroom, given that, in many cases, it is the skill that is least worked on in English lessons, and it is the one with which we learn the most. On the other hand, it would also be interesting to increase the use of authentic task-based materials, since it is something that usually interests students more, and it is also very useful for them.

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Appendix I. Table 10. Results of the oral tasks performed by the participants.

Student	English test	Basque test	Spanish test	Basque at home
P1	10	10	10	No
P2	10	9.5	9.5	Yes
P3	10	9.5	10	No
P4	10	9	9	No
P5	9.5	9	10	No
P6	9.5	9	9	No
P7	9.5	9	9	No
P8	9.5	10	10	Yes
P9	9.5	9	9	No
P10	9	9	9	No
P11	9	9	10	Yes
P12	9	8	9	Yes
P13	9	9	9	Yes
P14	9	8	8	No
P15	9	8.5	9	No
P16	8.5	8	8.5	No
P17	8.5	8.5	8.5	Yes
P18	8.5	9	9	Yes
P19	8	9	10	Yes
P20	8	9.5	9	Yes
P21	8	9	9	Yes
P22	7.5	7	9	No
P23	7.5	8	9	Yes
P24	7	8.5	9.5	Yes
P25	7	8	9	Yes
P26	7	7.5	9	No
P27	7	8.5	8.5	No
P28	7	9	10	Yes
P29	6.5	7.5	9.5	Yes
P30	6	7	8	No
P31	6	8	9.5	Yes
P32	6	7.5	8	No
P33	6	10	9	No
P34	6	8	9.5	Yes
P35	6	7.5	9	No
P36	6	8	8.5	No
P37	6	9.5	10	Yes
P38	6	7.5	8.5	No
P39	6	8	8.5	No
P40	6	8	8	No
P41	6	9	10	No
P42	6	7.5	8.5	Yes
P43	6	8	8.5	No
P44	5.5	7	9	Yes
P45	5.5	8	8	No
P46	5.5	7.5	8.5	No
P47	5	8	8.5	No
P48	5	8	8.5	No
P49	4	8	9	No
P50	4	8	9	No
P51	3.5	7.5	9	Yes
MEAN	7.25	8.38	9.01	
STANDARD DEVIATION	1.78	0.80	0.61	

Appendix II. Oral examination rubric.

	Excellent (4)	Very good (3)	Good (2)	Unsatisfactory (1)
GRAMMAR (0.2)	Speaker makes no errors in grammar.	Speaker makes 1-2 errors in grammar.	Speaker makes 3-4 errors in grammar.	Speaker makes more than 4 errors in grammar.
VOCABULARY (0.2)	Uses a varied vocabulary appropriate for the topic, and new words learned this course.	Uses a varied vocabulary appropriate for the topic.	Uses a varied vocabulary that is occasionally a little too simple	The vocabulary was not varied and was not topic related.
COHESION (0.1)	Sentences are complete, well-constructed and 4 or more connectors are used.	Sentences are complete, well-constructed and between 1 and 5 connectors are used.	Sentences are complete and well-constructed, but no connectors are used.	Sentences are nor complete neither well-constructed, and no connectors are used.
FULFILLING THE TASK (0.2)	Completes all the points in the script provided for the task, and uses the vocabulary and connectors proposed.	Completes all the points in the script provided for the task.	Completes some of the points in the script provided for the task.	Does not complete any of the points in the script provided for the task.
PRONUNCIATION (0.2)	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Speaks clearly and distinctly most (94-85%) of the time but mispronounces one to three words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces more than three words.	Often mumbles or cannot be understood and mispronounces more than three words.
FLUENCY (0.1)	The speaker speaks confidently and naturally. Ideas flow smoothly.	The speaker speaks confidently and naturally but hesitates 1 or 2 times.	The speaker hesitates several times but seems to know the desired words.	The speaker has many hesitations and great difficulty remembering or selecting words.

Appendix III. Transcripts in the three languages of the participant with the highest grades (P1) and the student with the lowest grades (P51).

Participant 1

English: “From March 2020 to March 2021 many things have changed, for example the kind of relationship that we had with our friends and families, since right now we can’t go to their homes or villages if they are not in the same community that we are due to the restrictions. On the other hand, the travelling has also changed: before COVID we could travel in the summer or festivities, and we could go to different places; but I think that that is beneficial to our country, and it has also contributed to the way we value the little things and the first needs. COVID has also changed how we study: we use technology more than ever; in other courses we didn’t have the option of using tablets or chomebooks. And, for the final part, if I were in the government, I would change the restrictions that are in the different communities, because if we have some restrictions in one community, but in the other the restrictions are different or less demanding, we aren’t doing anything. We should all get the same restrictions.”

Basque: “Lehen esan dudan bezala, nik uste dut COVID-ak ekarri dituen gauza onak izan dira, adibidez, musukoarekin ezin dituzula besteen emozioak ikusi, edo haien espresioak ikusi, eta horrek laguntzen zaitu egun txar bat izaten ari zarenean zure emozioak ez espresatzeko edo norbaiti ez badiozu azalpen bat eman nahi, azalpen hori ekidin dezakezu. Honek bere alde onak eta alde txarrak ditu, baina nire kasuan alde ona da. Hezkuntzari dagokionez, batxilergo hau ezberdina izango litzateke COVID-ik gabe, izan ere, kontaktu handiko batxilergoa da, eta aurten ezin dugu horrela jorratu.”

Spanish: “Yo creo que una de las cosas buenas que ha traído el COVID es el no poder verle la cara a la gente, porque, por ejemplo, muchas veces pasaba que llegabas a clase y tenías un mal día, y no estabas de humor para hablar con la gente, y lo que hace la mascarilla es esconder un poco esas emociones; esto tiene sus lados buenos y sus lados malos, pero en ese aspecto sí que tiene un lado bueno desde mi punto de vista, y es bastante útil en según qué situaciones embarazosas. En cuanto a la educación, pienso que sin COVID este bachiller (escénico) habría sido distinto, me refiero, el tipo de bachiller que estamos cursando y las actividades que se desarrollan en él requieren el contacto físico y estrecho que ahora mismo no se puede tener por el tema sanitario.”

Participant 51

English: “Eh... this year, with this eh pandemic, the coronavirus, eh, we...we, eh... nabaritu ditugula nola esaten da?, we felt a lot of changes in our lifes, eh, for example, eh, de confinement, eh we stay 3 months in our houses because it was a pandemic, eh... other changes that we held, eh... no sé, eh... I don't like the online classes, because is not the same, because I like to speak with the, with my classmates, and with the teacher, eta horrela, and also the exams that we do in the online classes, eh... I don't like it because is not the same, you are in your house and is not the same.

Basque: “Pues...eh... lagunekin, jende gehiagorekin egon ahal nintzen... nintzake, baina, bua ez dakit nola esaten den...eh... eta, ez dakit, eh... festetara joan, diskoteketara... bai eta ez dakit, eh... jendearekin sozializatzea”.

Spanish: “Pues... no sé, a ver, ¿es después de salir de la cuarentena? Pues, quedar con los amigos, pues... salir de fiesta y así, ir a discotecas, y salir a sitios así donde quisieras juntarte con gente y todo eso... pero... también, no sé... ir con más tranquilidad. Y bueno la cuarentena no fue ni buena ni mala, yo estuve bien, a gusto, sin hacer nada, bueno tampoco hice mucha cosa.”