
Teaching first, second and foreign languages in secondary education in the 21st Century. Teachers' perspectives

Enseñar lenguas primeras, segundas y extranjeras en la educación secundaria del siglo XXI. La perspectiva docente

从教师角度看21世纪中等教育中的第一语言、第二语言和外语教学

Преподавание языков в средней школе в XXI веке. Перспектива преподавателей

M.ª Begoña Gómez-Devís

University of Valencia

mabegode@uv.es

<https://orcid.org.0000-0001-8829-9833>

José María Buzón García

IES Els Évols (L'ALCÚDIA)

Jm.buzongarcia@edu.gva.es

<https://orcid.org.0000-0001-8893-2627>

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Abstract

Teachers act according to the personal understandings specific to their interactions with others and the socio-educational context in which they work. With the objective of further examining cognitive activities (beliefs, knowledge and representations) we investigate the collective imaginary among language teachers (L1, L2 and LE) in Valencian public second-level schools.

This is a quantitative and qualitative research with a marked statistical character based on a representative sample of the observed population. The instrument is a survey that has been validated and brings aspects related to the processes involved in the exercise of the teaching profession. The size of this sample (N=155), with a confidence level of 95% and a population heterogeneity of 77%, offers sufficient representativeness for a study of these characteristics. The statistical tool is the SPSS program (version 27.0) and the analyses carried out range from parametric bivariate independence tests (Pearson chi-square, Phi, Cramer V) and non-parametric (Mann-Whitney U / Wilcoxon W, Kruskal-Wallis H, Jonckheere-Terpstra) to correspondence analysis and ANOVA of a factor.

The different analyses carried out have made it possible to detect and assess statistically significant differences in the survey scores by the two groups of linguistic teachers studied.

The most relevant conclusions of the study indicate that teachers show a different perspective of professional practice according to the language taught and learned in key aspects such as the correction of error or the work of the four basic linguistic skills, as well as the necessary collaboration between the departments of first and second languages —Spanish and Valencian— together with those of foreign languages —English and French—, among others.

Keywords: language teaching, teacher cognition, teachers' culture, beliefs, knowledge and representations.

Resumen

El docente actúa según las concepciones personales que son propias de su interacción con los otros y del contexto socioeducativo en el que se desenvuelve. Con el propósito de aproximarnos a la actividad cognitiva (creencias, representaciones y saberes) se indaga el imaginario colectivo del profesorado de lenguas (L1, L2 y LE) en los centros públicos valencianos de educación secundaria y bachillerato. Se trata de una investigación cuantitativa y cualitativa con un marcado carácter estadístico a partir de una muestra representativa de la población observada. El instrumento es un cuestionario que ha sido validado y observa aspectos relacionados con los procesos implicados en el ejercicio de la profesión docente. El tamaño de esta muestra (N=155), con un nivel de confianza del 95% y una heterogeneidad poblacional del 77%, ofrece suficiente representatividad para un estudio de estas características. La herramienta estadística es el programa SPSS (versión 27.0) y los análisis efectuados abarcan desde las pruebas bivariate de independencia paramétricas (chi-cuadrado de Pearson, Phi, V de Cramer) y no paramétricas (U de Mann-Whitney/ W de Wilcoxon, H de Kruskal-Wallis, Jonckheere-Terpstra) hasta análisis de correspondencia y ANOVA de un factor.

Los diferentes análisis efectuados han permitido detectar y valorar las diferencias estadísticamente significativas en las puntuaciones de la encuesta por parte de los dos colectivos de docentes estudiados.

Las conclusiones más relevantes del estudio señalan que el profesorado manifiesta una perspectiva distinta del ejercicio profesional según la lengua que se enseña y aprende en aspectos clave como la corrección del error o el trabajo de las destrezas lingüísticas básicas,

así como la necesaria colaboración entre los departamentos de lenguas primeras y segundas —castellano y valenciano— junto a los de lenguas extranjeras —inglés y francés—, entre otras.

Palabras clave: enseñanza de lenguas, cognición del profesor, cultura docente, creencias representaciones y saberes (CRS).

概要

教师根据与他人互动中典型的个人观念以及他所处的社会教育背景来行事。为了了解认知活动(信念、表征和知识),我们对瓦伦西亚公立中学和高中的语言教师(第一语言、第二语言 and 外语)的集体想象力进行了调查。这是基于对一个非常具有代表性样本的定量和定性研究,具有显著的统计性质。研究工具是一份经过验证的调查问卷,对与教学专业实践所涉及的过程相关的各个方面进行观察。该样本的大小为155人、置信度为 95%、群体异质性质为 77%,为这些特征的研究提供了足够的代表性。统计工具是 SPSS 程序(27.0版本),进行的分析范围包括参数双变量独立性检验(Pearson 卡方、Phi、Cramer's V)和非参数(Mann-Whitney U/Wilcoxon's W、Kruskal-Wallis H、Jonckheere-Terpstra)进行对应分析和单向方差分析。

我们进行的不同分析可以检测和评估两组所研究的教师的调查分数在统计上的显著差异。

该研究最相关的结论表明,根据教授和学习的语言,教师在纠错或基本语言技能工作以及第一和第二语言(西班牙语和巴伦西亚语)以及其他外语(英语和法语等)部门之间必要的合作等关键方面表现出不同的专业实践视角。

关键词:语言教学,教师认知,教师文化,信仰,表征和知识。

Аннотация

Учителя действуют в соответствии с личными представлениями, характерными для их взаимодействия с другими людьми и социально-образовательного контекста, в котором они работают. С целью изучения когнитивной деятельности (убеждений, представлений и знаний) исследуется коллективное воображение учителей родных и иностранных языков в государственных валенсианских средних школах и бакалавриате. Это количественно-качественное исследование с выраженным статистическим характером, основанное на репрезентативной выборке наблюдаемого контингента. Инструментом исследования является валидированная анкета, в которой рассматриваются аспекты, связанные с процессами, происходящими в профессии учителя. Размер выборки (N=155) при доверительной вероятности 95% и неоднородности популяции 77% обеспечивает достаточную репрезентативность для исследования этих характеристик. В качестве статистического инструмента использовалась программа SPSS (версия 27.0), а проведенные анализы варьировались от параметрических (хи-квадрат Пирсона, Phi, V Крамера) и непараметрических (Mann-Whitney U/Wilcoxon's W, Kruskal-Wallis H, Jonckheere-Terpstra) бивариантных тестов независимости до анализа соответствия и однофакторного ANOVA. Различные варианты анализа позволили обнаружить и оценить статистически значимые различия в баллах опроса двух исследуемых групп преподавателей.

Наиболее значимые выводы исследования свидетельствуют о том, что преподаватели по-разному смотрят на профессиональную практику в зависимости от языка, который они преподают и изучают, в таких ключевых аспектах, как исправление ошибок и работа над базовыми языковыми навыками, а также необходимость сотрудничества

между кафедрами первого и второго языков (испанского и валенсийского) и кафедрами иностранных языков (английского и французского) и других.

Ключевые слова: преподавание языка, когнитивные способности преподавателя, педагогическая культура, убеждения, представления и знания (CRS).

Introduction

The adoption of certain beliefs conditions certain behaviors in human beings. Therefore, addressing their study in an educational environment is essential to understand professional development and performance in the classroom. In fact, investigating their impact and understanding their limits is an aim widely held by disciplines such as philosophy, psychology or sociology, among others. However, it is didactics, by focusing on the specific activity of teachers, that has most effectively been able to describe the mechanisms that condition teaching practice and form the cognitive system of teaching staff (Ballesteros et al., 2012; Camps & Milian, 2008; Imbernón, 2015, 2019; Latorre & Blanco, 2007; Montero & Gewerc, 2018).

On the other hand, the changes and readjustments that teachers have undergone to respond to the specific needs of 21st century classrooms are more than clear (CE/Eurydice, 2015; Franco et al., 2020; Prats, 2019; Valle & Manso, 2017). For example, it is sufficient to mention the design of education programs, the role of the student or the practice of the teaching profession, among others. Regarding the latter, numerous studies highlight its invaluable importance for the quality of teaching and its impact on students' academic results. It is often emphasized that without the active participation of teachers, no significant change can be carried out in terms of teaching (Imbernón et al., 2017; Martínez & Prats, 2018; Rubio & Olivo, 2020; Xu, 2012), while a contrast is observed between the different ideas of professionals who take on the tasks of mediation and guidance in the learning process, and those who believe that their mission is only to transmit information.

In the last decade, studies have been developed that address the stage of primary education or the perceptions of future teachers (teachers in training) although only 18% of these have been carried out on the European population (Klassen & Chiu, 2011). On this occasion, the set of beliefs, representations and knowledge of language teachers (L1, L2 and foreign language) are investigated, taking into account the different elements that condition the teaching and learning process with the aim of characterizing and interpreting conceptions, judgments and prejudices. Thus, the novelty and interest is summarized in three aspects: (1) the participants are active teachers who practice their profession in multilingual education programs in the Valencian Community; (2) the specialties studied are first, second and foreign languages (Spanish, Valencian, English and French) in the educational stage of compulsory secondary education; and (3) the instrument designed *ad hoc*, and already validated, makes it possible to contrast and analyze multiple possibilities from variables such as sex/gender, specialty, years of experience, etc. On the other hand, although for some authors this type of study may be limited by the existence of differences between how teachers respond in the survey (self-perception) and what really happens in class, Song (2015) explains:

This study contains a major methodological limitation. It measures classroom instruction through teachers' responses on questionnaire and in interviews. Such self-reported practice might be vulnerable to self-defensive representation of what really

happens in the classroom. Although the current researcher was highly cautious to develop good rapport with the teachers during the survey, it is advisable that similar studies should supplement their data with classroom observation or videotaping of instruction so as to better understand classroom life. (p.40)

Objectives

Today more than ever there is a need for openness to show the network of beliefs, representations and knowledge that make up the development of teaching. This knowledge will also give clarity and precision to the needs and expectations of teachers while allowing greater achievements to be made in the design, programming and management of both initial training and training throughout professional life. The exact purpose of this article is to deepen understanding of the thinking of language teachers (L1, L2 and foreign language) in the stage of secondary education: how do they perceive the current practice of their profession? What beliefs do they express about it? Do they feel prepared to act confidently in the new teaching-learning scenarios? Thus, the following objectives are formulated:

- a. Implement and validate an instrument that enables data to be collected from different geographical areas of the national educational environment by collecting rigorous and significant records within the framework of research into the beliefs, representations and knowledge of language teachers in secondary education together with other variables such as gender/sex, years of professional practice, type of educational center, expectations and lifelong learning, etc.
- b. Contrast any significant differences in the thinking and beliefs of L1, L2 and foreign language teachers in the city of Valencia and the metropolitan area with the purpose of transforming and optimizing their professional competence.

Teacher culture

Since the beginning of the century, it has been believed that the study of professional culture addresses the set of dominant beliefs, values, habits and norms that determine what a social group considers valuable in its work contact, as well as the politically correct ways of thinking, feeling, acting and relating to each other (Bailey et al., 2001). In the case of the teaching profession, this understanding can be focused on the teaching methods that are used in the classroom, the quality, meaning and orientation of interpersonal relationships, the definition of roles and duties that are performed in the during the teaching activity, the method of management or participation structures and decision-making processes, among others. Thus, the European education programs of recent decades, with their respective curriculum frameworks, have redefined the role of teachers, describing their functions in this way:

El profesor tiene dos papeles fundamentales: el primero es facilitar el proceso de comunicación entre todos los participantes en la clase y entre estos participantes y las distintas actividades y textos. El segundo es actuar como participante independiente dentro del grupo de enseñanza-aprendizaje. Este papel se relaciona estrechamente con los objetivos del segundo y surge como su consecuencia. Estos papeles implican un conjunto de papeles secundarios: en primer lugar, como organizador de recursos, siendo él mismo un recurso; en segundo lugar, como guía en los procedimientos y actividades de clase... Un tercer papel es el de investigador y alumno, con muchas

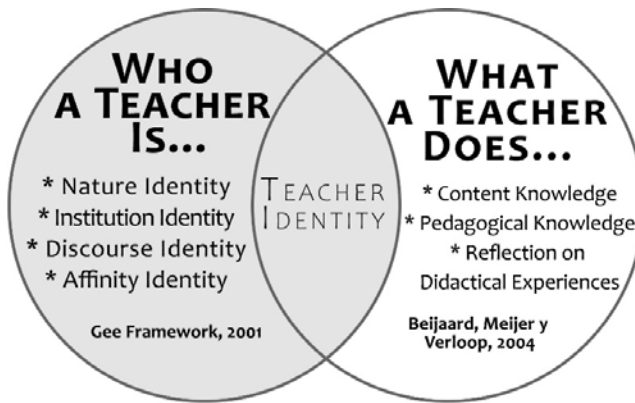
posibilidades de contribuir con su conocimiento, habilidades y experiencia sobre la naturaleza del aprendizaje y las capacidades organizativas (Richards & Lockhart, 1998, p. 98).

In fact, the generalization of the new functions and tasks of teaching staff meant, as Mendoza (1998) pointed out, overcoming the technical training model, to reach the proposal of professional training for reflective and critical teachers, prioritizing studies dedicated to the observation, exploration and reflection of the teachers' ideas regarding the teaching process and practice in the field of language, since only this path can lead to improving their regular practice in the classroom (Ballesteros et al., 2012; Imbernón, 2019, 2020; Nóvoa, 2009; Sabarwal et al., 2021; Xu, 2012).

Another issue inherent in this type of research is the inevitable tension between the demands of a mobile and flexible social context in the face of routines and conventions, on the one hand, and the customs of a specific school system, on the other. In fact, as shown in Kumaravadivelu's illustration (2012) (Figure 1), the identity of teachers is not only limited only to what they are, but is also built from their actions and, above all, according to their level of knowledge about the content of the subject to be taught, pedagogical knowledge and reflection on their didactical experiences. These last aspects will also be more relevant the greater their professional experience.

Figure 1

Contemporary realities, contradictory expectations and chaotic environment. KARDS model (Kumaravadivelu, 2012). Own elaboration, adapted from the original by the authors.



Finally, it has been underlined that there is a significant conflict between, on the one hand, the need to revalue and redefine the teaching profession that holds the future of the next generations in its hands and, on the other, the uncontrolled devaluation it suffers which leads to an unbearable reduction of its control, power and freedom in decision-making (Montero & Gewerc, 2018). Some authors even speak of a "paradoxical profession" (Hargreaves, 2003) or call this contradiction "the great setback" (Imbernón et al., 2017).

The beliefs, representations and knowledge of the language teacher

As we look in greater detail at the study of the beliefs, representations and knowledge of teachers, it is striking that, after many years of extensive research, an agreement

still has not been reached on the description of a good number of the ideas involved. Perhaps this is due, as Xu (2012) points out, to the fact that, after all, “teacher’s beliefs (...) are difficult to define and evaluate, and have not been notoriously defined” (p. 1397).

This imprecision regarding its value and conceptual field, extensively discussed by Pajares (1992)¹, has caused closely related terms to coexist, which can sometimes lead to confusion. In this sense, and following the same author, *beliefs* would be closer to emotions, with elements of evaluation and judgment, while *knowledge* would have a more cognitive character, in the domain of intellect, although the difficulty involved in determining where exactly the latter ends and belief begins is recognized. For a few decades, the term *cognition* has been used to refer to the unobservable cognitive dimensions of teaching, that is, what teachers know, believe, and think.

El problema de la distinción entre conocimiento y creencia parece ser la interacción que se da entre ambos conceptos, puesto que consideramos, tras haber profundizado un poco en qué son las creencias, que un conocimiento se puede convertir en una creencia y viceversa. [...] Creemos que esa idea es muy importante, que las creencias constituyen una forma de conocimiento. Y si las creencias constituyen una forma de conocimiento son importantes a la hora de enseñar lenguas, de ahí la importancia de conocer la relación entre lo que el profesor dice hacer y lo que cree que hacen sus alumnos (Delgado Costa, 2016, p. 130).

That said, there are numerous contributions that address the nature and content of teachers’ thinking, how it is influenced by the organizational and curricular context in which they work and how their thoughts relate to classroom behavior (Asensio & Ruiz de Miguel, 2017; Ballesteros et al., 2012; Casadellà, 2017; Delgado Costa, 2016; Hernández Pina & Maquilón Sánchez, 2011). In our case, our interest is focused on the psychological aspect of the teacher, especially in thinking, planning and decision-making, following the wake of recent research that describes the mental process of teaching to explain the reasons for the activities they carry out and the functions that characterize them (Ballesteros et al., 2012; Cambra et al., 2008; Imbernón, 2015).

Thus, the selection and organization of the parameters for research included in this study often return to issues that have already been addressed in previous studies; although it is assumed the need to expand on their scope through a quantitative and qualitative approach of a clear statistical nature. The results obtained will provide crucial data for much more specific approaches in future research.

Finally, aware of the difficulty of addressing the three dimensions that make up the cognition (beliefs, representations and knowledge) of language teachers in secondary education in a single article, it has been decided that the dimension of beliefs will be addressed exclusively. To investigate their psychological makeup, the teaching of grammar is a good starting point, since it is one of the core areas that is most covered and has a greater impact. In the words of Bosque (2020):

Es hoy habitual en los niveles preuniversitarios presentar la gramática como una disciplina estrictamente normativa, además de externa a los hablantes, como externas son, en gran medida, las convenciones sociales que hemos de seguir en el trato interperson-

1 [...] attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy [...] (Pajares, 1992, p. 309).

al cotidiano. De hecho, el conocimiento de la propia lengua se reduce hoy a menudo en las aulas a un conjunto de contenidos exclusivamente vinculados con la comunicación. Al parecer, el uso de las expresiones es el único aspecto que debe interesar a los docentes y a sus estudiantes, lo que relega a un segundo plano el análisis de las estructuras, y especialmente el de la conexión que existe entre las formas y los significados. (p. 6)

For Camps and Milian (2008), it is also essential to know the importance given to it by teachers (item 1 in the survey) as well as if it is addressed as an objective in itself (item 3) or subject to a higher purpose such as communicative use (item 2). These authors confirm that a large number of the respondents believe that it is important to work on grammar in class, although, on the other hand, more than 75% think that using the language is more important than learning grammar.

Treatment of error, on the other hand, is another widely observed issue. Numerous studies have studied the effect it causes and the emotions it provokes in students, including its influence on their concept of themselves as speakers of the language and their future actions (Mercer, 2011). Following to Blanco Picado (2002), the teacher's position in this regard is dealt with from different approaches such as: why and for what reason do you think it is necessary to correct? (items 4, 5, 6, 7 and 8), which errors need to be corrected? (items 9, 10, 11, 12 and 13), how should they be corrected? (items 14, 15, 16, 17 and 18) and when do you think they must be corrected? (items 19, 20, 21, 22).

Regarding the role of teachers in the classroom, following the recent work of Imber-nón (2015, 2019, 2020) it has been considered relevant to take into account the importance of their attitude and their classroom performance (items 32, 33, 34, 35). Thus, the need to identify and favor the most innovative teachers is included, as well as the need to facilitate new ways of communication between teachers and other agents of the education system that can improve their teaching task and professionalization. In other words, it cannot simply be accepted that teacher promotion only takes place vertically, but we should invest in mechanisms that promote collective development and social improvement.

Another essential aspect is the factor of personalization. The aim is to understand to what extent teaching practice is mediated by previous experience, mainly as a former student. Peng (2011) shows that teachers' beliefs are fluctuating, that is, they can vary on the same aspect at different stages or even over short periods of time in their professional life, in line with the beliefs of other colleagues and changes in teaching (Pelletier & Morales-Perlaza, 2018). This issue is dealt with in items 36, 37, 38, 39, 40, 41 and 42.

Methodology

As mentioned above, a quantitative study is presented that is essentially descriptive, but with an inferential component formed by dimensionality reduction analysis (factor and correspondence). As can be seen in Table 1, prepared with data provided by the SAEFP (Autonomous Secretariat of Education and Vocational Training) of the Regional Government of the Valencian Community², the participants in the study make up a

2 Data provided by the *Regional Ministry of Education of the Valencian Community* showing the staff of active language teachers in Compulsory Secondary Education centres in Valencia city and the metropolitan area.

sample in which the distribution replicates the proportions observed in the population it represents.

Table 1

Comparison of the staff of active language teachers in public ESO schools in Valencia and metropolitan area (shaded) with that of teachers participating in the study.

	Absolute Frequency (n)		Relative Frequency (%)	
	Population	Sample	Population	Sample
Men	439	37	22.86%	23.9%
Women	1481	118	77.14%	76.1%
Total	1920	155	100.0 %	100.0 %

Although the proportion of men and women in the sample is clearly unbalanced, there is an almost absolute correspondence with the distribution of the population it represents. In addition, a confidence level of 95% and a population heterogeneity of 77% guarantee sufficient reliability for a study of these characteristics.

With regard to the statistical instruments used, the controversy between ordinalist and intervalist positions with regard the type of analysis that can reliably be applied to data from Likert surveys is addressed, and it has been decided that an integrative position will be adopted. In this case, we proceed to carry out both the parametric analyses of data that verify the conditions of normality and homoscedasticity -assuming that they are met with a sufficiently large population- and also non-parametric analyses, more suitable for ordinal data that, in general terms, do not meet these conditions. The consensus between both types of evidence will determine which issues and under which conditions show statistically significant behavior and minimize any deviations produced by the possible unsuitability of the statistical models for the types of data.

Thus, it will specifically look in detail at the items in which the limits of significance usually required in parametric bivariate tests are exceeded - cross tables, corrected residuals and Pearson's chi-square, likelihood-ratio and linear by linear association tests, Phi, Cramer's V and contingency, as well as Kendall Tau-b, Kendall Tau-c and Gamma, symmetrical tests -, in addition to non-parametric, both for two independent samples -Kolmogorov-Smirnov Mann-Withney and Z test-and for K independent samples -Kruskall-Wallis test or Jonckheere-Terpstra test- with K=2. On the other hand, an analysis of the variance (ANOVA) of the factor of *Language taught* in the dimension of *Beliefs* in the survey (items 1 to 42) and specific correspondence analysis of the crosses previously determined to be statistically significant will be obtained.

Research context

The Valencian Community, like other Spanish autonomous regions, is distinguished by a curricular development and general law that responds to, among other aspects, the distinctiveness of the multilingual education programs developed in the primary, secondary and baccalaureate stages (Decree 87/2015). However, these particularities do not hinder the analysis of teachers' thinking regarding the teaching and learning

of first, second or foreign languages and the contrast results between different geographical areas of the national territory.

Se habla mucho de las escuelas y de los profesores. Hablan los periodistas, los columnistas, los universitarios, los expertos. No hablan los profesores. Hay una ausencia de los profesores, asistimos a una suerte de silencio de una profesión que ha perdido visibilidad en el espacio público. Hoy día se impone una apertura de los profesores al exterior. Comunicar con la sociedad es también responder ante la sociedad. Posiblemente la profesión se volverá más vulnerable, pero esta es la condición necesaria para afirmar su prestigio y su estatuto social (Nóvoa, 2009, p. 55).

The instrument and its validation

Its general design establishes three core themes -beliefs, representations and knowledge- although on this occasion, only the aspects related to the dimension of *Beliefs* are addressed, such as grammar, error correction, language skills or the role of the teacher in the classroom, among others. Regarding the form, according to the classification of Ballester, Nadal and Amer (2017), it is a cross-sectional survey that collects information on a single occasion and for a short period of time, and which serves descriptive and analytical/ explanatory purposes. Likewise, regarding its application, it is a self-administered remote survey, which is answered directly by the respondent without the presence of an interviewer.

This instrument, made up of questions ranked from 0 to 6 on the Likert scale, was implemented during the 2020-2021 academic year and its data have been processed and analyzed with the SPSS statistical package (version 27). Finally, to validate the integrity and internal consistency of the data collected in the survey, a Cronbach's Alpha test (Table 2) on the items in the dimension of *Beliefs* has been obtained. The test shows the high reliability of the instrument used.

Table 2

Cronbach's Alpha Test of survey validity

Cronbach's Alpha	Cronbach's Alpha based on standardized elements	N of items
.782	.787	42

Results

Below is a summary table of those questions (items) in which statistically significant differentiated scores are found in the tests carried out among foreign language and L1/L2 teachers.

Table 3

Summary table of significant bivariate tests in the crossing between Language and the items of the dimension of Beliefs grouped by subdimensions

		Cross Table	Nonparametric Tests				ANOVA
		Chi Square Test et al.	M-W U Test	K-S of Z	K-W of H	J-T	
		Item	Wilcoxon W Test				
Correction of Errors	Errors to correct	11	*				
	How to correct errors	14	*	*	*	*	*
		16		*		*	*
		17	*				*
	When to correct	19	*				
Language Skills	Listening comprehension	24	**	*		*	*
		25	*				
	Oral expression	27	*	*	*	*	*
	Reading comprehension	28	*	*	*	*	
	Written expression	30		*		*	*
Personalization		41	*	*		*	*

Note. p < .05; **, significant only in part of the tests for that group.

According to the results obtained, both in the different independence tests (parametric and non-parametric) and in the ANOVA, for the analysis of the significant differences in the scores according to language taught (foreign or official, in bold in Table 3) it has been decided that the following questions will be selected³:

- a. Correction of errors: items 14 (*The student must be corrected individually*), 16 (*Advantaged students must be asked to correct before the teacher does*) and 17 (*The teacher must always correct*);
- b. Language skills: items 24 (*The student needs a lot of practice to develop oral comprehension*), 27 (*Oral expression activities have to be carefully planned*), 28 (*Reading is one of the most important and indisputable learning provided by schooling*) and 30 (*The student has to learn to use written texts as communicative instruments to achieve different objectives*);

³ Those questions in which a sufficient degree of consensus between the tests has not been found have been ignored.

c. Personalization, 41 (*You only have to teach what the student is able to understand*).

The first area with statistically differentiated scores between the two groups of language teachers is linked to the treatment of error. In the considerations of Decree 87/2015 there is a nuance in the term “error”: while in L1/L2 (Spanish or Valencian) the type of correction that should be made and is unspecified and only mentioned in some sections (reading and writing) in foreign languages (French and English) and in the first levels of Compulsory Secondary Education (ESO); instead, emphasis is placed on the importance of correcting and penalizing only the errors that hinder communication.

Item 14 (Table 4) shows, in absolute terms, a high degree of indifference (30.5%) and disagreement (20.7%) among foreign language teachers, which, as a whole, form more than half of the group. In the L1 and L2 group this same position only represents 23.6%. Additionally, only 11% of foreign language teachers fully agree with the idea of correcting students individually compared to 27.8% of the L1 and L2 group. The statistical significance of the differences indicated is supported by all the independence tests carried out and the ANOVA, as well as by the corrected standardized residuals, which indicate a greater than expected tendency to disagree with this idea among the group of foreign language teachers (*Disagree*, $r = 3.4$; *Totally agree*, $r = -2.7$) and the opposite trend in the L1/L2 group.

Table 4

Results of the bivariate tests of independence of item 14 by Language taught

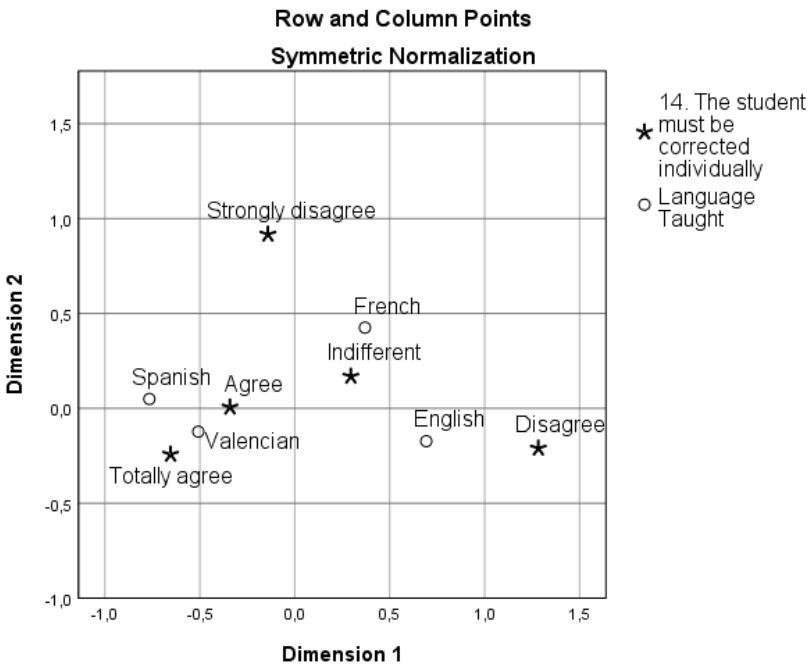
		14. The student must be corrected individually					
		Strongly disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	3	17	25	28	9	82
	%	3.7%	20.7%	30.5%	34.1%	11.0%	100.0 %
	Residual	.3	3.4	1.4	-1.5	-2.7	
L1 and L2	N	2	2	15	33	20	72
	%	2.8%	2.8%	20.8%	45.8%	27.8%	100.0 %
	Residual	-.3	-3.4	-1.4	1.5	2.7	
Total	n	5	19	40	61	29	154
	Total %	3.2%	12.3%	26.0%	39.6%	18.8%	100.0 %

Note. Chi-square of Pearson ($p = .001$), likelihood ratio ($p = .000$), linear by linear association ($p = .000$). Symmetrical measures: nominal by nominal ($\Phi = .347$, $p = .001$; Cramer's $V = .347$, $p = .001$; contingency = $.328$, $p = .001$); Kendall's Tau-b = $.297$ ($p = .000$), Kendall's Tau-c = $.357$ ($p = .000$), Gamma = $.483$ ($p = .000$) [N of valid cases = 154]. Non-parametric tests: Mann-Whitney U/Wilcoxon $W = .000$; Kolmogorov-Smirnov $Z = .004$; Kruskal-Wallis $H = .000$; Jonckheere-Terpstra = $.000$. ANOVA: $p = .000$.

Likewise, the correspondence analysis (Figure 2) clearly identifies English language teachers as closest to the position of disagreement regarding this issue, while French language teachers are between indifference and closer to total disagreement.

Figure 2

Correspondence analysis between the responses to item 14 and Language taught



Other interesting results on learner involvement in error correction are shown in the Table 5 (item 16) and Table 6 (item 17). Regarding the question of asking advantaged students to correct before the teacher, L1/L2 teachers totally disagree more than expected ($r= 2.5$) compared with foreign language teachers, who move towards indifference (18.9% compared to 9.5% of the L1/L2 group).

Table 5

Correspondence analysis between the responses to item 16 and Language taught.

		16. Advantaged students must be asked to correct before the teacher does					
		Strongly Disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	16	20	28	12	4	80
	%	20.0%	25.0%	35.0%	15.0%	5.0%	100.0 %
	Residual	-2.5	-.2	1.9	.6	.6	
L1 and L2	N	26	18	14	8	2	68
	%	38.2%	26.5%	20.6%	11.8%	2.9%	100.0 %
	Residual	2.5	.2	-1.9	-.6	-.6	

16. Advantaged students must be asked to correct before the teacher does							
Total	n	42	38	42	20	6	148
	Total %	28.4%	25.7%	28.4%	13.5 %	4.1%	100.0 %

Note. [N of valid cases=148]. Non-parametric tests: Mann-Whitney U/Wilcoxon W= .012; Kruskal-Wallis H= .012; Jonckheere-Terpstra= .012. ANOVA: p= .017.

Regarding item 17 (Table 6) both groups disagree, although foreign language teachers are those who do it most forcefully, either in total opposition to the idea (28% compared to 18.2% of L1/L2) or in simple disagreement (21% compared to 9.8% of L1/L2). The same trend is highlighted by the residuals, which point to a greater than expected trend towards agreement (total and simple) among L1/L2 teachers, in line with the lukewarm disagreement of the foreign language group.

Table 6

Results of the bivariate tests of independence of item 17 by Language taught

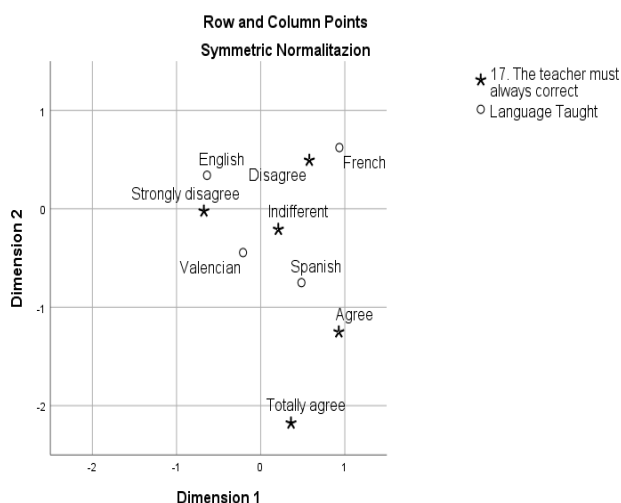
17. The teacher must always correct							
		Strongly Disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	40	30	10	2	0	82
	%	48.8%	36.6%	12.2%	2.4%	.0%	100.0 %
	Residual	.7	1.7	-.7	-2.5	-2.0	
L1 and L2	N	26	14	10	8	3	61
	%	42.6%	23.0%	16.4%	13.1%	4.9%	100.0 %
	Residual	-.7	-1.7	.7	2.5	2.0	
Total	n	66	44	20	10	3	143
	Total %	46.2%	30.8%	14.0%	7.0%	2.1%	100.0 %

Note. Chi-square of Pearson (p= .014), likelihood ratio (p= .008), linear by linear association (p= .008). Symmetrical measures: nominal by nominal (Phi= .297, p= .014; Cramer's V= .297, p= .014; contingency = .284, p= .014); Kendall's Tau-b = .148 (p= .062), Kendall's Tau-c= .169 (p= .062), Gamma= .253 (p= .062) [N of valid cases =143]. Non-parametric tests: Mann-Whitney U/Wilcoxon W= .058; Kolmogorov-Smirnov Z= .129; Kruskal-Wallis H= .058; Jonckheere-Terpstra= .058. ANOVA: p= .007.

The Figure 3 shows the correspondence analysis of the answers to this question and the specialty language listing the positioning of the different languages: Spanish teachers stand between agreement and indifference, and Valencian teachers are further from agreement (both relatively far from the total agreement). On the other hand, English teachers clearly more critical and come closer total disagreement while French teachers oppose it less intensely.

Figure 3

Correspondence analysis between the responses to item 17 and Language taught



Regarding the language skills involved in the teaching and learning processes, it is also possible to observe differences between L1/L2 and foreign language teachers. In the case of item 24 (Table 7) there is greater total agreement, especially among foreign language teachers (*Agree*, 42.7%; *Totally agree*, 37.8%) compared to L1/L2 teachers (*Agree*, 39.4%; *Totally agree*, 22.5%). The corrected residuals underline this same trend and practically all the statistical tests carried out, both parametric and non-parametric, support the significance of the differences between the scores given by both groups.

Table 7

Results of the bivariate tests of independence of item 24 by Language taught.

		Strongly Disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	4	4	8	35	31	82
	%	4.9%	4.9%	9.8%	42.7%	37.8%	100.0 %
	Residual	-.9	-2.0	-1.1	.4	2.0	
L1 and L2	N	6	10	11	28	16	71
	%	8.5%	14.1%	15.5%	39.4%	22.5%	100.0 %
	Residual	.9	2.0	1.1	-.4	-2.0	
Total	n	10	14	19	63	47	153
	Total %	6.5%	9.2%	12.4%	41.2%	30.7%	100.0 %

Note. Linear by linear association ($p = .008$). Symmetrical measures: Kendall's Tau-b = $-.203$ ($p = .005$), Kendall's Tau-c = $-.241$ ($p = .005$), Gamma = $-.336$ ($p = .005$) [N of valid cases=153]. Non-parametric tests: Mann-Whitney U/Wilcoxon $W = .007$; Kolmogorov-Smirnov $Z = .147$; Kruskal-Wallis $H = .007$; Jonckheere-Terpstra = $.007$. ANOVA: $p = .007$.

Another interesting aspect is the difference in approach observed between both language groups with regard to oral expression in item 27 (Table 8). It shows, in absolute terms, greater support for the issue from L1/L2 teachers (*Agree*, 46.5%; *Strongly Agree*, 32.4%) compared to foreign language teachers (*Agree*, 33.7%; *Strongly Agree*, 20.5%). The residuals underline a greater than expected tendency among foreign language teachers of indifference towards the issue ($r = 2.6$).

Table 8

Results of the bivariate tests of independence of item 27 by Language taught.

		27. Oral expression activities have to be carefully planned					
		Strongly Disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	1	12	25	28	17	83
	%	1.2%	14.5%	30.1%	33.7%	20.5%	100.0 %
	Residual	-.7	1.8	2.6	-1.6	-1.7	
L1 and L2	N	2	4	9	33	23	71
	%	2.8%	5.6%	12.7%	46.5%	32.4%	100.0 %
	Residual	.7	-1.8	-2.6	1.6	1.7	
Total	n	3	16	34	61	40	154
	Total %	1.9%	10.4%	22.1%	39.6%	26.0%	100.0 %

Note. Chi-square of Pearson ($p = .015$), likelihood ratio ($p = .013$), linear by linear association ($p = .01$). Symmetrical measures: nominal by nominal (Phi = .283, $p = .015$; Cramer's V = .283, $p = .015$; contingency = .272, $p = .015$); Kendall's Tau-b = .21 ($p = .003$), Kendall's Tau-c = .25 ($p = .003$), Gamma = .345 ($p = .003$) [N of valid cases = 154]. Non-parametric tests: Mann-Whitney U/Wilcoxon W = .005; Kolmogorov-Smirnov Z = .019; Kruskal-Wallis H = .005; Jonckheere-Terpstra = .005. ANOVA: $p = .010$.

In the case of written comprehension, a significantly differentiated approach between the two teaching groups is observed in item 28 (Table 9). In absolute terms, total support for the issue is stronger among local language teachers L1/L2 (*Agree*, 23.9%; *Strongly Agree*, 59.2%) than in foreign language teachers, who more often opt for simple agreement (*Agree*, 41.0%; *Strongly Agree*, 34.9%). In addition, the residuals underline this same trend, which is greater than expected for both the L1/L2 group towards total agreement ($r = 3.0$) and the foreign language group towards agreement ($r = 2.2$).

Table 9*Results of the bivariate tests of independence of item 28 by Language taught*

		28. Reading is one of the most important and indisputable learning provided by schooling					
		Strongly Disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	1	4	15	34	29	83
	%	1.2%	4.8%	18.1%	41.0%	34.9%	100.0 %
	Residual	-.7	.6	1.2	2.2	-3.0	
L1 and L2	N	2	2	8	17	42	71
	%	2.8%	2.8%	11.3%	23.9%	59.2%	100.0 %
	Residual	.7	-.6	-1.2	-2.2	3.0	
Total	n	3	6	23	51	71	154
	Total %	1.9%	3.9%	14.9%	33.1%	46.1%	100.0 %

Note. Chi-square of Pearson ($p = .036$), likelihood ratio ($p = .034$), linear by linear association ($p = .051$). Symmetrical measures: nominal by nominal ($\Phi = .259$, $p = .036$; Cramer's $V = .259$, $p = .036$; contingency = $.25$, $p = .036$); Kendall's Tau-b = $.197$ ($p = .008$), Kendall's Tau-c = $.225$ ($p = .008$), Gamma = $.336$ ($p = .008$) [N of valid cases = 154]. Non-parametric tests: Mann-Whitney U/Wilcoxon $W = .009$; Kolmogorov-Smirnov $Z = .022$; Kruskal-Wallis $H = .009$; Jonckheere-Terpstra = $.009$.

The last question in this section that shows differences between the two groups of languages taught concerns written expression (item 30, table 10). In absolute terms, L1/L2 teachers are more categorical than expected in their total agreement (*Totally agree*, 55.6%) while the position of foreign language teachers is closer to simple agreement (*Agree*, 47.4%). The residuals underline the same trend, which is statistically supported by most of the tests performed.

Table 10*Results of the bivariate tests of independence of item 30 by Language taught.*

		30. The student has to learn to use written texts as communicative instruments to achieve different objectives				
		Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	2	9	37	30	78
	%	2.6%	11.5%	47.4%	38.5%	100.0 %
	Residual	1.4	1.0	1.2	-2.1	
L1 and L2	N	0	5	27	40	72
	%	.0%	6.9%	37.5%	55.6%	100.0 %
	Residual	-1.4	-1.0	-1.2	2.1	

30. The student has to learn to use written texts as communicative instruments to achieve different objectives						
Total	n	2	14	64	70	150
	Total %	1.3%	9.3%	42.7%	46.7%	100.0 %

Note. Kendall's Tau-b = .177 (p= .021), Kendall's Tau-c = .192 (p= .021), Gamma= .321 (p= .021) [N of valid cases =150]. Non-parametric tests: Mann-Whitney U/Wilcoxon W= .025; Kruskal-Wallis H= .025; Jonckheere-Terpstra= .025. ANOVA: p= .019.

The area of Personalization, the third component of this study, offers differentiated assessments in item 41 (Table 11). In absolute terms, both groups coincide in their rejection of the idea in similar degrees, although foreign language teachers bring together a higher percentage of dissenting scores (69.7%, *Disagree*, 32.9%; *Totally disagree*, 36.8%) compared to that of L1/L2 teachers (51.5%, *Disagree*, 20.6%; *Totally disagree*, 30.9%). This same significant difference in the rejection of the idea is confirmed by greater support than expected for total disagreement among the L1/L2 group ($r = 2.8$), with 13.2% of teachers in the group defending this position compared to only 1.3% of foreign language teachers.

Table 11

Results of the bivariate tests of independence of item 41 by Language taught.

41. You only have to teach what the student is able to understand							
		Strongly disagree	Disagree	Indifferent	Agree	Totally agree	Total
Foreign Language	N	28	25	12	10	1	76
	%	36.8%	32.9%	15.8%	13.2%	1.3%	100.0 %
	Residual	.8	1.7	.2	-1.2	-2.8	
L1 and L2	N	21	14	10	14	9	68
	%	30.9%	20.6%	14.7%	20.6%	13.2%	100.0 %
	Residual	-.8	-1.7	-.2	1.2	2.8	
Total	n	49	39	22	24	10	144
	Total %	34.0%	27.1%	15.3%	16.7%	6.9%	100.0 %

Note. Chi-square of Pearson (p= .027), likelihood ratio (p= .018), linear by linear association (p= .01). Symmetrical measures: nominal by nominal (Phi= .276, p= .027; Cramer's V= .276, p= .027; contingency = .266, p= .027); Kendall's Tau-b = .166 (p= .027), Kendall's Tau-c = .203 (p= .027), Gamma= .266 (p= .027) [N of valid cases =144]. Non-parametric tests: Mann-Whitney U/Wilcoxon W= .029; Kruskal-Wallis H= .029; Jonckheere-Terpstra= .029. ANOVA: p= .010.

Finally, further evidence of the validity of the results obtained is presented in Table 12 with the ANOVA of the items with $p < .05$ selected in the study, which lists the data collected in Table 3.

Table 12

Results of the analysis of variance (ANOVA) of the scores in the items of the dimension Beliefs versus the Language taught factor.

		Sum of Squares	gl	Square mean	F	Sig.
14. The student must be corrected individually	Intergrupos	16.201		16.201	16.729	.000
	Intragrupos	147.202	152	.968		
	Total	163.403	153			
16. Advantaged students must be asked to correct before the teacher does	Intergrupos	7.541	1	7.541	5.865	.017
	Intragrupos	187.729	146	1.286		
	Total	195.270	147			
17. The teacher must always correct	Intergrupos	7.551	1	7.551	7.423	.007
	Intragrupos	143.428	141	1.017		
	Total	150.979	142			
24. The student needs a lot of practice to develop oral comprehension	Intergrupos	9.565	1	9.565	7.349	.007
	Intragrupos	196.552	151	1.302		
	Total	206.118	152			
27. Oral expression activities have to be carefully planned	Intergrupos	6.804	1	6.804	6.884	.010
	Intragrupos	150.241	152	.988		
	Total	157.045	153			
30. The student has to learn to use written texts as communicative instruments to achieve different objectives	Intergrupos	2.692	1	2.692	5.590	.019
	Intragrupos	71.281	148	.482		
	Total	73.973	149			
41. You only have to teach what the student is able to understand	Intergrupos	11.053	1	11.053	6.887	.010
	Intragrupos	227.885	142	1.605		
	Total	238.938	143			

Conclusions

Throughout this study, it has been shown that it is necessary to know the most current beliefs, representations and knowledge related to the practice of the teaching profession, since this is the first step for the detection of difficulties and conflict resolution in educational practice. The challenge is that to improve it, the views of teachers should

be incorporated more seriously in order to close the gap between the training that is received and the educational reality in which it is carried out.

The case of the professionals in the Valencian Community, which has a legal framework full of similar considerations and proposals among the curricula of first, second and foreign languages, reveals a disparity of beliefs about the processes of teaching and learning. Specifically, this study has shown statistically significant differences in assessments between teachers of official (L1/L2) and foreign languages on some aspects such as treatment of error (how to correct errors) and working on language skills.

When correcting errors, L1/L2 teachers are significantly more categorical than foreign language teachers in the fact that students must be corrected individually, that advantageous students should not be used to correct before the teacher and that it must always be the teacher who corrects.

Within the framework of language skills, the differences between the scores given to oral comprehension and the need for practice for its development are highlighted, where foreign language teachers are more emphatic than those of L1 and L2 languages, who are more lukewarm in their position. On the planning of oral expression practice, the trend is reversed and a greater determination is observed in the official language teachers in their need for it than in those of foreign languages, who are more inclined to indifference, probably as a consequence of the dynamics of spontaneous conversation which is so common in classrooms that apply CLIL methodology. On the other hand, in the field of written skills, L1/L2 teachers more strongly support reading as relevant learning and the need to use written texts as communication tools than the foreign language group. Thus, teachers of Spanish and Valencian show greater total support for these ideas.

In the area of Personalization, on the other hand, the L1/L2 group is decidedly more against the advisability of teaching only what the student is able to learn than the foreign language group.

Finally, the data handled in this research indicate that language teaching in Valencian public schools adopts a teaching perspective that differs according to the languages involved. In a case such as the one with which we are concerned which deals with a multilingual region, this perception is, at least, surprising, given that the integrated treatment of languages has been recommended for decades, pointing out the need to work what is characteristic of each one and share what they have in common among all of them (Pasqual, 2006). Thus, we can conclude that there is a gap between the legislation and the teaching reality.

In conclusion, considering the needs expressed by language teachers with professional experience and studying in detail their beliefs, representations and knowledge is a good way to optimize the training of active teaching staff. In fact, it is a matter that may need to be developed in much greater depth, since in the light of the results obtained in this study, a legitimate question arises as to whether this gap extends to other non-linguistic areas of compulsory secondary education in our country.

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