

Multilingual Classrooms

The Centre for Literacy is participating in the European Literacy Network COST Action IS1401:

<http://www.is1401eln.eu/en/>

The Multilingual Classrooms Questionnaire (MCQ) was created for the Multilingual Classrooms Project of WG1 of the COST Action. The questionnaire is to be referred to as follows:

Mifsud, C.L. & Petrova, R. (2017) *Multilingual Classroom Questionnaire (MCQ)*, Centre for Literacy, University of Malta/European Literacy Network COST Action IS1401.

I. Introduction

Europe is becoming increasingly multilingual. This brings many benefits and also many challenges, both curricular and organisational, to schools and classrooms. According to PISA 2015, 12.5% of the 15+ year-old students across the OECD countries had an immigrant background. This presents diverse challenges to schools, and especially to teachers.

Through this questionnaire for teachers, the Multilingual Group of the European Literacy Network (COST Action IS1401) is seeking to obtain and analyse information about teachers' knowledge, attitudes and behaviours with regard to multilingualism.

We are interested in your views and experiences. There are no right or wrong answers. We hope that by collecting this information we will be in a stronger position to support teaching and learning for all students and to support professionals in their work. For the purpose of this questionnaire the terms used are defined as:

Multilingualism - defined as the use of two or more languages.

Migrant - a person who moves from one country to another.

First language or mother tongue - language acquired in early childhood before the age of 3 years.

Target language - the language/s being taught in the classroom.

All data in the questionnaire is anonymous and cannot be trailed back to you as an individual. This questionnaire will take you about 20 to 30 minutes to complete.

If you have any queries please contact

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II. Biographical Information

1. In what country do you currently reside?

2. What is your country of birth?

3. Years of employment in country of origin?

- Less than 2 years
- 2 to 5 years
- 5 or more years
- Not applicable

4. Years of employment in visiting country?

- Less than 2 years
- 2 to 5 years
- 5 or more years
- Not applicable

5. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

6. What is your gender?

- Female
- Male
- Prefer not to say

III. The languages you speak and understand

7. First Language (L1)

8. Do you understand or speak any languages other than your mother tongue (L1)? (If **NO** go to question 12.)

Yes

No

We would like you to use the Common European Framework of Reference (CEFR) for Languages for describing your language ability. This is an international standard for describing language ability ratings:

A1 (Beginner) Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type

A2 (Survival) Can understand and use sentences and frequently used expressions related to areas of most immediate relevance

B1 (Lower Intermediate) Can understand and use main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

B2 (Upper intermediate) Can understand and use the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialisation.

C1 (Advanced) Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express yourself fluently and spontaneously without much obvious searching for expressions.

C2 (Mastery) Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.

9. Please circle your level of fluency in additional language/s according to CEFR ratings. There is the possibility of rating three additional languages.

Language 2

	A1 (Beginner)	A2 (Survival)	B1 (Lower Intermediate)	B2 (Upper Intermediate)	C1 (Advanced)	C2 (Mastery)	N/A
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Language 3

	A1 (Beginner)	A2 (Survival)	B1 (Lower Intermediate)	B2 (Upper Intermediate)	C1 (Advanced)	C2 (Mastery)	N/A
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Language 4

	A1 (Beginner)	A2 (Survival)	B1 (Lower Intermediate)	B2 (Upper Intermediate)	C1 (Advanced)	C2 (Mastery)	N/A
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Are you currently following any foreign language courses?

Yes

No

13. If yes, in which languages?

IV. Your professional background

14. What is your highest level of education?

- Doctorate
- Masters
- Bachelor degree
- Secondary School
- Other qualification

15. Do you have a professional qualification to teach school-age children?

- Yes
- No

16. If Yes (tick all that apply)

- Early Years (up to 5 years & 11 months)
- Primary Years (6 to 11 years)
- Secondary School (11+ years)

17. Years of teaching experience

- 0-5
- 6-10
- 11-15
- More than 15

18. Have you received any specialist training in teaching children from different language backgrounds?

- Yes
- No

V. Language Learning Opportunities

In this section we are interested to discover what happens in your school and classroom.

19. At what age are pupils formally introduced to a second language in your school?

- At school entry
- Age 8 to 10
- Age 11 or above
- It is not compulsory for pupils to learn a second language

20. In your class what proportion of second language learners come from areas of social disadvantage? Social disadvantage typically refers to children who come from families with income levels in the bottom 5 per cent of the country.

- Less than a quarter of pupils
- Between a quarter and half the pupils
- More than half the pupils
- All pupils come from areas of social disadvantage
- I do not know

21. Are there any strategic attempts through education to reduce the impact of language barriers for migrant children?

- Yes
- No

22. If Yes

- Training teachers
- Special classes
- Support for parents
- Development of specialist materials
- Teacher responsible in the school
- Other (please specify)

23. Age-group/s you are currently teaching?

- Early Years
- Junior Years
- Middle School
- Secondary Years

24. How many children are currently in your class?

- Less than 15
- Between 16 and 28
- Between 29 and 32
- More than 32

25. How many years have you been teaching at the present grade?

- 0-5
- 6-10
- 11- 15
- More than 15 years

VI. Language Support

26. What percentage of the children in your class are migrants?

- 0 – 10 %
- 11 – 30 %
- 31 – 50 %
- 51 – 70 %
- 71 – 100 %
- None

27. Which languages are spoken by the children you are teaching?

28. What strategies do you use to teach in the multilingual classroom? Tick all that apply.

- Code-switching
- Translation between language of the classroom and children's L1
- Learners translate for their peers
- Forming language groups,
- No special strategies are used
- Other (please specify)

29. Do you have specific resources for teaching language/s in your school/class for pupils who do not speak the language of the classroom (target language)?

- Yes
- No

30. What kind of resources are available in your school/class? Tick all that apply.

- Books
- Games
- Textbooks
- Online resources
- Specialist computer programmes
- Other (please specify)

31. If a child does not speak the language of country that they are being educated in, which of the following do you think should be recommended?

- Enrolment at a lower grade level than their age
- Intensive language course
- Classes outside the classroom to support language learning
- Admitted to an age appropriate classroom
- Other (please specify)

32. During classes, should the teacher use only the languages all the children know very well?

- Yes
- No

Why?

VII. Your views about multilingualism

You are asked to provide your views on a rating scale. There are no correct or incorrect answers as we are interested in your views.

33. Your views on multilingualism

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Schools should teach in only one language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should teach in two or more languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children should be encouraged to learn different languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every European citizen should master at least two other languages in addition to their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficiency in mastering foreign languages is important to face global challenges;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multilingual media can support mutual understanding;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should emphasise the positive relationship between languages;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should have an understanding of the social circumstances of the children in their class;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is often said that the more languages one knows, the easier it is to learn new languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children who know several languages will achieve better results across disciplines;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The migrant children's previous language knowledge is important when learning a language;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching children in both the target language and their first language will result in language confusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being multilingual is an advantage for learning at school;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being multilingual is a disadvantage for relationships with peers;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
The teaching of multilingual children is more challenging than teaching children who are monolingual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIII. Language Practices

34. What practices do you believe contribute the most to the educational adjustment of migrant students?

- Support for the home language (L1) in the classroom
- Support for the home language (L1) outside the classroom
- Parental involvement in school activities (social)
- Parental involvement in school activities (learning-related)
- Other (please specify)

35. What factors do you believe are a barrier in the educational adjustment of migrant students?

- Schools with limited personnel
- Culturally biased testing instruments
- Culturally biased evaluators (human factor)
- Insufficient/inadequate multi-lingual programmes of study
- Insufficient teacher training on multi-lingual and multi-cultural issues
- Outdated teaching methods
- Other (please specify)

36. What are the greatest challenges you face in a multicultural classroom?

- Limited reading habits on the part of the students
- The need to address the expectations of parents and society
- The need for greater cooperation and coordination among teaching personnel
- Other (please specify)

IX. The first language/s of migrant children

37. First Language (L1)

The first language/s of the children refers to the language/s that children speak at home with their parents (L1)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	
Migrant parents do not want their children to maintain their L1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is the teachers' responsibility to help migrant children to maintain their L1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should be informed about children's L1 and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my teaching, I do not usually make reference to the L1 or culture of the children I have in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrant children do not want to speak their L1 in front of school peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrant children must learn one language at a time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrant children can maintain their home culture even without maintaining their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The frequent use of the first language delays the learning of the language being taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school should offer activities aimed at raising awareness about the migrant children's first language and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining the first language helps migrant children to maintain their home culture as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should allow the children to speak in their L1 in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help migrant children maintain their first language, the teacher must have some basic knowledge of their language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning subject matter in their first language helps children to learn subject matter better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of the L1 in the classroom should be minimised as soon as children learn the target language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Curriculum instruction in the first language will result in a poor level of target language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of the first language in the classroom allows children to base their learning of the target language on the conceptual knowledge they already possess in their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

X. Children’s learning of L2

38. Learning a second language (2)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
The target language/s and first language/s are mutually enhancing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should restrict the use of first languages in the classroom if these are not the languages of schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficiency in L1 is important in learning other languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing children’s understanding of how language works is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should focus on language forms and structures common to a range of languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children can successfully participate in regular target language classes if they receive instruction in their L1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teaching a language, the teacher should refer to other languages if their grammatical constructions are similar to those in other languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language learners should be encouraged to find learning procedures (explanations of words, grammar, etc.) by themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XI. Literacy

39. Literacy

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
High levels of literacy in more than two languages results in higher development of school subject knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High levels of literacy in more than two languages results in higher development of cognitive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy development in a child's L1 can facilitate the development of reading in the target language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy development in a child's L1 can facilitate the development of writing in the target language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children who can read and write in their first language will learn other languages faster than those who cannot read and write in their first language;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children who are not proficient in the language/s of schooling would do better in school if they learn to read and write first in their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much for your time!