Creating a Questionnaire to Explore Language Teacher Multilingual Beliefs and Practices

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Abstract. Ukraine is a multilingual country and its language policy strives at promoting language diversity. However, foreign language teaching is predominantly based on monolingual practice and languages are taught in isolation from one another in a foreign language classroom. These facts lead to realizing that language teachers should be trained in order to be able to promote their students' multilingualism through employing their multilingual resources. Prior to the multilingual training or programme design, it is important to evaluate teachers' multilingual beliefs and teaching practices in order to make targeted and informed changes. The paper describes the evolution of the questionnaire to explore Ukrainian university language teachers' beliefs about multilingualism and multilingual practices. For this purpose, a detailed insight into the phases and steps of the questionnaire development is presented. This comprises scrutiny of theory-based evidence to map the constituents of language teacher multilingualism, the description of how critical concepts for the study were identified and how relevant content for each part of the questionnaire was generated. In addition, the verification process of the questionnaire is described in details, which included item analysis carried out with Cronbach's Alpha to verify internal consistency of the items, participants' feedback and expert's opinion to explore content validity and participants' feedback to check feasibility. The study invited 37 language teachers, representing different European and Ukrainian universities, to fill in the pilot questionnaire. The preliminary results of the pilot version are discussed and a finalized version of the questionnaire is offered. In addition, this study is to add to the knowledge of teachers' current perspectives on practices in multilingual education.

Keywords: multilingualism, multilingual beliefs and practices, a questionnaire, verification, content validity, reliability, feasibility.

Осідак Вікторія, Нацюк Мар'яна, Фогт Карен. Створення опитувальника для визначення ролі багатомовності у професійній діяльності викладачів іноземних мов.

Анотація. Володіння декількома іноземними мовами та сприяння багатомовності населення визнане основним завданням мовної політики Європи (Council of Europe, 2020). Однак навчання іноземних мов в українському контексті переважно опирається на одномовні методики, які не передбачають залучення багатомовного ресурсу студентів у опануванні іноземної мови. Мета статті полягає у розробці опитувальника для дослідження переконань викладачів мовників щодо ролі багатомовності у викладанні іноземних мов та їх практичних умінь створювати сприятливі умови для залучення багатомовного лінгвістичного ресурсу

студентів на заняттях з іноземної мови. Вивчення питання впровадження багатомовності на заняттях з іноземної мови підтвердило необхідність спеціальної підготовки викладачів іноземних мов для розвитку їх здатності використовувати багатомовний ресурс студентів. Однак, для здійснення планомірних змін у підготовці викладачів та запровадження навчання і розробки програм, які сприятимуть урахуванню багатомовності у вивченні іноземних мов, необхідно, передусім, визначити рівень професійної обізнаності викладачів вишів з проблемою багатомовності у навчанні мов та технологіями впровадження багатомовності у вивченні іноземних мов (Calafato, 2020). З цією метою, в статті представлено покроковий опис розробки опитувальника для визначення переконань щодо ролі багатомовності у вивченні іноземних мов та практичних умінь урахування багатомовності студентів на заняттях з іноземної мови. Процес створення опитувальника передбачав ретельний аналіз джерел для визначення складових багатомовності викладача іноземної мови, обґрунтування основних частин опитувальника та генерування змісту кожної частини. Окрім того, подано процес верифікації таких якісних характеристик анкети як надійність, валідність та практичність, що включав аналіз коефіцієнту надійності (коефіцієнт альфа Кронбаха), відгуків учасників і експертної оцінки щодо структури й змісту опитувальника та онлайн пілотування опитувальника. З метою пілотного впровадження опитувальника було залучено 37 викладачів іноземних мов з різних європейських та українських університетів. У статті також обговорено попередні результати пілотної версії та пропоновано остаточну версію анкети.

Ключові слова: *багатомовність, переконання, анкета, перевірка, валідність змісту, надійність, практичність.*

Introduction

New trends in teaching and learning English as a second language have developed in the last few decades in response to a larger variety of languages used in society. These trends emphasise that learners' cultural and linguistic diversity should be acknowledged and valued in a foreign language classroom (Conteh & Meier, 2014; Duarte & Günther-van de Meij, 2018; 2020). Learners' linguistic repertoire is understood as a resource that enhances learning new languages. The main implication for education is then to create an environment where all languages a learner knows are embraced.

Numerous studies looked into how a learner's multilingual repertoire can be used as a resource for language learning (Conteh & Meier, 2014; Duarte & Günther-van de Meij, 2020; Duarte & Kirsch, 2020). For example, this can be achieved by an active inclusion of several languages in instruction through the implementation of pedagogical multilingual approaches such as language awareness, intercomprehension, immersion and content and language integrated learning (CLIL) (Duarte & Günther-van de Meij, 2020).

Although multiple research evidenced the importance of using all language resources of multilingual learners for optimizing an additional language learning (Cenoz & Gorter, 2011), Duarte and Günther-van de Meij (2020) concluded that teachers might fear to lose control over the classroom "when they allow home languages into the classroom and that pupils will use their home languages for non-educational related practices" (p. 3). Some language teachers may need guidance as

to how their teaching might benefit from the learners' knowledge of other languages (Otwitkowska, 2014). Another significant reason for prevailing monolingualism in foreign language teaching is that in teacher training education languages are offered separately through monolingual lenses (Arocena et al., 2015; Duarte & Günther-van de Meij, 2018; 2020). Consequently, teachers may lack knowledge about why and how to apply multilingual approaches in teaching a foreign language. As a result, teachers simply may not be prepared to apply multilingual approaches in the classroom. (Bolitho & West, 2017; Duarte & Günther-van de Meij, 2018).

Few studies have focused on exploring multilingualism as a teaching and learning resource in foreign language (FL) teacher education in different countries. Eugenio (2017) highlighted that it is difficult to find any language teacher training programme specifically designed for L3 teachers. Calafato (2020) in this respect remarked that implementing multilingual educational initiatives should not only be about designing effective curricula but the efforts should be initially directed to training language teachers 'in order to ensure that they develop and continue to nurture the skills and beliefs needed to promote their students' desire to be multilingual' (p. 1). In addition, Calafato (2020) highlighted that prior to the multilingual training or programme design it is important to evaluate teachers' multilingual beliefs in order to make targeted and informed changes relevant for local settings.

Questionnaires have often been used as a measurement tool to explore attitudes, beliefs and behaviours in language learning and teaching (Aithal & Aithal, 2020; Axenfeld et al., 2022; Dörnyei & Taguchi, 2010; Gu, 2016; Sundqvist et. al., 2021). On reviewing research on language teacher multilingual beliefs and practices in the foreign language classroom, it became clear that every measurement tool captures different aspect of multilingualism (see, for example, Arocena, Cenoz, & Gorter, 2015; Calafato 2020, 2021; Haukås, 2016; Sundqvist et. al., 2021), which is only natural considering various educational contexts and their necessities. Thus, we may conclude that there is no a questionnaire that can give us a well-rounded insight into teachers' beliefs about multilingualism in the Ukrainian educational context. Therefore, the main objective of the study was to develop a questionnaire that can capture focal fields of multilingualism and yield generalised data about Ukrainian foreign language teachers' multilingual beliefs and practices.

In pursuing this aim, we will:

- describe the development of an instrument that will help to get a comprehensive insight into Ukrainian university language teachers' cognition on multilingualism and their multilingual practices in the foreign language classroom;

- present in detail and critically evaluate each step of the questionnaire development process;

- explain the validation of the questionnaire

Literature Review

Mapping the Constituents of the Questionnaire

Dörnyei and Taguchi (2010) recommend to start questionnaire design by identifying theory-driven critical concepts. Otwinowska (2014), in her exploration of foreign language teachers' multilingual cognition, advocates that teachers of English require plurilingual awareness in order to train their learners to become multilingual citizens. Otwinowska (2014; 2017), specifies crosslinguistic and metalinguistic knowledge, knowledge about adopting a plurilingual approach in the language classroom, and psycholinguistic knowledge as important indicators of Polish teachers' of English plurilingual awareness.

Crosslinguistic component involves the awareness of similarities and differences between the target language and learners' L1, L2 and L3 or other languages known by learners. Metalinguistic knowledge is defined as the deliberate control of attention over the linguistic form and the ability to switch focus between form and meaning (Jessner, 2008). Metalinguistic knowledge traditionally refers to the explicit and declarative knowledge that learners have regarding language which plays a critical role in second language acquisition (Ellis, 2005). Jessner (2008) states that 'metalinguistic awareness implies a learner's ability to categorize words into parts of speech; switch focus between form, function, and meaning; and explain why a word has a particular function' (p. 277).

The second component of teachers' plurilingual awareness includes knowledge about existing plurilingual approaches and how to adopt a plurilingual approach in the classroom. This knowledge aims at enhancing understanding how to make use of the learners' linguistic repertoire effectively in teaching a new language (Neuner, 2004).

Psycholinguistic knowledge pertains to teachers' understanding of how individuals acquire language, how they use language to speak and understand each other, and how language is represented and processed in the brain (Alduais et al., 2022). In a multilingual context, psycholinguistic knowledge includes knowledge of how a number of languages used by the learner impact on his/her additional language attainment. In addition, psycholinguistic knowledge includes the knowledge about individual characteristics such as abilities to notice and memorise that play a role in the speed and success of learning in general.

Apart from the components of foreign language teachers' multilingualism defined by Otwinowska (2014) (crosslinguistic and metalinguistic knowledge, knowledge about plurilingual approaches and psycholinguistic knowledge), related literature review indicates other concepts that may be important for establishing foreign language teachers' multilingual cognition and practices. For example, the influence of context on shaping teachers' beliefs is well reported in the literature (e.g. Arocena et al., 2015; Yang & Gao, 2013). Television, social media, and computer games are among the sources that contribute significantly to language learning processes. For example, teachers in a non-English speaking area of Basque indicated

that having television programmes in English helped their pupils to advance (Arocena et al., 2015). In terms of multilingual beliefs, the socio-political setting, the status of the languages, language policy, parents' expectations and motivations about the different languages, job prospects, textbooks and materials can potentially have a considerable impact on teachers' beliefs about multilingualism and multilingual practices.

In addition, a lot of attention in multilingual pedagogy is given specifically to teachers' being multilingual themselves. Calafato (2020) speculated that being multilingual themselves is an important prerequisite for teachers to be able to apply multilingual practices in the classroom and develop their learners' multilingual identity (Calafato, 2020). Numerous research findings established a direct correlation between teachers' multilingualism and multilingual practices that they use in the classroom (Borg, 2015; Escamilla et al, 2021, Haukås, 2016; Otwinowska, 2014). However, according to Piccardo (2013), teachers do not have to be competent in the languages of their learners. What is important for teachers is to move from merely teaching a target language to a focus on the whole learner's language repertoire that entails the use of translanguaging, practices that enhance metalinguistic awareness, language awareness, and reflection on language learning.

In multilingual education, scholars report about the correlation between teachers' multilingualism, their beliefs and preferred language practices in the classroom (Borg, 2015; Escamilla et al., 2021). However, teachers do not necessarily apply their multilingual beliefs to their teaching practices for variety of reasons (Calafato, 2020; Otwinowska, 2014; Trinki & Krevelj, 2020). Teachers might lack tools how to implement multilingual pedagogy in the classroom or relevant training. The findings of Otwinowska's (2014) study reported that the teachers established low confidence in applying plurilingual practices in their teaching, for example, they did not know how to apply their own knowledge of additional languages in practice. Moreover, the concepts of plurilingual education, such as crosslingual comparisons or noticing similarities between languages, were not well established in teacher training programmes. Consequently, teachers felt confused as to what was allowed in the English classroom and preferred to keep languages apart despite their acknowledgement that the knowledge of additional languages might be an asset in learning a foreign language.

To our knowledge, no research has been carried out to learn about teachers' beliefs into multilingual assessment despite the numerous claims about the necessity to consider the focus on multilingualism not only in language learning but assessment as well. There is a shared understanding in the academic community that assessment tasks should introduce opportunities to demonstrate relevant language skills by observing performance on a relevant and authentic task (Gorter & Cenoz, 2017). In order to complete a task in real life settings, a plurilingual speaker can switch from one language to another, express oneself in one language and understand a person speaking another; deploy the knowledge of all languages they know to make sense of a text; mediate between individuals with no common language; collate sources in different languages, etc. (Council of Europe, 2020). Therefore, Gorter and Cenoz

(2017) highlight that tests should match actual language practices and that multilinguals should be able to use resources from their whole linguistic repertoire.

Drawing on this discussion, we concur that defining the complex nature of teachers' multilingualism or identifying components that constitute language teachers' multilingual cognition is extremely challenging. Synthesising the relevant concepts in the literature, a language teacher multilingual frame can include three main parts (see Fig. 1). The first part, socio-cultural context, encompasses teachers' understanding of social expectations and language policy situation in the country. In addition, it includes teachers' knowledge of their students' linguistic repertoire. The second part, language teacher multilingual cognition, considers teachers' established knowledge, concepts and beliefs about multilingual language education from training programmes, personal language learning experience or from other sources. Altogether, this part includes seven components: psycholinguistic, metalinguistic and crosslinguistic knowledge, cognitive features of a multilingual learner, beliefs about being a multilingual teacher, knowledge about plurilingual approaches and assessment practices in language education. The third part, skills and language teaching practices, refers to teachers' tools that convert their knowledge about multilingual language education into multilingual practices in certain educational settings.

Figure 1

Language Teacher Multilingual Frame
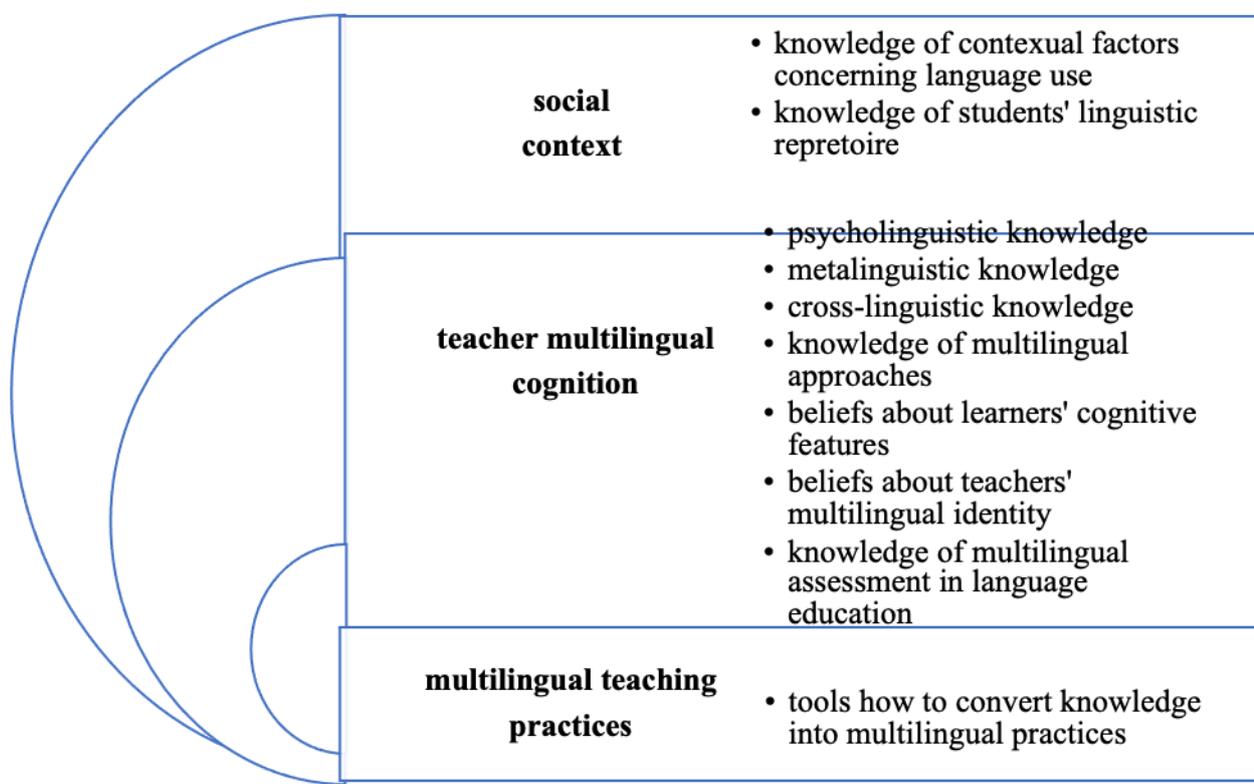
Methodology

Research Questions

For the purposes of this study, the following research questions were posed:

1) In what way(s) has the validation helped to improve the reliability of the questionnaire?

2) In what way(s) has the validation helped to improve the validity of the questionnaire?

3) In what way(s) has the validation helped to improve the feasibility of the questionnaire?

Participants

The study carried out verification of the questionnaire by analysing the data collected from two sets of participants. The target participants of the first set included 37 university language teachers, representing different European and Ukrainian universities. The participants were recruited using convenience and snowball sampling (Dörnyei & Taguchi, 2010). An invitation email to participate in piloting of the questionnaire was sent to colleagues of the authors. They were also asked to forward the email to other members of their departments. Participation was restricted to university foreign language teachers. Some of the participants were also engaged in different research projects with a focus on multilingual education. By inviting them, the authors attempted to collect constructive feedback about the questionnaire.

Besides, the authors invited one expert in multilingualism, who analysed the questionnaire for its content validation. The expert was a professor of Teaching English as a Foreign Language and was involved in projects on multilingualism and multimodal language assessment.

Measures

In developing the questionnaire, both qualitative and quantitative methods were employed in order to validate such necessary requirements of questionnaires as feasibility, reliability, and validity (Aithal & Aithal, 2020; Dörnyei & Taguchi, 2010; Gu, 2016; Prous et al., 2009; Sundqvist et. al., 2021). We included item analysis carried out with Cronbach's Alpha to verify internal consistency of the items, participants' feedback collected immediately after the pilot study and the expert's opinion to explore content validity and participants' feedback to check feasibility (see Table 1).

Table 1

Measurement Instruments Employed in Validating the Questionnaire

Characteristics	Aspects to consider	Analysis techniques
Reliability	Internal consistency	Cronbach's Alpha (quantitative data)
Validity	Content	Expert opinion
		Participants' feedback on the pilot questionnaire (qualitative data)
Feasibility	Time employed	Expert opinion
	Clarity of the questions	Participants' feedback on the pilot questionnaire (quantitative data)

Study Design: Construction of the Questionnaire

In designing the construct of the questionnaire for this study, we divided the procedure of the questionnaire development into 3 phases (see Table 2).

Table 2

Phases and Steps in the Questionnaire Development

Phases	Steps
Phase 1	Reviewing topic-related literature and prior questionnaire research on language teachers' multilingual beliefs
	Identifying focal concepts to underpin the construct
	Deciding on questionnaire parts
Phase 2	Theory-driven content specifications
	Internal item vetting
	Deciding on a multi-item scale
	Designing online version of the pilot questionnaire
Phase 3	Administration of the pilot questionnaire
	Validation Procedure:
	- Analysis of informants' feedback
	- Item analysis
	- Feedback from external expert
	Deciding on content of the final questionnaire

Phase 1: Theory-Driven Decision on the Parts of the Questionnaire by Identifying Critical Concepts for the Study

On reviewing topic-related literature and prior questionnaire research on language teacher multilingualism (Arocena et al., 2015; Calafato, 2020; Gorter et al., 2020, Otwitkowska, 2014; Sundqvist et al., 2021), we defined the construct and the

fields that we intend to address in order to understand language teacher multilingual beliefs about and practices in teaching and learning languages in a multilingual context (see Literature review above). In the course of the related literature analysis, we have identified three critical concepts related to (i) the social context, namely teachers' understanding of the language situation in Ukraine, and their foreign language classroom multilingualism, (ii) language teacher multilingual cognition, and (iii) their multilingual practices. The questionnaire includes three constructs *Focus on social context, Focus on teacher multilingual cognition* and *Focus on multilingual teaching and assessment practices* in the classroom. These constructs include items that collect data about ten fields of our language teacher multilingual model (see Figure 1). There is also a section that collects background information about the participants of the study that can help better understand their foreign language teaching strategies.

Phase 2: Theory-Driven Content Specification

In order to generate relevant content for each part of the questionnaire, we drew on existing questionnaires (Calafato, 2020; Sundqvist et al., 2021) specifically developed for replication in order to help researchers to evaluate language teacher multilingualism on a large scale. In addition, these instruments have been validated and have an acceptable level of reliability. As a result, it was possible for our research purpose to replicate some items (items 1-8; 10; 13; 27-42) by Calafato (2020, p. 5), who explored the factors influencing teachers' multilingualism focusing specifically on their beliefs about the learning and teaching of multiple languages and their use of multilingual practices in the classroom. Other studies, for example, by Arocena et al., (2015), Gorter et al., (2020), Haukås (2016), Otwitnowska (2014), Sundqvist et al. (2021) were analysed to understand the scope of the items to explore English teacher beliefs about multilingualism and consequently to generate relevant items. Thus, some of the items that are relevant to the key concepts of our studies were partially replicated from Calafato (2020), adapted from Sundqvist et al. (2021) and generated as the result of related literature analysis. The items were then processed as to their fit into a certain part of the questionnaire.

For construct I *Focus on social context* we elaborated twelve items that collect the information about participants' understanding of language policy in their educational context, if they view their country as multilingual and investigate whether individual multilingualism is seen as an asset and/ or the norm in their country, as well as teachers' understanding of their students' multilingualism. For the construct *Teacher multilingual cognition*, we generated items targeting at understanding beliefs about cognitive differences between multilingual and monolingual learners; whether drawing on background languages is a positive experience, or language inferences made on explicit knowledge can be an advantage etc. Overall, sixty-three items were created for construct 2. As for the specific

multilingual practices, studies show that multilingual teachers draw on cross-linguistic comparisons to enhance the teaching of vocabulary and grammar, and use translanguaging techniques and collaborative learning (Calafato, 2020, p. 3). Thirty-six items were generated for construct 3 that explores *Multilingual teaching practices*. Moreover, the questionnaire gathers data about teachers' age as a good predictor of responses about the use of different pedagogical approaches in teaching English as a second language (Morris, 2002), teaching experience, existing linguistic repertoire and their perceptions of their multilingualism.

Internal Vetting

The research group carried out internal vetting after the first draft of items was generated. Then the items were logically distributed so they are clustered on the same target and mirror the critical concepts of the questionnaire. After the clusters were created, an internal vetting took place, which resulted in few changes such as wording, term substitution and paraphrasing (English teacher vs language teacher; English vs the target language, translanguaging vs code-switching) to ensure the clarity of the items.

Deciding on a Multi-Item Scale

We used closed-ended items based on Likert scales with five steps, ranging from *'1-totally disagree', '2-disagree', '3-agree', '4-totally agree',* to *'5-have never thought about it'* to gauge teachers' multilingual cognition and practices in the language classroom. The questionnaire also included three open-ended items in Part 1 *Focus on social context* to yield data about languages commonly spoken in society and by students in society and the foreign language classroom. The part that collects data about teachers' background information included eight multiple-choice questions.

Finalising Online Version of the Pilot Questionnaire

The questionnaire was transferred to an online platform Google Forms. Advance organisers were used to introduce each section of the questionnaire (for example, *'The following questions are about your beliefs concerning teacher multilingual identity in teaching foreign languages.')*. Two colleagues and the authors themselves tested the instrument for typos or any other possible mistakes. Only after correcting misspelling and few typos, the questionnaire was ready to be administered. No time limit to complete the questionnaire was set and only one response was allowed. The authors did not collect participants' email addresses, as the survey was anonymous.

Phase 3

The Administration of the Pilot Questionnaire

The pilot questionnaire was administered online with only basic ICT skills necessary to complete the forms. The questionnaire was open for three weeks during which 37 foreign language teachers, who represented different European and Ukrainian universities, could submit their responses.

Validation Procedure

Immediately after completing the pilot questionnaire, the participants were asked to give their feedback on the feasibility of the questionnaire and how topic relevant the items of the questionnaire were by considering three statements (see table 3). They were also encouraged to give other comments.

Table 3
Statements Gauging Participants' Opinion on the Pilot Questionnaire

	Yes	No	If not specify which one(s)
1. The statements are clear.			
2. I spent more than 20 minutes completing the questionnaire.			
3. Some of the questions do not relate to the topic of the study.			
4. Your comment.			

SPSS statistics 29.0 was used to ascertain the internal consistency reliability (Cronbach's alpha). For empirical research values above 0.7 indicate good results (Hair et al., 2010). External verification of the content entails inviting an expert in multilingualism who is not a part of the research group to assess the quality of the questionnaire, terminology and wording of the items.

Results

Results for RQ1

Research *Question 1* asked in what way(s) the validation has helped to improve the reliability of the questionnaire.

To ascertain item consistency only numerical data can be used (Aithal & Aithal, 2020; Dörnyei & Taguchi, 2010). Therefore, three open-ended items that yielded information about languages spoken in society and in the classroom were not a part

of internal consistency analysis. With only two items left in the field that garnered data about teachers' knowledge concerning their students' linguistic repertoire, this field was integrated with the *'contextual factors concerning language use'* part. As a result, the internal consistency was computed for nine fields of the questionnaire. Cronbach's alpha was acceptable or higher than acceptable for seven factors. Their values ranged between .631 and .917, suggesting satisfactory to excellent reliability. The *'multilingual teaching practices'* field and *'knowledge of multilingual approaches'* field indicated the highest reliability (α = .917 and .905), *'teachers' multilingual identity'* field was also high (α = .881). The Cronbach's alpha for *'cognitive characteristics of a multilingual person'*, *'metalinguistic knowledge in multiple languages acquisition'*, *'knowledge of multilingual assessment in language education'* (α = .769; α = .731; α = .717) fields showed good coefficients. The *'crosslinguistic knowledge in multiple languages acquisition'* field indicated an acceptable level (α = .631). Two fields that evaluated '*contextual factors concerning language use / students' linguistic repertoire'* and *'psycholinguistic knowledge in multiple language acquisition*' showed unacceptable coefficients (α = .576; α = .472).

In order to improve the internal consistency of the questionnaire, we removed the items that loaded low in fields 1, 2, 3, 4, 5, 8. By deleting these items, we raised the internal consistency in each of the fields (see Table 4). Another concern for the internal consistency of the questionnaire are items whose value is $.9 < α < 1.0$, which is an indication that some items may be redundant (Aithal & Aithal, 2020). In this case, the researcher should revise the questionnaire for items that repeat a similar idea in multiple ways. Therefore, we revised the *'multilingual teaching practices'* part for items that introduce the same ideas and deleted 7 items. By this we achieved α =.883, which is an indication of high internal consistency and reliability of the items (Aithal & Aithal, 2020). Table 4 illustrates the steps in validating the reliability of the questionnaire. Overall reliability after item deletion became α =.912, which is an indication of high internal consistency.

Table 4
Steps to Improve the Reliability of the Questionnaire

Field	Step 1 Cronbach's Alpha	Step 2 Items deleted	Step 3 Cronbach's Alpha if items deleted
Contextual factors concerning language use / student's linguistic repertoire	.576	3,5,7	.618
Cognitive characteristics of a multilingual person	.769	7,14	.811
Psycholinguistic knowledge in multiple	.427	2,3,4	.693

language acquisition			
Metalinguistic knowledge in multiple languages acquisition	.731	7,8,9	.771
Crosslinguistic knowledge in multiple languages acquisition	.631	1,2,3,10	.762
Knowledge of multilingual approaches	.905	No items deleted	.905
Teachers' multilingual identity	.881	No items deleted	.881
Knowledge of multilingual assessment in language education	.717	6	.790
Teaching practices	.917	6,14,16,17, 20,23,25	.883
Overall reliability	.920	Items deleted as indicated above	.912

Results for RQ2

Research Question 2 asked in what way(s) the validation has helped to improve the validity of the questionnaire.

Expert Opinion

To investigate content validity, data was collected from the external expert. The expert was presented with all the items in the pilot questionnaire, alongside the ten sections, and was asked to assess the quality of the questionnaire by identifying how accurately the categorization of each item fit into these fields. According to the expert's opinion, some of the fields of the questionnaire had to be revised. Altogether the expert identified five areas for revision (see Table 5):

Table 5
Content Validity: Expert's Opinion

Fields for revision	Expert's opinion
Contextual factors concerning language use / student's linguistic repertoire	(a) The items should be revisited for their fit into these sections. (b) To add an open-ended question that collects information how parents promote their children multilingualisms.

Psycholinguistic knowledge in multiple language acquisition	Item 2 does not fit into the section
Metalinguistic knowledge in multiple language acquisition	Explain a stress on syntax and grammatical knowledge / strategies.
Crosslinguistic knowledge in multiple languages acquisition	Not all the items are about crosslinguistic knowledge but rather about transmission of that knowledge in the classroom.
Multilingual teaching practices	a) In order to yield the results about how often language teachers employ multilingual practices different distractors should be chosen, for example from 1 (never) - to 5 (very often). b) Item 17 does not fit into teaching practices.

Comment 1(a): The items were regrouped to ensure a better fit with the fields of the construct. In addition, an open-ended item that yielded data about the languages spoken in society was excluded from the questionnaire as such that does not directly focus on teaching languages. 1(b) An open-ended question was added to collect information how parents promote their children multilingualisms.

Comments 2, 5(b): The items with an irrelevant fit with the categories they belonged to also loaded low and therefore were deleted during the second step (see table 5).

Comment 3: Communication in a multilingual context through partial knowledge in some languages does not always happen fluently and effortlessly. In this case metalinguistic knowledge as 'the ability to focus on linguistic forms' (Jessner, 2008) plays a crucial role (Jung, 2013). According to Ellis (2005), 'explicit learning of language occurs in our conscious efforts to negotiate meaning and construct communication' (p. 308) through the initial registration of pattern recognizers, the conscious building of novel linguistic utterances, pedagogical grammar (Ellis, 2005), etc. In this vein, other researchers also emphasized the importance of focus on form for bilinguals and multilinguals (Jung, 2013). With this in mind, we concluded that a stress on grammar, syntax and word-building patterns represents relevant content in this section.

Comment 4: After revising this section, the authors concluded that items 1, 2, 3, 10 focused on knowledge transmission rather than on beliefs about crosslinguistic knowledge. These items also loaded low. As the result, they were deleted (see table 5).

Comment 5: A new wording of the five step Likert scales was chosen that ranged from (1) never – (2) rarely – (3) sometimes – (4) often to (5) very often.

Participants' Feedback

The participants of the study helped to validate the questionnaire by identifying the items that did not relate to the topic of the study or by leaving any comments they thought could help to improve the quality of the questionnaire.

The majority of the participants decided not to leave any constructive feedback apart from 'thank you'. In addition, 5 participants (13.5%) expressed their gratitude for the possibility to participate in the study and found the questionnaire thought-provoking, as it made them think about their own teaching beliefs and practices. Other comments that focused on the flaws of the questionnaire were considered in the decision-making stage about the modification of the questionnaire.

Two participants (5%) indicated that not all questions are relevant without specifying any area of concern. One participant commented on the repetitiveness of some questions.

Two participants (5%) also expressed their doubts whether items about assessment should be a part of the research on teacher multilingual beliefs and practices.

One participant suggested that the scale in the section on multilingual teaching practices should include a Likert scale that gauges the frequency of teaching practice applied in the classroom.

Results for RQ3

Research Question 3 asked in what way(s) the validation has helped to improve the feasibility of the questionnaire.

To investigate feasibility, we relied on the expert opinion and participants' feedback. First, the expert was asked to complete the online questionnaire to evaluate the time necessary to fill it in. The expert reported that it took 45 minutes to complete the questionnaire that significantly exceeded the time allotted for gauging reliable data (30 min. see for example Dörnyei and Taguchi, 2010) during which the study can yield complete and reliable data. The opinion of the participants regarding the time spent to complete the questionnaire was divided in half. Most teachers reported that it took them more than 20 minutes to fill in the questionnaire and seven participants (19%) commented on how long and exhaustive the questionnaire was.

Generally, the majority of the participants (30 participants, which is >81%) found the items to be clear, logical and relevant to the topic of the study.

Content and Design of Final Questionnaire

Based on the above analysis and steps, the final questionnaire (Appendix) consists of 88 items: 9 items in Part 1 (12 in pilot), 50 items in Part 2 (63 in pilot) 29 items in Part 3 (36 in pilot) (see table 6).

Table 6
Design of Final Questionnaire

		Pilot version Items (n)	Final version Items (n)
	Part 1: Focus on social context	*12*	*9*
Field 1	contextual factors concerning language use	8	5
Field 2	students' linguistic repertoire	4	4
	Part 2: Teacher Multilingual cognition	*63*	*50*
Field 3	cognitive characteristics of a multilingual person	14	12
Field 4	psycholinguistic knowledge in multiple language acquisition	10	7
Field 5	metalinguistic knowledge in multiple languages acquisition	9	6
Field 6	crosslinguistic knowledge in multiple languages acquisition.	10	6
Field 7	knowledge of multilingual approaches	7	7
Field 8	beliefs about teachers' multilingual identity	7	7
Field 9	knowledge of multilingual assessment in language education	6	5
Field 10	*Part 3: Teaching Practices*	36	29
	Total number of items	111	88
	Background information	*8*	*8*

Discussion

The study of teachers' beliefs has a long-established tradition and has had an important impact on developing pre-service programmes and assisting in-service teachers with professional development (Arocena et al., 2015; Haukås, 2016). The review of the literature on multilingualism in the Ukrainian context established that multilingualism in language education is an underresearched area. Scholars who did carry out research in the area mainly analysed the socio-cultural and theoretical background of multilingualism (see, for example, Kudriavtseva, 2015; Matvienko & Kuzmina, 2020) or focused on the needs of the minority population in Ukraine (Zabolotna et al, 2019). To our knowledge, no studies have been carried out to investigate multilingualism in the foreign language classroom in Ukrainian schools and universities or to explore Ukrainian teachers' multilingual beliefs and practices. Therefore, our objective was to account for the development and initial validation of

the questionnaire that can collect complete, comprehensive and reliable data about Ukrainian university language teacher beliefs about multilingualism and multilingual practices in teaching languages. The construction of the questionnaire was guided by Aithal and Aithal (2020), Dörnyei and Taguchi (2010) and Gu (2016).

The present study examined how validation procedures can help develop a reliable questionnaire aimed at collecting data about different aspects of language teachers' multilingual beliefs and practices. The results revealed correlation between validation and quality of the questionnaire. The absence of research on language teacher beliefs about multilingualism in the Ukrainian context, defined our major ambition to develop an instrument that is able to gauge teachers' beliefs about many faceted aspects of multilingualism and teachers' multilingual practices. In our intention to develop an all-encompassing instrument, we designed an online questionnaire that included 111 items. It took around 45-50 minutes to fill them in. However, according to Axenfeld et al., (2022) online surveys should be much shorter than face-to-face surveys to prevent breakoff rates, lower response quality and higher measurement error. Thus, the questionnaire had to be shortened. Validation procedures (Cronbach's Alpha analysis, Expert opinion, participants' feedback) were used to reduce the number of items. Such analysis helped us reduce the number of items from 111 to 88 (see table 6). As a result, of this modification, the approximate time spent on completing the questionnaire can be reduced by 20% of time, which is around 10 minutes.

The modifications did not shorten the questionnaire significantly. Therefore, there is a danger that it will not be able to collect complete and reliable data. Other modifications to the construct are possible. For example, some participants did not relate items about assessment beliefs and practices to multilingualism. In our view, it might be sensible to exclude the section about teachers' assessment beliefs (5 items) and 4 items about assessment practices in the multilingual classroom from the questionnaire. In addition, Split Questionnaire Designs may be considered as a solution (Axenfeld et al., 2022). This design can be used to reduce individual questionnaire length while collecting data on questions from a longer questionnaire. However, this method implies that a large number of missing data has to be imputed, which is a main drawback of Split Questionnaire Designs (Axenfeld et al., 2022). Another, solution might be to divide final questionnaire into two smaller questionnaires (1st aiming at gauging the information about beliefs; 2nd – yielding data about multilingual teaching practices) run consecutively among the same sample within a short period of time. Evidently, every option requires additional literature analysis on the topic and validation.

The multi-item scale of the final questionnaire presented a high level of reliability, which is a promising result. Therefore, the questionnaire may be used as an instrument for replication or adaptation. For example, the questionnaire was developed to investigate Ukrainian teachers' multilingual beliefs and practices in teaching English. However, in order to validate the questionnaire during the pilot study we invited university foreign language teachers from different European universities. For this, we replaced 'Ukraine' by 'your country', 'Ukrainian' by 'your

L1' and 'English' by 'the target language'. Similarly, the questionnaire may be used to evaluate language teacher multilingual beliefs and practices in other educational context with slight adaptations.

Conclusion

This study provided a step-by-step review on how to design and validate a questionnaire on multilingual beliefs and practices in teaching English as a Foreign Language. The questionnaire was designed to gauge language teacher multilingualism specifically in the Ukrainian context. However, this tool can be used to measure language teacher multilingualism in other contexts. Theory-driven content specification helped to identify three parts that include 10 focus fields of the questionnaire. The pilot version of the questionnaire comprised 111 items, which were reduced to 88 items as the result of internal consistency analysis, content validity and feasibility verification procedure. The questionnaire thus validated provides a quantitative measure of assessing language teachers' beliefs about multilingualism and multilingual teaching practices and the collected data could function as a needs analysis for future professional development activities on multilingualism in foreign language education.

The area of focus for further research is to carry out a major study that will provive an insight into Ukrainian university teachers' multilingual beliefs and practices in teaching English. The collected findings will help to develop pre-service programmes and assist in-service teachers in their professional development.

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Appendix

The Final Version of the Questionnaire

Background information
Answer the following questions.
1. For how many years have you taught (a) language(s)?
0-5
5-10
10-15
15-20
20-25
more than 25
2. How many languages do you know?
1
2
3
4
5
6
more than 6
3. What is the level of your language proficiency in each language you know according to the CEFR?

	A1	A2	B1	B2	C1	C2
L1						
L10						

4. Do you think yourself to be multilingual?
Yes
No
Have never thought about it
5. Do you reflect on how you learn a language?
Yes
No
Not always
6. Do you compare and contrast the languages when you learn/ improve them?
Yes
No
Not always
7. Do you think you learn better if you compare the language you are learning with your L1 or other languages that you know?
Yes
No
Not always
8. Where did you first come across the idea of multilingualism/ plurilingualism?
at school
at university
at professional training courses/ programmes
through educational Internet content
have never come across the idea before

other

Part 1: Focus on social context
The following questions are about your knowledge concerning contextual factors concerning language use in Ukraine.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
1) In Ukraine, in addition to Ukrainian it is more important to know English than any other language.
1-totally disagree
2-disagree
3-agree
4-totally agree
 5-have never thought about it
2) In Ukraine, your chances of getting a job increase if you are multilingual.
1-totally disagree
2-disagree
3-agree
4-totally agree
 5-have never thought about it
3) Parents promote their children's learning of multiple languages in Ukraine.
1-totally disagree
2-disagree
3-agree
4-totally agree
 5-have never thought about it
4) How do parents promote their children's multilingualism in Ukraine? Write your answers below
_____
5) Most Ukrainians are bilingual or multilingual.
1-totally disagree
2-disagree
3-agree
4-totally agree
 5-have never thought about it
The following questions are about your knowledge concerning your students' linguistic repertoire
6) I think I teach in a multilingual class.
1-totally disagree
2-disagree
3-agree
4-totally agree
 5-have never thought about it
7) I think my students are bilingual/multilingual.
1-totally disagree
2-disagree
3-agree
4-totally agree
5-have never thought about it
8) How many languages do your students use in your classroom? _____
9) What languages, in your opinion, might your students know?_____
Part 2: Teacher Multilingual cognition

The following questions are about your beliefs concerning cognitive characteristics of a multilingual person.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
I believe that….
10) learning multiple languages significantly improves cross-cultural awareness.
11) learning multiple languages improves one's cognitive skills.
12) learning multiple languages can improve performance in Science, Maths and Technology subjects.
13) students who speak several languages can serve as linguistic role models for other learners.
14) knowing multiple languages makes it easier to learn additional languages.
15) learning additional languages improves knowledge of previously learned languages.
16) a multilingual person has cognitive advantages over a monolingual person.
17) multilingual people has better cognitive skills for language learning than monolingual people.
18) multilingual learners are more autonomous language learners.
19) multilingual learners manage their language learning more efficiently.
20) multilingual learners are more willing to take responsibility for their own language learning process.
21) multilingual learners depend less on a teacher's support in language learning

The following questions are about your beliefs concerning psycholinguistic knowledge in multiple language acquisition. Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
I believe that…
22) my learners' linguistic repertoire is a valuable resource for learning English.
23) one learns more effectively if only English is used during English lessons.
24) multilingual learners have a greater sensitivity to recognise the grammatical functions of words.
25) multilingual learners are able to deduce meaning of new words relying on their knowledge of other languages.
26) multilingual learners have a greater sensitivity to the proper use of words in context.
27) multilingual learners always compare the target language grammar to the grammar of other languages.
28) multilingual learners understand how to deduce language rules of the language system.
The following questions are about your beliefs concerning metalinguistic knowledge in multiple languages acquisition.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
I believe that it is important for my students to…
29) know grammar rules;
30) explain syntactical composition of the sentence;
31) know linguistic terms;
32) understand word-building patterns;
33) be able to explain the use of grammar structures;
34) be able to notice similarities between languages;
The following questions are about your beliefs concerning crosslinguistic knowledge in multiple languages acquisition.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?

I believe that it is important to…
35) encourage students to translate from the target language during pair/group work.
36) encourage students to use the other languages they know or are learning in the English classroom.
37) to point out similarities and differences in English and the other languages my students and I know or are learning.
38) to create conditions when students compare English with their other languages.
39) create conditions for comparing English grammar to the grammar of other languages.
40) allow my students to use their L1 in English lessons.
The following questions are about your knowledge of multilingual approaches.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?

I believe that the following approaches and methods promote my students' multilingualism.

		Totally disagree	Disagree	Agree	Totally agree	Haven't hea about the approach
41)	Language awareness					
42)	Immersion					
43)	Content and language integrated learning (CLIL)					
44)	Intercomprehension					
45)	Translanguaging					
46)	Total Physical response method					
47)	Task-based method					

The following questions are about your beliefs concerning teacher multilingual identity in teaching foreign languages.
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
I believe that the more languages teachers know the better they can …
48) explain language structure;
49) identify the language-related challenges that learners face;
50) use more appropriate teaching methods/approaches;
51) increase their repertoire of activities;
52) develop learners' language learning strategies;
53) learners' cross-cultural competence;
54) inspire students to learn languages.
The following questions are about your beliefs concerning multilingual assessment in language education
Which of the options 1-5 best illustrate your teaching beliefs and attitudes: 1-totally disagree, 2-disagree, 3-agree, 4-totally agree, 5-have never thought about it?
I believe that …
55) language assessment should employ mostly alternative forms such as compiling portfolios, completing projects, creating blogs etc.
56) self-assessment and teacher/peer feedback are a part of language assessment.
57) alternative forms of assessment more accurately evaluate students' language proficiency;
58) language assessment should be aligned with language teaching.
59) language assessment tasks reflect tasks used in the classroom.

Construct 3: Teaching Practices

The following questions are about your Teaching Practices in the language classroom
How often do you pursue a teaching practice on the scale from 1 (never) to 5 (very often)? (1-never, 2-rarely, 3-sometimes, 4-often, 5-very often)
60) I focus on explaining the structure of the language.
61) I focus on practicing communication and learning language structure more implicitly.
62) I encourage students to translate from English during pair/group work.
63) I try to incorporate the other languages my students know or are learning into English lessons.
64) I try to learn about the other languages my students know and use them in my English lessons.
65) I always point out similarities and differences in English and the other languages my students and I know or are learning.
66) I give my students advice on how to understand certain concepts in English by relating them to the languages my students know or are learning.
67) I combine reading/listening activities in other languages that students know with speaking/writing activities in English.
68) I combine speaking/writing activities in other languages that students know with reading/listening activities in English.
69) I accept code-switching in the English classroom.
70) I stick to 'English Only policy' in the English classroom.
71) I use my students' diverse linguistic repertoire in teaching English.
72) I adapt tasks to the plurilingual context.
73) I use my students' knowledge of L1 to explain them English grammar.
74) I encourage my students to use resources in any language to prepare a task in English.
75) I promote comparison between different languages.
76) I anticipate language difficulties more easily, using my knowledge about my students' other languages.
77) I link new linguistic structures in teaching English to other languages that students know.
78) I encourage my students to reflect on their language learning strategies.
79) I promote my students' autonomy in learning languages.
80) In my English classroom I work within the framework of the following approach(es). You can choose more than one option:
Action-oriented approach
Audiolingual approach
Communicative approach
Grammar-translation approach
In teaching English, I often apply these approaches:

	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
81) Language awareness					
82) Immersion					
83) Content and language integrated learning (CLIL)					
84) Intercomprehension					

85) My assessment practices include alternative forms such as compiling portfolios, completing projects, creating blogs etc.
86) I use self-assessment and teacher/peer feedback as a part of assessment.
87) I design assessment tasks that reflect the tasks used during English lessons.
88) I encourage my students to use sources in different languages and collate information from these sources to complete an assessment task in English.