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List of abbreviations

L1	first language
LX	second, third, fourth, etc. language any language learned after the first language
L1 German user	someone who learned German as a first language before the age of three (Dewaele, 2017)
LX German user	someone who learned German as a foreign language after the age of three and thus after the first language(s) was learned (Dewaele, 2017)
TBS1	Teachers' Beliefs Set 1
TBS2	Teachers' Beliefs Set 1

1 Introduction

In the 2020/21 school year, 27.2 % of learners in Austrian schools spoke languages in addition to German at home, and in Vienna even 53.3 % of all students were LX German users (Statistik Austria, 2022). These figures make explicit that multilingualism is a common characteristic of many learners in Austrian schools and learners have diverse linguistic backgrounds. Thus, multilingualism is an important topic in the educational discourse, and Herzog-Punzenberger (2017) argues that it is essential to develop competencies to deal with diversity and handle it professionally. This professionalism includes knowing about learners' sociocultural and linguistic backgrounds.

Linguistic diversity is taken into account by Austrian curricula and national as well as European education policies, and thus, the general consensus is that all languages should be valued, and the use of learners' whole linguistic repertoire should be promoted in schools and the classroom (Erling et al., 2020). The European Union emphasizes the importance of knowing several languages, funds and organizes programs to foster multilingualism, and provides resources to promote it (European Commission, n.d.). However, the discourse around education is dominated by normative monolingualism and students with German as their only home language are regarded prototypical learners (Gogolin, 2008). Speaking additional languages at home is even sometimes considered an obstacle to educational success. According to Erkurt (2022), the negative discourse and false understandings of multilingualism often encourages discrimination against LX German users, which can ultimately inhibit their success at school. The resources of multilingual students are frequently overlooked, their educational needs remain unfulfilled, and thus potential is wasted.

The neglect of languages other than German and the foreign languages formally taught in the Austrian curriculum may be influenced by negative perceptions of certain types of multilingualism. As this negative attitude may influence teachers' practice, they eventually may influence learners' outcomes. Research on teachers' beliefs found that many teachers value multilingualism and advocate for multilingual education practices (Camenzuli et al., 2022; Erling et al., 2022; Haukås, 2016; Lundberg, 2019). However, also deficit perspectives of multilingualism assuming insufficient skills in any language persist among teachers. To change these attitudes, it is important to demonstrate the value and potential of multilingualism as a positive understanding of diverse linguistic repertoires may promote students' well-being and learning (Erling et al., 2020). Here research may help to inform teachers about multilingualism and its effect on learning and teaching. This is crucial as many teachers feel insufficiently prepared to work in a multilingual environment, and thus, research may be able to

support teachers becoming more confident and informed about multilingual education strategies (Bredthauer & Engfer, 2016).

A first essential step in the process of enabling schools and teachers to adequately respond to linguistic diversity is to gain better understanding of teachers' beliefs. Teachers' subjective opinions often determine their actions in the classroom which is important as, according to Hattie and Zierer (2019), teachers are one of the most significant determiners of students' learning. The investigation of teachers' beliefs and practices is of particular interest as the implementation of successful multilingual approaches and supporting policies in schools is determined and limited by existing beliefs about multilingualism and metalingual education (Lundberg, 2019). Only if teachers have a positive understanding of multilingualism and sufficient knowledge of it, the inherent potential of knowing multiple languages can be realized.

The main purpose of this thesis is to contribute to a greater understanding of teachers' beliefs about multilingualism as teachers' actions are guided by beliefs and they significantly affect students' educational attainment and their self-perception. In this thesis, teachers' beliefs about multilingual education strategies are examined. Multilingual education strategies describe how schools and the educational system in general could or should respond to linguistic diversity in schools. It will explore the following research question: *What are teachers' beliefs about multilingual education strategies in voXmi-secondary schools in Vienna?*

Previous research about beliefs about multilingualism in Austria by Erling et al. (2022) found negative and positive understandings among teachers. However, this research has primarily relied on the method of questionnaires, which only provide limited insights into beliefs. As teachers' beliefs are subjective it needs conscious effort to deal with inherent subjectivity in a way to make findings on beliefs more objective. Thus, Q-methodology is applied for this study as this methodology has been found to be valuable for gaining insight into beliefs. The Q method enables making subjective statements and opinions comparable by discovering common themes, agreements, and disagreements among participants (Duncan Millar et al., 2022). This research project draws on Lundberg's study (2019) of primary school teachers' beliefs towards multilingualism in Sweden. In contrast to Lundberg's study, this research addresses the beliefs of secondary school teachers working in voXmi schools in Vienna. VoXmi-schools are particularly interesting as these schools are part of an educational network that advocates for linguistic diversity and they have taken or are about to implement some proactive measures to address multilingualism.

The thesis first discusses multilingualism in general and reviews previous research on teachers' beliefs about it. This literature review is followed by an introduction to the policy context relevant for this research project and Q methodology that is used for this research is introduced. After that there is a chapter that presents the findings and discusses them in light of previous research. Finally, a concluding chapter brings it all together.

2 Multilingualism

Multilingualism is on the rise. - But what exactly is multilingualism and what does it mean to be multilingual? It is a hard task to answer these questions as multilingualism is a fuzzy concept, which differs among individuals and contexts, and on top of it is highly politicized. Thus, it cannot clearly and ultimately defined who and what is multilingual. The term multilingualism, which is described in full below, in this thesis is used to refer to a person's whole linguistic repertoire. Repertoire is understood as all the languages the person has been in contact with. Thus, linguistic repertoire is a fluid, dynamic and changeable concept and is highly personalized. This repertoire includes all the languages the person has encountered and "assembled throughout his life" (Blommaert & Backus, 2013, p. 29). Blommaert and Backus (2013, p. 29) stress that "none of these languages is in any realistic sense 'complete' or 'finished': all of them are partial, 'truncated', specialized to differing degrees, and above all dynamic".

2.1 Defining multilingualism

Multilingualism differs among people and contexts and exists on the individual level but also on the societal level. Because of the varieties of ways in which multilingualism exists, a single definition cannot fully account for the whole spectrum of it, and thus, multilingualism is hard to define.

Further, there are different terms that refer to the "coexistence of two or more languages" (Mahootian, 2019, p. 4). These are bilingualism, multilingualism and plurilingualism. For this thesis the term multilingualism is predominantly used as more than two languages and various dialects of them are spoken by some members of the Austrian society but not all citizens know all these languages and varieties (Mahootian, 2019, p. 4).

People's multilingualism varies among individuals and an individual's linguistic repertoire can change over time. On the individual level, Mahootian (2019) distinguishes six dimensions that in sum define an individual's bilingualism respectively multilingualism or plurilingualism and his/her bilingual capabilities. These include the age when languages were learned, but also how and in what order the languages were acquired. Further, multilingualism differs depending on the literacy skills a person has and how fluid the speaker is in certain languages, and also what the different languages are used for (Mahootian, 2019, p. 7). Li (2007, p. 5) also lists the dimensions of age and manner of acquisition, language proficiency and the context-dependence of language-use and adds the dimension of self-identification and attitude. He points out that some people want to hide their linguistic background and want to seem monolingual because of potential social disadvantages that can come with it. Thus, multilingualism is also affected by the individual's attitude towards it (Li, 2007, p. 7).

Li (2007, pp. 13-14) also mentions the neurological implications of multilingualism and writes that there is evidence that there are strong links between the different languages of a person. This interconnectedness enables fluid language practices which is referred to as code-switching. This code-switching is an expression of bilingual competence which Li (2007, p. 25) defines as “the capacity to coordinate two or more languages in accordance with the grammatical constraints of both or all languages”. Thus, the linguistic competencies of a multilingual person is not the same as those of two monolinguals, but are different as languages interact with each other and they are used creatively and context-dependently.

Nevertheless, multilingual speakers are often expected to fulfill monolingual norms and their language competencies are tested as those of monolinguals. Trying to assess language competence based on a monolingual norm can result in attesting a lower level of language competence for multilingual speakers. However, Li (2007, p. 15) stresses that this is an invalid practice as multilinguals “may have learnt their two languages under different conditions for different purposes, and only use them in different situations with different people”, and may be unfamiliar with using a certain language in a certain context. Thus, instead of expecting multilingual speakers to fulfill monolingual norms and wrongly attesting language deficits, the person’s multilingual competencies and the (linguistic) flexibility that comes with it should be acknowledged. This implies that multilingualism is a valuable asset a person can have in the globalized and multilingual world of the twenty-first century (García & Kano, 2014, p. 261).

2.2 Benefits of multilingualism

Research has shown that multilingualism has various benefits on the individual and the societal level (De Angelis, 2007; García, 2011; Hofer, 2023). Hofer (2023, pp. 13-14) provides a whole list of positive multilingual competencies which includes competencies in several languages, increased metalinguistic awareness and knowledge, creative language use, and an openness towards other people and cultures. Consequently, Hofer (2023, p. 14) concludes that multilingualism includes “the competence to navigate between various linguistic and semiotic codes as constitutive of new global realities”.

2.2.1 Cognitive advantages of multilingualism

On the individual level, studies have shown that multilingualism promotes cognitive development and having a larger linguistic repertoire allows for greater mental flexibility (García, 2011, pp. 211-212). This is because multilinguals tend to be more conscious about their language use and the structures on which languages are built. Therefore, multilingual learners use language more analytically, and thus, their metalinguistic awareness is further developed than that of monolingual learners. This means that multilingual speakers do not simply use languages but they can reflect on, think about and

analyze them. Research found that this increased metalinguistic awareness can be particularly beneficial when learning to read if learners' whole linguistic repertoire is actively included in the learning process by teachers and parents (Bialystok 2004, cited after García 2011). Moreover, studies showed that multilingual students are more creative, flexible and sensitive language users as they always consciously decide which language is more appropriate in a certain context (García, 2011, p. 215).

Further, having skills in more than one language can facilitate learning an additional language for multilingual students (De Angelis, 2007; García, 2011). This is because they can draw from a wider repertoire of language skills, linguistic knowledge, and language learning strategies which they can transfer and use for the acquisition of an additional language (De Angelis, 2007).

In general, it was found by several studies on multilingualism that it has a positive effect on learning if learners speak more than one language and have higher metalinguistic awareness as they are more experienced language learners (De Angelis, 2007; García, 2011)

2.2.2 Social advantages of multilingualism

Besides benefits on the cognitive level, García (2011) stresses that multilingualism also has positive socioeconomic consequences as multilinguals have more employment opportunities because of their language skills and studies in the US have shown that multilinguals earn more than monolinguals. This is because competencies in different languages are important for international business relations and global interactions (García, 2011). However, having a broad linguistic repertoire is not enough but it is crucial to know how and when to use which language and style. Multilingual speakers are used to making conscious language choices and they can use languages flexibly, which enables successful communication and collaboration with international partners and users of different languages.

Besides the international level, multilingualism is also important for many people on the local level as different people in their life may speak different languages that need to be understood to interact with them and feel connected (García, 2011). This sense of belonging and sharing a language is an important part of a person's identity, and thus, it is crucial to sustain and/or develop multilingualism.

Another social advantage of multilingualism García (2011) mentions is multilinguals' cultural awareness. She writes that people who speak more than one language are more likely to reflect on their own culture and others and have greater knowledge about them.

In short, multilingualism can have various benefits for the individual and for society as a whole. Based on the number of positive competencies found to be associated with multilingualism, it would be

plausible to conclude that multilingualism is one of the key competencies for the 21st century and should be promoted.

2.3 Multilingualism in education

Despite widespread multilingualism and many benefits that can come with, the educational system often has not been adapted to increasingly multilingual pupils but is still based on a monolingual norm (Edwards, 2022; Hélot, 2021; Duarte & Kirsch, 2020). Rather than building on students' linguistic competencies, prescriptive and even discriminating language practices are common in schools. Edwards (2022, p.46) warned that "different language [is often translated] into deficient language". This view, however, is detrimental to students' educational and personal progress, and accordingly, practices and mindsets must change to realize the benefits of multilingual competencies and promote linguistic diversity (Duarte & Kirsch, 2020).

To promote linguistic diversity through education it is not enough to teach some favored foreign languages in school but a shift in attitudes is needed (Herzog-Punzenberger, Le Pichon-Vorstman, et al., 2017, p. 33). Rather than teaching dominant European languages in foreign language classes advocates of multilingual approaches call for a general openness towards different languages (Duarte & Günther-van Der Meij, 2018; Kirsch & Duarte, 2020). This openness must also include minority languages spoken by pupils that have been ignored and marginalized. It is important that pupils, already multilingual or not, become aware of languages and language use. This requires emphasis on developing language awareness so learners can reflect on their own linguistic repertoire and experiences. This is crucial as not only is it important to know languages but to know about them and the social context in which they are used or not used (Hélot, 2021). Thus, education should aim at developing language competencies and language awareness to promote multilingualism.

Multilingualism consists of two parts which are the person's multilingual repertoire and multilingual competence. While the first one regards the heterogeneous language experiences people have, the latter one concerns the competence of using different languages in different contexts and for different purposes (Hélot, 2021).

2.3.1 Multilingual education strategies in education

Developing multilingual repertoire and competence requires pedagogies and teachers that support students in this process. There are different approaches to how students can be supported in developing multilingual repertoire and competence. García and Flores (2012) distinguish four different types which are foreign language instruction, second language pedagogy, bilingual/monoglossic instruction and plurilingual heteroglossic instruction. The first three types of language education consider languages as strictly separate entities. However, plurilingual/heteroglossic instruction acknowledges that languages interact with each other and “are part of a single language repertoire” (Duarte & Kirsch, 2020, p. 4). This type of language education moves beyond segregated language learning and builds on students’ linguistic resources by actively incorporating them into the learning process.

In general, multilingual pedagogies acknowledge that languages interact with each other, and language use is context and speaker dependent. These pedagogies support linguistic crossovers and encourage students to use their whole linguistic repertoire and further develop multilingual competencies (García & Flores, 2012). This understanding is reflected in translanguaging approaches which promote practices that “include all the language practices of all students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new socio-political realities by interrogating linguistic inequality” (García & Kano, 2014, p. 261). This implies that multilingualism is not only about developing language skills but language awareness and intercultural knowledge (Duarte & Kirsch, 2020).

For the successful implementation of multilingual pedagogies democratic classroom practices, openness toward all languages of students and different cultures, and high expectations of all students are essential (García & Flores, 2023). To help students fulfilling these high expectations strategic scaffolding is required. Further, it is crucial to critically reflect on assessment criteria and learning approaches, which may be based on a monolingual norm (García & Flores, 2012).

Duarte and Günthter-van der Meij (2018) suggest a more holistic model to address multilingualism in education which combines multilingual education strategies that all aim at acknowledging and using different languages. Examples for multilingual education strategies include translanguaging, raising language awareness, using different languages in class, and acknowledging linguistic diversity (Duarte & Günther-van der Meij, 2018).

2.3.2 From theory to practice | policies vs. classroom practices

Students can only benefit from multilingual education strategies if they are implemented in the classroom. This requires teachers who are willing and trained to do so. Based on previous research, Haukås (2016) lists the following six points which make teachers advocates of multilingualism:

- “They should be multilingual themselves and serve as models for their learners.
- They should have a highly developed cross-linguistic and metalinguistic awareness.
- They should be familiar with research on multilingualism.
- They should know how to foster learners’ multilingualism.
- They should be sensitive to learners’ individual cognitive and affective differences.
- They should be willing to collaborate with other (language) teachers to enhance learners’ multilingualism.” (Haukås, 2016, p. 3)

In addition to these aspects, research also stresses that teachers need special training to adapt their teaching to a linguistically diverse classroom and support learners’ multilingualism (Bredthauer & Engfer, 2016). However, studies on teachers in many countries found that there is a lack thereof and researchers strongly advice to fill this knowledge gap by providing specific training during teacher education (De Angelis, 2011; Hélot, 2021). Special training could make teachers less dependent on their beliefs which are an important determiner of their pedagogical decisions.

2.4 Discourses and beliefs about multilingualism

The previous chapter focused on scientific findings of research on multilingualism that views linguistic diversity in a positive light. However, societal discourses and people’s beliefs sometimes deviate from the scientific perspective. In this chapter, the societal discourses of multilingualism and teachers’ beliefs are discussed.

2.4.1 Societal discourses of multilingualism

Multilingualism is often not treated neutrally but the discourse on it is guided by personal and political interests that are based on language ideologies that exist within a social context. Cooke and Simpson (2012, p. 118) argue that the debates about linguistic diversity are not about language per se but “‘language serving as a proxy for more proscribed matters such as race, class and ethnicity’”. They further discuss that “language ideologies can be deeply entrenched: notions of a standard language or of ‘one nation one language’ ideologies that are often made manifest in public discourse” (Cooke & Simpson, 2012, p. 118) and linguistic diversity is framed as a challenge individuals must overcome. Thus, the monolingual norm may be an expression of a nationalist ideology based on an assumed natural national language unifying the homogeneous people of a nation. Gogolin (2008) terms this

assumption and persisting common sense that the nation and pupils are a homogeneous and monolingual group the *monolingual habitus*.

This myth of a common language within a nation developed alongside nation-building in the 19th century and has been retained ever since. Linguistic nationalism implies that a common language is vital for a nation to survive, and thus, the national language must be spoken by all inhabitants so the nation's language and its unity are preserved (Cooke & Simpson, 2012). However, contrary to this myth of a monolingual nation, the people living in nation-states have always been and still are multilingual (Cooke & Simpson, 2012; Edwards, 2022; Gogolin, 2021). This societal multilingualism can be caused by transnational trade, imperial expansion, territorial growth, unionization of groups, border regions, migration, but also technological or economic developments.

The linguistic diversity of society is politicized as a problem in public discourse if it is common sense that a national language unifies a homogeneous population to a nation. This common sense would imply that there is one language that is dominant and the only 'true' language while others are treated as inferior and deviating from the ideal (Cooke & Simpson, 2012, p. 118). Accordingly, policies and language practices promote the dominant language by discrediting other languages even if this practice and mindset discriminates against certain languages and their users. As a result, speakers of minority languages are marked and even when speaking the majority language their language use is perceived as deficient and merely as an approximation to the perfect, native-speaker norm by speakers of the dominant language. This *othering* and its discriminating language practices based on a monolingual norm result in structural disadvantages for minority language users and could eventually even lead to the eradication of languages (Cooke & Simpson, 2012; Edwards, 2022; Gogolin, 2021).

Based on the discourse on multilingualism in the UK, Cooke and Simpson (2012, p. 123) exemplify the pillars of an ideology that defends the constructed, imagined, and idealized monolingualism within a nation. They write that minority language speakers are perceived as being unwilling to learn the dominant language and this is viewed as threatening national unity as it is united by its common language. Another argument that is used in public debates and policies concerning multilingualism is that linguistic diversity causes extra-expenses that must be covered by the public purse. This is based on the assumption that resources are limited and if public money is spent on multilingualism, there is insufficient money left for other more projects and concerns (Cooke & Simpson, 2012, p. 123).

2.4.2 Teachers' beliefs about multilingualism

Also teachers are influenced by societal discourses about multilingualism and there is growing scientific interest in what teachers think about multilingualism. A literature review conducted by Lundberg and Brandt (2023) showed that while in 2012 only three peer-reviewed journal articles had been published, in 2020 this number rose to 28 articles. Even greater attention is given to in-service teachers' beliefs which is due to their significant and direct effect on learners' educational success. This influence was measured by Hattie's and Zierner's (2018) metastudy which concluded that teachers' impact on students' success is even as pronounced as the effect of students' background.

Accordingly, teachers and their actions and decisions in the classroom matter and are thus worth investigating as insights into teachers' beliefs may help to detect missing aspects in teacher education and institutional gaps (Vikøy & Haukås, 2021). Further, it is the teacher who implements language policies, and thus, teachers can act as agents of change depending on what they do in the classroom (Conteh & Meier, 2014; Krulatz et al., 2022; Lundberg, 2020; Vikøy & Haukås, 2021; Young, 2014). Pedagogical decisions and teachers' actions, however, are often based on beliefs rather than research and training (Borg, 2001; De Angelis, 2011). Those beliefs are constructed on the interrelation of experiences, feelings and opinions about something and express the individual teacher's understanding of a subject matter. Whether or not the teacher is aware of these beliefs they have an impact on behavior (Borg, 2001). It is hard to measure beliefs as they are individual interpretations and assumptions which are often subjective. However, several studies in various countries and contexts have attempted to measure the beliefs teachers hold about multilingualism. This chapter gives an overview of studies that have been conducted already.

2.4.2.1 Existing research on teachers' beliefs about multilingualism

Investigation of teachers' beliefs about multilingualism and related aspects in the educational contexts shows that different perspectives on the subject matter are present among teachers. The research found that while some teachers regard knowing several languages as an asset, for other teachers this poses a challenge rather than an opportunity.

Based on Lundberg's (2019) findings on primary teachers' beliefs in Sweden using Q methodology different sets of beliefs are discussed in this chapter. The study consisted of two Q sets of which one focused on multilingualism per se and the other one on related pedagogical concerns. Forty teachers from three different schools participated in the study by ranking cards according to their viewpoints on the subject matter. Statistical analysis of the gathered data found that among the forty participants three sets of beliefs, consisting of one understanding and one pedagogy component, occurred. These

different beliefs are outlaid on the next pages and extended by the findings of similar studies that were conducted.

Multilingualism as a resource

When Lundberg (2019) investigated primary teachers' beliefs about multilingualism in he identified one group that expressed a positive understanding of multilingualism and advocated for multilingual practices. Fourteen out of forty teachers who participated in his study loaded heavily on this belief set and the high explained opinion variance demonstrates that many participants shared positive beliefs. These teachers highlighted the advantageous aspects of knowing different languages and underlined multilingualism's positive effect on learners' verbal and cognitive skills and its value to society. Further, this study found that teachers with a positive understanding of multilingualism consider it essential to implement translanguaging practices at school, and thus, schools must adapt to learners' multilingualism so the benefits that come with it can be reaped. As these participants regarded competencies in different languages as beneficial to personal development and learning, they want all their students to learn additional languages, and consequently, are against a 'Swedish only' policy in schools (Lundberg, 2019). The belief that multilingualism is an asset was also identified in a replication study of Lundberg's research which investigated primary teachers' beliefs in Malta using Q methodology (Camenzuli et al. 2022). In this study twenty-one teachers took part and ten of these teachers which most regularly work with migrant students considered multilingualism as resource. These participants agreed that competencies in several languages bring multiple benefits for the learners and can be an advantage when searching for a job (Camenzuli et al., 2022). This finding is in line with Portolés' and Martí's (2020) study in which they investigated teachers' beliefs in Catalan using a questionnaire and in which participants stressed the cognitive advantages knowing several languages has.

To a certain extent, this *multilingualism as a resource*-thinking was also found in other studies on teachers' beliefs (Haim & Tannenbaum, 2022; Vikøy & Haukås, 2021). By combining online questionnaires and in-depth semi-structured interviews Haim and Tannenbaum (2022) studied English teachers' beliefs and practices in Israel. According to this study, teachers' positive understanding also leads to the practical implementation of multilingual education strategies in the classroom. Further, this study found that teachers who are multilingual themselves and are aware of that are more likely to adopt a positive viewpoint on it and use learners' L1 competencies when teaching (Haim & Tannenbaum, 2022). This was also found in other studies (Camenzuli et al., 2022; Paulsrud et al., 2023; Vikøy & Haukås, 2021) as many multilingual teachers expressed positive beliefs. The effect of teachers' personal language repertoire was also noticed in a study conducted in Switzerland (Lundberg, 2019b). Research showed that while positive beliefs are shared by many teachers, the viewpoint of

multilingualism as a resource was particularly common among foreign language teachers (Lundberg 2019b). These teachers did not only emphasize the opportunities multilingual students have but proposed that any learner regardless of the L1 can become multilingual. Based on this viewpoint, they indicated that any language must be accepted and valued in the classroom and students should be supported to use all their languages for learning. However, the implementation of language sensible and encouraging pedagogies requires collaboration among parents, teachers, and students, and supporting teaching material (Lundberg, 2019b).

Erling et al. (2022), whose work is dealt with in more detail in a separate chapter, translated this positive understanding of multilingualism as considering multilingual students' competencies as *pockets of possibilities* that can be used for learning by learners and teachers. This viewpoint underlines the advantages inherent in having competencies in different languages for learning and cognitive development. To take advantage of this positive impact, it is necessary to adopt translanguaging pedagogies to make use of learners' existing language competencies and support them to become (aware) of their multilingualism. This requires resources so teachers are inspired, willing, and prepared to apply multilingual pedagogy which helps students to become aware of their own language repertoire and use it for further learning (Lundberg, 2019a).

Despite research having confirmed positive effects on language learning and cognitive development of multilingualism, also negative beliefs occurred among teachers who took part in research on multilingualism.

Deficit perspective on multilingualism

Studies showed that not all teachers share the same excitement about multilingualism and consider it a resource, but some rather see it as a challenge. In Lundberg's study (2019) seven respondents, most of them male and teaching in rural areas, expressed negative beliefs about multilingualism as they feel like heterogeneous language backgrounds of learners result in extra work for them. This may be based on the assumption that high proficiency in the language of instruction is vital for educational attainment and they assume that multilingual students have not attained such a high language level. Thus, to foster students' competencies in the language of instruction, these teachers considered the implementation of a 'Swedish only' policy in schools as a potential measure. Further, it was indicated that students should have a high level of competence in Swedish before taking part in regular classes anyway (Lundberg, 2019). Also three out of twenty-one teachers who took part in Camenzuli et al.'s study (2022) were in favor of language preparatory courses and stated that schools should not adapt to multilingualism but multilingual students should adjust. This attitude was also found among teachers in Switzerland and France (Lundberg, 2019b; Young, 2014).

These beliefs are based on normative monolingualism, and consequently, these teachers consider the discourse around multilingualism in the educational context unnecessary. Teachers who loaded heavily on this factor in Lundberg's studies (2019a, 2019b) advocated for treating every student the same regardless of their language background and indicated that they do not want to make any extra efforts. The teachers in Malta, however, claimed that students with lower proficiency in the language of instruction should receive additional support (Camenzuli et al., 2022). This support would probably be given in the form of additional language courses as teachers who loaded heavily on this factor do not value translanguaging practices and exclusively rely on the language of instruction or the target language when teaching (Camenzuli et al., 2022; Lundberg, 2019).

Challenges when working with students with heterogeneous language backgrounds were also experienced by teachers who took part in other studies in France, Israel, Norway, and Sweden (Haim & Tannenbaum, 2022; Paulsrud et al., 2023; Vikøy & Haukås, 2021; Young, 2014). According to Haim and Tannenbaum (2022), these experienced difficulties may result from inadequate preparation of teachers to teach in multilingual classes and insufficient support measures for them. Also some teachers in Norway complained about having difficulties when teaching minority language students as they have insufficient resources to cater to students' needs, or are even completely unaware of their students' difficulties. Not knowing about students' language backgrounds is also a challenge in France as it is considered illegitimate to gather data on learners' home languages, and thus, many teachers told that they simply do not know about them (Young, 2014). Further, Vikøy and Haukås (2021) found that even if teachers are aware of heterogeneous language repertoires and regard the learners' languages as resources, students' grades in the language subjects show that they are unable to make use of their knowledge.

The aforementioned beliefs are expressions of deficit perspectives on multilingualism which are common when teachers are confronted with a linguistically diverse class that would require multilingual education strategies (Erling et al., 2022). This perspective is based on the assumption that learners' multilingualism is a burden and an obstacle to educational attainment. This implies that teachers who share a negative understanding of plurilingualism assume that multilingualism comes with deficits in the languages students know and that pupils are doubly semilingual instead of multilingual (Erling et al., 2022; Young, 2014).

Despite having presented two rather contrasting viewpoints, in reality, many people's opinions are somewhere between the two. Thus, also in several studies on beliefs a mixed mindset was identified.

A mixed mindset

Lundberg (2019a, p. 12) distinguished a third set of beliefs which he summed up using the term “Why make such a fuss? Everyone will be fine”. Teachers who loaded heavily on this factor have a similar understanding to the teachers who expressed very positive beliefs about multilingualism. However, there are some substantial differences. This viewpoint includes the assumption that one cannot become multilingual by learning an additional language but one either is or is not multilingual. However, this understanding considered being multilingual as advantageous as it broadens the person’s horizon and facilitates communication. According to this set of beliefs, it is thus unnecessary to foster students’ multilingualism at school, but schools are automatically enriched by linguistic diversity among learners. This entails that students should not receive any additional support or learning opportunities that are tailored to multilingual students’ needs.

The second aspect which made these teachers’ beliefs different from the first set is the opinion that if students do not have the motivation to do it, multilingual students should not learn any additional languages. Instead, they recommended focusing on supporting students to make use of their existing language competencies and using translanguaging strategies (Lundberg, 2019a).

As mentioned, many people’s beliefs cannot be ascribed to one particular set of beliefs as they may hold beliefs that are contradictory. These inconsistencies in teachers’ viewpoints were also identified in Bredthauer’s and Engfer’s work (2016) at schools in Austria and Germany. They arrived at the conclusion that even if teachers are open-minded about multilingualism and theoretically support promoting it at school, they face seemingly unsurmountable obstacles when putting this viewpoint into practice. These obstacles are their own unpreparedness to teach in multilingual settings, limited knowledge about students’ linguistic backgrounds, the fear of losing authority, the assumed lost time on task, and the fear of excluding L1 German users (Bredthauer & Engfer, 2016).

2.4.2.2 Research on multilingualism in the Austrian school system

As mentioned in the chapter on the educational context in Austria, multilingualism is a prominent topic in the educational discourse and reality in schools. Despite the high percentage of multilingual students, however, some of the general conditions of the Austrian school system are suboptimal for LX German users.

Research has shown that the early end of compulsory schooling in Austria is contrary to the aim of providing equal opportunities to all students. Early tracking is particularly detrimental to the educational success of students with a migration background, German as an additional language, and/or low socio-economic background. Statistics show that a relatively high share of students who fall into one of the aforementioned categories attend middle schools. This is relevant as despite

sharing the same curricula, the outcomes of the two school types differ from each other. In standardized tests, students of the lower level of academic secondary school on average outperform students of middle schools (Erling et al., 2020, 2021).

This discrepancy between the Federal Ministry's aim of providing equal opportunities to all students and the reality of systemically lower educational outcomes for some students was investigated by Erling et al. (2020, 2021). Guided by the urge of understanding low outcomes in English language education in Austrian middle schools, teachers' beliefs and practices were explored using questionnaires.

Based on the responses of fifty-six middle school teachers it was found that not only are middle school students' PISA scores lower than those of peers in the lower level of academic secondary schools but also 70 % of the participating teachers indicated that their students do not achieve the set learning targets (Erling et al., 2020). Another study by Erling et al. (2021) found that this is not the case for teachers working in the lower level of academic secondary school as most of them indicated that their students do achieve their learning targets. Yet, the difference in perceived learning outcomes of teachers of the two school types is greater than the actual one measured by standardized tests. Teachers were also asked about the perceived language background of their students. A pattern was identified when the responses to perceived learning outcomes and language background were considered together. The higher the estimated level of students with German as LX, the lower the reported achievement of learning outcomes (Erling et al., 2020, 2021).

In 2020, Erling et al. also asked about multilingual education strategies using a 5-point Likert scale. Nearly 50 % of participants indicated that they believe that learning English supports the acquisition of German and that learning English helps to develop a better sense of language. Further, more than one-third of the participating teachers stated that they use German when teaching English. However, only 18 % encourage students to use other languages in the classroom (Erling et al., 2020). Further, teachers were asked whether they think that their students are good language learners, and only 14.3 % of participants indicated that most of their students are. This is surprising, as Erling et al. (2020) note that previous research showed that multilingualism facilitates learning new languages. However, the teachers who took part in this study do not consider this advantage many of their students potentially have. In general, teachers indicated to be reluctant to promote using students' whole linguistic repertoire in the English language classroom. However, according to research, this would help increase language awareness, confidence, and motivation and may facilitate language learning.

Teachers indicated that only when necessary, they shift to German in foreign language classrooms, however, this is done with reluctance (Erling et al., 2020, 2021). Plus, they only use German or the

target language which of course can facilitate language learning for some while making it harder for others (Erling et al., 2020). This reluctance of involving other languages in language classrooms is based on misinformed beliefs, and these beliefs, according to Erling et al. (2020), contribute to lower performances of many multilingual middle school students.

Erling et al. (2022) continued their research on possible negative beliefs about multilingualism in the education of teachers. This study was guided by three research questions focusing on teachers' perceptions of multilingualism, their multilingual students, and multilingual practices. These questions were investigated by using the responses to interviews that had been conducted for a previous study. This research used the data from six interviews with English teachers at secondary schools to find out whether teachers have deficit perspectives on multilingualism or whether they regard competencies in several languages as pockets of possibility when learning English.

Transcripts of the interviews showed that some clear deficit perspectives were voiced as teachers assumed that LX German users are not multi- but semi-lingual. This was claimed as some students are not literate in their L1, but literacy is considered vital to knowing a language by the teachers. However, often teachers simply do not know about their students' literacy in other languages, but just assume that they are not. Further, it also would not be surprising if literacy is not fully developed by many students with another L1 than German as literacy in any language is to a great extent attained in schools. If, however, students have never received formal education in their L1 or dropped out early they may have never thoroughly practiced writing in *their* languages (Erling et al., 2022).

Further, based on the belief that languages should be learned separately, learning English while learning German was considered overwhelming and counterproductive. Another issue that was raised is the concern of having too many LX German users and, in particular, too many students who share the same L1 in a class. Teachers voiced concerns that these students would become friends with classmates who speak their L1 and then predominantly use their L1 instead of German. This assumption made them responsive to the proposal of only using German at school. However, research showed that this would be counterproductive. Instead, the active promotion of the use of different languages can provide opportunities for multilingual students (Erling et al., 2022).

These opportunities are acknowledged and maybe eventually realized if languages are considered pockets of possibilities. This viewpoint was also identified in the interviews and teachers responded that they are interested in students' experiences. One teacher also indicated that she actively promoted sharing different cultural and linguistic backgrounds. However, such cultural activities do not take place frequently and seem to be done even fewer times in middle or primary school than they are done in lower-level academic secondary schools. Some teachers explained that they do not

frequently do cultural activities as they are concerned about overwhelming their students. This is unfortunate as these learning experiences could contribute to language learning by making students feel comfortable, confident, and seen (Erling et al., 2021).

Despite not implementing multilingual education strategies, in general, teachers are well aware of the linguistic and cultural diversity at school. Transforming this awareness into action and deficit perspectives into viewpoints that consider languages as pockets of possibilities, however, needs resources (Erling et al., 2022).

3 Policy context

This chapter explains the policy context in which the research project for this thesis took place. European and national policies on linguistic diversity are presented and the Austrian education system is explained. At the end of this chapter the educational network voXmi is introduced.

3.1 Education policies to promote multilingualism

The following chapter gives an overview of European policy recommendations and national education policies which are related to multilingualism in the educational context.

3.1.1 Linguistic education policies on the European level

The Council of Europe is a strong proponent of multilingualism, language learning, and acknowledging diversity in education. The European Commission regards plurilingual and intercultural education as essential for democratic citizenship and social cohesion and accordingly encourages applying multilingual education strategies in all subjects while simultaneously strengthening students' digital skills and supporting learners in becoming autonomous and open-minded citizens.

According to this understanding of multilingualism, the Council of Europe recommends reviewing educational policies and expanding and improving measures that promote multilingualism. Further, language awareness and learning should not be confined to language subjects but should be promoted in all subjects, and this should be clearly stated in national curricula. The curricula should also include at least two languages that are offered to students as the Council of Europe promotes learning additional languages and each citizen should have competencies in at least three languages. These languages should not be learned isolated from each other but learners' whole linguistic repertoire should be addressed when learning an additional language. This requires cooperation among teachers, pedagogies that support plurilingualism, and an overall environment that acknowledges and values the advantages that may come with multilingualism (Council of Europe, 2022).

Because of the high value that the Council of Europe assigns to multilingualism many tools and initiatives are provided so education ministries can design their educational policies accordingly. These include the aforementioned recommendations but also guidelines, documents, and other resources. For example, the Council of Europe came up with the CEFR (Common European Framework of Reference for Languages: learning, teaching, assessment), and the European Language Portfolio (ELP) (Council of Europe, n.d.). Yet how and if these initiatives, programs and policy recommendations are implemented in schools depend on the member states' policies at the national level.

3.2 Multilingualism in the Austrian educational system

3.2.1 The educational landscape in Austria

The Austrian school system aims at providing its students with an education that supports them in becoming autonomous young people who can succeed in an ever-changing digital society. This general aim is divided into three distinct targets and one of those is the overall increase of the educational level among people living in Austria. Further, the educational system aims at ensuring equality of opportunity and gender while increasing its effectiveness and efficiency and adapting education to the needs of the labor market.

These aims are the foundation for all the steps of the educational pathway that every student follows. In Austria, education starts with a mandatory year of kindergarten for all kids older than five years. After this year, students aged six to ten attend four years of primary school. After these four years, the time of comprehensive schooling ends, and, as the graphic below shows, the 10-year-olds are split into two groups for the next four years; In the school year 2019/20 approximately 38 % of students pursued their educational path in the lower level of academic secondary school (Allgemeinbildende höhere Schule Unterstufe), and 62 % attended middle school (Mittelschule). In Vienna, however, even half of the students chose the academic track (Bundesministerium Für Bildung, Wissenschaft Und Forschung (BMBWF), 2021, p. 214).

After four years in either the lower level of academic secondary school or middle school, once again students are tracked into various different school types to either complete the last year of compulsory school or continue pursuing the academic path by attending the higher level of academic secondary school or a vocational high or middle school. Academic secondary school and vocational high school end with the A-levels, which qualify students for universities (Bundesministerium Für Bildung, Wissenschaft Und Forschung (BMBWF), 2021).

The graphic by the Austrian Federal Ministry of Education, Science, and Research (2021) given below visualizes the various steps of the Austrian education system up until secondary school II.

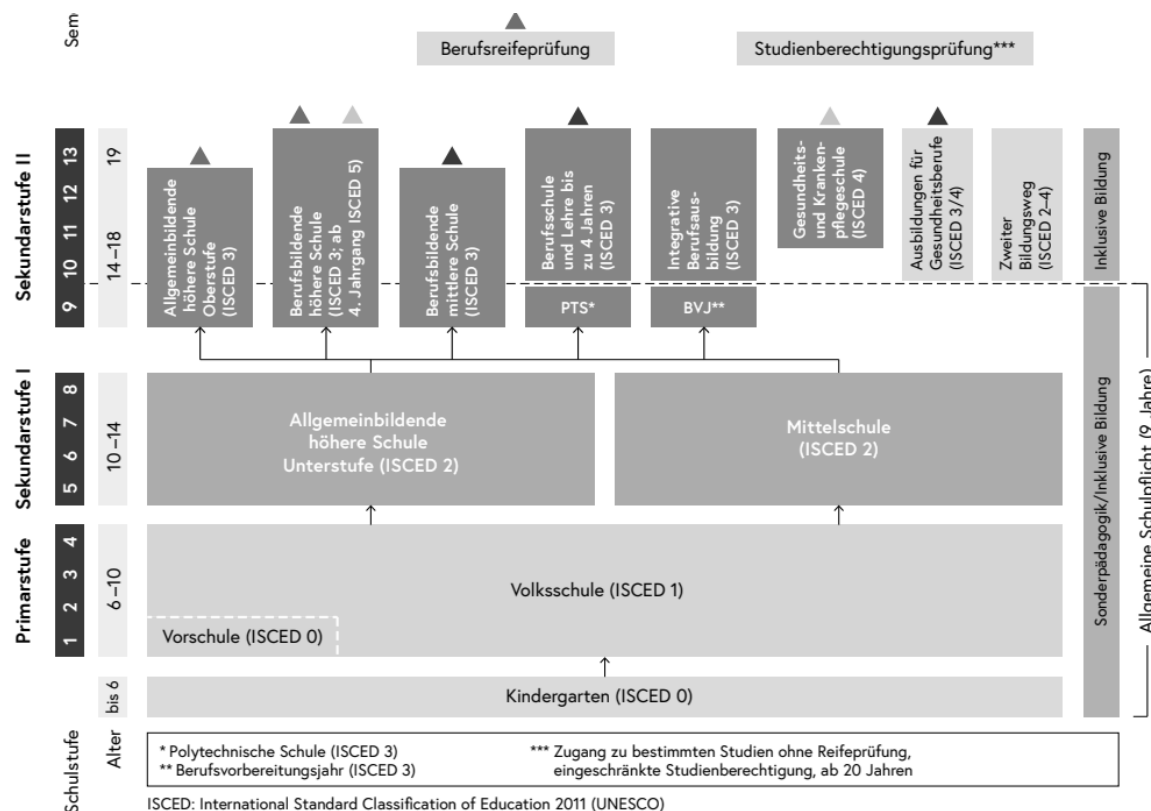


Figure 1 Austria's education system (Bundesministerium Für Bildung, Wissenschaft Und Forschung (BMBWF), 2021, p. 15)

In the coming years, according to the national report on education, the number of students within this school system will increase. This increase in students is predominantly caused by migration from “new” member countries of the European Union such as Poland or Romania (Federal Ministry of Education, Science and Research, 2021, p. 160). This is of importance for this study, as many people from these countries speak another language than German, and thus, the number of multilingual students will further increase, and multilingualism persists being an essential topic in the discourse on education. Therefore, the next chapter provides information on multilingualism in the school system of Austria.

3.2.2 Multilingualism in the Austrian school system

As the Austrian school system aims at providing equal opportunities to all students regardless of their background, it is vital that multilingualism is considered in the educational context as a monolingual ideology negatively affects multilingual students (Duarte & Kirsch, 2020, p. 2). Particularly because despite multilingualism not being a new phenomenon, especially within the last decades, the number of students speaking German as LX has increased, and being multilingual has become rather the norm than the exception. Data provided by Statistics Austria shows that around 30 % of all primary school students speak another language in addition to German at home (Astleithner et al., 2022, p. 24). This figure undoubtedly demonstrates that the share of students who speak the language of education as

an additional language (LX German users) among pupils is significant, even more so than in other European countries. According to statistics, out of all 27 European Union member states the share of LX German users in compulsory schools is highest in Austria (Suchań et al., 2019).

Among the languages spoken by students, the most common ones, besides German, are Bosnian, Croatian and Serbian (BCS), and Turkish. However, between the school year 2006/07 and 2019/20, the percentage of pupils in primary schools speaking BCS or Turkish decreased, while pupils speaking other languages in addition to German increased (Federal Ministry of Education, Science and Research, 2021, p. 183). This development indicates a further diversification of language backgrounds.

Linguistic diversity in schools is not the same all over Austria and differs among regions and school types. Regional variations are due to structural differences of areas and the tendency of higher migration rates in urban centers, and thus, the number of LX German speakers in a class is correlated with the degree of urbanization. Figures on LX German users in primary schools make this clear as nationwide on average nearly 25 % of students are LX German speakers, while in Vienna half of the children speak an additional language to German at home (Bundesministerium Für Bildung, Wissenschaft Und Forschung (BMBWF), 2021, p. 179).

While the differences among regions can be easily explained, the factors that lead to the disparity of pupils with German as LX in the different school types are more complex. As mentioned in the previous chapter, after four years of comprehensive schooling in primary schools, students are separated into two different educational tracks. Students either attend middle school or the lower level of academic secondary school. The decision on which schools students attend for the next four years is determined by students' grades, parents' choices, and social background.

Transferring to the lower level of academic secondary school after primary school is only possible if the student's grades are above *Befriedigend*, otherwise, students have to attend middle school. However, Erling et al. (2022, p. 3 Understanding ...) emphasize that "while on the surface, student performance is the main criterion for school choice, studies have shown that the performance indicators used cannot be taken as independent from socioeconomic status". It has been found that even if students have the same competencies in Mathematics, students whose parents have a higher level of education are more likely to transfer to the academic track than those students with less educated parents (Herzog-Punzenberger, 2017b). This confirms Herzog-Punzenberger's (2017a, p. 6) claim that school choice is not a process of free choice but is determined by parents' resources. Parents not only need information about which options are offered but also sufficient time and inside knowledge to be able to assess alternatives and strategically decide which school may be the best

choice for their child. This further disadvantages students with lower socioeconomic status as research showed that if more than 70 % of students come from less privileged families, socio-economic backgrounds can have a detrimental effect on students' success (Herzog-Punzenberger, 2017, p. 6). This may result from group dynamics, learning from and with peers but also from self-perception.

Another factor that seems to affect school choice is students' language background as official data shows that students who predominantly speak German at home are more likely to enroll in the lower level of academic secondary school than peers who speak an additional language to German at home. According to Statistics Austria, only 26 % of LX German users attend high school, while among L1 German users around 40 % are in the academic track (Aistleithner et al., 2022, p. 27).

Erling et al. (2022, p. 571) and also Herzog-Punzenberger (2017a) note that multilingual students and students with lower socioeconomic backgrounds being over-represented in middle schools is caused by the early tracking system. This is relevant as middle school students' performances in standardized testing are significantly lower than those of students attending the lower level of academic secondary schools (Erling et al. 2020, p. 5). In public discourses, this performance gap is often attributed to assumed deficient language skills of many middle school students who speak German as an additional language. However, in-depth analysis of test results showed that if students' socioeconomic background is considered, the differences between L1 and LX German users diminished substantially (Erling et al. 2020, p. 5).

To tie this together, research shows that segregation and the school and school type students attend affect educational attainment and multilingual students are overrepresented in middle schools. However, having German as an additional language is not the obstacle to high-performance levels in education, but low socioeconomic background is (Herzog-Punzenberger, 2017a, Erling et al 2020, 2022).

3.2.3 Linguistic education policies on the national level

On the European level and also on the national level various policies and measures addressing languages, language learning, and language promotion are in place. The Austrian Ministry of Education regards linguistic education as a primary educational concern and maintains measures to promote language learning, in particular measures to enhance students' competencies in German, the general language of instruction in schools.

The Austrian Ministry of Education highlights the importance of a common language and regards language proficiency in German as vital for educational and personal success. Accordingly, the Federal Ministry introduced German language support classes and courses to provide additional language

instruction to students who have not yet attained a predefined level of language competence in German. This competence is measured by the student's performance in the MIKA-D, which is a testing-instrument to assess the learner's language level. Further, the Ministry of Education developed and provides frameworks and procedures which help teachers determining students' language competencies in the language of instruction. Another element that the Ministry of Education considers essential for educational success and fostering language competencies is the promotion of students' literacy which is relevant in any subject, any school type, and for any age level (Bundesministerium für Bildung, Wissenschaft und Forschung, o. J.).

Furthermore, Austria's Ministry of Education stresses the significance of knowing several languages. Multilingualism is considered advantageous for personal and professional development and should be promoted by fostering and nurturing existing multilingualism and encouraging additional language learning. Accordingly, learning additional languages to German is part of all curricula. Already existing multilingualism is supported by providing "mother tongue classes" in more than 26 languages in various schools in Austria and dual-language schools in border regions (Bundesministerium für Bildung, Wissenschaft und Forschung, o. J.).

On the institutional level, the Ministry of Education is supported by the Austrian language competence center (Österreichisches Sprachenkompetenzzentrum) which works on the operational level and carries out projects and measures which support the Ministry's educational policies and priorities. Additionally, the Austrian language committee was established to encourage networking, communication, and collaboration on linguistic education (Österreichisches Sprachenkompetenzzentrum, n. d.).

3.3 voXmi-educational network

This study focuses on teachers' beliefs about multilingualism working in voXmi-schools. VoXmi is a language friendly educational network of schools and elementary educational institutions which has promoted multilingualism since 2008. VoXmi is an acronym for **v**oneinander und **m**iteinander Sprachen lernen (learning languages from and with each other).

By now more than 50 educational institutions all over Austria are part of the network which appreciates and values all languages. The network aims at supporting learners to attain competencies in multiple languages by providing holistic language education in a supportive environment. This is attained by using digital technologies, language pedagogies based on recent scientific findings, and collaboration among teachers of educational institutions that are part of the network (Hummer et al., n. d.).

The work of voXmi-institutions is guided by four central principles which are the following:

1. “voXmi-educational institutions acknowledge the equal value of all languages and perceive them as valuable.
2. voXmi educational institutions provide a wide range of opportunities to learn languages from and with each other.
3. voXmi educational institutions implement language-aware and language-sensitive teaching in all subjects and in all educational areas.
4. voXmi educational institutions use digital media for learning and expanding linguistic competencies, and ideally also use them for networking across (linguistic) borders.”
(translated from Hummer et al., n. d., p. 2)

In short, the network focuses on the opportunities that come with multilingualism, and associated institutions aim at encouraging their learners to make use of all their language competencies and further develop them. To help schools and kindergartens do this, the network offers training on multilingualism in the education context, provides individual support and supervision, and gives access to a network of schools that share a positive mindset about learners’ competencies in different languages. Further, voXmi-certified schools can publicly show their language-friendly attitude by displaying the voXmi-certificate on their website or in the school.

The services, support, training, etc. that are provided by the network voXmi are supported by several partners the network cooperates with such as teacher training colleges in many cities of Austria, nongovernmental initiatives such as Language Friendly Schools, Sprache.Lesen Vorarlberg, but also the Austrian Center for language competence, and other associates (voXmi.at, n.d.).

3.3.1 voXmi’s embeddedness in education policies

The voXmi-education network’s guidelines are based on various education policies relevant to the Austrian context. These include the teaching principles and curricula of Austrian schools, recommendations, and documents by the Council of Europe, as well as global policies and frameworks.

On the national level, the teaching principles of intercultural education, media education, and political education are strong pillars on which voXmi is built upon. Further, several of Austria’s educational concerns are reflected in voXmi-goals. Among others, these include social learning, global learning, “mother tongue” education, and in general the promotion of a respectful atmosphere in schools (Hummer et al., n. d.).

On the European-policy level, voXmi states that it is based on the European Charter on education for democratic citizenship and human rights education, as well as the Council of Europe's language policy recommendations. Further, also global initiatives such as the Sustainable Development Goals (SDGs) and 21st-century skills serve as a basis for voXmi's actions and principles (Hummer et al., o. J.).

3.3.2 Becoming a voXmi-school

voXmi schools / voXmi-certification-process

The process of becoming a voXmi-school consists of several steps. In the initial phase, the principal contacts voXmi's federal coordination team and a voXmi-school-coordinator is chosen. At the beginning of the school year, the school comes up with a strategy paper on how multilingual education is put into practice at their school. Further, teachers take part in two regional meetings and participate in training offered by voXmi. At the end of the school year, a report documents what was achieved. The school team is supported by one of the federal coordinators who guide schools along their certification process. The certification process takes at least one year and is completed after a maximum of three years.

On the voXmi-website, an annual to-do list for voXmi schools and those who are in the process of becoming one is provided. This list includes the following points:

- pursuing voXmi-goals,
- having an internal voXmi-coordinator or team,
- providing an overview of past and upcoming projects,
- conducting voXmi-projects across classes and at least one digital activity,
- publishing documented voXmi-activities on the website,
- regular attendance of conferences, meetings and other events,
- supplying a list of teaching sequences with a focus on multilingualism,
- providing a list of all the trainings related to multilingualism and diversity in which teachers took part in (*voXmi-Materialien*, n.d.)

Certified schools

If schools successfully completed the to-do list and made progress in their journey of becoming a voXmi-certified school, the actual certification procedure starts. First, the certification commission, the coordinators, and the principal come together. After that the certification commission asks students about projects that were conducted. Further, the certification commission attends a teachers' conference in which together with the teachers they discuss previous projects, milestones,

and challenges that were encountered, as well as future plans and projects. Finally, the certification commission announces the results of the certification process (*voXmi-Materialien*, o. J.).

If schools prove that they acknowledge, appreciate and promote multilingualism and diversity, they get the voXmi-certificate. The certificate is valid for three years and symbolizes the school's commitment to a language-friendly attitude.

Associated schools

An option of being part of the voXmi-network without going through the certification-process is joining as an associated school. This option is suitable if only some teachers implement voXmi-principles in their teaching and the principal is a proponent of multilingualism. Also associated schools aspire to become a certified-voXmi school in the long turn, and thus, they are supported by voXmi just as certified schools and schools which are within the certification-process (voXmi, n.d.).

Based on the guidelines of voXmi it could be assumed that in voXmi schools, teachers share positive beliefs about multilingualism and advocate for policies to promote linguistic diversity in schools. Thus, this research project investigates what teachers at voXmi secondary schools believe about multilingual education strategies.

4 Q Methodology

As the literature review of studies on teachers' beliefs indicates, most research on teachers' beliefs about multilingualism applied traditional quantitative or qualitative research methods or combine both. Often semi-structured interviews with a very small sample are conducted, or questionnaires are used. These questionnaires are often based on Likert scales. However, the use of these scales may result in socially desirable answering tendencies instead of answers that are true for the individual participant (Lundberg & Brandt, 2023). Therefore, it is recommended to use other methods such as Q methodology or other mixed-method approaches to address teachers' beliefs and measure subjectivity in an objective manner (Camenzuli et al., 2022; Lundberg & Brandt, 2023). To counteract this problem, another method that can be used to measure teachers' beliefs for this study was needed. Finally, inspired by the research on primary teachers' beliefs about multilingualism in Sweden by Lundberg (2018), it was decided that for this study Q methodology is a promising methodology. This chapter gives information on the methodology and describes the various steps of the research process.

4.1 The theory behind Q methodology

Q methodology was developed by Stephenson in 1935 when he adapted and added to the well-established method of factor analysis. Factor analysis aims to find associations and correlations among variables so data can be reduced and only a limited number of explanatory variables, factors, remain. While factor analysis enables the comparison of differences and similarities among individuals, Stephenson came up with the idea to rather measure the different characteristics expressed by distinct variables that an individual participant possesses. Therefore, Q methodology inverts factor analysis as participants become variables and "traits, tests, abilities, and so on, are treated as *sample* or *population*" (Watts & Stenner, 2012, p. 12). By doing so, Q methodology enables systematical identification of "types of people, or different types of mood, types of viewpoints and so on" (Watts & Stenner, 2012, p. 14). This implies that this methodology aims to capture subjectivity by making a person's beliefs and behaviors, and consequently, a person's current viewpoint visible. In essence, Q methodology makes subjective statements and opinions comparable by discovering common themes, agreements, and disagreements among study participants (Duncan Millar et al., 2022). How this is achieved is explained in the pages that follow. The research process using Q methodology is split into three major parts which are research design, data collection, and data analysis. Lundberg et al. (2020) suggest considering the process of Q methodological research as a six-step-journey.



Figure 2 Steps of Q methodological research (created after Lundberg et al. 2020)

Based on the suggested procedure of doing Q research provided by Watts and Stenner (2012) and the steps summarized by Lundberg et al. (2020), the subsequent pages inform how Q methodology was applied for this study. Prior to the chapter on methodology, information on research ethics which guided this project is given.

4.2 Research ethics

For this study, particular emphasis was placed on adhering to ethical research principles. Not only because the topic itself is emotionally and politically charged but also my role as a researcher is two-sided as I work as a teacher besides my studies. Therefore, to avoid bias it was important to find a method that is relatively independent of the researcher's perspective. This is the case for Q method as not pre-defined hypotheses are tested but beliefs are explored. This is important as hypotheses may constrain the investigation of the findings to testing the hypothesis instead of viewing them more holistically. Further, the statements of the Q set which are the basis of Q method were systemically assembled based on the discourse around the topic. The aim was to provide a Q set which is as unbiased as possible and includes anything that can be said and thought about a topic so any viewpoint can be expressed by ranking the statements. The Q set was checked by the supervisor of this thesis who is an expert in education and research on multilingualism.

Besides avoiding bias, ensuring anonymity and confidentiality were top priorities. Throughout the research process, it was guaranteed that research ethics were respected. Participants were informed about the study's purpose, duration and what they are expected to do. A consent form which provides information about the study, data protection, and discretion, as well as the participant's right to discontinue at any point was signed by participating teachers. It was ensured that everything participants do, say, and write is treated with the utmost confidentiality.

The consent form also provided contact details of the thesis supervisor and me. I offered participants to receive the study's results and further information via email.

4.3 Research design

4.3.1 Research question

As for any research project, the first step when conducting Q methodological research is the definition of one or more research questions. It is crucial that the research question(s) fit the method, and as Q method is an exploratory approach it is not used to test differences and do a comparison of certain aspects but rather viewpoints, beliefs, and understandings of people are explored. Therefore, according to Carl (1994, cited after Watts & Stenner 2012: 54), Q methodology can either focus on “(a) representations of subject matter; (b) understandings of it; or (c) conduct in relation to it”. It is recommended to focus on one of these three categories to avoid ambiguities and overload. Further, the decision of which of the three aspects is covered by the research project is important as they have distinct foci. While asking for representations addresses how a topic is commonly understood, research on understanding asks for personal beliefs. The third type of question, conduct questions, “address responses to a subject matter” (Watts & Stenner 2012: 55). Alternatively, one may focus on either causes/reasons, definitions, or reactions when defining a research question. Having precisely defined research questions with a clear focus is also inevitable for the next step, developing the Q-set. (Watts & Stenner, 2012)

As the research question for this study focuses on teachers’ viewpoints on multilingual education strategies, it was formulated as follows:

What are teachers’ beliefs about multilingual education strategies in voXmi-secondary schools in Vienna?

4.3.2 Q-set development and design

As seen in figure 1, a vital part of any Q methodological research is the development of the concourse which includes anything that can be said and thought about the subject matter. This is called the Q-set which consists of several items which often are statements about the topic, but can also be objects, descriptions, pictures, or anything else that can be ranked and addresses the research question. It is the researcher’s choice what the items of the Q-set look like. There are also no limitations on how to come up with these items. They may be collected systematically based on theoretical background or assembled randomly. However, to ensure the integrity and reliability of the research, it is essential to carefully collect items and systemically compose a Q-set which covers any opinion, understanding, or viewpoint someone may have. Thus, developing the Q-set requires tenacity and is very time-consuming so in the end the Q-set is balanced and broadly representative so it covers anything that could be said and thought about the subject matter. The Q-set must not be biased and must not be constrained by the researcher’s opinion. Only by providing a balanced and unbiased Q-set participants

can express their opinion without limitations, and thus, enable valuable insights into beliefs and understandings. Watts and Stenner (2012: 58) recommend thinking about the individual items as carpet tiles as each item is supposed to make a distinct contribution to the final product, which is the Q-set.

How this Q-set is developed depends on the research questions and the researcher's preferences. It is however recommended to do it in a structured manner and begin with reading extensively about the topic. By reviewing literature, key themes which provide some sort of structure can be detected and sample items can be found. Further, interviews with people working in this field, or potential participants could be conducted to gain further insights (Watts & Stenner, 2012, pp. 59-60).

Having done extensive research and having gained a sound understanding of the topic, the researcher should be able to judge the concourse's representativeness. If there is satisfactory coverage of all potential viewpoints and opinions, the Q-set can be finalized. A representative and well-balanced but not overloaded Q-set should comprise around 40 to 80 items. Again, the number of items depends on the research question, context, and subject matter (Watts & Stenner, 2012). At this point, it is important to note that even if a certain number of statements is provided, the interpretation of them can take numerous forms. It is the individual participant's understanding that matters and defines what the statements mean to them (Watts & Stenner, 2012, p. 64). Watts and Stenner (2012, p. 66) state that "a Q-set need only contain a representative *condensation* of information. As your participants engage with the items, what was once condensed will be unfolded, unpacked, and made meaningful in a variety of ways".

These items should be easily comprehensible and short, and thus complex sentence structures and highly technical terms should be avoided. Further, it is recommended to only use positively formulated statements, so it is as straightforward as possible and unnecessary confusion is prevented. Moreover, it is redundant to include opposing statements as differing opinions can be captured by a single item depending on the participant's sorting.

The Q-set used for this study was developed by reading related literature and studies, consulting other Q-sets, and discussing potential items with an expert on multilingualism in the education context. The final Q-set consists of 37 statements of which many were adapted from Lundberg's (2019) research on primary teachers' beliefs about multilingualism and multilingual education strategies in Sweden and further items were added based on the themes that occurred in the literature that was read.

4.3.3 The participant group (P set)

As the study's participants make meaning of the statements the Q-set comprises of, it is crucial to recruit suitable participants. Thus, Watts and Stenner (2012) argue against using random sampling but

rather do it strategically. Participants should be selected on the likelihood that they add to the variety of viewpoints that are revealed by doing the research project. However, often it is difficult to systemically recruit participants, and recruitment depends on the willingness of the person to take part in the study. As, however, Q methodology delves into beliefs and understanding, every participant is likely to provide relevant information and contribute to exploring the research question(s).

As Q methodology does not generalize its findings to a population of people, the number of participants needed is lower than for traditional R methods. Nevertheless, it is vital to ensure that sufficient participants take part in the study so any viewpoint is covered by someone, and different factors can be combined and compared. The comparatively low number of participants is also justified as participants in Q are variables, and this number is always limited. How many persons should be recruited exactly, however, is subject to debate. While sometimes 40 to 60 participants are considered an adequate P-set, Watts and Stenner (2012, p. 61) support the stance that “a minimum ration of two Q-set items to every participant” is sufficient. This limited quantity of participants is legitimate as Q methodology does not intend to generalize its findings but rather explores and discovers the variety of beliefs, opinions, understandings, and viewpoints that exist around a subject matter. Therefore, Q methodology’s results can be highly informative and innovative despite the limited number of participants (Watts & Stenner, 2012, p. 73).

For this study, seventeen participants were recruited as the research question focuses exclusively on teachers working in secondary schools that are part of the voXmi education network. This condition constrains the pool of potential participants. Further, having seventeen people participate in the study comes close to Watts’ and Stenner’s (2012) recommendation of having around two items per participant. At the regional group meeting of voXmi-secondary-schools on March 2, 2023, at the GTMS Educational Campus Sonnwendviertel in Vienna, teachers were asked to participate in the study. By approaching them in person several teachers could be won over as participants. Further, several secondary schools that are part of the voXmi-school were contacted via email and invited to participate.

4.4 Material

Q methodological research can be conducted by post and online, yet it is most common to do it in person. Before starting with Q sorting usually pre-sorting information is gathered which asks for participants’ demographic data as this information may help interpret a person’s sorting. For this study, a questionnaire asking for demographic data was used.

The material used when doing Q methodological research should be designed and prepared in a user-friendly and easily manageable way. Thus, the font size of the items should be big enough to be easily readable yet small enough so that despite having multiple items the participant can maintain an overview. Further, it is recommended to laminate cards so handling is more convenient, and all items should be designed identically (Watts & Stenner, 2012).

The sorting distribution provided corresponds with the number of items in the Q-set. This distribution can take any standardized form but commonly a grid based on forced-choice normal distribution is used for Q research. Despite the fixed distribution participants have countless possibilities for how to arrange statements. Additionally, if a forced-choice distribution is applied the prescribed number of items per value makes sorting easier and less time-consuming.

The distribution's range and slope are dependent on the size of the Q set, and thus, Brown (1980, cited after Watts & Stenner, 2012, p. 79) recommends the use of "a nine-point (-4 to +4) distribution for Q sets of 40 items or less, [...] and a 13-point (-6 to +6) for Q sets of 60 items and above". For the distribution's shape participants' knowledge about the subject matter is decisive. If there is less expertise on the topic, a steep distribution that requires fewer decisions is recommended. On the contrary, if the topic is more generic or participants have a high level of knowledge of it, a shallower distribution may lead to additional insights as the sorting is more precise (Watts & Stenner, 2012). As Figure 3 Sorting distribution used for this study for this study, a nine-point distribution was used, and the distribution is rather steep as the level of expertise on the topic may vary among participants. The colors used indicate the three categories *I agree*, *I don't know/neutral*, and *I disagree*.

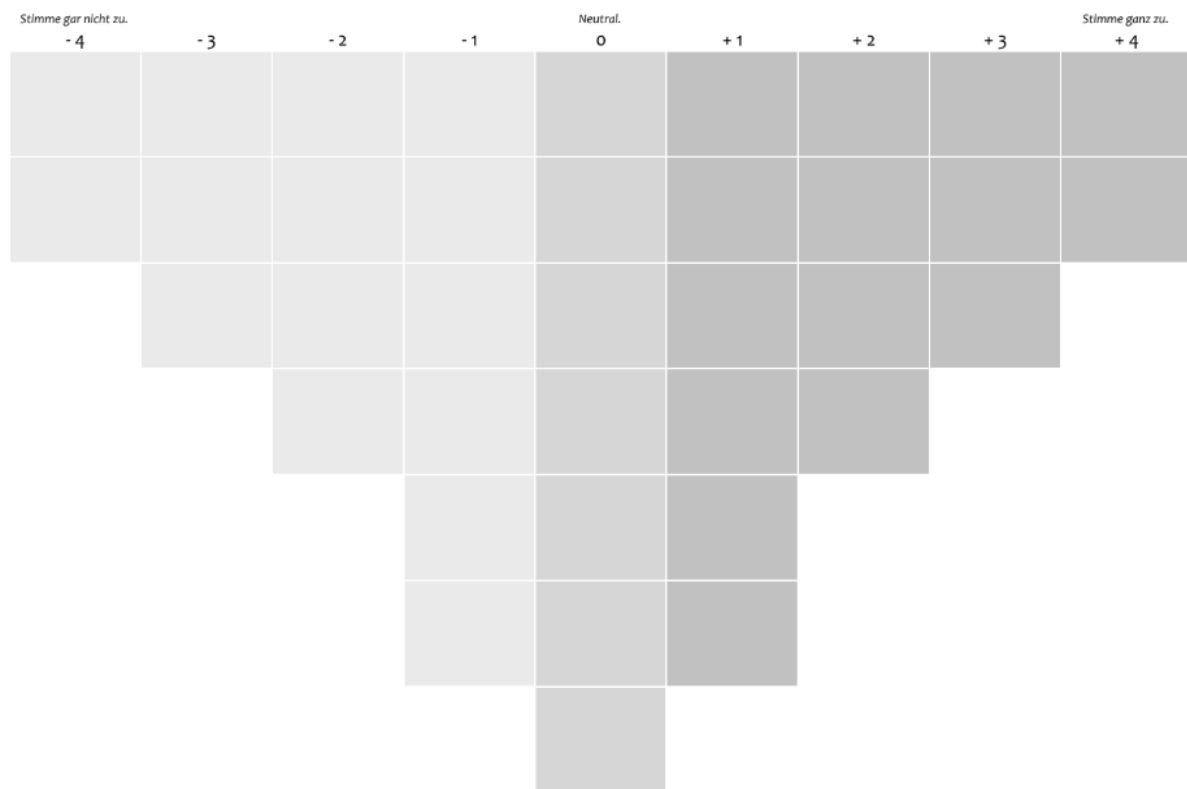


Figure 3 Sorting distribution used for this study

To facilitate the sorting a sorting aid is provided. This can take the form of a grid that only asks participants whether they agree or do not agree or whether they do not know. The sorting aid that was used in this study can be found in the appendix.

Items, a distribution grid, and a sorting aid must be provided for every participant. Additionally, it is recommended to do a post-sorting task to gain further insights. This task can take the form of interviews with individual participants, focus-group discussions, or open-ended questionnaires. These tasks aim at a better understanding of the participants' sorting and probably provide additional information on the participants' opinions and understanding of the subject matter. Watts and Stenner (2005, p. 78) provide sample questions that can be asked after the Q-sorting. These include asking for the participant's interpretation of the items that were ranked at the extremes (+4/, -4) and their relation to the person's overall viewpoint. Moreover, they recommend asking whether items were missing and for additional comments on any of the items.

Based on Watts' and Stenner's (2005) sample questions, a post-sorting questionnaire which is attached in the appendix was designed for this study to ask for participants' thoughts on items and potential missing statements.

4.5 Data collection - procedure

Initially, the research procedure was explained orally. After this introduction, the participant signed the consent form. Subsequently, written instructions for the Q-sorting process, a blank sorting distribution, the items, and a sorting aid were given to the participant. All the material that was used for this study can be found in the appendix.

First, participants read through the statements and spontaneously decided whether they agree or disagree with the individual statement. According to the level of agreement, the item were placed in one of the three columns given on the sorting aid. Items were categorized into *agree*, *disagree*, and *neutral/not sure*. At this point, any number of items could be attributed to each category. This pre-sorting served as a starting point for the subsequent Q sorting which led to a more nuanced sorting.

Firstly, all the items of the category *agree* were considered. According to the shape of the distribution the participant discriminated which items are most important, and accordingly, these were ranked at the most extreme (+4). This distinction was crucial as only a limited number of items could be ranked as the most important ones, or those that the person most agrees with. This procedure was repeated until all items of the *agree*-pile were placed on the grid. Secondly, the *disagreement*-items were ranked. Lastly, the items of the *neutral* category were placed onto the grid. At the end each item was placed somewhere on the grid. Participants could change their sorting at any point during the sorting-process and could do so even after all items had been ranked relative to one another. Only when the participant was satisfied with the completed ranking the sorting was recorded. This is important as the completed Q-sort should capture the participant's whole understanding and opinion of the subject matter.

Recording of the sorting was done by taking a picture of the completed Q-sorting and subsequently transferring the ranking into an excel-sheet. After the Q-sorting, participants answered the post sorting questions and filled out the questionnaire on demographics.

4.6 Data analysis

The third and final part of Q methodological research is the analysis of collected data. This process requires the completion of various steps which can be done using different software. There are various software packages available, among them free versions but also chargeable ones. PQMethod is one of several software packages which is frequently used by Q researchers for data analysis (Watts & Stenner, 2012; Lundberg, 2019, etc.). Another program is *KADE* which is a desktop application to analyze Q sorts. This application runs on Microsoft Windows, Apple macOS, as well as Linux operating system and is free of charge. This open-source package provides the user with numerical analysis of

the data and its visualization for better understanding, and a user-friendly interface (Banasick, 2019). Regardless of the software that is used for data analysis, the steps remain the same. For data analysis for this study, the desktop application *KADE v1.2.1* was used.

Before starting with the analytical process, it is crucial to decide whether an inductive or deductive approach is applied. Whereas an inductive approach is exploratory and wants to discover new insights, the deductive one is testing theories and aims to confirm or reject an assumption. The more suitable approach for Q methodology, therefore, is the inductive one as this methodology aims at exploring and discovering rather than testing a subject matter (Watts & Stenner, 2012). The approach that is applied of course also depends on the research questions, aims, and of course the data set. Accordingly, for this study the inductive approach was chosen as teachers' beliefs were explored, and no hypotheses were tested.

Q methodological research is based on factor analysis which searches the data set for commonalities, structures, and interrelatedness. Thereby groups with variables (participants) that share similarities and correlate with each other are formed. These groups are called factors, and as factors consist of several variables, the number of factors is reduced compared to the initial variables. For this study, this means that teachers with similar Q-sorting are merged and represented by one factor.

4.6.1 Data input

As mentioned before, the results of the Q-sorting-procedures were stored in an Excel sheet. To upload the data into *KADE*, this file was transformed into a CSV file so it can be read by the program. Additionally, a TXT file containing the items (statements) was uploaded. As the number of items per value was predefined it was set that Q-set pattern is forced. Having uploaded the data, its correctness was checked manually and only after that the analytical procedure started.

4.6.2 Calculating correlations

The process of statistical analysis of the data set started with the calculation of correlation among the various Q sorts. This was the first step of factor analysis as correlation indicates how similar two distinct Q sorts are. Two Q sorts correlate highly with each other if the items were ranked in a similar way. The correlations of all Q sorts are displayed in a correlation matrix which provides information and an overview about the whole spectrum of meaning and variability that was found among participants (Watts & Stenner, 2012). The sum of all different viewpoints, opinions, understandings, etc. is called study variance.

For this research project, correlations were calculated automatically by the desktop application *KADE*. Additionally, a correlation matrix which shows the study variance was presented by the program.

4.6.3 Factor extraction

Subsequently, the data set was searched for regularities and structures with the aim of reducing and grouping the number of variables into factors that capture as much of the study variance as possible (DATAtab, 2022). There were two options for how to do this. Either principal component analysis (PCA) or centroid factor analysis which clusters data could be applied. However, for Q methodology, it is recommended to use centroid factor analysis as all possible rotated solutions are provided while PCA only shows the best mathematical solution (Lundberg, 2020; Watts & Stenner, 2005, 2012). For centroid factor analysis it was required to select how many centroids (factors) should be extracted. Various methods exist on how the optimum number of factors can be determined. One commonly used criterion is the Eigenvalue (EV) of factors which, according to the Kaiser-Guttman Criterion, must be at least 1,00. Alternatively, based on personal experience rather than objective criteria, Watts and Stenner (2012) suggest extracting seven factors. In general, they recommend one factor per six to eight participants. A third commonly used method is the Scree Test which is based on the Scree Plot which visualizes the Eigenvalues of the factors. The point at which the graph changes, shows how many factors should be kept (DATAtab, 2022).

For this research factor extraction was conducted twice. The first time Horst 5.5 Centroid Factors was used as Horst determines the number of factors to extract automatically. The pre-set parameters of Horst limit iteration were kept. The second time Brown Centroid Factors was used, and based on Watts' and Stenner's (2012) recommendation, one factor per six participants was extracted. Thus, it was set that three factors should be extracted.

According to the number of factors that the software should extract, the data set is scanned for similarities among variables, and eventually an overview of the factor loadings is provided. Factor loading explains how much of a variable (a Q sort) is explained by a certain factor and can range from -1 to 1. If loadings are close to -1 or 1 variables are strongly linked with the factor (Minitab, 2023). To get a better overview and understanding of these factor loadings, factors were rotated in the next step.

4.6.4 Factor rotation

Based on the calculated Eigenvalues and the scree plot provided, it was decided to retain only two out of the three extracted factors. These two factors are rotated so the collected data is best and most meaningfully represented by the factors. Rotation can either be done by-hand or by using automatic analytic varimax rotation. Both methods detect Q sorts which correspond with a certain factor which is supposed to represent the overall understanding or viewpoint of the Q sort.

For this research, varimax rotation was chosen as it is considered to be more objective and reliable than by-hand rotation. Varimax also makes sure that for each factor distinct variables load as high as possible whereas others load as low as possible (DATAtab, 2022). The output of varimax rotation is called the rotated component matrix which shows factor loadings which are used to decide which variables (Q sorts) are assigned to which factor. The significance level was set at $p < 0.05$, and according to the significance level, Q sorts were flagged automatically, and the table data was sent to *Output*. The data and information that is given as the *Output* serves as the basis for the interpretation of the results.

4.6.5 Interpretation

After statistical analysis of the data, the results given as the output are interpreted by using the information gained by the post-sorting activities. In this case, participants' answers to the post-sorting questions are used to gain a better understanding of the results.

5 Results

This chapter presents the results of participants' completed Q sorts and the post-sorting activity that was conducted. First, the participant group is described, subsequently, participants' definitions of multilingualism are given, and after that, the results of the analysis of Q sorts are presented. At the end of the chapter, differences between the two sets of beliefs (TBS1, TBS2) which were identified are provided.

5.1 Participants

Using Q methodology, this study explored the beliefs about multilingual education strategies of teachers working in voXmi-secondary schools in Vienna. Seventeen teachers from different secondary schools in Vienna took part in this study. Most of the participating teachers, 13 out of 17, teach in high schools in Vienna and three teachers teach in middle schools. Several teachers who now teach in a high school have taught in other school types before. Slightly more than half of the participants have taught for more than ten years and three out of them have more than 30 years of teaching experience.

As Figure 4 shows, most of the participants, 14 out of 17, teach at least one language, and ten of them teach a foreign language. The specific theoretical knowledge about multilingualism differs among teachers, as at least five participants have never attained any seminar or in-service training on multilingualism.

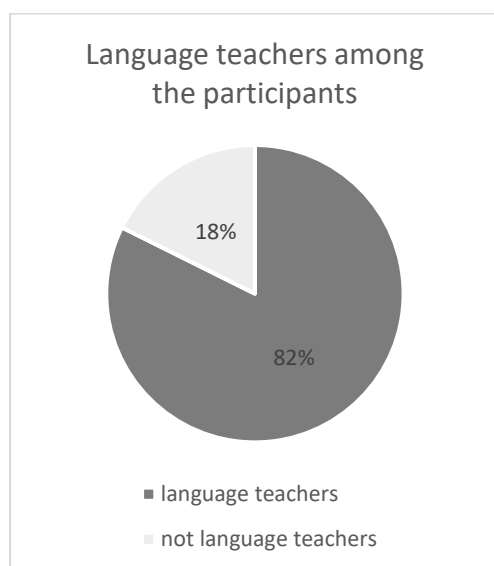


Figure 4 Language teachers among the participants

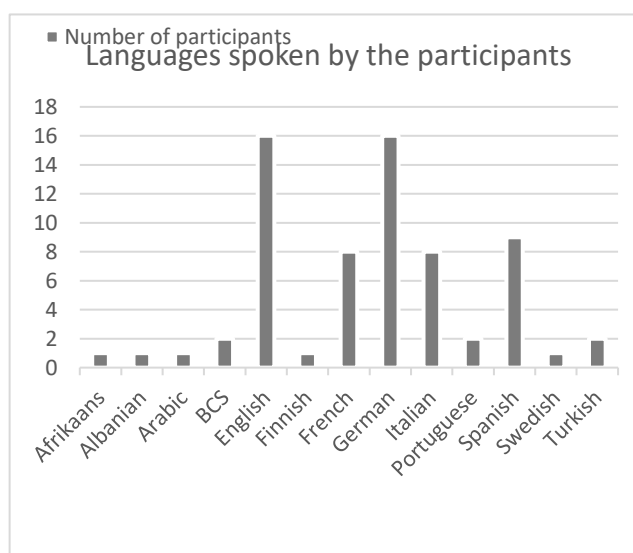


Figure 5 Languages spoken by the participants

When it comes to the teachers' personal language backgrounds only four teachers indicated that they spoke languages other than German or variations of German with their parents as a child. However, as Figure 5 indicates, all teachers who answered the survey on demographics have competencies in

more than two languages. Fourteen teachers indicated that they speak three or more languages at different language levels. More than half of the participants also said that they have lived in a non-German-speaking country.

5.2 Being multilingual means ...

Before presenting the findings of Q methodology, participants' responses to the question of defining multilingualism are summarized. The first question of the post-sorting activity asked participants to complete the sentence *Being multilingual means ...* to gain insights into their personal definition of multilingualism. Some of the teachers wrote that for them being multilingual simply translates to having (basic) competencies in several languages. Another teacher wrote that it means “über das eigene sprachliche Repertoire bewusst zu werden und die Mehrsprachigkeit als ein Gewinn/Potenzial zu sehen [to become aware of one's linguistic repertoire and see multilingualism's inherent value and potential]”, and yet another participant stressed that being multilingual means having “ein größeres Verständnis dafür zu haben wie verschiedene Sprachen ‘funktionieren’ [a better understanding of how languages function]”. Being multilingual was also interpreted as knowing more about culture and being able to explore different cultures by being open and able to talk to people. Consequently, one participant wrote that being multilingual means having a better understanding of the world. Another one stressed that being multilingual means having more opportunities and one teacher wrote that being multilingual even means “zukunftsfähig zu sein [being fit for the future]”.

Teachers' responses to the definition of multilingualism are considered again when interpreting their Q sorts and their responses to the post-sorting questions.

5.3 Results from Q

The following section presents the findings gained by analyzing participants' Q sorts. It focuses on the insights into teachers' beliefs about multilingualism that were attained by applying Q methodology. By ranking statements relative to each other according to their personal opinion and answering questions about the ranking seventeen teachers gave insight into their beliefs about multilingual education strategies.

As described in the chapter on Q Methodology the data collected was analyzed using the software KADE. This analysis included the condensation of data which was done by applying Centroid Factor Analysis. It was set so that this analysis should extract three factors. The results of the Centroid Factor Analysis are given in Table 1 below. As Table 1 displays three factors were extracted, yet only two factors were retained for further analysis. This is because the Eigenvalue of Factor 3 was only 0.63 and therefore far below the cut-off level of 1. Despite also the Eigenvalue of Factor 2 (0.88) being below 1,

this factor was kept for further analysis as Factor 2 is the point at which the slope of the graph in the Scree Plot changes as Figure 4 shows. The two factors that were retained are Factor 1 which is subsequently referred to as TBS1 (Teachers' Beliefs Set 1) and Factor 2 which is referred to as TBS2 (Teachers' Beliefs Set 2).

	Factor 1 (TBS1)	Factor 2 (TBS2)	Factor 3
Eigenvalues	9.5174	0.8768	0.6298
% explained variance	56	5	4
cumulative % explained variance	56	61	65

Table 1 Results Centroid Factor Analysis

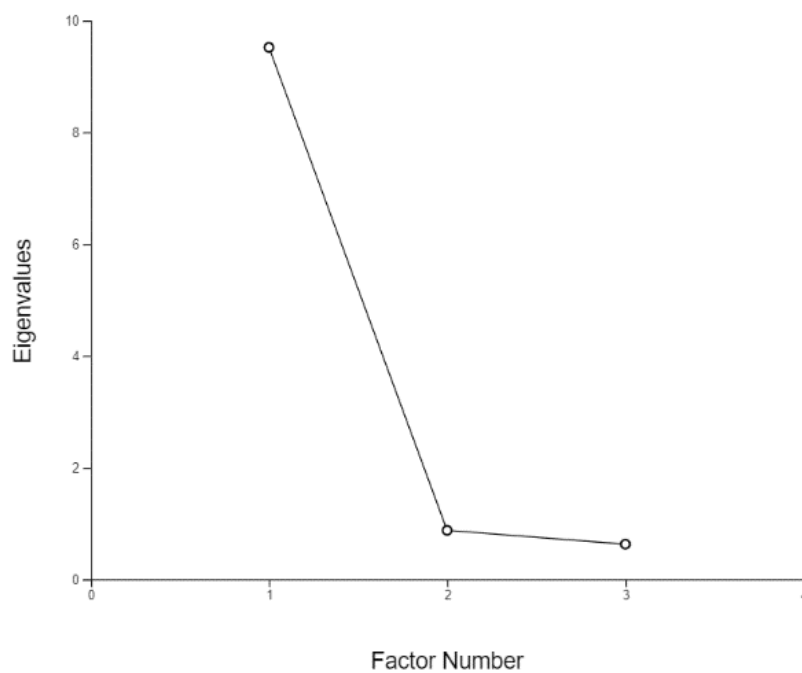


Figure 4 Scree plot

The calculations in Table 1 show that TBS1 already encompasses the majority of the viewpoints teachers expressed in their Q sorts as this factor's Eigenvalue is 9.52 and explains 56 % of the study variance. Thus, more than half of the different opinions that teachers expressed are covered by TBS1. Another 5 % of the study variance can be explained by Factor 2, TBS2.

Correlations between factor scores	Factor 1 (TBS1)	Factor 2 (TBS2)
Factor 1 (TBS1)	1	0.7566
Factor 2 (TBS2)	0.7566	1

Table 2 Correlations between factor scores

Table 2, however, indicates that the two sets of beliefs are rather similar as they highly correlate with each other (correlation coefficient 0.76). Nevertheless, despite being similar, certain distinguishing statements justify having two distinct sets of beliefs. These distinguishing statements are presented in the subchapter Consensus and differences between TBS1 and TBS2.

The results of Q analysis of teachers' beliefs showed that two sets of teachers' beliefs, TBS1 and TBS2, can be distinguished. The beliefs that constitute the viewpoint are displayed in a composite Q sort for each set of beliefs. This composite Q sorts are representative for the opinions teachers who loaded heavily on TBS1 respectively TBS2 expressed. If participants' rankings of an item differed from each other despite being represented by the same set of teachers' beliefs, items are highlighted in grey. If there was consensus among teachers who are represented by the same set of beliefs on a single item it is highlighted in blue in the composite Q sort.

Before comparing the two different sets of beliefs, the following pages provide a detailed explanation of TBS1 and TBS2 by examining the composite Q sorts, which display the beliefs of teachers whose beliefs are represented by Teachers' Beliefs Set 1 (TBS1) respectively Teachers' Beliefs Set 2 (TBS2). For this examination and explanation both the results of Q as well as participants' responses to the post-sorting questions and the demographic survey are considered.

5.3.1 TBS1 – Teachers’ Beliefs Set 1

Factor 1, Teachers’ Beliefs Set 1 (TBS1), has an Eigenvalue of 9.52 and explains 56 % of the study variance. This means that more than half of all the beliefs that all participating teachers expressed through their Q sorts are encompassed by TBS1. Thus, TBS1 already provides a lot of information on the participating teachers’ beliefs. Ten out of seventeen teachers loaded predominantly on Factor 1, which means that their personal opinion variance is well represented by the composite Q sort of TBS1.

The teachers whose beliefs are reflected in TBS1 share demographic similarities as nine out of ten are language teachers and all of them are multilingual themselves. Among those teachers are eight female and two male teachers and seven out of ten teach at an academic secondary school. On average, they have taught for about 13.6 years, yet the level of experience ranges widely. The most experienced teacher has taught for 32 years, while the most novice one is in the first year of teaching. The median of this group is ten years of teaching experience. As mentioned, all ten teachers indicated that they are multilingual, and eight of ten teachers know three or more languages even though only three of them spoke languages besides German in their childhood. Seven of them indicated that they attended some form of training on multilingualism, and some of them wrote that they took part in voXmi-seminars.

The composite Q sort of TBS1

In general, the viewpoint that is expressed by the composite Q sort of TBS1 considers multilingualism a resource, and accordingly, disagrees with discriminatory language practices.

For example, teachers whose opinion is well represented by the first set of teachers’ beliefs (TBS1) disagree completely with the statements “I don't understand my students' first language, so I don't want them to use it in my classroom”, and “We need a ‘German-only’ policy in Austria's public schools” (30, 29: -4). However, as the different colors used in the composite Q sort indicate, there is only consensus among teachers whose opinions are represented by TBS1 for item 29 “We need a ‘German only’ policy in Austria’s public schools” which is highlighted in blue. Eight out of ten teachers ranked this item at value -4, and thus, as one of the statements they least agree with. The other two teachers put it in columns -3 and -2. Participants’ rankings of item 30 distinguish a bit further from each other as two teachers ranked it as one of the statements they disagree completely with while four ranked it at -3 respectively -2.

Disagree completely.

-4

30 I don't understand my students' first language, so I don't want them to use it in my classroom.

29 We need a "German-only" policy in Austria's public schools.

Other statements that contradicted the ten teachers' beliefs were item 10 "Discussing students' languages in class is interesting but a waste of time" and item 37 "Learning succeeds best when only one language is used in the classroom". Items placed in column -3 in the composite Q sort of TBS1 that were ranked by participants similarly are highlighted in blue. Accordingly, among participants whose viewpoint is expressed by TBS1, there was consensus that discussing students' languages is not a waste of time and they all disagree with the claim that learning succeeds best when only one language is used. Participants' responses to item 22 "Students with a migration background should be exempted from foreign language classes" differed from each other. One teacher ranked this statement as the item he/she most disagrees with while another teacher ranked in column 0. The other six participants loading heavily on this set of teachers' beliefs ranked the item at value -2 or -3 which means that they strongly disagree with it.

-3

10 Discussing students' languages in class is interesting but a waste of time.

37 Learning succeeds best when only one language is used in the classroom.

22 Students with a migration background should be exempted from foreign language classes.

Also among the items ranked at value -2, which means that participants disagree with them, participants' rankings differ from each other. While one participant is completely against claiming that German is the norm in Austria and not multilingualism, another teacher ranked this statement in column 0. This means that he/she does not know where to put the statement or that he/she considers it neutral. The other eight teachers also ranked this item as one they disagree with.

-2

21 In Austria, German is the norm and not the individual multilingualism of the students.

1 It is important that students can deregister from language classes if they do not want to.

8 Multilingual and monolingual students should learn German separately.

5 Multilingual students should not learn additional languages but focus on the languages they already know.

Also for item 1 "It is important that students can deregister from language classes if they do not want to" teachers were undecided. Two teachers ranked this statement as one of the two they most disagree with (-4), while one teacher put it in the neutral column (0). More consensus existed when participants were asked to express their opinion on separate language classes for multilingual and monolingual students. All teachers stated that they disagree or even completely disagree with the statement that "Multilingual and monolingual students should learn German separately". As item 5 is highlighted in blue, there was also strong unanimous opposition to the statement that "Multilingual students should not learn additional languages but focus on the languages they already know".

When ranking items, participants could rank 19 statements in the columns -1, 0 and +1. While in column -1 items that participants slightly disagree with were ranked, column +1 encompasses all the statements participants slightly agree with. Column 0 consists of those statements that were considered neutral by the teachers, or they simply did not know where to put them. The dominance of the color blue used to highlight the items of column -1, 0 and +1 indicates that in general there was consensus about the statements that were ranked in these columns.

Yet teachers' responses distinguished from each other when item 25 "Multilingual students often need reduced individual learning goals" was considered. One participant put this statement in column -4 and thus as one of the two statements he/she most disagrees with. However, all the other nine teachers ranked this statement in columns 0 to -2.

Another teacher responded differently to item 4 "Multilingual students need additional support to learn German" than the other nine teachers as he/she strongly agreed with the statement and put it in column +3. All other teachers ranked it in columns -1 to +1. Also item 3 "A common language is important" was ranked by seven teachers as a rather neutral one, yet two teachers clearly agreed with this statement by ranking this item at +3 respectively +4.

-1	0	1
7 Multilingual students need special pedagogical support.	15 A common attitude towards multilingualism is important within the teaching staff.	27 All teachers and principals should receive information about multilingualism to inform parents and students.
6 Each student should be able to use at least three languages functionally.	18 Students should be encouraged to use their entire linguistic repertoire at all times.	2 Multilingualism is an important topic in school.
25 Multilingual students often need reduced individual learning goals.	14 Teaching materials must address the issue of multilingualism.	28 The possibility to use all languages in the classroom facilitates learning for multilingual students.
34 Learning multiple languages at the same time presents additional challenges and complicates the learning process.	19 The school needs clear guidelines on multilingualism.	13 Multilingual students can be role models for their peers.
17 Individual languages should be taught in isolation from each other.	31 Teachers of different language subjects should work closely together.	26 Multilingual students have the right to individual support in their first language.
12 Competence in one foreign language (English) is enough.	4 Multilingual students need additional support to learn German.	3 A common language is important.
	33 Students can use all their languages in class as long as the end result is German/English/etc.	

As the grey items indicate, teachers' items that were placed in column +2, which means they agree with the statement, distinguished from each other. Item 16 “Schools need to change their teaching due to the increased multilingualism in the population” was chosen as one of the most important statements by three teachers but it was ranked in column 0 by two other teachers. There was also disagreement when item 20 “I treat all students equally, no matter what their first language is” was considered. Five out of ten teachers ranked this statement as one they completely agree with, while two other participants only slightly agree and three even slightly disagree with it. A similar picture emerges when the responses to item 9 “Multilingualism is a right at school” are studied. Four teachers completely disagree with this statement, yet the others are undecided (0) or slightly disagree (-1). However, all ten teachers responded that “Schools should have access to multilingual teaching materials” by ranking it between +1 and +3.

2

16 Schools need to change their teaching due to the increased multilingualism in the population.

20 I treat all students equally, no matter what their first language is.

9 Multilingualism is a right at school.

11 Schools should have access to multilingual teaching materials.

The grey items in show that among the participants whose viewpoint is well represented by TBS1 the statements ranked in column +3 in the composite Q sort are controversial. Item 36 “A holistic approach to multilingualism in schools can make a significant contribution to school success” received strong support from five teachers as it was ranked at +3 and +4. However, three teachers only slightly agreed with this statement and one person was undecided about it. The situation was a similar one when participants responded to item 24 “Multilingualism should be actively promoted in class”. Again, five teachers strongly agreed (+3, +4), yet four only slightly agreed (+1). This was also the case for item 35 which asked about the potential of multilingual instruction to counteract structural disadvantages. Four teachers expressed that they believe that this is the case, but three other teachers are more hesitant when ascribing such potential to multilingual instruction.

3

36 A holistic approach to multilingualism in schools can make a significant contribution to school success.

24 Multilingualism should be actively promoted in the classroom.

35 Multilingual instruction helps alleviate inequalities and disadvantage.

As the item in blue shows, there was consensus that “A central task of the teacher is to support in a systemic way the students’ self-image as multilingual persons”. This statement was ranked as one they most agree with by three teachers and further two ranked it in column +3. Item 23 “Multilingualism must be part of the education and training of teachers” which is ranked in column +4 of the composite Q sort for TBS1 was only ranked at value +4 by one person, yet five ranked it at +3. Nevertheless, two teachers whose opinions are also represented by this set of teachers’ beliefs ranked this statement at +1, which means that they only slightly agree with this statement.

Agree completely.

4

32 A central task of the teacher is to support in a systematic way the students' self-image as multilingual persons.

23 Multilingualism must be part of the education and training of teachers.

On the next page, the individual columns that were discussed are displayed as a whole composite Q sort for Teachers’ Beliefs Set 1. This composite Q sort, shown by Figure 5, is representative of the Q sorts of the ten participants who loaded heavily on TBS1. Participants' rankings differed from each other for the items in grey and the blue items are those statements that were sorted similarly by all ten participants.

Composite Q sort for TBS1

-4	-3	-2	-1	0	1	2	3	4
30. I don't understand my students' first language, so I don't want them to use it in my classroom.	10. Discussing students' languages in class is interesting but a waste of time.	21. In Austria, German is the norm and not the individual multilingualism of students.	7. Multilingual students need special pedagogical support.	15. A common attitude towards multilingualism is important within the teaching staff.	27. All teachers and principals should receive information about multilingualism to inform parents and students.	16. Schools need to change their teaching due to the increased multilingualism in the population.	36. A holistic approach to multilingualism in schools can make a significant contribution to educational success.	32. A central task of the teacher is to support students' development of a self-image as multilingual persons.
29. We need a "German-only" policy in Austria's public schools.	37. Learning succeeds best when only one language is used in the classroom.	1. It is important that students can deregister from language classes if they do not want to.	6. Each student should be able to use at least three languages functionally.	18. Students should be encouraged to use their entire linguistic repertoire at all times.	2. Multilingualism is an important area in school.	20. I treat all students equally, no matter what their first language is.	24. Multilingualism should be actively promoted in the classroom.	23. Multilingualism must be part of the education and training of teachers.
	22. Students with migration background should be exempted from foreign language classes.	8. Multilingual and monolingual students should learn German separately.	25. Multilingual students often need reduced individual learning goals.	14. Teaching materials must address the issue of multilingualism.	28. The possibility to use all languages in the classroom facilitates learning for multilingual students.	9. Multilingualism is a right at school.	35. Multilingual instruction helps alleviate inequalities and disadvantage.	
		5. Multilingual students should not learn additional languages, but focus on the languages they already know.	34. Learning multiple languages at the same time implies additional challenges and complicates the learning process.	19. The school needs clear guidelines on multilingualism.	13. Multilingual students can be role models for their peers.	11. Schools should have access to multilingual teaching materials.		
			17. Individual languages should be taught in isolation from each other.	31. Teachers of different language subjects should collaborate.	26. Multilingual students have the right to individual support in their first language.			
			12. Competence in one foreign language (English) is enough.	4. Multilingual students need additional support to learn German.	3. A common language is important.			
				33. Students can use all their languages in class as long as the end result is German/English/etc.				

Legend

☐ Distinguishing statement at $P < 0.01$

☒ Consensus Statements

Figure 5 Composite Q sort for TBS1

Justifications and comments of teachers who loaded predominantly on TBS1

To get a better understanding of the composite Q sorts of TBS1 participants' responses to the post-sorting questions are considered. After ranking all items participants answered questions which asked them to justify their ranking by commenting on items they placed in column *+4 I completely agree* respectively at *-4 I completely disagree*. Participants' responses to these questions are now merged and summarized thematically to find out more about their beliefs that are expressed in the composite Q sort of TBS1.

We are against restrictive language policies and a monolingual norm.

One of the teachers who attributed the value -4 to item 30 "I don't understand my students' first language, so I don't want them to use it in my classroom" justified the ranking by writing that using one's L1 is an important means of personal expression as language is an essential part of being human. Another teacher wrote that it is an act of discrimination if the use of students' first language is restricted.

For the second item ranked at -4, the call for a German-only policy in Austrian schools, one teacher argued that such a policy would not only be absolute pedagogical nonsense but would destroy cultural richness. Another participant called it a step backward and detrimental to mutual respect and integration, and another participant wrote that a German-only policy goes against democratic principles. One teacher who ranked this statement as the one he/she most disagrees with wrote that such a restrictive language policy would discriminate against multilingual students and would rob them of a part of their identity. Further, one respondent stressed such a policy would reinforce the notion of us vs. them and that such a proposal is reminiscent of history in which identities were repeatedly eradicated by restrictive guidelines. Beyond that, three teachers wrote that such a policy is not by the time we live in as Austria's society simply is not monolingual.

Another teacher who ranked item 21 "In Austria, German is the norm and not the individual multilingualism of students" as the statement he/she most disagrees with commented that even if German is the dominant language in some areas of life, from a historical perspective it has never been the norm.

Linguistic diversity must be acknowledged and promoted in the classroom.

Accordingly, to show that linguistic diversity is acknowledged and appreciated one teacher who ranked item 10 "Discussing students' languages in class is interesting but a waste of time" at -4, and thus as the statement he/she most disagrees with and commented that devoting class time to students' L1 makes them feel seen and can be empowering. This finding is in line with the value -3

that was ascribed to the hypothesis that “Learning succeeds best when only one language is used” (37: -3). In line with the pro-multilingual stance expressed in this viewpoint, there is also resistance to providing students with a migration background or low motivation with the option of exempting from foreign language classes (22, 5: -2). This goes hand in hand with participants’ disagreement with the statement, that “Multilingual students should rather focus on languages they already know than learn additional ones” (1: -2) and that “Having competencies in one foreign language (English) is enough” (12: -1). One teacher who ranked item 5 “Multilingual students should not learn additional languages, but focus on the languages they already know” in column -4 argued that allowing students to drop language classes contradicts the aim of supporting students in developing their multilingual self. The participant stressed that every additional language is enriching and a valuable resource, and thus, the learning of them should be supported even if motivation is low and/or other languages are known already.

Change is needed to reap the benefits of multilingualism.

In general, participants whose viewpoint is well represented by Teachers’ Beliefs Set 1 consider society’s multilingualism as a valuable asset, and hence it is considered crucial that schools need to change their teaching practices due to increased multilingualism in the population (16: +2). However, one teacher commented that in practice, the topic of multilingualism is only marginally discussed and also in the teacher training curricula it is not covered. Thus, one participant ranked item 23 “Multilingualism must be part of the education and training of teachers” as one of those he/she agrees with completely and wrote that teacher training does not adequately prepare future teachers for the reality that they will face in the classroom. He/she continued writing that it seemed as if multilingualism is not considered worth mentioning or as if it would not be a didactic or pedagogic concern.

However, teachers who loaded heavily on TBS1 regard multilingualism as an important topic and agreed with the statement that multilingualism is a right at school (9: +2). Two teachers explicitly wrote that language rights are basic human rights. The shift from neglecting multilingualism to treating it as a right, however, requires multilingual teaching material and proactive support measures in schools which one teacher called for when justifying the ranking.

How to treat multilingual students in the classroom.

Teachers whose beliefs about multilingual education strategies are well depicted by the composite Q sort of TBS1 generally believe that adopting a holistic approach towards multilingualism, multilingual education could help reduce the disadvantages some students with another L1 than German face

compared to peers with German as L1 (35: +3). One teacher commented that for him/her it is important that students feel like and know that their languages are welcome in the lessons, and he/she wants to act as a role model for multilingual students. Another participant who ranked item 20 “I treat all students equally, no matter what their first language is” as a statement he/she completely agrees with wrote that it is important to distinguish between intelligence and language competence. The participant wrote he/she treats all students equally as languages and language competence does not imply being less or more intelligent or being a better person.

Further, three teachers ranked item 32 “A central task of the teacher is to support student's development of a multilingual self-image” as one they completely agree with. One teacher commented that this is crucial, as a person's self-image is vital for success and thus it is detrimental if a person's languages, which are part of the self, are neglected, ignored, or suppressed. Further, another participant wrote that the teacher has an impact on this self-image, and if the teacher does not value the linguistic repertoire of students also they won't do it. Thus, it is vital to support students in developing a multilingual self-image by acknowledging and appreciating linguistic diversity in the classroom. One respondent wrote that this is an important part of a teacher's job as school should do more than impart knowledge but school should support students pursuing their paths. Therefore, a holistic approach to multilingualism as a stepping-stone to (educational) success is needed (36: +3).

In short, this viewpoint can be summarized by one of the participant's responses to one of the post-sorting questions: Languages are part of one's self, and thus, teachers must ascribe value to all languages and show students that these are resources and useful skills.

5.3.2 TBS2 - Teachers' Beliefs Set 2

Factor 2, Teachers' Beliefs Set 2 (TBS2), has an Eigenvalue of 0.88 and explains 5 % of the study variance. This means that this set of beliefs only contributes another 5 % of all the beliefs that were expressed by teachers in this study. In contrast, TBS1 explained 56 % of the study variance. This means that many of the beliefs teachers who are better represented by the composite Q sort of TBS2 are also encompassed by the one of TBS1. Further, as Table 2 shows, the two sets of beliefs highly correlate with each other. This means that both sets of teachers' beliefs are rather similar and many beliefs are shared by all teachers who participated in this study. However, there are responses to statements that distinguish the two sets of beliefs from each other. These distinguishing statements are explained in detail in the next chapter. First, the composite Q sort of Teachers' Beliefs Set 2 (TBS2) and teachers justifications and comments are presented.

Seven of the participants of this study are better represented by TBS2 than TBS1. Among those teachers are five women and two men. The number of years of teaching varies greatly among the

teachers and ranges from six months to 30 years. On average, teachers loading heavily on TBS2 have around ten years seniority and the median is at 8.5 years of teaching experience. Among the seven teachers are five language teachers and two teachers of other subjects. All but one teacher indicated that they know more than three languages and one participant grew up speaking two languages. Five of them stated to have lived in another country before and three attended trainings on multilingualism education.

When comparing the demographic of this group with those of the TBS1-group no differences can be identified that could help explain differences in their responses. However, there are some differences in the rankings of items, and these are later discussed. First, the composite Q sort of Teachers' Beliefs Set 2 (TBS2) is considered.

The composite Q sort of TBS2

In general, the viewpoint that is expressed by the composite Q sort of TBS1 considers multilingualism a resource and, as the teachers whose viewpoints are represented by TBS1, these seven teachers are also against practices that discriminate against multilingual students.

Thus, item 1 "It is important that students can deregister from language classes if they do not want to" is placed in column -4 in the composite Q sort of TBS2. This means that teachers who loaded heavily on this set of teachers' beliefs completely disagree with the suggestion of allowing students to deregister from foreign language classes if they are not motivated to attend them. All seven teachers ranked this statement in either column -3 or -4. However, as five teachers put it in column -3 their responses slightly differ from each other and from the ranking in the composite Q sort, and thus, the item is highlighted in grey. There was higher consensus around item 29 "We need a "German-only" policy in Austria's public schools" and six out of seven participants ranked it as the item they completely disagree with. Thus, as in the composite Q sort of TBS1 also the one of TBS2 displays item 29 in column -4, which means that teachers strongly oppose the implementation of a German-only policy in Austrian schools.

Disagree completely.

- 4

1 It is important that students can deregister from language classes if they do not want to.

29 We need a "German-only" policy in Austria's public schools.

As the blue color of item 10 indicates, there is also consensus among the seven teachers when it comes to devoting class time to discussing languages. Teachers agree that it is clearly not a waste of time, but it is interesting to discuss students' languages in class. They also disagree with item 5 "Multilingual students should not learn additional languages but focus on the languages they already know" and item 22 "Students with a migration background should be exempted from foreign language classes" as these two statements are in column -3 in the composite Q sort. Despite item 22 being highlighted in grey, which means that responses differed, all strongly disagree with this proposal as five teachers ranked the statement at -3 and two at -4.

- 3

10 Discussing students' languages in class is interesting but a waste of time.

5 Multilingual students should not learn additional languages but focus on the languages they already know.

22 Students with a migration background should be exempted from foreign language classes.

There was widespread consensus among the seven teachers of TBS2 on the items that were ranked in column -2 in the composite Q sort. This means, that teachers whose opinion is represented in this set of beliefs oppose the statement that "Multilingual and monolingual students should learn German separately" and they do not believe that "Learning succeeds best when only one language is used in the classroom". Further, they disagree with the statement that "Competence in one foreign language (English) is enough", however, they also disagree with the proposal that "Each student should be able to use at least three languages functionally".

- 2

8 Multilingual and monolingual students should learn German separately.

6 Each student should be able to use at least three languages functionally.

12 Competence in one foreign language (English) is enough.

37 Learning succeeds best when only one language is used in the classroom.

19 out of 37 statements were ranked in the columns -1 *I slightly disagree*, 0 *neutral/I don't know* and +1 *I slightly agree*. The color blue which is used to for most items ranked in column 1 indicates that most of the items of column -1 were ranked by all seven participants similarly. However, one participant ranked item 30 “I don’t understand my students’ first language, so I don’t want them to use it in my classroom” as the statement he/she completely disagrees with while another participant ranked it at value +3 which means he/she strongly agrees with it.

There was also controversy around item 21 “In Austria, multilingualism is the norm and not the individual multilingualism of the students”. One of the seven teachers put it in column +3 as he/she strongly agrees with this statement, but another teacher of the same group strongly disagrees with it and ranked it at -3. The same is true for item 23 “Multilingualism must be part of the education and training of teachers” which is considered very important and ranked at +3 by one teacher, yet another one strongly disagrees with this statement and put it in column -3.

Neutral, / I don't know.		
- 1	0	+ 1
31 Teachers of different language subjects should work closely together.	16 Schools need to change their teaching due to the increased multilingualism in the population.	4 Multilingual students need additional support to learn German.
7 Multilingual students need special pedagogical support.	9 Multilingualism is a right at school.	36 A holistic approach to multilingualism in schools can make a significant contribution to school success.
34 Learning multiple languages at the same time presents additional challenges and complicates the learning process.	20 I treat all students equally, no matter what their first language is.	19 The school needs clear guidelines on multilingualism.
15 A common attitude towards multilingualism is important within the teaching staff.	21 In Austria, German is the norm and not the individual multilingualism of the students.	24 Multilingualism should be actively promoted in the classroom.
17 Individual languages should be taught in isolation from each other.	25 Multilingual students often need reduced individual learning goals.	27 All teachers and principals should receive information about multilingualism to inform parents and students.
30 I don't understand my students' first language, so I don't want them to use it in my classroom.	35 Multilingual instruction helps alleviate inequalities and disadvantage.	33 Students can use all their languages in class as long as the end result is German/English/etc.
	23 Multilingualism must be part of the education and training of teachers.	

Change and actions are also desired by other teachers as one participant chose item 16 “Schools need to change their teaching due to the increased multilingualism in the population” as one of the statements he/she completely agrees with. Another participant chose item 36 as one of the most important ones and this statement is a call for a holistic approach to multilingualism as it could make a significant contribution to education success.

The blue items in column +2 show that the teachers whose opinions are represented by TBS2 ranked the items they agree with similarly. This means that in general, they regard multilingualism as an important topic in school. Thus, they demand multilingual teaching materials and agree that students should receive support in their first language. This call for multilingual teaching material and support is in line with item 28 “The possibility to use all languages in the classroom facilitates learning for multilingual students” which is in column +2 in the composite Q sort which means teachers agree with it. This item was put into column +4 by two teachers but ranked lower by others.

+ 2

2 Multilingualism is an important topic in school.

14 Teaching materials must address the issue of multilingualism.

28 The possibility to use all languages in the classroom facilitates learning for multilingual students.

26 Multilingual students have the right to individual support in their first language.

Similar statements are found in column +3 in the composite Q sort of TBS2. According to this Q sort, the seven teachers firmly believe that “multilingual students can be role models for their peers”. Further, the teachers consider themselves as relevant actors in students' development as item 32 "A central task of the teacher is to support in a systematic way the students' self-image as multilingual persons" was ranked in column +3, and thus, as a statement, they strongly agree with. Another important aspect of multilingual education are multilingual teaching materials that teachers who took part in this study and are represented by TBS2 called for.

+ 3

13 Multilingual students can be role models for their peers.

11 Schools should have access to multilingual teaching materials.

32 A central task of the teacher is to support in a systematic way the students' self-image as multilingual persons.

The two statements that were ranked in column +4 in the composite Q sort of TBS2, and thus as the ones most agreed with, regard students' overall language practices. Item 18 "Students should be encouraged to use their entire linguistic repertoire at all times" was ranked at +4 by two of the seven teachers while others ranked it at +2 or +3. Therefore, this item is highlighted in grey as responses differed, but all agreed that it is important. This is also the case for item 3 "A common language is important". Two teachers completely agree with the importance of having a common language while the five other teachers ranked it at a lower position.

Agree completely.

+ 4

18 Students should be encouraged to use their entire linguistic repertoire at all times.

3 A common language is important.

On the next page, the composite Q sort for Teachers' Beliefs Set 2, Figure 6, which is representative of the opinions of seven teachers who took part in this study, is displayed.

Composite Q sort for TBS2

-4	-3	-2	-1	0	1	2	3	4
1. It is important that students can deregister from language classes if they do not want to.	10. Discussing students' languages in class is interesting but a waste of time.	8. Multilingual and monolingual students should learn German separately.	31. Teachers of different language subjects should collaborate.	16. Schools need to change their teaching due to the increased multilingualism in the population.	4. Multilingual students need additional support to learn German.	2. Multilingualism is an important area in school.	13. Multilingual students can be role models for their peers.	18. Students should be encouraged to use their entire linguistic repertoire at all times.
29. We need a "German-only" policy in Austria's public schools.	5. Multilingual students should not learn additional languages, but focus on the languages they already know.	6. Each student should be able to use at least three languages functionally.	7. Multilingual students need special pedagogical support.	9. Multilingualism is a right at school.	36. A holistic approach to multilingualism in schools can make a significant contribution to educational success.	14. Teaching materials must address the issue of multilingualism.	11. Schools should have access to multilingual teaching materials.	3. A common language is important.
	22. Students with migration background should be exempted from foreign language classes.	12. Competence in one foreign language (English) is enough.	34. Learning multiple languages at the same time implies additional challenges and complicates the learning process.	20. I treat all students equally, no matter what their first language is.	19. The school needs clear guidelines on multilingualism.	28. The possibility to use all languages in the classroom facilitates learning for multilingual students.	32. A central task of the teacher is to support students' development of a self-image as multilingual persons.	
		37. Learning succeeds best when only one language is used in the classroom.	15. A common attitude towards multilingualism is important within the teaching staff.	21. In Austria, German is the norm and not the individual multilingualism of students.	24. Multilingualism should be actively promoted in the classroom.	26. Multilingual students have the right to individual support in their first language.		
			17. Individual languages should be taught in isolation from each other.	25. Multilingual students often need reduced individual learning goals.	27. All teachers and principals should receive information about multilingualism to inform parents and students.			
			30. I don't understand my students' first language, so I don't want them to use it in my classroom.	35. Multilingual instruction helps alleviate inequalities and disadvantage.	33. Students can use all their languages in class as long as the end result is German/English/etc.			
				23. Multilingualism must be part of the education and training of teachers.				

Legend

☐ Distinguishing statement at $P < 0.01$

☒ Consensus Statements

Figure 6 Composite Q sort for TBS2

Justifications and comments of teachers who loaded predominantly on TBS2

Also the teachers who loaded predominantly on Teachers' Beliefs Set 2 justified their ranking by responding to post-sorting questions. These answers are now brought together so the viewpoint represented by TBS2 can be better understood.

Rather than enforcing monolingualism, we should support language learning.

As teachers whose opinions are well represented by Teachers' Beliefs Set 1, also teachers who loaded heavily on TBS2 are against forcing students to speak German and thus strongly against a German-only policy. One teacher wrote that such a policy is too radical and does not make sense and another one wrote that it is unrealistic to implement it. One teacher commented that a German-only policy in schools does not match with the reality outside of schools and someone else responded that linguistic diversity is reality, and this is important. The same respondent also wrote that such a policy goes against basic human rights, and another teacher stated that implementing a German-only policy would cause extreme damage.

According to the beliefs of the seven teachers, schools should rather promote language learning than enforce a monolingual norm. Thus, two teachers wrote that even students who already are multilingual should attend foreign language classes, especially because being multilingual facilitates learning additional languages. These justifications are in line with those of teachers who chose item 1 "It is important that students can deregister from language classes if they do not want to" as one of the statements they completely agree with. One participant stated that low motivation is simply not a valid reason for exemption and another teacher wrote that the option of dropping language classes would be a starting point for the end of school education in general. Further, the participant responded that not doing something only because of lacking motivation is also not an option in working life.

The importance of learning languages is also expressed by the negative value that was assigned to item 12 "Competence in one foreign language (English) is enough" (-2). Accordingly, teachers loading heavily on TBS2 consider every additional language a new skill and resource, and thus, promote language learning.

Some uncertainties about how linguistic diversity should be handled in the classroom persist.

The Q-sort of TBS2 shows that teachers also strongly disagree with items 37 "Learning succeeds best when only one language is used in the classroom" and item 8 "Multilingual and monolingual students should learn German separately" as they ranked them in column -3. This means that these teachers are strongly against the idea of separating students based on their linguistic background. Rather than separating students, these teachers argue for the provision of individual support in

students' L1 (26: +2) and demand language-friendly and appropriate teaching material (14: +2). According to TBS2, multilingualism is a vital aspect of education and multilingual education strategies facilitate learning for multilingual students (2, 28: +2). One teacher who ranked item 28 "The possibility to use all languages in the classroom facilitates learning for multilingual students" at +4 stressed that knowing several languages must not be viewed as a disadvantage but must be treated as a resource. Thus, teachers agree with item 32 which states that supporting students' development of a multilingual identity is crucial, and they strongly agree with item 13 "Multilingual students can be role models for their peers". One teacher commented that as a teacher it is important to be aware of students' language competencies and encourage them to make use of them. Further, one teacher wrote that he/she hopes that if more teachers view multilingualism in a positive light, social permeability would increase.

In line with the positive beliefs about multilingualism, among the teachers whose opinion is well represented by TBS2, there is consensus that discussion about multilingualism is valuable and is not a waste of time (10: -3). They also oppose the assumption that learning is most successful if only one language is used (37: -2). However, the teachers who loaded heavily on TBS1 and also the teachers whose opinions are well represented by Teachers' Beliefs Set 2 are undecided about whether they want their students to use languages, which they do not know in class (30: -1). Yet one teacher was quite clear about this and regarded banning students' L1 from the classroom only because one does not know it as unprofessional and an insecure behavior of teachers.

United in (linguistic) diversity yet also by a common language.

As can be seen on the Q-sort of TBS2 which is given on page 61, item 18 "Students should be encouraged to use their entire linguistic repertoire at all times" and item 3 "A common language is important" were ranked at +4. What seems contradictory at first was explained by the participants as follows. One teacher who ranked item 3 as one of the statements he/she completely agrees with wrote that without a common language teaching is hardly possible. However, this participant also ranked item 18 as a statement he/she agrees with (+2). This is also the case for another teacher who justified the importance of a common language by referring to its necessity for successful integration, yet he/she also agrees that all languages can and should be used at all times.

One teacher who chose item 18 "Students should be encouraged to use their entire linguistic repertoire at all times" as one of the items he/she completely agrees with commented that this is important as languages are a crucial part of relationship building among teachers and pupils, and thus, vital for educational success through acknowledgement. Another participant wrote that welcoming

all languages is vital as it is an opportunity for students to show their (language) competencies and using different languages may help to better understand the lesson's content.

In short, also Teachers' Beliefs Set 2 represents a viewpoint that appreciates multilingualism and the opportunities that come with it yet there are some differences when it is compared to TBS1. Consensus and differences between TBS1 and TBS2 are dealt with in the following chapter.

5.3.3 Consensus and differences between TBS1 and TBS2

Having analyzed the two sets of teachers' beliefs in the previous pages of this chapter, the focus now is on consensus and differences that exist between TBS1 and TBS2. This investigation is based on the analysis by the program KADE which automatically provides a list of consensus statements and distinguishing statements. These lists can be found in the appendix.

Consensus statements

Consensus statements are those items on which the responses of all teachers do not differ significantly from each other. As Table 3 Consensus statements indicates, these are 18 out of 37 statements which indicates that all teachers share similar beliefs about nearly half of all the ideas and suggestions that were covered in this study.

All teachers, regardless of whether their opinions are better represented by TBS1 or TBS2 strongly agree that it is a vital task of teachers to systemically support students in developing a self-image as a multilingual person (item 37). In the composite Q sort of TBS1, this statement was put in column +4 and in the one of TBS2, it can be found in column +3. As Table 3 displays, there is also strong agreement among all, that schools should have access to multilingual teaching materials (item 11). Teachers also agree that "the possibility to use all languages in the classroom facilitates learning for multilingual students" (item 28) as this item was ranked by TBS1 in column +1 and by TBS2 in column +2.

Further, all teachers disagree with statement 5 "Multilingual students should not learn additional languages, but focus on the languages they already know". Accordingly, this statement is in column -2 in TBS1's composite Q sort and in TBS2's it is in column -3. Further, both Teachers' Beliefs Sets oppose statement 37 "Learning succeeds best when only one language is used in the classroom". There is also strong and widespread resistance against the claim that discussing students' languages is a waste of time as in both composite Q sorts this item was placed in column -3. Ultimately, there is also consensus to oppose the suggestion of implementing a German-only policy in Austria's public schools. This statement was ranked as one of those that teachers completely disagree with and was put in column -4.

Nr	Statement	Q sort value TBS1	Q sort value TBS2
2	Multilingualism is an important area in school.	1	2
5	Multilingual students should not learn additional languages, but focus on the languages they already know.	-2	-3
6	Each student should be able to use at least three languages functionally.	-1	-2
7	Multilingual students need special pedagogical support.	-1	-1
10	Discussing students' languages in class is interesting but a waste of time.	-3	-3
11	Schools should have access to multilingual teaching materials.	2	3
12	Competence in one foreign language (English) is enough.	-1	-2
17	Individual languages should be taught in isolation from each other.	-1	-1
19	The school needs clear guidelines on multilingualism.	0	1
26	Multilingual students have the right to individual support in their first language.	1	2
27	All teachers and principals should receive information about multilingualism to inform parents and students.	1	1
28	The possibility to use all languages in the classroom facilitates learning for multilingual students.	1	2
29	We need a "German-only" policy in Austria's public schools.	-4	-4
31	Teachers of different language subjects should work closely together.	0	-1
32	A central task of the teacher is to support in a systematic way the students' self-image as multilingual persons.	4	3
33	Students can use all their languages in class as long as the end result is German/English/etc.	0	1
34	Learning multiple languages at the same time presents additional challenges and complicates the learning process.	-1	-1
37	Learning succeeds best when only one language is used in the classroom.	-3	-2

Table 3 Consensus statements

Distinguishing statements

Despite consensus on many statements, 19 statements distinguish the two sets of teachers' beliefs from each other as teachers ranked them differently. An overview of all the distinguishing statements is given at the end of this subchapter.

One statement on which the beliefs of TBS1 and TBS2 differ is item 30 “I don’t understand my students’ first language, so I don’t want them to use it in my classroom”. While TBS1 completely disagreed with this statement and ranked it at -4, the statement was assigned the value of -1 in the Q sort of TBS1. Consequently, there is a significant gap in the teachers' position regarding the use of languages the teacher does not know in the classroom. However, item 18 “Students should be encouraged to use their entire linguistic repertoire at all times” was ranked as the most important statement (+4) by TBS2 but in column 0 by TBS1. When each item is considered individually, there are significant differences, however, when these two items are viewed together, these differences are reduced or even disappear as the statements address similar classroom practices. Another similar item is statement number 24 which states that “Multilingualism should be actively promoted in the classroom”. While it was ranked in column +3 in TBS1, it was in column +1 in TBS2.

Further, there are some slight differences between the two sets of beliefs when it comes to practices in the classroom. The Q sort of TBS1 indicates agreement with the practice of treating all students equally regardless of their L1 (20, +2), while TBS2 is undecided (20, 0). Further, TBS1 disagrees slightly less with the statement that multilingual students often need reduced individual learning goals (25, -1) than TBS2 does (25, 0). However, TBS1 strongly supports the statement that “Multilingual instruction helps alleviate inequalities and disadvantages” (35, +3), while TBS2 is unsure about this consequence (35, 0).

Teachers’ opinions also differ on a more structural level as there is controversy about the importance of multilingualism for teacher education and education in general. A difference between TBS1 and TBS2 exists when it comes to the necessity of including multilingualism in the curriculum of teacher training. While TBS1 considers this a top priority (23, +4), TBS2 does not (23, 0). Also a common attitude towards multilingualism within the teaching staff is considered slightly less important by TBS2 (15, -1) than it is by TBS1 (15, 0). Also, the responses to item 16 “Schools need to change their teaching due to the increased multilingualism in the population” differ. While TBS1 agrees with the statements (16, +2), TBS2 is uncertain about the need for this restructuring (16, 0). Also the statement “Multilingualism is a right at school” is important for TBS1 (9: +2) while it is not a priority for TBS2 (0). There is another difference in the ranking of item 21 “In Austria, German is the norm and not the individual multilingualism of students”. This statement was placed in column -2 in the Q sort of TBS1

and column 0 in the one of TBS2. This means that teachers whose opinions are represented by teachers' beliefs set 1 are against a monolingual norm while the viewpoints of the teachers whose viewpoints are exemplified by TBS2 are less certain about it. While some teachers of the TBS2-group ranked this statement at -1 or -3 and disagree with it, one teacher agrees (+2) and one teacher even strongly agrees with it (+3).

Another significant difference between the two sets of beliefs exists when item 3 "A common language is important" is considered. While TBS2 regards a common language as essential for learning and teaching (+4), TBS1 assigns considerably less value to it (+1). However, besides a common language, both viewpoints regard learning additional languages as vital. Yet, statement number 22 "Students with migration backgrounds should be exempted from foreign language classes" is another distinguishing statement. Despite both sets of teachers' beliefs ranking it at -3, teachers loading significantly on TBS2 agree even less with this statement than participants who loaded heavily on TBS1. This is also expressed by the ranking of item 1 "It is important that students can deregister from language classes if they do not want to". While in the Q sort of TBS1, it is ranked at -2, it was assigned the value -4 by TBS2.

The last distinguishing statement is item 36 "A holistic approach to multilingualism in schools can make a significant contribution to educational success". As the composite Q sort of TBS1 shows, it was ranked at +3 as there is strong agreement, TBS2, in contrast, ranked it at +1.

Having considered the consensus statements and the distinguishing statements it can be concluded that TBS1 and TBS2 share a common positive understanding of multilingualism and regard similar multilingual education strategies as useful and supportive and others as detrimental and useless. However, the analysis of distinguishing statements shows that there are some differences that justify splitting the participants into two groups.

Nr	Statement	Q sort value TBS1	Q sort value TBS2
1	It is important that students can deregister from language classes if they do not want to.	-2	-4
3	A common language is important.	1	4
4	Multilingual students need additional support to learn German.	0	1
8	Multilingual and monolingual students should learn German separately.	-2	-2
9	Multilingualism is a right at school.	2	0
13	Multilingual students can be role models for their peers.	1	3
14	Teaching materials must address the issue of multilingualism.	0	2
15	A common attitude towards multilingualism is important within the teaching staff.	0	-1
16	Schools need to change their teaching due to the increased multilingualism in the population.	2	0
18	Students should be encouraged to use their entire linguistic repertoire at all times.	0	4
20	I treat all students equally, no matter what their first language is.	2	0
21	In Austria, German is the norm and not the individual multilingualism of the students.	-2	0
22	Students with a migration background should be exempted from foreign language classes.	-3	-3
23	Multilingualism must be part of the education and training of teachers.	4	0
24	Multilingualism should be actively promoted in the classroom.	3	1
25	Multilingual students often need reduced individual learning goals.	-1	0
30	I don't understand my students' first language, so I don't want them to use it in my classroom.	-4	-1
35	Multilingual instruction helps alleviate inequalities and disadvantage.	3	0
36	A holistic approach to multilingualism in schools can make a significant contribution to school success.	3	1

Table 4 Distinguishing statements

5.4 Further results from the post-sorting questions

Before moving on to the discussion of this study's results, some further findings gained from the participants' responses to the post-sorting questions are given.

The questions of the post-sorting activity did not only ask teachers about their definitions of multilingualism and a justification of their ranking but they were asked to add missing items. One teacher responded that an item on education in students' first languages was missing and another teacher added the following two items:

- More languages that are frequently spoken in Austria should be offered as second languages.
- It should be possible to graduate in the subject German at a non-native speaker level if you have another first language.

The last question of the post-sorting questionnaire asked for the participant's perception of the comprehensibility of the items that were part of the Q-set. One participant responded that many of the items were very generalizing and this was also confusing for other participants. One respondent stressed that the definition of multilingualism can vary enormously and another participant wrote that multilingual students have individual needs, which can be very diverse. One teacher wrote that the items required them to think about the actual meaning of multilingualism and migration background. Further, someone commented that it was important to look out for prejudices by assuming things and not to equalize migration backgrounds with low proficiency in German.

6 Discussion

This study investigated the beliefs about multilingual education strategies of teachers working at voXmi secondary schools in Vienna. Before starting this research, it could only be assumed that teachers working in voXmi schools have a positive understanding of multilingualism and advocate for multilingual education strategies. The results of this study show that this is the case and participating teachers' beliefs are in line with the guiding principles of the voXmi educational network as they acknowledge and value linguistic diversity. As most of the teachers who participated are language teachers, this study also confirms the findings of previous research that showed that a positive understanding of linguistic diversity is particularly common among language teachers and teachers who are multilingual themselves (Haim & Tannenbaum, 2022; Haukås, 2016; Lundberg, 2019).

In general, all participating teachers expressed positive beliefs about multilingualism and consider languages to be valuable skills. Accordingly, many of the participating teachers regarded it a top priority to support their students in acquiring languages and becoming and being multilingual. This entails that participants are aware that teaching must address and respond to linguistic diversity in schools.

For instance, most participants welcome other languages in the classroom and appreciate the benefits that come with a wider linguistic repertoire. Accordingly, they felt that all students should learn foreign languages and students should activate and use their whole linguistic repertoire when learning new things. Based on these beliefs it could be assumed that teachers support students using translanguaging in class.

Many of the advantages of multilingualism that have been found in research and were discussed in Chapter 2.2 were also mentioned by teachers in the post-sorting questionnaire as they wrote that multilingualism does not only mean having competencies in different languages but also language awareness, cultural knowledge, and having a better understanding of the world. They also support Garcia's and Kano's (2014, p. 261) statement that multilingualism is a valuable asset in a globalized world. Some participants also argue that languages are an important aspect of personality and thus, all languages must be acknowledged and valued. Accordingly, 16 out of the 17 participants completely disagreed with the suggestion of implementing a German-only policy in Austrian schools. This policy was considered as discriminating and prescriptive, and it does not correspond to the multilingual world we live in by many participants. One teacher also wrote that such a policy would trigger an us-vs-them notion by drawing on the nationalist ideology of one nation one language.

Nevertheless, not all participating teachers feel comfortable if students use languages in the classroom that they do not understand, and two teachers agreed that in Austria German is the norm and not multilingualism. Despite this belief being expressed only by two teachers this could mean that some teachers' beliefs and practices are based on a monolingual norm and Gogolin's (2008) monolingual habitus exists even in voXmi schools.

To overcome any remnants of normative monolingualism in voXmi schools it would be important to provide sufficient resources, support, and training for teachers. As in previous studies also participants in this study complained that linguistic diversity is insufficiently covered in teacher training, and they lack support, knowledge, and teaching materials to adapt their teaching to increasingly multilingual pupils. This is important as information and training on linguistic diversity in the classroom would make teachers less dependent on personal beliefs and foster a positive understanding of multilingualism. One teacher wrote that positive beliefs could help increase social mobility by reducing structural disadvantages many LX German users face because of normative monolingualism.

Even if the study showed that the participating teachers who work in voXmi secondary schools share a positive understanding of multilingualism, it cannot be inferred based on these results that all teachers at voXmi schools do. Most teachers who took part stated that they are the responsible teachers to introduce voXmi's principles at their schools and they actively engage in voXmi activities. However, some participants also told me that this enthusiasm about multilingual competencies is not shared by all of their colleagues. This means that even in voXmi schools there may be some teachers who are reluctant to adapt to linguistic diversity and apply multilingual education strategies.

Further, it can only be assumed based on participants' responses that they acknowledge and integrate linguistic diversity in their classes as I did not observe any lessons of them. Future research could expand on this study by investigating a higher number of voXmi teachers' beliefs about multilingual education strategies and lessons could be observed to gain insight into their practices.

This would be valuable as teachers' beliefs matter, and they are a strong determinant of teachers' actions and the way they respond to linguistic diversity. Becoming aware of one's personal beliefs may help to reflect on pedagogical decisions which could ultimately lead to a teaching approach that is more linguistically inclusive.

For teacher education, it is thus important to finally make multilingualism a top priority and prepare novice but also in-service teachers for a linguistically diverse classroom. This, however, needs resources in the form of time, knowledge, and willingness but also money to introduce training that

makes teachers fit for society's multilingualism. To get these resources a change in the societal discourse is needed and linguistic diversity must be treated as the resource and asset it is.

7 Conclusion

The primary objective of this study was to explore the beliefs about multilingual education strategies of teachers working in voXmi secondary schools in Vienna. VoXmi is an educational Austria-wide network of schools and kindergartens that take actions to address multilingualism and acknowledge linguistic diversity in the classroom. By using Q methodology, teachers' beliefs about strategies for how schools and the educational system could or should respond to multilingualism were investigated.

The results of this research project show that in general teachers working in voXmi schools hold positive beliefs about linguistic diversity and they share the values and guidelines of the voXmi network. They emphasize the value of all languages and promote the acquisition of additional languages as they consider them precious resources. There is consensus among participants that multilingualism is an important aspect of education, and it is a vital part of teachers' job to support pupils in developing their linguistic repertoire and multilingual self. Accordingly, they welcome all languages in the classroom and are willing to devote class time to address linguistic diversity. Arising out of this positive attitude towards multilingualism participating teachers expressed strong opposition against the implementation of restrictive and discriminating language policies such as a German-only policy or banning languages they do not know from the classroom.

Despite the overall positive attitude of all participating teachers, some concerns about multilingualism were raised. For instance, some teachers stressed that sharing a common language is inevitable for successful learning and teaching and some participants were uncertain about the use of languages they are not familiar with during their classes. The remaining uncertainties and skepticism could be diminished by providing adequate training to prepare teachers for multilingual classrooms. As previous research, also this study found that teachers feel insufficiently prepared to teach linguistically heterogeneous students.

Teachers' beliefs about linguistic diversity are crucial as thinking affects actions which in turn shape education and schools. Teachers' everyday acts determine how multilingualism is treated in the classroom and thus, teachers can be change agents in realizing the multilingual turn in education. If teachers hold a positive opinion about multilingualism, they can pass it on to students and help them reap the benefits that come with knowing different languages.

To sum up, before this study, it could only be assumed that voXmi teachers share positive beliefs about multilingualism but based on the exploration of their beliefs by this study showed that they really are advocates of multilingualism. According to the results of this study, voXmi teachers approve

multilingual education strategies that acknowledge the value of all languages, promote openness towards different languages, and language learning in general.

Personally, I feel empowered by these findings and the realization that beliefs determine actions and that we as teachers can contribute to developing, fostering and promoting a positive attitude towards multilingualism. This encourages and motivates me to further educate myself on how to best support multilingual students and make room for different languages in the classroom. Inspired by the research I did for this project on multilingualism, I will actively encourage students to use their whole language repertoire in my lessons to reap the benefits that come with multilingualism. Further, working on this thesis and the study project showed me that initiatives such as voXmi can make a difference by actively promoting linguistic diversity, and thus, collaboration and communication with other teachers are essential. These insights will affect my teaching in a way that it becomes more open, more inclusive, multilingual.

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Appendix

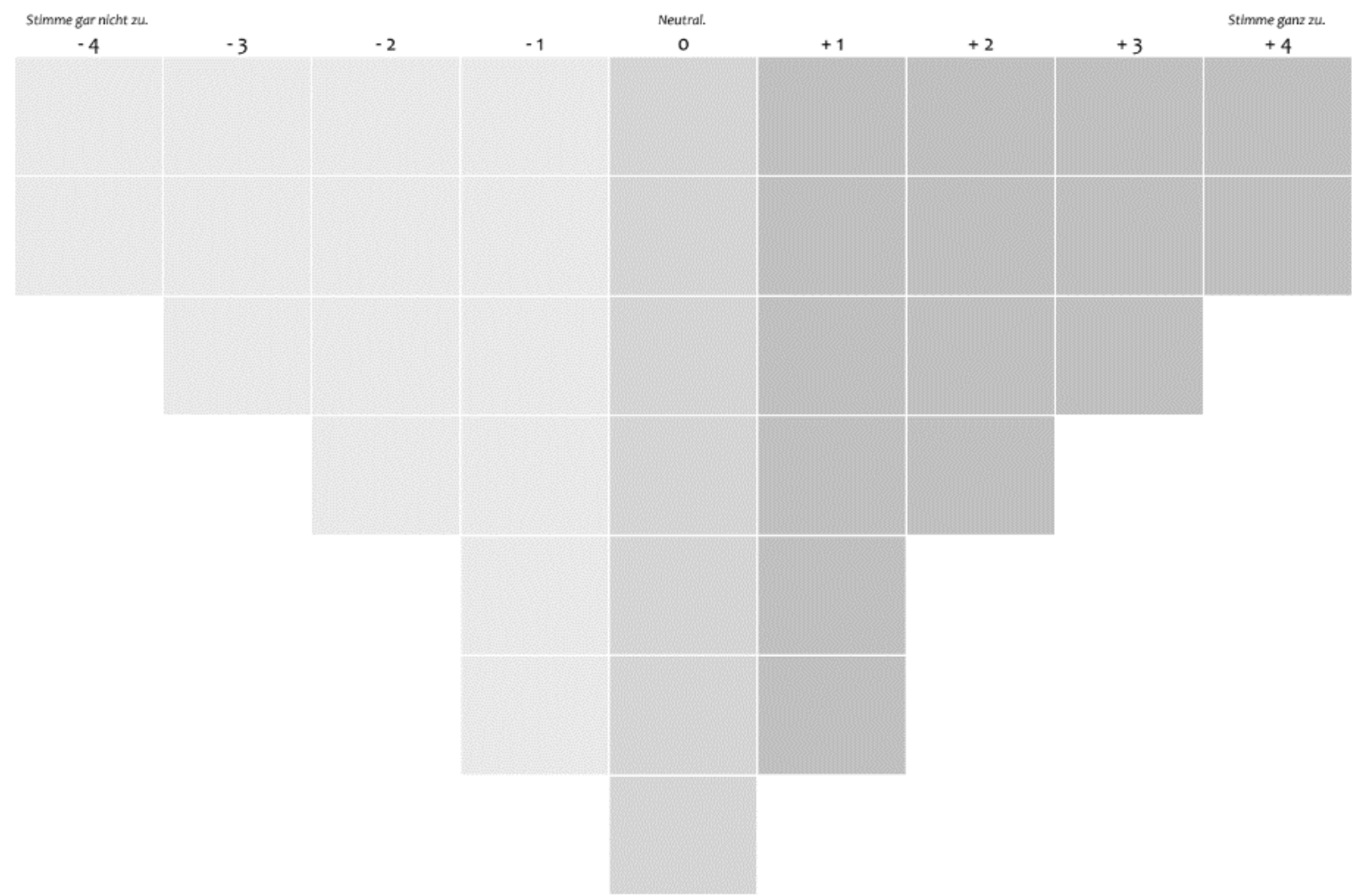
Abstract

Beliefs about multilingualism determine how teachers respond to it in the classroom. Previous research that investigated teachers' beliefs about multilingualism found that teachers' opinions on linguistic diversity differ. While some teachers are reluctant to address it in the classroom and consider heterogeneous linguistic repertoires of students a challenge, others acknowledge the potential inherent in knowing different languages. The present study explores the beliefs about multilingual education strategies of teachers working in voXmi secondary schools in Vienna. VoXmi is an educational Austria-wide network that encourages multilingualism and advocates for policies and practices that support linguistic diversity. Seventeen teachers took part in this study which researched their beliefs using Q methodology. Participants ranked statements about how schools and the education system should or could address multilingualism. The findings show that teachers working in voXmi schools share positive beliefs about multilingualism and they support the values and guidelines of the voXmi network. They consider multilingualism a vital aspect of education and consider it essential to address it at school. Accordingly, they completely oppose the idea of implementing restrictive monolingual language policies. Despite the overall positive understanding of multilingualism, teachers express some uncertainties about how teaching could be adapted to multilingual learner, and some teachers feel insufficiently prepared to teach in multilingual settings and training and resources to address linguistic diversity are needed. The results of this study thus identify the need for further awareness and professional development with regards to teaching multilingual learners.

Kurzfassung

Die Einstellung von Lehrpersonen zu Mehrsprachigkeit bestimmen, wie Lehrkräfte im Unterricht darauf reagieren. Frühere Forschungsarbeiten, die die Überzeugungen von Lehrern über Mehrsprachigkeit untersuchten, ergaben, dass die Meinungen der Lehrer*innen zur sprachlichen Vielfalt unterschiedlich sind. Während einige Lehrkräfte zögern, sie im Unterricht zu thematisieren, und heterogene sprachliche Repertoires von Schüler*innen als Herausforderung betrachten, erkennen andere das Potenzial von Mehrsprachigkeit an. Die vorliegende Studie untersucht die Einstellungen und Überzeugungen von Lehrer*innen, die an voXmi-Sekundarschulen in Wien arbeiten, in Bezug auf mehrsprachige Bildungsstrategien. VoXmi ist ein österreichweites Bildungsnetzwerk, das die Mehrsprachigkeit fördert und sich für das Sichtbarmachen und Miteinbeziehen sprachlicher Vielfalt einsetzt. Siebzehn Lehrer*innen nahmen an dieser Studie teil, in der ihre Überzeugungen mit Hilfe der Q-Methodik untersucht wurden. Die Teilnehmer*innen stuften Aussagen über unterschiedliche Strategien wie Schulen und das Bildungssystem Mehrsprachigkeit behandeln sollten oder könnten, ihrer Meinung entsprechend ein. Die Ergebnisse zeigen, dass Lehrer*innen, die in voXmi-Schulen arbeiten, eine positive Einstellung zur Mehrsprachigkeit haben und die Werte und Leitlinien des voXmi-Netzwerks unterstützen. Sie betrachten Mehrsprachigkeit als einen wichtigen Aspekt von Bildung und halten es für unerlässlich, sprachliche Vielfalt in der Schule zu behandeln. Dementsprechend lehnen sie die Umsetzung einer restriktiven einsprachigen Sprachenpolitik strikt ab. Trotz des insgesamt positiven Verständnisses von Mehrsprachigkeit äußerten Lehrer*innen Unsicherheit darüber, wie der Unterricht an mehrsprachige Lernende angepasst werden könnte, und, dass sich einige Lehrkräfte unzureichend auf den Unterricht in mehrsprachigen Klassen vorbereitet fühlen und Schulungen und Ressourcen für den Umgang mit sprachlicher Vielfalt erforderlich sind. Die Ergebnisse dieser Studie zeigen, dass es weiterer Sensibilisierung und Weiterbildungsangebote für den Umgang mit mehrsprachigen Schüler*innen bedarf.

Sorting grid



Sorting aid

Sortierhilfe

Ordne jedes Statement einer der drei Kategorien zu.

Ich stimme nicht zu bzw. eher nicht zu.

Neutral / Weiß nicht.

Ich stimme zu bzw. eher zu.

--	--	--

Informationsblatt für Teilnehmer*innen
Teachers' Beliefs about Multilingual Education Strategies.

ZWECK DER FORSCHUNG

Ziel dieser Forschung im Rahmen meiner Masterarbeit ist es, mehr über die Einstellungen von Lehrer*innen gegenüber Mehrsprachigkeit an voXmi-Schulen herauszufinden. Mit dieser Erklärung stimmen Sie zu, dass Ihre Angaben während des Forschungsprozess in weiterer Folge für wissenschaftliche Zwecke verwendet werden dürfen. Ihre Angaben werden **vertraulich** und **anonym** behandelt und dienen dazu, mehr über Ihre Erfahrungen und Einstellungen herauszufinden.

DATENSCHUTZ UND DISKRETION

Ihre Kontaktdaten und Ihre Angaben während des Forschungsprozess werden geschützt und mit Diskretion verwendet. Alle angegebenen Daten werden anonym behandelt und nicht an Dritte weitergegeben, sondern rein für wissenschaftliche Zwecke verwendet.

BEENDIGUNG DER TEILNAHME

Sie können frei entscheiden, ob Sie an diesem Projekt teilnehmen wollen. Sie können Ihre Teilnahme jederzeit widerrufen. Dieser Widderruf gilt für alle zukünftigen Veröffentlichungen, nicht jedoch für bereits erfolgte Publikationen.

ÜBEREINSTIMMUNG

Mit dieser Erklärung stimme ich offiziell zu, dass ich damit einverstanden bin, dass meine während der Forschung angegebenen Daten für wissenschaftliche Zwecke verwendet werden dürfen.

Datum

Unterschrift

Name in Blockbuchstaben

Vielen Dank für die Unterstützung!

Bei weiteren Fragen und Interesse an den Ergebnissen können Sie mich gerne kontaktieren.
Gerne sende ich Ihnen nach Fertigstellung die Forschungsarbeit zu.

Supervisor: **Elizabeth Erling, BA MSc PhD**
elizabeth.erling@univie.ac.at

Department of English and American Studies, University of Vienna
English Department / Pädagogische Hochschule Oberösterreich

Contact details: **Sandra Dallinger, BEd**
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Post-sorting questions

Warum haben Sie diese zwei Items am höchsten bewertet (+4)?

Welche Bedeutung haben diese Items im Zusammenhang mit Ihrem Gesamtstandpunkt?

Item 1:

Item 2:

Warum haben Sie diese zwei Items am niedrigsten bewertet (-4)?

Welche Bedeutung haben diese Items im Zusammenhang mit Ihrem Gesamtstandpunkt?

Item 1:

Item 2:

Gibt es Items, die Sie noch hinzugefügt hätten? Hat Ihnen etwas gefehlt? Wenn ja, was?

Gab es Items, die Sie verwirrt haben oder unverständlich waren? Wenn ja, welche?

(Watts & Stenner 2005: 78)

Demographic survey

Demographische Fragen

Bitte geben Sie Ihr Geschlecht an.

- ☐ weiblich
- ☐ männlich
- ☐ divers
- ☐ keine Angabe

In welchem Jahr sind Sie geboren?

Geburtsjahr: _____

Seit wie vielen Jahren arbeiten Sie als Lehrer*in? (insgesamt)

Dienstjahre insgesamt: _____

Seit wie vielen Jahren arbeiten Sie an einer voXmi-Schule als Lehrer*in?

Dienstjahre voXmi-Schule: _____

An welcher Schule bzw. an welchen Schulen unterrichten Sie momentan?

- ☐ Mittelschule
- ☐ Gymnasium Unterstufe
- ☐ Gymnasium Oberstufe
- ☐ Berufsbildende höhere Schule (BHS)
- ☐ Berufsbildende mittlere Schule (BMS)
- ☐ Polytechnische Schule
- ☐ Andere:

An welcher Schule bzw. an welchen Schulen haben Sie vor Ihrer aktuellen Schule unterrichtet?

- ☐ Mittelschule
- ☐ Gymnasium Unterstufe
- ☐ Gymnasium Oberstufe
- ☐ Berufsbildende höhere Schule (BHS)
- ☐ Berufsbildende mittlere Schule (BMS)
- ☐ Polytechnische Schule
- ☐ Andere:

Was ist Ihr höchster Bildungsabschluss?

- | | |
|---|---|
| ☐ Matura | ☐ Master MEd |
| ☐ Magister | ☐ anderer Master (MSc, MA) |
| ☐ Bachelor BEd | ☐ anderer Abschluss: |
| ☐ anderer Bachelor (BSc, BA) | |

In welchen Sprachen können Sie sich verständigen?

- Geben Sie die Sprache/n an.
- Geben Sie ihr Sprachniveau in den jeweiligen Sprachen an.

Sprache	Geringe Kenntnisse		Ausgezeichnete Kenntnisse		
	1	2	3	4	5
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐

Welche Sprachen haben Ihre Eltern mit Ihnen als Kind gesprochen?

Haben Sie jemals in einem Land außerhalb des deutschsprachigen Raums gelebt?
Wenn ja, wo und wie lange?

Welche Fächer unterrichten Sie?

Welche Fächer haben Sie studiert?

Haben Sie bereits Fortbildungen zum Thema Mehrsprachigkeit besucht? Wenn ja, welche?

Vervollständigen Sie den Satz:
Mehrsprachig sein heißt ...

Instructions for the participants (written version)

Anleitung – Q-Ranking

- 1) Verschaffen Sie sich einen Überblick über die vor Ihnen liegenden Statements.
Überlegen Sie, ob Sie den Aussagen zustimmen oder nicht.
- 2) Optional: Ordnen Sie die Aussagen mithilfe der Sortierhilfe einer der drei Kategorien zu.
(*Ich stimme zu; neutral/weiß nicht; Ich stimme nicht zu*)
- 3) Starten Sie mit den Statements, denen Sie zustimmen.
Ordnen Sie diese im Raster Ihrer Meinung entsprechend an. (+4, +3, +2)
- 4) Ordnen Sie nun die Statements, denen Sie nicht zustimmen auf dem Raster an. (-2, -3, -4)
- 5) Ordnen Sie die „neutralen“ Statements auf dem Raster an. (-1, 0, +1)
- 6) Kontrollieren Sie, ob die Anordnung der Statements Ihrer Meinung entspricht.
Nehmen Sie eventuelle Änderungen vor.
- 7) Wenn Sie mit Ihrer Anordnung zufrieden sind, melden Sie sich bitte bei Sandra.
- 8) Beantworten Sie die abschließenden Fragen.

Vielen Dank für Ihre Teilnahme!

Q sorts of the participants

All participants																																					
Participant	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37
VOT01	-2	0	1	-1	-2	-1	0	-4	4	-1	2	-3	1	0	2	4	-1	0	0	1	0	-3	2	1	-1	1	2	0	-4	-3	-1	3	1	-2	3	3	-2
VOT02	-3	1	1	1	-2	-1	0	-1	-1	-2	1	-2	0	0	2	0	-3	-1	0	4	-1	-3	3	1	-1	0	4	2	-4	-4	1	3	2	0	3	2	-2
VOT03	-1	2	1	0	-2	0	0	-2	0	-3	1	-4	3	0	0	4	-1	3	-1	1	-3	-2	3	4	-1	1	0	2	-4	-3	1	2	-1	-1	2	1	-2
VOT04	-3	0	3	0	-1	-1	-1	-2	0	-2	2	-1	2	1	0	1	0	0	1	3	-1	-2	2	3	-4	1	1	1	-4	-2	0	4	-1	-3	2	4	-3
VOT05	-3	2	2	3	-4	-1	1	0	-2	-2	2	-2	1	4	-1	4	1	3	-2	0	-1	-3	0	0	-1	0	1	3	-4	-3	0	1	2	-1	-1	1	0
VOT06	-4	3	2	3	-2	-1	-1	-4	1	-2	1	2	0	0	0	4	-1	0	1	4	-3	-2	3	1	-2	2	2	0	-3	-3	0	1	0	-1	-1	1	-1
VOT07	-4	4	1	0	-2	0	1	-3	0	-3	2	-1	2	3	-1	1	-2	0	1	-1	-1	-3	3	2	1	1	0	0	-4	-2	2	0	-1	-1	3	4	-2
VOT08	-3	3	2	-2	-4	-2	1	-2	0	-3	0	-1	4	1	-1	0	0	3	2	2	0	-3	3	-1	1	1	0	-1	-4	-1	-1	4	2	1	1	0	-2
VOT09	-1	1	4	1	-3	0	0	-3	4	-2	1	1	-1	0	-1	2	-1	0	2	-1	-3	-4	1	3	0	0	3	-1	-4	-2	0	2	2	-2	3	1	-2
VOT10	-3	1	3	0	-1	-1	-1	-1	2	-2	2	-3	2	1	-2	0	-2	4	0	-2	2	-3	1	1	0	3	0	1	-4	-4	0	4	-1	0	1	3	-1
VOT11	-3	1	4	3	-3	-2	-2	0	0	-3	2	0	2	0	3	-1	-2	2	3	0	0	-4	-1	1	1	2	1	-1	-4	-1	0	1	-1	-1	1	4	-2
VOT12	-4	1	2	2	-1	1	-1	-3	0	0	-2	-3	3	1	-1	0	-1	4	0	0	-1	-3	0	1	1	2	-2	4	-1	-2	-2	3	2	0	3	1	-4
VOT13	0	1	-1	-1	-4	-1	-1	-1	3	-2	1	-3	0	2	0	2	-2	2	1	-1	-2	-3	3	4	0	1	0	2	-2	-4	1	4	0	0	1	3	-3
VOT14	-2	3	0	0	-1	-1	-1	-1	4	-4	2	-2	1	2	2	1	-2	2	0	3	-3	0	4	3	-1	0	1	1	-4	-2	0	1	-3	-1	1	0	-3
VOT15	-4	2	4	1	0	-3	-2	-1	1	-1	4	0	-1	2	-2	1	0	3	2	0	3	-3	-3	1	0	-1	2	1	-4	3	0	0	1	-1	-2	-1	-2
VOT16	-2	1	-1	-1	-3	-1	0	-1	1	-2	3	-3	2	0	1	0	-1	1	0	3	-4	-2	1	1	0	2	2	3	-4	-3	0	4	0	-1	2	4	-2
VOT17	-3	2	1	1	-2	0	0	-1	1	-2	3	-1	4	1	-1	0	-2	3	0	3	-3	-4	0	2	0	2	2	4	-4	1	1	-1	0	-3	-1	-1	-2
TBS1																																					
Participant	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37
VOT01	-2	0	1	-1	-2	-1	0	-4	4	-1	2	-3	1	0	2	4	-1	0	0	1	0	-3	2	1	-1	1	2	0	-4	-3	-1	3	1	-2	3	3	-2
VOT02	-3	1	1	1	-2	-1	0	-1	-1	-2	1	-2	0	0	2	0	-3	-1	0	4	-1	-3	3	1	-1	0	4	2	-4	-4	1	3	2	0	3	2	-2
VOT03	-1	2	1	0	-2	0	0	-2	0	-3	1	-4	3	0	0	4	-1	3	-1	1	-3	-2	3	4	-1	1	0	2	-4	-3	1	2	-1	-1	2	1	-2
VOT04	-3	0	3	0	-1	-1	-1	-2	0	-2	2	-1	2	1	0	1	0	0	1	3	-1	-2	2	3	-4	1	1	1	-4	-2	0	4	-1	-3	2	4	-3
VOT06	-4	3	2	3	-2	-1	-1	-4	1	-2	1	2	0	0	0	4	-1	0	1	4	-3	-2	3	1	-2	2	2	0	-3	-3	0	1	0	-1	-1	1	-1
VOT07	-4	4	1	0	-2	0	1	-3	0	-3	2	-1	2	3	-1	1	-2	0	1	-1	-1	-3	3	2	1	1	0	0	-4	-2	2	0	-1	-1	3	4	-2
VOT09	-1	1	4	1	-3	0	0	-3	4	-2	1	1	-1	0	-1	2	-1	0	2	-1	-3	-4	1	3	0	0	3	-1	-4	-2	0	2	2	-2	3	1	-2
VOT13	0	1	-1	-1	-4	-1	-1	-1	3	-2	1	-3	0	2	0	2	-2	2	1	-1	-2	-3	3	4	0	1	0	2	-2	-4	1	4	0	0	1	3	-3
VOT14	-2	3	0	0	-1	-1	-1	-1	4	-4	2	-2	1	2	2	1	-2	2	0	3	-3	0	4	3	-1	0	1	1	-4	-2	0	1	-3	-1	1	0	-3
VOT16	-2	1	-1	-1	-3	-1	0	-1	1	-2	3	-3	2	0	1	0	-1	1	0	3	-4	-2	1	1	0	2	2	3	-4	-3	0	4	0	-1	2	4	-2
TBS2																																					
Participant	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37
VOT05	-3	2	2	3	-4	-1	1	0	-2	-2	2	-2	1	4	-1	4	1	3	-2	0	-1	-3	0	0	-1	0	1	3	-4	-3	0	1	2	-1	-1	1	0
VOT08	-3	3	2	-2	-4	-2	1	-2	0	-3	0	-1	4	1	-1	0	0	3	2	2	0	-3	3	-1	1	1	0	-1	-4	-1	-1	4	2	1	1	0	-2
VOT10	-3	1	3	0	-1	-1	-1	-1	2	-2	2	-3	2	1	-2	0	-2	4	0	-2	2	-3	1	1	0	3	0	1	-4	-4	0	4	-1	0	1	3	-1
VOT11	-3	1	4	3	-3	-2	-2	0	0	-3	2	0	2	0	3	-1	-2	2	3	0	0	-4	-1	1	1	2	1	-1	-4	-1	0	1	-1	-1	1	4	-2
VOT12	-4	1	2	2	-1	1	-1	-3	0	0	-2	-3	3	1	-1	0	-1	4	0	0	-1	-3	0	1	1	2	-2	4	-1	-2	-2	3	2	0	3	1	-4
VOT15	-4	2	4	1	0	-3	-2	-1	1	-1	4	0	-1	2	-2	1	0	3	2	0	3	-3	-3	1	0	-1	2	1	-4	3	0	0	1	-1	-2	-1	-2
VOT17	-3	2	1	1	-2	0	0	-1	1	-2	3	-1	4	1	-1	0	-2	3	0	3	-3	-4	0	2	0	2	2	4	-4	1	1	-1	0	-3	-1	-1	-2

Responses to the post-sorting questions

TBS	participant	Mehrsprachig sein heißt ...	Bedeutung +4, Item 1	Bedeutung +4, Item 2	Bedeutung -4, Item 1	Bedeutung -4, Item 2
1	VOT01	to be able to express yourself and understand others in another language. It is also about understanding another culture and an openness to difference/diversity.	9: Mehrsprachigkeit ist ein Recht in der Schule. I think it is important that this is taken as a basic human right in education. Learning can take place better when ones mother tongue + other languages learned are activated.	16: Schulen müssen ihren Unterricht verändern: The issues of multilingualism need to be addressed and the way we teach (methodology) needs to change. More access to multilingual resources would be good!	29: This would be a step backwards. This does not favor mutual respect + integration.	8: Multilingual kids do not necessarily speak bad German. It depends on how long they have been learning German. Maybe they are native speakers of German!
1	VOT02	in mehreren Welten zu leben, in mehreren (Sprach)Kulturen zu Hause zu sein, sich mit mehr Menschen unterhalten zu können, eine größere Vielfalt an Sichtweisen für alles Erdenkliche.	27: Weil viele Menschen sehen ihre Sprache und Kultur als minderwertig behandelt an. Wenn Sprache offiziell wertgeschätzt wird, ändert das sehr viel.	20: Es ist wichtig, alle gleich zu behandeln. Durch perfektes Deutsch ist man nicht ein besserer, intelligenter Mensch.	30: Jeder soll seine Sprache sprechen können, die Muttersprache ist ein sehr wichtiges Ausdrucksmittel. Sprache gehört wesentlich zum Menschsein dazu.	29: siehe oben. Das ist ein pädagogischer Wahnsinn und zerstört kulturellen Reichtum, den es sonst gibt.
1	VOT03	zukunfts-fähig zu sein.	16: weil sie in der Praxis zu wenig Gewicht haben	24: sie würden eine Veränderung der Sprachenlandschaft erfordern	29: weil Ö nicht nur aus Deutsch Sprechenden besteht	12: Die gesellschaftliche Vielfalt der Gesellschaft sollte in der Schule annähernd abgebildet werden
1	VOT04		32: Aus der Überzeugung heraus, dass reine Wissensvermittlung nicht (mehr) Ziel der Schule ist/sein sollte. Viel mehr sollten SuS auf ihren persönlichen Weg begleitet/gefördert/gefordert werden. Dazu braucht es allgemeine Ziele/Konzepte.	36: Aus der Überzeugung heraus, dass reine Wissensvermittlung nicht (mehr) Ziel der Schule ist/sein sollte. Viel mehr sollten SuS auf ihren persönlichen Weg begleitet/gefördert/gefordert werden. Dazu braucht es allgemeine Ziele/Konzepte.	29: weil dieses Statement nicht dem Leben 2023 entspricht, weil dieses Statement viele Jahre zu Unbehagen in Ö geführt hat; weil es nicht meine Vision von Schule entspricht	25: für mich vollkommen falsches Bild von mehrsprachigen SuS (verminderte Sprachkenntnisse + verminderte geistige Kapazität)
1	VOT08	über das eigene sprachliche Repertoire bewusst zu werden und die Mehrsprachigkeit als ein Gewinn/Potenzial zu sehen.	20: Mir ist es wichtig, dass meine SuS das Gefühl haben, dass ihre Erstsprachen in meinem Klassenzimmer sehr herzlich willkommen sind. Auch ich bin zweisprachig (Türkisch und Deutsch) aufgewachsen und sehe mich daher als ein "Vorbild".	16: Ich habe erst im September 2022 angefangen zu unterrichten und verfüge daher nicht über die Expertise von erfahrenen Lehrkräften. Allerdings ist mir aufgefallen, dass das Thema "Mehrsprachigkeit" nicht wirklich thematisiert wird. Es war weder Teil des Studiums, noch erfährt man innerhalb des Kollegium drüber.	1: Ich halte den Spracherwerb (im jungen Alter) für besonders wichtig. Daher würde ich es nicht akzeptieren, das Kind bei fehlender Lust freizustellen.	8: Sprachen erwerben wir im sozialen Austausch - ein Selektieren würde nur Frustration herbeiführen. Es würde außerdem den mehrsprachigen Kindern das Gefühl geben, dass ihre Mehrsprachigkeit mit Deutschdefiziten einhergeht.
1	VOT07	Chancen haben.	2: An unserem Standort gibt es viele/überwiegend Kinder mit Mehrsprachigkeit und dies ist deshalb ein viel diskutiertes Thema.	36: ... mit unterschiedlichen Standpunkten. Ein gemeinsames Konzept FÜR Mehrsprachigkeit (ein Konsens) wäre wichtig für den Schulerfolg der Kinder.	29: absurd, entspricht nicht unserer Zeit	1: absurd, könnte ja auch für alle Kinder dann gelten
1	VOT09	mehrere Sprachen gut zu beherrschen/gut zu verstehen. Sprachen werden aktiv in einem wichtigen Lebensbereich verwendet: Schule, Familienleben,... obwohl es viele Kinder/Jugendliche gibt, die sich weigern, ihre 1. oder 2. Sprache aktiv zu sprechen (weil sie irgendwann durch eine Trotzphase gehen)	3: ohne eine gemeinsame Sprache kann man nicht unterrichten, finde ich. Es gibt Ausnahmen, wo Deutsch gleichzeitig die Unterrichts- und Zielsprache ist -> DaF/DaZ bei Flüchtlingen sehr oft	9: natürlich, vor allem in Österreich, das eine lange Geschichte was Mehrsprachigkeit betrifft, hat. Mehrsprachigkeit ist eine Ressource und eine Bereicherung.	22: sie sollen genauso wie die anderen Englisch lernen, weil das für die Kommunikation mit den Peers sehr wichtig ist und eine Weltsprache ist.	29: Wenn andere Sprachen verboten werden fühlen sich die Kinder schuldig, wenn sie ihre 1. oder 2. Sprache verwenden und das hat in der Schule und in einem demokratischen Land nichts verloren.

1	VOT13	sich in mind. 2 verschiedenen Sprachen sinnvoll verständigen zu können bzw. verbal ausdrücken zu können.	32: die Sprache ist identitätsbildend; wenn ich der "Erstsprache" keinen Wert beimesse, schätze ich auch die Person (die Schüler*innen) nicht wert	24: wenn ich meinen Unterricht nicht aktiv die Mehrsprachigkeit fördere, vernachlässige ich Punkt 1 - Nr. 32.	30: es ist ein Akt der Diskriminierung, wenn ich den Schüler*innen nicht erlaube ihre Erstsprachen zu sprechen.	5: jede weitere Fremdsprache stellt eine zusätzliche Bereicherung oder Qualifikation dar und sollte daher immer gefördert werden, und Nr. 32 wird dadurch nicht berücksichtigt
1	VOT14	in mehreren Sprachen eine gute + stabile Sprachkompetenz zu haben (aufgrund von Verwendung aller erlernten Sprachen im Alltag) und diese auch in unterschiedlichen alltäglichen Kontexten verwenden zu können / dürfen.	23: Aus persönlicher Erfahrung musste ich feststellen, dass Mehrsprachigkeit keinen Platz in meiner Ausbildung hatte und ich dahingehend wenig bis gar nicht auf die schulische Realität vorbereitet war. Es wirkt so, als wäre diese Thematik nicht erwähnenswert oder würde nicht als didaktisch-pädagogische Aufgabe angesehen werden.	9: Sprachenrechte sind Menschenrechte, Sprachen sind Teil der Identität und der individuellen Ressourcen d. Schüler*innen.	10: Ich habe die gegenteilige Erfahrung gemacht: SuS fühlen sich bestärkt und wahrgenommen, wenn man "ihren" Sprachen Raum im Unterricht gibt.	29: Eine Nur-Deutsch-Policy würde einen wesentlichen Teil der Identität der SuS diskriminieren, die gesellschaftliche Heterogenität würde ausgelammert
1	VOT16	die Welt zu erschließen und als offener Mensch auch in andere Kulturen eintauchen zu können.	32: Das Selbstbild bildet einen wichtigen Grundstock zum weiteren Erfolg der Schüler*innen, unterbinden/ignorieren wir Sprache als Aspekt der Identität, sehen die Lernenden auch keinen Mehrwert darin.	38: Besonders beim Thema Mehrsprachigkeit ist ein ganzheitliches Konzept nötig, um die fächerübergreifenden Potentiale aufzugreifen. Nur bestimmte Fächer darauf anzusetzen ist wenig zielführend, da die Mehrsprachigkeit so wieder isoliert wird und den Mehrwert reduziert	29: Eine Nur-Deutsch-Policy lässt an die Geschichte denken und wie immer wieder Identitäten durch restriktive Vorgaben geradezu ausgerottet wurden (und dies nicht nur im europäischen Kontext). Verboten und ahndet man Sprache auf diese Weise nimmt man Menschen den globalen Fokus und fördert so auch wieder ein "Us vs. Them" Gedankengut.	21: Es mag zwar sein, dass es in bestimmten Lebensbereichen Deutsch als primäre Sprache gibt, die "Norm" war es im historischen Blick aber nie - bereits im Vielvölkerstaat bewegten sich Individuen mit diversen Sprachen, was aber auch Kulturaustausch und Vernetzung gefördert und nicht eingeschränkt hat
2	VOT05		14: gibt so viele - brauche Unterrichtsmaterialien, die passend sind	16: so ist die Realität	5: weil sie nicht benachteiligt werden sollten, weil es oft leichter ist mehrere Sprachen zu lernen, wenn man schon eine andere kann	29: zu radikal und sinnlos
2	VOT08	die Welt auf mehreren Ebenen zu verstehen :)	13: Weil ich der Meinung bin, dass wir das Potential vieler Schüler*innen nicht nutzen, obwohl ihre Sprachkenntnisse in so vielen Bereichen ein Gewinn sein könnten.	32: Als Lehrerin sollte mir bewusst sein, welche Kenntnisse eine Schülerin in Bezug auf Sprache besitzt und es ist wichtig sie/ihn zu ermutigen, diese auch als besondere Fähigkeit wahrzunehmen.	5: Mehrsprachige Schüler*innen können beim Erlernen anderer Fremdsprachen von ihren Kenntnissen profitieren und sollen daher die Möglichkeit haben, weitere Sprachen zu lernen.	29: eine "nur-Deutsch-Policy" widerspricht meines Erachtens den Grundrechten eines Menschen. Sprachliche Vielfalt ist Realität und wichtig.
2	VOT10	mehrere Sprachen im Alltag zu gebrauchen bzw. zu verstehen/antworten zu können.	18: Ich lerne selbst die Erstsprachen meiner SuS, weil ich bemerkt habe, dass es ein wesentlicher Bestandteil der Beziehungsarbeit ist. -> Mehr Lernerfolg durch Wertschätzung.	32: Mir ist wichtig, dass das mehr Lehrpersonen so sehen und bin überzeugt, dass so mehr soziale Durchlässigkeit möglich wird.	29: Extremster Schaden würde entstehen, siehe oben (Gegenteil).	30: Finde ich extrem unsicher und unprofessionell als Verhalten. Solche LP dürfen nicht existieren.
2	VOT11	mehrere Sprachen zu sprechen.	36: gemeinsame Richtlinien ermöglichen bessere Zusammenarbeit u. tragen zur Qualitätssicherung bei.	3: ohne gemeinsame Sprache ist Unterricht nur schwer möglich	22: pädagogischer Wahrsinn	29: politischer Unfug
2	VOT12	ein größeres Verständnis dafür zu haben wie verschiedene Sprachen "funktionieren".	28: warum nicht verwenden, was man kann	18: Was man kann, soll man zeigen können. Kann ja auch helfen Verständnis f. d. Materie zu bekommen.	37: Lernen ist nicht von der verwendeten Sprache abhängig.	1: Fehlende Lust ist kein Kriterium für Freistellung.

2	VOT15	Grundkompetenzen in verschiedenen Sprachen	11: zur Unterstützung der Lehrer*innen und Schüler*innen unbedingt notwendig.	3: Integration funktioniert nur mit Spracherwerb	29: vollkommen unrealistisch	1: so schafft sich das Schulwesen selbst ab --> geht im Beruf ja auch nicht...
2	VOT17	mehr Wissen über Kulturen, mehr Möglichkeiten im Leben/Job	28: Mehr Sprachen zu können ist positiv zu bewerten. Mehrsprachigkeit darf NICHT als Nachteil gesehen werden, auch wenn es gelegentlich zu Verwechslungen kommt.	13: Kann andere Schüler*innen motivieren und bestärken darin ihre Identität ausleben zu dürfen.	29: entspricht nicht der Realität	22: Nur weil eine andere Sprache (als Deutsch) die Erstsprache ist, bedeutet das nicht, dass sie keine weiteren lernen können.