

English

Dear student,
you are invited to participate in a research carried out within the project "Teachers' Explicit Beliefs on students growing up Bilingual: a study in four European Countries" which Professor Paola Bonifacci is responsible for. Before deciding whether to participate, it is important that you have all the information you need to participate in an informed and responsible manner. We ask that you read this document and ask the person who proposed this study any questions you think are appropriate.

The research project "Teachers' Explicit Beliefs on students growing up Bilingual: a study in four European Countries" pursues the goal of understanding primary education students' representations of children exposed to Italian as L2. The research investigates a possible relationship between the expectation of effectiveness in teaching in multicultural classrooms and information regarding the university training path and the multicultural experiences of students. Researchers expect to understand the relationship between the different dimensions investigated, with possible activities for training and the development of educational interventions.

Participation in the research project "Teachers' Explicit Beliefs on students growing up Bilingual: a study in four European Countries" involves the compilation of an anonymous questionnaire to be completed online on questions relating to biographical information, multicultural experiences, curricula, students' beliefs about bilingual children and beliefs of effectiveness in teaching practice in multicultural classrooms. The duration of completing the questionnaire is approximately 15 minutes.

Participation in the study is voluntary and free. For the participants, the collaboration does not involve any kind of risk or inconvenience.

You have the right to withdraw your consent to participate in this study at any time, even without prior notice or specific reason.

You have the right to request information on the results and outcome of the search.

The processing of the collected data will be conducted in such a way as to eliminate any reference that may allow the connection of individual statements to a specific person. The research results will be published in summary form and in no case short citations will be attributable to individuals.

For any information and clarification on this study or for any need, please contact the project coordinator Paola Bonifacci (paola.bonifacci@unibo.it) who is at your disposal for further information or clarifications.

I DECLARE:

- to have read the aforementioned information sheet received, to have understood both the information contained therein and that provided orally by the staff in charge of the research project "Teachers' Explicit Beliefs on students growing up Bilingual: a study in four European Countries" and having had ample time and opportunity to ask questions and obtain satisfactory answers from the staff in charge;
- to have understood that participation in the study is completely voluntary and free, that one can withdraw from the study at any time, without having to provide explanations and without this entailing disadvantages or prejudices;
- to have understood the nature and activities that participation in the study involves and the related risks;
- to have understood that participation in this study will not entail the recognition of any direct or indirect economic advantage.

Consequently, with the awareness that such consent is freely expressed and can be revoked at any time without causing any inconvenience or prejudice.

- I agree to participate in the research
- I do not agree to participate in the research

1. In what country do you currently reside?
2. What is your country of birth?
3. What is your age?
4. What is your gender?
 - Male
 - Female
 - Non-binary / third gender
 - Prefer not to say
5. Please indicate your University
6. Please indicate your field of study
7. Please indicate your year of study
8. Please indicate your first Language (i.e. your native tongue)
9. Do you understand or speak any languages other than your native language (L1)?
 - Yes
 - No
10. Select your level of fluency in additional language/s according to CEFR ratings, according to the options below. There is the possibility of rating three additional languages.

		CEFR ratings					
	Language	A1 (Beginner)	A2 (Survival)	B1 (Lower intermediate)	B2 (Upper intermediate)	C1 (Advanced)	C2 (Mastery)
	Language 2 (L2)						
	Language 3 (L3)						
	Language 4 (L4)						

11. Are you currently following any foreign language courses?
- Yes
 - No
12. If yes, in which languages?
13. How many friends with a diverse cultural and linguistic backgrounds (e.g., from different ethnic groups, or with different nationality, or having a native language diverse from the dominant language in your country) do you have at the moment?
- None
 - One
 - Two
 - Three to five
 - Six or more
14. How many teachers/professors from diverse cultural and linguistic backgrounds (e.g., from different ethnic groups, or with different nationality, or having a native language diverse from the dominant language in your country) do you have in your University study program?
- None
 - One
 - Two
 - Three to five
 - Six or more
15. How often do you have contact with students from diverse cultural and linguistic backgrounds (e.g., from different ethnic groups, or with different nationality, or having a native language diverse from the dominant language in your country)?
- I do not have regular contact with students
 - A few times a year
 - Monthly
 - Weekly
 - Daily

16. During your teacher education, did you take a specific course on cultural diversity?
- Yes
- No
17. During your teacher education, did you take a specific course on multilingual/bilingual education?
- Yes
- No
18. Is there an attention to cultural diversity/multilingualism during the courses of in your teacher education program (excluding those specifically targeted on these topics)?
- No, not in any course
- Yes, in one course
- Yes, in two courses
- Yes, in three courses
- Yes, in all courses
19. Please select your level to agreement with each of following statements about the courses that you attended

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The courses I attended helped me better understand the concepts of multiculturalism and multilingualism.					
The courses I attended helped me better understand inequities in education.					
From the courses I attended, I learned pedagogical methods and strategies for dealing with multiculturalism and multilingualism in the classroom.					

The courses I attended negatively influenced my opinion concerning the importance of multicultural/multilingual education.					
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20. Have you already attended your field placement (internship)?

- Yes
- No
- Partially

21. Report the length of your internship in months

22. Please select your level to agreement with each of following statements about the field placement (internship) that you attended

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Cultural/linguistic diversity was a key component of my teaching practice (internship).					
My teaching practice helped me to understand the importance of multicultural/multilingual					
During my teaching practice, my supervisor encouraged me to focus on multicultural/multilingual education approaches					
My teaching practice boosted my confidence regarding my ability to practically implement multicultural/multilingual education					
My teaching practice was completely unrelated to multicultural/multilingual education					

23. Did you work with culturally and linguistically diverse students during your field placement?

- None
- One
- Two
- Three to five
- Six or more

24. Please indicate your level of agreement with each of the following statements

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Students should not speak home languages on the playground					
Students should not speak home languages in the classroom					
To stimulate proficiency in English, students could be punished for speaking their home languages at school					
If students are allowed to speak home languages, other students will be excluded					
A school library must also offer books in students home languages					

Students should have an opportunity to learn their native language at					
Schools should offer regular subjects in pupils' native language					
In the classroom, students should be allowed to help each other in their native					

25. In teaching a culturally diverse class, to what extent can you do the following

	Not at all	To some extent	Quite a bit	A lot
Cope with the challenges of a multicultural classroom				
Adapt my teaching to the cultural diversity of students				
Ensure that students with and without a migrant background work together				
Raise awareness of cultural difference amongst student				
Reduce ethnic stereotyping amongst students				

26. In your school, are the following practices in relation to diversity implemented?

	Yes	No
Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities		
Organising multicultural events		

Teaching students how to deal with ethnic and cultural discrimination		
Adopting teaching and learning practices that integrate global issues throughout the curriculum		

27. Please rate on a scale of 1 to 5 (1 means little and 5 means a lot) how ready / competent / prepared do you feel to work with culturally diverse children / classes?

28. Please rate on a scale of 1 to 5 (1 means little and 5 means a lot) how much do you think your university has adequately prepared you to work with culturally diverse children?

29. In your opinion, what might be a good practice for teaching in multilingual classrooms?