



## Promoting multilingualism: beliefs, pedagogical and practical skills and practices. AGENTIVE survey and interview guides

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This document includes the AGENTIVE survey designed by researchers in Italy, Slovenia and Luxembourg within the European project AGENTIVE as well as the interview guide used in focus groups with students.

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## Content

AGENTIVE Survey.....	2
Master Survey (English) .....	3
Adapted survey A.....	9
Adapted survey B.....	17
Adapted survey C.....	21
AGENTIVE Interview guides .....	30
Interview guides in Luxembourg .....	30
Focus group guide in Slovenia.....	32
Interview guide in Italy.....	34
References .....	38





## AGENTIVE Survey

This survey has been designed by Dr Asgari and Dr Ortler (Free University of Bolzano, Italy), Dr Claudine Kirsch, Dr Dording and Dr Nancy Morys (University of Luxembourg, Luxembourg) and Dr Anja Pirih (University of Primorska, Slovenia).

It has been piloted by students in Italy, translated into German and Slovenian, and used for research purposes in these three universities. The surveys were implemented in different ways (e.g., Limesurvey) in the three countries.

In each university, the researchers needed to translate the original English text and adapt some of the items to best suit the local needs and participants. As a result, they made slight amendments to the demographic sections (e.g., type of participant), terminology (e.g., preschool vs. kindergarten) and items (e.g., inversion to simplify the language, removal of irrelevant items). Examples of each adaptation can be found below the master version of the survey. We have added three versions in three languages: a version for teachers, one for pre-service and in-service teachers and one for students.



This project is funded with support from the European Commission





# Master Survey (English)

## SECTION 1

### Demographics (predefined format)

- Age group (predefined format: 18-21; 22-25; 26-30; 31-45; 46 and older)
- Gender (predefined format: female; male; nonbinary; prefer not to say)
- Study year (1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year, 4<sup>th</sup> year)
- Study program (preschool program, primary school program, combined preschool/primary school, no university training in education, other...)
- Number of internships in preschool (none, 1–3 weeks, 1–2 months, more)
- Own teaching experience in preschool (none, 1–11 months, 1–3 years, 4–10 years; 11 years and more)
- Courses attended where multilingualism was addressed (no course, 1 course, 2 courses, 3 courses, more than 3 courses)

### Language background and language experiences

- I use the following languages in my everyday life: (Checkboxes: German, French, Italian, Slovenian, Luxembourgish, English, Portuguese, others: ...)
- Please indicate your proficiency in the languages you mentioned in the previous question.  
I feel comfortable using the following languages  
4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree for  
Language 1, Language 2 etc
- I consider myself to be... (single choice)
  - plurilingual
  - bilingual
  - monolingual
- While teaching, I (would) feel comfortable using the following languages (e.g. for talking, reading aloud, singing):  
4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree for  
Language 1, Language 2 etc
- When I went to school, I remember that my teachers used children's home languages:...  
Tick all boxes that fit. (multiple choice)
  - in classroom communication (e.g. greetings)
  - when reading stories
  - when singing songs
  - when talking to the parents
  - I don't remember



## SECTION 2 Language attitudes & beliefs

### 1. The role of prior language knowledge in language learning

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

- If you speak more languages, it is easier to learn a new one.
- Children should learn languages one after the other.
- The frequent use of the home language(s) delays the learning of the national or official languages (e.g., Italian, Luxembourgish, French, German, Slovenian)
- The frequent use of home language while learning the national or official languages is a source of confusion for immigrant children.
- Children who speak a home language other than the societal languages can learn a new language easily.

### 2. Perceived usefulness of language knowledge

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

- In our society, it is necessary to speak several languages.
- For a teacher, it is important to speak several languages.
- For immigrant students who live in [country], maintaining the home language(s) is not particularly important.
- A teacher should be interested in children's home languages and learn some basic expressions in these languages.

### 3. Valuing multilingualism in the school environment

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

- Teachers should encourage the use of different languages during play.
- All teachers are language teachers.
- Reading books in children's home languages helps strengthen their identity.
- Children should be allowed to explain concepts in their home language(s).
- Activities in preschool should only be conducted in the official language(s) of the preschool.
- Teachers do not need to draw on the home language or culture of the immigrant children.
- Teachers working in classes with a high number of migrant children should only use the official school language(s).
- Preschool children should be allowed to speak languages other than the official school languages in the playground.
- Preschool children should be allowed to speak languages other than the official school languages in the classroom.
- Preschool children should be familiarized as soon as possible with the school languages.
- Preschool children should be familiarized with the home languages of their classmates (e.g. Portuguese, Serbo-Croatian, Turkish, Chinese, ...).



#### 4. Responsibility for language promotion (4 point Likert Scale)

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

- Supporting multilingualism is part of every teacher's / educator's role in preschool.
- Multilingualism should be fostered across different activities in preschool.
- To help immigrant students maintain their home language(s), the teacher must have some basic knowledge of these languages.
- It is important that teachers create opportunities to help children develop their home languages (for example through learning some words).
- I would like to attend further training/ university classes on multilingual education.
- It is the responsibility of the parents to teach the home languages to their children.

#### 5. Intended activities

I could imagine doing the following activities as a teacher. Tick as many boxes as needed. (multiple choice)

- Greeting children in their home language(s).
- Singing songs in children's home language(s).
- Telling a story in a child's home language.
- Letting children listen to audio-recorded stories in their home languages.

I could imagine engaging children in activities in various languages to promote ... Tick as many boxes as needed. (multiple choice)

- ... plurilingual competence
- ... language awareness
- ... early literacy skills
- ... intercultural awareness.

### SECTION 3 Teaching practices

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

#### 1. Use of languages in the classroom

- I intend to include children's home languages in daily communication.
- In order to integrate children's home languages in my teaching practice, I intend to cooperate with other teachers.
- In order to integrate children's home languages in my teaching practice, I intend to cooperate with parents.
- I intend to encourage immigrant children and parents to maintain their home language.
- I intend to offer practical advice to immigrant student's parents who wish to maintain their home language.

### SECTION 4 Digital Competences

#### 1. Organizational communication

When communicating with children, parents, or colleagues using digital tools in multiple languages, my practice ranges from ... Tick as many boxes as needed. (Checkboxes, multiple choice)



- ... to using digital technologies for multilingual communication,
- ... to making basic use of simple tools (e.g., sending occasional bilingual emails),
- ... to choosing appropriate channels and styles depending on the family's or child's language needs,
- ... to critically reflecting on the effectiveness of communication strategies across languages,
- ... up to contributing to the development of a coherent vision or strategy for using digital technologies effectively and responsibly for multilingual communication.

## 2. Digital Continuous Professional Development (CPD)

When using digital technologies for my own professional development about multilingualism and early literacy, my engagement ranges from ... many boxes as needed. (Checkboxes, multiple choice)

- ... to accessing any online resources,
- ... to searching for multilingual education materials or webinars,
- ... to actively selecting, following, and applying multilingual teaching resources,
- ... to reflecting critically on new multilingual approaches and integrating them into my practice,
- ... to systematically using and sharing digital resources and contributing to the professional development of others.

## 3. Selecting digital resources for multilingual teaching

When selecting digital resources (apps, videos, stories) for multilingual teaching, my process ranges from ... Tick many boxes as needed. (Checkboxes, multiple choice)

- ... to searching online and using materials without reviewing them,
- ... to checking basic aspects (e.g. author, popularity) to filtering resources for language diversity, and pedagogical value,
- ... to critically evaluating whether the content can fit to my learner group,
- ... to systematically using, writing and recommending multilingual resources with attention to cultural sensitivity and pedagogy.

## SECTION 5 General use of digital resources in preschool

1. I used digital platforms or websites to find materials in various languages for preschool children (age 3–6). (6-point Likert Scale: never – often)

2. Which digital platforms or websites have you already used to find materials for preschool children (age 3–6)? Tick as many boxes as needed. (checkboxes, multiple choice)

- YouTube
- Pinterest
- Learning Apps
- Educational blogs
- Digital story platforms (e.g., Storyweaver)
- I have not used any digital platforms yet.
- Other: \_\_\_\_\_

3. I would use digital tools for the following activities in various languages:  
(6-point Likert scale: never – always)





- Music and singing
- Movement activities
- Relaxation activities
- Showing videos
- Supporting translation/multilingual tasks

4. Which multilingual materials have you ever searched online for preschool children (age 3–6)? Tick as many boxes as needed. (checkboxes, multiple choice)

- Songs
- Stories
- Videos
- Other:

5. Access to digital resources in the classroom in preschool:

Tick as many boxes as needed. (checkboxes, multiple choice)

- Internet availability inside classroom
- Teacher smartphone usage
- Available tools: tablet, CD-player, speaker, computer, printer
- Other:

## SECTION 6 The AGENTIVE materials

In case you have looked at the AGENTIVE materials, how would you use them?

1. I would use (parts of) the AGENTIVE materials (stories, recorded stories, learning material, pictures, ...) in a Luxembourgish preschool class  
4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

2. In which languages would you use the stories and activities in a Luxembourgish preschool class? Tick as many boxes as needed. (checkboxes, multiple choice)  
Language 1, Language 2, Other

3. What do you particularly like about the materials?

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

- I like the content of the stories in different languages
- I like the aesthetics of the drawings
- I like the recordings in different languages
- I like the learning materials (pictures, games, songs, ...)
- I like the learning tasks and learning objectives
- Other: \_\_\_\_\_

4. Which competences would you like to foster with these materials? Tick as many boxes as needed. (checkboxes, multiple choice)

- Listening comprehension
- Speaking skills (e.g., talking about the stories)



- Narrative skills (e.g., retelling stories)
- Early literary skills
- Language awareness
- Phonological awareness
- Intercultural competences

5. Which aspects would you like to develop with these materials? Tick as many boxes as needed. (checkboxes, multiple choice)

- Pronunciation
- Vocabulary
- Grammar



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# Adapted survey A

## Survey in German for preschool teachers in Luxembourg Fragebogen für Lehrpersonen im C1 (Vorschule) in Luxembourg

### Teil 1

#### 1. Demographische Angaben

- Altersgruppe  
(Antwortmöglichkeiten:  
18-21; 22-25; 26-30; 31-35; 36-40; 41-45; 46 und älter; Keine Antwort)
- Geschlecht  
(Antwortmöglichkeiten:  
weiblich; männlich; nicht-binär; keine Angabe)
- Eigene Lehrerfahrung im Cycle 1  
(Antwortmöglichkeiten:  
keine Erfahrungen; 1-11 Monate; 1-3 Jahre; 4-10 Jahre; 11 Jahre und mehr;  
Keine Antwort)
- Ich besuchte Kurse (z.B. in der Ausbildung oder in der Weiterbildung), in denen  
Mehrsprachigkeit thematisiert wurde).  
(Antwortmöglichkeiten:  
kein Kurs; 1 Kurs; 2 Kurse; 3 Kurse; 4-5 Kurse; 6-9 Kurse; mehr als 10 Kurse;  
Keine Antwort)

#### 2. Sprachlicher Hintergrund und Spracherfahrungen

- Ich benutze die folgenden Sprachen in meinem täglichen Leben:  
(Antwortmöglichkeiten: Ja; Nein)
  - Luxemburgisch
  - Deutsch
  - Französisch
  - Englisch
  - Portugiesisch
  - Italienisch
  - Serbisch
  - Albanisch
  - Kroatisch
  - Weitere Sprachen (drei Freifelder)
- Bitte geben Sie Ihre Kompetenzen in den von Ihnen angegebenen Sprachen an.  
In den folgenden Sprachen fühle ich mich:  
*Die angezeigten Sprachen beziehen sich ausschließlich auf deine zuvor angegebenen  
Sprachen im täglichen Leben.*  
4-Punkte Likert Scale: (1) überhaupt nicht sicher; (2) eher nicht sicher; (3) eher sicher;  
und (4) sehr sicher.



- Ich betrachte mich selbst als ...  
(Antwortmöglichkeiten: Ja; Nein)
  - mehrsprachig (plurilingual)
  - zweisprachig (bilingual)
  - einsprachig (monolingual)
  - keine Antwort
  
- Wenn ich unterrichte, fühle ich mich in den folgenden Sprachen sicher (z.B. beim Sprechen, Vorlesen, Singen):  
*Die angezeigten Sprachen beziehen sich ausschließlich auf deine zuvor angegebenen Sprachen im täglichen Leben.*  
4-Punkte Likert Scale: (1) überhaupt nicht sicher; (2) eher nicht sicher; (3) eher sicher; und (4) sehr sicher.
  
- Als ich in die Vor- oder Grundschule ging, benutzte wenigstens eine Lehrperson neben den offiziellen Schulsprachen auch die Familiensprache(n) der Kinder:  
3-Punkte Likert Scale: (1) Ja; (2) Nein; (3) Ich erinnere mich nicht.
  - Beim Kommunizieren im Klassenraum
  - Bei Ritualen oder informellen Gesprächen (z.B. Begrüßungen)
  - Beim Vorlesen von Geschichten
  - Beim Singen von Liedern
  - In Gesprächen mit Eltern

## Teil 2 Einstellungen und Überzeugungen

### 1. Die Rolle des sprachlichen Vorwissens beim Sprachenlernen

4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.

- Wenn man bereits mehrere Sprachen spricht, ist es einfacher, eine neue Sprache zu lernen.
- Kinder sollten Sprachen nacheinander lernen.
- Der häufige Gebrauch der Familiensprachen verzögert das Erlernen der Landessprachen Luxemburgisch, Deutsch und Französisch.
- Der häufige Gebrauch der Familiensprachen während des Lernens der Landessprachen (Luxemburgisch, Deutsch, Französisch) führt bei Kindern mit Migrationshintergrund zur Verwirrung.
- Kinder, die zu Hause andere Sprachen als die Landessprachen sprechen, können neue Sprachen leicht lernen.

### 2. Wahrgenommener Nutzen von Sprachkenntnissen

4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.

- In unserer Gesellschaft ist es notwendig, mehrere Sprachen zu sprechen.



- Für eine Lehrperson ist es wichtig, mehrere Sprachen zu sprechen.
- Für Kinder mit Migrationshintergrund, die in Luxemburg leben, ist das Beibehalten der Herkunftssprache nicht besonders nützlich.
- Lehrpersonen sollten sich für die Familiensprache(n) der Kinder interessieren und einige wichtige Ausdrücke in diesen Sprachen lernen.

### 3. Wertschätzung von Mehrsprachigkeit im C1

4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.

- Lehrpersonen sollten den Gebrauch verschiedener Familiensprachen während des Spiels fördern.
- Alle Lehrpersonen sind auch Sprachlehrpersonen.
- Das Vorlesen von Büchern in den Familiensprachen der Kinder hilft, ihre Identität zu stärken.
- Kinder sollten neue Konzepte (Wörter, Themen, ...) auch in ihren Familiensprachen erklären dürfen.
- Aktivitäten im Cycle 1 sollten nur in den offiziellen Schulsprachen durchgeführt werden.
- Lehrpersonen müssen die Familiensprachen oder die kulturellen Hintergründe von Kindern mit Migrationshintergrund nicht unbedingt berücksichtigen.
- In Klassen mit vielen Kindern mit Migrationshintergrund sollten Lehrende nur die Schulsprachen benutzen.
- Kinder im Cycle 1 sollten im Pausenhof auch andere Sprachen als die offiziellen Schulsprachen benutzen dürfen.
- Kinder im Cycle 1 sollten im Klassenraum auch andere Sprachen als die offiziellen Schulsprachen benutzen dürfen.
- Kinder im Cycle 1 sollten so schnell wie möglich mit den späteren Schulsprachen vertraut gemacht werden.
- Kinder im Cycle 1 sollten mit den Familiensprachen ihrer Klassenkameraden (z.B. Portugiesisch, Serbisch, Kroatisch, Albanisch, Urdu, Türkisch, Mandarin, ...) vertraut gemacht werden.

### 4. Verantwortung für Sprachförderung

4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.

- Die Förderung von Mehrsprachigkeit gehört zu den Aufgaben jeder Lehrperson im Cycle 1.
- Mehrsprachigkeit sollte im Cycle 1 mit unterschiedlichen Aktivitäten gefördert werden.
- Um Kindern mit Migrationshintergrund zu helfen, ihre Familiensprachen zu erhalten, müssen Lehrpersonen Grundkenntnisse in diesen Sprachen haben.
- Lehrpersonen sollten Gelegenheiten schaffen, um Kindern zu helfen, ihre Familiensprachen zu entwickeln (z.B. durch das Lernen von Wörtern).



- Ich würde gern an (weiteren) Kursen / Fortbildungen zur Förderung von Mehrsprachigkeit teilnehmen.
- Es liegt in der Verantwortung der Eltern, ihren Kindern die Familiensprachen beizubringen.

## Teil 3 Mehrsprachige Praktiken im Unterricht

### 1. Sprachgebrauch im Klassensaal

- Meine mehrsprachigen Praktiken im Cycle 1 / in den Cyclen 2–4  
4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, (4) Ich stimme vollkommen zu, und (5) Ich habe noch keine Erfahrung dazu.
  - Ich binde die Familiensprachen in unsere Alltagskommunikation ein.
  - Ich arbeite mit anderen Lehrpersonen zusammen, um die Sprachen der Kinder in meine Lehrpraxis zu integrieren.
  - Ich arbeite mit den Eltern zusammen, um die Sprachen der Kinder in meine Lehrpraxis zu integrieren.
  - Ich ermutige Kinder mit Migrationshintergrund darin, ihre Familiensprachen zu sprechen.
  - Ich gebe Eltern, die ihre Kinder in den Familiensprachen fördern möchten, praktische Hinweise.
- Die folgenden Aktivitäten gehören zu meiner Praxis:  
(Antwortmöglichkeiten: Ja; Nein)
  - Kinder in ihren Familiensprachen begrüßen.
  - Lieder in den Familiensprachen der Kinder singen.
  - Eine Geschichte in den Familiensprachen der Kinder vorlesen.
  - Kinder Geschichten in ihren Familiensprachen hören lassen.
- Ich fördere die folgenden Fertigkeiten und Kompetenzen mit Aktivitäten in unterschiedlichen Sprachen:  
(Antwortmöglichkeiten: Ja; Nein)
  - ... mehrsprachige Kompetenzen
  - ... Sprachbewusstheit (language awareness)
  - ... frühe Literacy-Erfahrungen zur Vorbereitung auf die Alphabetisierung
  - ... interkulturelle Kompetenzen

## Teil 4 Digitale Kompetenzen *(basierend auf DigCompEdu)*

### 1. Organisatorische Kommunikation

Digitale Tools können in mehreren Sprachen bei der Kommunikation mit Kindern, Eltern oder Kollegen nützlich sein.



Beschreiben Sie hier Ihre Kompetenzen und ihr Verhalten:

(Antwortmöglichkeiten: Ja; Nein)

- Ich nutze digitale Technologien für die mehrsprachige Kommunikation.
- Ich nutze Tools (z.B. Übersetzer, ChatGPT) zum Übersetzen und Formulieren von Texten.
- Ich wähle geeignete Tools je nach den Sprachbedürfnissen der Familie oder des Kindes.
- Ich reflektiere kritisch über die Wirksamkeit meiner digitalen Kommunikation in mehreren Sprachen.
- Ich beteilige mich an der Entwicklung einer kohärenten Strategie für die effektive und verantwortungsvolle Nutzung digitaler Technologien.

## 2. Kontinuierliche digitale Ausbildung

Ich nutze digitale Technologien für meine eigene Ausbildung über Mehrsprachigkeit und frühe Literacy-Förderung.

Beschreiben Sie Ihre Praktiken:

6-Punkte-Likert-Skala: (1) nie, (2) selten, (3) gelegentlich, (4) öfters, (5) meistens, und (6) immer.

- Ich greife auf Online-Ressourcen zurück.
- Ich suche nach Materialien oder Webinaren zur mehrsprachigen Bildung.
- Ich wähle aktiv und nutze mehrsprachige Lehrressourcen.
- Ich reflektiere kritisch über neue mehrsprachige Ansätze und deren Integration in meine Praxis.
- Ich gebe digitale Ressourcen weiter.

## 3. Auswahl digitaler Ressourcen für Mehrsprachigkeit

Ich wähle digitale Ressourcen (Apps, Videos, Geschichten) für den mehrsprachigen Unterricht aus.

Beschreiben Sie Ihre Praktiken:

(Antwortmöglichkeiten: Ja; Nein)

- Ich überprüfe online-Materialien, bevor ich sie nutze.
- Ich überprüfe Aspekte wie z.B. die Quelle, den Autor oder die Beliebtheit des Materials.
- Ich filtere Ressourcen nach sprachlicher Vielfalt und pädagogischem Wert.
- Ich bewerte kritisch, ob der Inhalt zu meiner Lerngruppe passt.
- Ich nutze und erstelle mehrsprachige Ressourcen und achte auf eine kulturell sensible Pädagogik.
- Ich empfehle mehrsprachige Ressourcen für eine kulturell sensible Pädagogik.

## Teil 5 Nutzung digitaler Ressourcen von C1 bis C4

- Ich habe bereits folgende digitale Plattformen oder Websites genutzt, um Materialien in verschiedenen Sprachen für Kinder zu finden:

13



(Antwortmöglichkeiten: Ja; Nein)

- YouTube
  - Pinterest
  - Learning Apps
  - Bildungsblogs
  - Digitale Geschichten-Plattformen (z.B. Storyweaver)
  - Welche anderen Plattformen oder Websites habe ich bereits genutzt?
  
- Wie häufig habe ich die folgenden digitalen Plattformen oder Websites genutzt, um Materialien in verschiedenen Sprachen für Kinder zu finden?  
*Die Antworten beziehen sich ausschließlich auf die zuvor angegebenen digitalen Plattformen oder Websites.*  
6-Punkte-Likert-Skala: (1) nie, (2) selten, (3) gelegentlich, (4) öfters, (5) meistens, und (6) immer.
  
- Ich habe diese digitalen Plattformen oder Websites im C1 genutzt.  
*Die Antworten beziehen sich ausschließlich auf die zuvor angegebenen digitalen Plattformen oder Websites.*  
(Antwortmöglichkeiten: Ja; Nein)
  
- Ich würde digitale Tools für die folgenden Aktivitäten in verschiedenen Sprachen verwenden:  
6-Punkte-Likert-Skala: (1) nie, (2) selten, (3) gelegentlich, (4) öfters, (5) meistens, und (6) immer.
  - Musik und Singen
  - Bewegungsaktivitäten
  - Entspannungsaktivitäten
  - Hörspiele, Podcasts, Videos
  - Unterstützung bei Übersetzungs-/mehrsprachigen Aufgaben
  - Weitere Aktivitäten (drei Freifelder)
  
- Ich habe mehrsprachige Materialien für Kinder (3-6 Jahre) im C1 für die folgenden Aktivitäten gesucht:  
(Antwortmöglichkeiten: Ja; Nein)
  - Lieder singen
  - Geschichten hören oder vorlesen
  - Videos, Podcasts oder Hörspiele hören
  - Weitere Aktivitäten (drei Freifelder)
  
- In der Schule habe ich im Cycle 1 / in den Cyclen 2-4 Zugang zu folgenden digitalen Medien:  
(Antwortmöglichkeiten: Ja; Nein)
  - Internetverfügbarkeit im Klassenzimmer
  - Nutzung des Smartphones durch Lehrende
  - Tablet(s)
  - Smartboard



- CD-Player
- Lautsprecher
- Computer
- Drucker
- Weitere digitale Medien (drei Freifelder)

## Teil 6 Die AGENTIVE-Materialien

### Falls Sie die Gelegenheit hatten, sich die AGENTIVE-Plattform und -Materialien anzusehen:

- Ich würde die AGENTIVE-Materialien in einer luxemburgischen Vorschulklasse (Cycle 1) benutzen. (jedenfalls teilweise)  
4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.

Auf der Webseite finden Sie die Geschichten in sehr vielen Sprachen.

- In welchen Sprachen würden Sie die Geschichten und Aktivitäten in einer luxemburgischen Vorschulklasse (Cycle 1) einsetzen?  
(Freifeld)
- Was gefällt Ihnen besonders an den AGENTIVE-Materialien?  
4-Punkte-Likert-Skala: (1) Ich stimme überhaupt nicht zu, (2) Ich stimme eher nicht zu, (3) Ich stimme eher zu, und (4) Ich stimme vollkommen zu.
  - Mir gefallen die Inhalte der Geschichten.
  - Mir gefällt die Ästhetik der Bilder.
  - Mir gefallen die Aufnahmen der Geschichten in den unterschiedlichen Sprachen.
  - Mir gefallen die Lernmaterialien (Bilder, Spiele, Lieder, ...).
  - Mir gefallen die Lernaufgaben und die damit verbundenen Kompetenzen.
- Gibt es andere Aspekte der AGENTIVE-Materialien:
  - die Ihnen besonders gut gefallen? (Freifeld)
  - die Ihnen eher nicht gefallen? (Freifeld)
- Welche Kompetenzen würden Sie mit diesen Materialien fördern?  
(Antwortmöglichkeiten: Ja; Nein)
  - Hörverstehen
  - Sprechkompetenzen (z.B. über die Geschichten sprechen)
  - Narrative Kompetenzen (z.B. die Geschichten nacherzählen)
  - Frühe Literacy-Erfahrungen (Heranführung an Literatur und Schriftsprache)
  - Language awareness / Sprachbewusstheit
  - Phonologische Bewusstheit
  - (Inter-)kulturelle Kompetenzen
  - Welche anderen Kompetenzen? (Freifeld)



- Welche sprachlichen Strukturen oder Redemittel würden Sie mit diesen Materialien entwickeln?  
(Antwortmöglichkeiten: Ja; Nein)
  - Aussprache
  - Vokabular / Wortschatz
  - Grammatik
  
- Welche Möglichkeiten bieten Ihnen digitale Medien für die Förderung der Mehrsprachigkeit?  
(Freifeld)

Herzlichen Dank, dass Sie als Lehrkraft an unserer Umfrage teilgenommen haben. Ihre Meinungen und Erfahrungen sind für uns von großer Bedeutung und helfen uns, innovative Ansätze für die Bildung weiterzuentwickeln. Wir wissen Ihre Zeit und Unterstützung sehr zu schätzen.



## Adapted survey B

### Survey in Slovenian for in- and pre-service teachers in Slovenia

#### 1. DEL

##### Demografski podatki

- Koliko ste stari? (18-21; 22-25; 26-30; 31-45; 46 in več)
- Spol (ženski; moški; nebinarni)
- Letnik študija (1. letnik, 2. letnik, 3. letnik, magistrski študij)
- Dosedanja pedagoška praksa v vrtcu (brez prakse, 1–3 tedne, 1–2 meseca, več kot 2 meseca)
- Izkušnje dela v vrtcu (brez izkušenj, 1–11 mesecev, 1–3 leta, več kot 3 leta)
- Število predmetov, pri katerih ste slišali kaj o večjezičnosti (pri nobenem predmetu, pri 1 predmetu, pri 2 predmetih, pri 3 predmetih, pri več kot 3 predmetih)

##### Jezikovno ozadje in izkušnje z jeziki

- V vsakdanjem življenju uporabljam naslednje jezike (slovenščina, italijanščina, angleščina, hrvaščina, bosanščina, srbsščina, makedonščina, albanščina, drugo).
- RAVEN ZNANJA JEZIKA - Vpišite jezike, ki ste jih navedli v prejšnjem vprašanju, in označite, v kolikšni meri jih obvladate.  
4-stopenjska Likertova lestvica: (1) sploh ne obvladam, (2) uporabljam s težavo, (3) obvladam in (4) odlično obvladam  
Jezik 1, Jezik 2 itd.
- Oprelil/a bi se ...
  - Kot večjezična oseba
  - Kot dvojezična oseba
  - Kot enojezična oseba
- Označite, v kolikšni meri se strinjate s to trditvijo za posamezne jezike:  
Pri poučevanju (npr. pri govoru, glasnem branju, petju) te jezike uporabljam / bi lahko uporabljal-a brez težav.  
4-stopenjska Likertova lestvica: (1) sploh se ne strinjam, (2) ne strinjam se, (3) strinjam se and (4) zelo se strinjam za  
Jezik 1, Jezik 2 itd.
- Ko sem sam-a hodil-a v šolo, se spomnim, da so moji učitelji poleg učnega jezika (slovenščine) uporabljali tudi druge matere jezike učencev  
.Možnih je več odgovorov
  - pri komunikaciji v igralnici (npr. pozdravljanje)
  - pri branju zgodb
  - pri petju pesmi
  - ko so govorili s starši parents
  - tega se ne spomnim



## 2. DEL: Jezikovna stališča in prepričanja

### Vloga jezikovnega predznanja in uporabnost jezikovnega znanja

4-stopenjska Likertova lestvica: (1) sploh se ne strinjam, (2) ne strinjam se, (3) strinjam se and (4) zelo se strinjam za

- Če govoriš več jezikov, se je lažje naučiti novega.
- Otroci naj se jezike učijo enega za drugim.
- Ko se priseljenec uči jezika okolja (pri nas slovenščine), lahko pogosta raba njegove materinščine učenje zavira.
- Če otroci priseljenci pri učenju jezika okolja pogosto uporabljajo svojo materinščino, jih to zmede.
- Otroci, ki doma govorijo drugačen jezik od jezika okolja, se vsakega novega jezika lažje naučijo.
- V našem okolju je nujno govoriti več jezikov.
- Za vzgojitelja je pomembno, da govori več jezikov.
- Za otroke priseljence, ki živijo v Sloveniji, ohranjanje njihovega maternega jezika ni tako pomembno.
- Vzgojitelja bi morali zanimati materni jeziki otrok in naučiti bi se moral nekaj osnovnih izrazov v teh jezikih.

### Pomen večjezičnosti v izobraževalnem okolju

4-stopenjska Likertova lestvica: (1) sploh se ne strinjam, (2) ne strinjam se, (3) strinjam se and (4) zelo se strinjam za

- Vzgojitelji bi morali spodbujati uporabo različnih jezikov med igro.
- Vsi vzgojitelji so tudi učitelji jezika.
- Branje knjig v otrokovem maternem jeziku pomaga krepiti njegovo identiteto.
- Otrokom naj se dovoli, da pojme razlagajo v svojem maternem jeziku, tudi če ta ni jezik okolja.
- Dejavnosti v vrtcu naj potekajo izključno v učnem jeziku vrtca.
- Vzgojitelji naj v dejavnosti ne vključujejo maternih jezikov ali kulture otrok priseljencev.
- V skupinah z velikim številom otrok iz drugih jezikovnih okolij, bi morali vzgojitelji uporabljati samo učni jezik vrtca.
- Če otroci na igrišču uporabljajo jezike, ki niso učni jezik vrtca, je to čisto v redu.
- Če otroci v igralnici uporabljajo jezike, ki niso učni jezik vrtca, je to čisto v redu.
- Otroci v vrtcu bi morali čim prej spoznati učni jezik vrtca.
- Dobro bi bilo, da otroci v vrtcu spoznajo materno jezike svojih sošolcev (bosanščino, albanščino, ipd.).

### Odgovornost za spodbujanje večjezičnosti

4-stopenjska Likertova lestvica: (1) sploh se ne strinjam, (2) ne strinjam se, (3) strinjam se and (4) zelo se strinjam za



- Spodbujanje večjezičnosti je naloga vsakega vzgojitelja v vrtcu.
- Večjezičnost je treba spodbujati pri različnih dejavnostih v vrtcu.
- Da bi pomagali učencem priseljencem ohraniti njihov materni jezik, mora imeti vzgojitelj nekaj osnovnega znanja teh jezikov.
- Pomembno je, da vzgojitelji ustvarjajo priložnosti, ki otrokom pomagajo razvijati njihov materni jezik (na primer tako, da se naučijo nekaj izrazov v tem jeziku).
- Želel/a bi si nadaljnega usposabljanja o večjezičnem izobraževanju.
- Za učenje maternega jezika svojih otrok so odgovorni starši.

Lahko si predstavljam, da bi kot vzgojitelj/ica izvajal/a naslednje dejavnosti:

Možnih je več odgovorov

- Pozdravljal/a otroke v njihovih maternih jezikih.
- Prepeval/a pesmi v maternih jezikih otrok.
- Otrokom pripovedoval/a zgodbe v njihovem maternem jeziku.
- Otrokom predvajal/a zvočne posnetke v njihovem maternem jeziku.

### 3. DEL: Pedagoška praksa

4-stopenjska Likertova lestvica: (1) sploh se ne strinjam, (2) ne strinjam se, (3) strinjam se and (4) zelo se strinjam za

- Pri vključevanju različnih maternih jezikov otrok v svojo pedagoško prakso nameravam sodelovati z drugimi vzgojitelji.
- Pri vključevanju različnih maternih jezikov otrok v svojo pedagoško prakso nameravam sodelovati s starši.
- Nameravam spodbujati otroke priseljence in njihove starše, da ohranijo svoj materni jezik.
- Staršem priseljenskih učencev, ki želijo ohraniti svoj materni jezik, nameravam pomagati s praktičnimi nasveti.

### 4. DEL: Uporaba digitalnih virov

- Večjezična gradiva za predšolske otroke iščem z uporabo digitalnih platform in spletnih strani (6-stopenjska Likertova lestvica: (1) nikoli, (2) zelo redko, (3) redko, (4) občasno, (5) pogosto and (6) zelo pogosto)
- Katere digitalne platforme ali spletne strani ste že uporabljali za iskanje večjezičnih gradiv za predšolske otroke?

Možnih je več odgovorov

- YouTube
- Pinterest
- LearningApps
- Izobraževalni blogi
- Platforme za digitalne zgodbe (npr. Storyweaver)
- Do sedaj nisem uporabljal/-a nobene digitalne platforme.
- Drugo: \_\_\_\_\_



- Katera večjezična gradiva za predšolske otroke ste že kdaj iskali na spletu?  
Možnih je več odgovorov
  - Pesmi
  - Zgodbe
  - Videoposnetke
  - Nisem iskal/a večjezičnih gradiv
  - Drugo:
  
- Za oblikovanje katerih večjezičnih dejavnosti bi uporabil-a digitalna orodja:  
(6-stopenjska Likertova lestvica: (1) nikoli, (2) zelo redko, (3) redko, (4) občasno, (5) pogosto and (6) zelo pogosto)
  - Glasba in petje
  - Gibalne dejavnosti
  - Sprostitvene dejavnosti
  - Predvajanje videoposnetkov
  - Podpora pri prevajanju / nalogah v različnih jezikih
  
- Kako ste / bi lahko dostopali do digitalnih gradiv v igralnici?  
Možnih je več odgovorov
  - V igralnicah je omogočen dostop do interneta
  - Preko uporabe učiteljevega pametnega telefona
  - Preko razpoložljivih digitalnih orodij: tablica, CD-predvajalnik, zvočnik, računalnik, tiskalnik
  - Drugo:



## Adapted survey C

### Survey in English for Master students in Italy

#### **Engagement and professional practice towards multilingualism and digital tools.**

The survey and the interview questions (as the quantitative & qualitative part of a sequential explanatory mixed methods research design) are based on the following theoretical frameworks:

- Primary framework: TPACK-informed multilingual digital pedagogy
- Secondary framework: TAM for the acceptance/intention dimension
- Contextual layer: sociocultural and institutional perspectives on teacher practice, beliefs and professional identity in regard to multilingualism and technology

The survey was developed and piloted by pre-service teachers with teaching experiences who were about to complete their fourth year Master's program in kindergarten & primary school education at the Free University of Bolzano, Italy.

For using the survey some variables need to be adapted to the local context. Terminology used in the survey needs to reflect the specific linguistic background and school systems of the region where the survey is distributed.

The survey is well suited for investigating patterns or teacher profiles emerge from the different variables included as well as the differences between those profiles in terms of engagement.

#### **Categories of variables:**

Variable categories 1, 2, and 4 appear best suited for identifying patterns among teachers, as they capture individual predispositions, whereas category 3 (engagement with digital tools for promoting multilingualism) may be more appropriately treated as an outcome variable.

#### **Group 1: Ideological and Professional Orientation**

- Mindsets towards language learning
- Valuation of multilingualism
- Perceived professional responsibility

#### **Group 2: Pedagogical and Digital Competence**



- Technological content pedagogical knowledge for multilingual settings
- Perceived digital competencies

### **Group 3: Engagement and Professional Practice**

- Professional engagement towards multilingualism
- Promotion competencies (activities)
- Professional engagement with digital tools
- Agentic engagement with tools (+pedagogy)

### **Group 4: Technology Acceptance and Intention**

- Perceived usefulness of digital tools
- Behavioral intention to use



## SURVEY

### SECTION 1 (see core version of survey)

### SECTION 2

#### 1) Ideological and Professional Orientation

(Group of variables contributing to cluster separation in terms of teacher profiles, GROUP 1)

#### 1.1. Mindsets towards language learning (ordinal)

The role of prior language knowledge in language learning:

	strongly disagree	disagree	agree	strongly agree
If you speak more languages, it is easier to learn a new one.				
Children should learn languages one after the other. (inverted)				
The frequent use of the home language(s) delays the learning of Italian/ German/ Ladin. (inverted)				
The possibility to use home language supports children in learning the societal languages (Italian/German/Ladin)				
Children who speak a home language other than societal languages can learn a new language easily.				
Children who speak a home language other than the societal languages can learn a new language easily.				

#### 1.2. Valuation of multilingualism (ordinal)

##### 1.2.A. Perceived usefulness of multilingualism (ordinal)

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

1. In our society, it is necessary to speak several languages.
2. For a teacher, it is important to speak several languages.
3. For immigrant students who live in Luxemburg, maintaining the home language(s) is not particularly important. (inverted)
4. A teacher should be interested in children's home languages and learn some basic expressions in these languages.



### 1.2.B. Valuation multilingualism (in the school environment) (ordinal)

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

1. Teachers should encourage the use of the different societal languages (German, Italian, Ladin<sup>1</sup>) during play.
2. Teachers should encourage the use of the different family languages during play.
3. All teachers are language teachers.
4. Reading books in children's home languages helps strengthen their identity.
5. Children should be allowed to explain concepts in their home language(s).
6. Activities in preschool should only be conducted in the official language(s) of the preschool (Italian, German, Ladin). (inverted)
7. Teachers do not need to draw on the home language or culture of the immigrant children. (inverted)
8. Teachers working in multilingual classes should only use the official school language(s). (inverted)
9. Preschool children should be allowed to speak languages other than the official school languages (Italian, German, Ladin) in the playground.
10. Preschool children<sup>2</sup> should be allowed to speak languages other than Luxembourgish, German and French in the classroom.
11. Preschool children should be familiarized as soon as possible with the school languages (Italian, German, Ladin) (inverted)
12. Preschool children should be familiarized with the home languages of their classmates (e.g. Urdu, Serbo-Croatian, Turkish, Spanish, ...).

### 1.3. Perceived professional responsibility for multilingualism (ordinal)

#### Responsibility for language promotion

4-point Likert Scale: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

1. Supporting multilingualism is part of every teacher's / educator's role in preschool.
2. Multilingualism should be fostered across different activities in preschool.
3. To help immigrant students maintain their home language(s), the teacher must have some basic knowledge of these languages.
4. It is important that teachers create opportunities outside of regular school-/kindergarten time to help children develop their home languages (for example through learning some words).

---

<sup>1</sup> Languages used in the survey need to reflect the specific linguistic background of the region where the survey is distributed.

<sup>2</sup> Terminology needs to be adapted to the schoolsystem of the region where the survey is distributed.



5. It is important that teachers create opportunities during regular school-/kindergarten time to help children develop their home languages (for example through learning some words).
6. I would like to attend further training/ university classes on multilingual education.
7. It is the responsibility of the parents to teach the home languages to their children. (inverted)

## 2) Pedagogical and Digital Competence

(Group of variables contributing to cluster separation in terms of teacher profiles, GROUP 2)

### 2.1. Technological content pedagogical knowledge for multilingual settings

#### 2.1.A. Tech cont ped knowledge Materials

##### Preparation of multilingual activities, technological content pedagogical knowledge (ordinal)

I used the following digital platforms or websites to find materials in various languages for preschool children in kindergarten (6-point Likert Scale: never – often)

1. YouTube
2. Pinterest
3. LearningApps
4. Educational blogs
5. Digital story platforms (e.g., Storyweaver)
6. Social Media
7. Other: \_\_\_\_\_

#### 2.1.B. Tech cont ped knowledge Activities

##### Implementation of multilingual activities (nominal => sum of checkboxes: ordinal)

I used the following digital platforms or websites during activities with children in kindergarten (checkboxes)

1. YouTube
2. Pinterest
3. LearningApps
4. Educational blogs
5. Digital story platforms (e.g., Storyweaver)
6. Other: \_\_\_\_\_



## 2.2. Perceived Digital competencies TPACK

(**nominal** => **sum of checkboxes: ordinal**) (based on DigCompEdu)

When selecting digital resources (apps, videos, stories) for multilingual teaching, my process ranges from ... (Checkboxes, multiple choice)

1. ... I rarely search online and using materials without reviewing them. (inverted)
2. ... I sometimes checking basic aspects (e.g. author, popularity) to filtering resources for language diversity, and pedagogical value,
3. ... I critically evaluate whether the content can fit to my learner group,
4. ... I systematically use, write and recommend multilingual resources with attention to cultural sensitivity and pedagogy.

## 3) Engagement and Professional Practice

(Best suited as outcome variables, GROUP 3)

### a. Professional Engagement towards multilingualism

(**nominal** => **sum of checkboxes: ordinal**)

#### 3.1.A. Professional Engagement

My multilingual practices include: (checkboxes)

1. At kindergarten, I incorporate family languages into our everyday communication (e.g., multilingual greetings).
2. I work with other teachers across languages to better connect the national languages.
3. I work with my colleagues to develop multilingual activities in national languages and family languages.
4. I work with parents to integrate the children's languages into my teaching practice.
5. I encourage children with a migrant background and their families to speak their family languages.
6. I give practical advice to families who want to support their children in their family languages.

#### 3.1.B. Agentic engagement about multilingualism

1. I ask colleagues/fellow students
2. I read the news about new debates (e.g., RAI, Salto, Dolomiti, Südtirol news)
3. I get information from social media
4. I watch videos on YouTube
5. I ask ChatGPT
6. I read a book or a scientific article
7. I ask a lecturer at university
8. I observe my surroundings (e.g., language practices in kindergarten, school, other environments)



### **b. Promoting competences activities** (nominal => sum of checkboxes: ordinal)

I engage children in activities in various languages to promote ... Tick as many boxes as needed. (multiple choice)

1. ... plurilingual competence
2. ... language awareness
3. ... early literacy skills
4. ... intercultural awareness.

I could imagine doing the following activities as a teacher. Tick as many boxes as needed. (multiple choice) (comes before “promotion competencies (activities)” in survey)

1. Greeting children in their home language(s).
2. Singing songs in children's home language(s).
3. Telling a story in a child's home language.
4. Letting children listen to audio-recorded stories in their home language(s).

### **3.3. Professional engagement with digital tools**

#### **Digital Continuous Professional Development (CPD)**

(nominal => sum of checkboxes: ordinal)

When using digital technologies for my own professional development about multilingualism and early literacy, my engagement ranges from (Checkboxes, multiple choice)

1. ... I access online resources,
2. ... I search for multilingual education materials or webinars,
3. ... I actively select, follow, and apply multilingual teaching resources,
4. ... I reflect critically on new multilingual approaches and integrating them into my practice
5. ... I share my knowledge on digital resources and contribute to the professional development of others.

### **3.4. Agentic engagement with tools**

#### **3.4.A. Materials, activities**

**Multilingual activities (nominal => sum of checkboxes: ordinal)**

Which multilingual materials have you ever searched online for preschool children (age 3–6)? (checkboxes, multiple choice)



1. Songs
2. Stories
3. Videos
4. Other: \_\_\_\_\_

### 3.4.B. Institutional infrastructure (nominal => sum of checkboxes: ordinal)

Access to digital resources in the classroom in preschool:

Tick as many boxes as needed. (checkboxes, multiple choice)

1. Internet availability inside classroom
2. Teacher smartphone usage
3. Tablet(s)
4. Smartboard
5. CD-Player
6. Soundbox
7. Story box (e.g. Tonie-Box or Faba)
8. Speakers
9. Computer
10. Printer

## 4) Technology Acceptance and Intention to use

(Group of variables contributing to cluster separation in terms of teacher profiles, GROUP 4)

### 4.1. Perceived usefulness of digital tools (organizational communication)

When communicating in different languages with children, parents, or colleagues, digital tools can be useful. Describe here your competence level and your practices (Checkboxes, multiple choice)

1. I use digital technologies for multilingual communication.
2. I use tools (e.g., translators, ChatGPT) to translate and formulate texts.
3. I choose appropriate tools depending on the language needs of the family or child.
4. I critically reflect on the effectiveness of my digital communication in multiple languages.
5. I am a member of an organization that deals with strategies for the effective and responsible use of digital technologies.

### 4.2. Behavioral intention to use (TAM) (ordinal)

I would use digital tools for the following activities in various languages:

(6-point Likert scale: never – always)



1. Music and singing
2. Movement activities
3. Relaxation activities
4. Showing videos
5. Supporting translation/multilingual tasks
6. Other: \_\_\_\_\_



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## AGENTIVE Interview guides

This section presents the interview guides that were developed and used in Italy, Slovenia and Luxembourg.

### Interview guides in Luxembourg

The project AGENTIVE that includes the following interview guides has been approved by the Ethics Committee of the University of Luxembourg (ERP 25-068 AGENTIVE) and the Education Ministry (BB25-A100132). In Luxembourg, we carried out interviews with 6preschool teachers and did a focus groups with students of the Bachelor of Science in Education (BScE). Both interview guides are outlined below.

#### Interviews with the preschool teachers following the professional development training

1. Language learning experiences:
  - a. Please tell us one memory relating to the ways you learned German, French or a different language.
  - b. Did you learn any languages other than your home languages as a young child?
2. Experiences of teaching languages:
  - a. What experiences do you have of teaching French to your preschool children?
  - b. What experiences do you have of familiarizing children with languages other than Luxembourgish and French at preschool?
3. Online resources
  - a. In what ways do you make use of online resources for teaching?
  - b. How easy is it for you to use such resources?
4. AGENTIVE resources
  - a. In what ways did you use the AGENTIVE resources?
  - b. What experiences did you make?



## Focus groups with the BScE students

1. Language learning experiences:
  - a. Please tell us one memory relating to the ways you learned German, French or a different language.
  - b. Did you learn any languages other than your home languages as a young child?
2. Experiences of teaching languages on school practice in a preschool:
  - a. What experiences did you make in relation to language teaching and learning?
  - b. Did you or the teacher teach French? How often? What exactly? In what ways?
  - c. Did you or the teacher provide opportunities to children to encounter other languages? How often? What exactly? In what ways?
3. Online resources
  - a. In what ways do you make use of online resources for teaching?
  - b. How easy is it for you to use such resources?
4. AGENTIVE resources
  - a. Would you use the AGENTIVE resources and if so, what for?
  - b. What do you like and what could be improved?
  - c. What experiences did you make?



## Focus group guide in Slovenia

The focus group questions for the qualitative data collection have been designed by Mija Umer, Silva Bratož and Anja Pirih based on the analysis of the quantitative survey results at UP.

### Jezikovno ozadje

- V vprašalniku ste se morali opredeliti, ali ste eno-, dvo- ali večjezični. Kaj ste pri tem upoštevali?
- Kako dobro mora po vašem mnenju posameznik obvladati določen jezik, da bi lahko rekli, da ga zna?

### Jezikovna stališča in prepričanja

- Kako uporabno za vzgojitelja se vam zdi, da zna več jezikov?
- Rezultati ankete kažejo, da se s trditvijo, da bi morali vzgojitelja zanimati materni jeziki otrok, ki jih uči, in da bi se moral naučiti nekaj osnovnih izrazov v teh jezikih, ne strinja približno XX anketiranih. Kako to komentirate?
- Kaj so po vašem slabosti/prednosti tega, da otroci v igralnici uporabljajo jezike, ki niso učni jezik vrtca?
- Rezultati ankete kažejo, da se s trditvijo, da bi morali vzgojitelji spodbujati uporabo različnih jezikov med igro, strinja XX vprašanih. Kaj menite, kakšne so prednosti razvijanja večjezičnosti v vrtčevskih dejavnostih?

### Pedagoška praksa

- Kaj menite, na kakšen način bi lahko otrokom iz drugih jezikovnih okolij olajšali sporazumevanje, če ne poznajo učnega jezika?

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### Language background

- In the questionnaire, you were asked to define whether you are monolingual, bilingual, or multilingual. What criteria did you consider when deciding this?
- In your opinion, how well must an individual master a language for us to say that they know it?

### Language attitudes and beliefs

- How useful do you think it is for a preschool teacher to know multiple languages?
- The survey results show that approximately XX respondents disagree with the statement that a preschool teacher should be interested in the native languages of the



children they teach and should learn some basic expressions in those languages.  
How do you comment on this?

- In your opinion, what are the disadvantages/advantages of children using languages in the playroom that are not the kindergarten's language of instruction?
- The survey results show that XX respondents agree with the statement that preschool teachers should encourage the use of different languages during play. What do you think are the advantages of developing multilingualism in kindergarten activities?

### Teaching practice

- What do you think would be effective ways to help children from different language backgrounds communicate if they do not know the language of instruction?



## Interview guide in Italy

The interview guide for the qualitative data collection has been designed by Dr Marjan Asgari and Dr Ferran Suñer Muñoz based on the analysis of the quantitative survey results at unibz.

### Introductory statement

Thank you for taking part in this interview. We are interested in your perspectives on multilingualism, digital tools, and early literacy in kindergarten. There are no right or wrong answers. We are especially interested in how you think about these issues, how you position yourself as a future teacher, and how you imagine dealing with multilingual situations in practice. When possible, we would also like you to draw on concrete examples from internships, practicum experiences, observations, or other professional contexts.

### 1. Multilingual context

**How would you describe the situation with languages in kindergartens in our region?**

Possible prompts:

- Can you describe a specific kindergarten context, internship, or observation that comes to mind?
- Which languages were present there?
- In what moments did multilingualism become especially visible?
- (What made that situation stand out to you?)

### 2. Role of family languages and language ideologies

**In your opinion, what role should children's family languages play in everyday kindergarten life?**

Possible prompts:

- Can you recall a specific situation in which a child's family language was present or became relevant?
- What happened in that situation?
- How did the teacher or other children respond?
- How did you respond?
- How would you have responded as the kindergarten teacher?
- Do you think family languages and German should be kept separate in some situations, or used more flexibly together? Can you think of an example?



### 3. Professional responsibility

**What do you see as the teacher's role in supporting multilingualism in kindergarten?**

Possible prompts:

- Can you think of a concrete example of what supporting multilingualism might look like in practice?
- What do you see as the teacher's responsibility in that situation?
- Where do you think the teacher's role ends and the role of parents or the *country directorate for education* begins?
- Can you think of a situation in which this responsibility might feel unclear or difficult for you as a teacher?

### 4. Professional self-positioning, encouragement, and preparedness

**How does the multilingual situation in your region affect you as a teacher? In what ways do you feel encouraged by it, and in what ways do you feel well prepared, or not well prepared, to deal with it?**

Possible prompts:

- Can you describe a specific moment in which you felt encouraged, confident, uncertain, or overwhelmed in a multilingual setting? This can also be a fictional situation or something that you have observed during internships or heard of from colleagues.
- Which languages were present?
- How did you respond, or how do you think you would respond?
- Why did you react that way?
- What would have helped you feel more prepared /or/ what has helped you to feel prepared?

### 5. Envisioned use of digital tools

**If you had more freedom to use digital tools in everyday kindergarten practice, which tools would you use, and for which kinds of activities?**

Possible prompts:

- Can you describe a concrete activity you imagine?
- What would happen step by step?
- Which children would be involved?
- Why would you choose that tool rather than another one?
- Can you think of a situation from practice or observation where such a tool could have been useful?



## 6. Envisioned pedagogical goals and multilingual early literacy

**What pedagogical and learning goals would you pursue when using digital tools in multilingual kindergarten settings? What role could these tools play in early literacy activities in German and in the children's family languages?**

Possible prompts:

- Can you describe a specific activity you imagine for digitally supported early literacy?
- What would the children do? How would you use a digital tool?
- What would you hope they learn from it?
- Would the role of German and the family languages differ in that activity?
- Can you think of a case in which digital tools might support connections across languages, or alternatively keep languages more separate?

## 7. Perceived usefulness of digital tools

**In which situations do you see digital tools as genuinely useful for multilingualism and multiliteracy in kindergarten, and in which situations do you see little or no benefit?**

Possible prompts:

- Can you describe a concrete situation in which a digital tool would be especially useful?
- What exactly would make the tool useful there?
- Can you think of a contrasting situation in which you would prefer not to use a digital tool?
- Why would you decide differently in those two situations?
- Have you seen or imagined cases where digital tools might create problems or exclusions?

## 8. Institutional and socio-educational conditions

**How would you describe the institutional conditions for promoting multilingualism and for using digital tools in kindergartens in your region?**

Possible prompts:

- Can you describe a specific institution, placement, or observed context that shaped your thinking?
- What kinds of support or constraints were visible there?
- How did these conditions affect what teachers could or could not do?



- Can you think of a case where institutional conditions made multilingual or digital work easier, or more difficult?
- How do such conditions shape what you imagine as possible in your future work?

## 9. Closing reflection

**Is there anything else you would like to add about multilingualism, digital tools, or early literacy in kindergarten that we have not yet discussed?**

Possible prompts:

- Is there a particular example, experience, or concern that you think is especially important?
- Has there been a moment during your studies or practicum that changed how you think about these topics?
- Is there a situation you keep coming back to when you think about multilingualism or digital tools in kindergarten?



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