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## MultiBAP

### Developing and validating a questionnaire instrument for mapping teacher beliefs and practices about multilingualism

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**Title:** MultiBAP: Developing and Validating a Questionnaire Instrument for Mapping Teacher Beliefs and Practices about Multilingualism

**Abstract**

Following in the wake of increased migration, language teachers world-wide are experiencing a shift towards greater linguistic diversity in foreign/second language (L2) classrooms. At the same time, while there is extensive research on teacher beliefs about L2 teaching/learning in general (Kalaja & Ferreira Barcelos, 2006), there is little research on teacher beliefs specifically about the role of multilingualism in such teaching/learning contexts. Further, as teachers can be argued to be 'educators as policymakers' (Menken & García, 2010), and where the classroom is "a key site where policies become action" (Hult, 2014, p. 159), it is essential to gain insight into teacher beliefs about multilingualism. A suitable instrument for doing so is the questionnaire (Dörnyei & Taguchi, 2010). Consequently, the aim of this study was to develop a questionnaire instrument designed to capture teacher beliefs and practices about multilingualism (MultiBAP), here in relation to teaching/learning L2 English, and to critically evaluate each step of the development process and to validate MultiBAP. By providing details of steps/procedures, including e.g. theory-driven content specification and piloting, the study makes a methodological contribution alongside important questionnaire studies (e.g., Lee & Oxelson, 2006; Loewen et al., 2009; Spada, Barkaoui, Peters, So, & Valeo, 2009; Winke, 2011). MultiBAP was created based on questionnaire data collected from L2 English teachers in Sweden in two rounds, PILOT and FINAL Questionnaire (stratified random sample;  $N=139$ ). Statistical analyses/validation procedures included multi-item scale reliability, factor analysis, external audit, and peer-expert feedback. For mapping beliefs, MultiBAP adopts a 6-graded Likert scale in 34 closed items (+ 1 open) distributed over 6 multi-scale constructs (overall reliability: .78, range: .68–.88); for mapping practices, 31 closed (+ 1 open) in 2 multi-scale constructs (.71; .86). We conclude our presentation by offering suggestions of how MultiBAP can be adjusted to suit different target languages and contexts.