



REPORT ON THE RECOLANG SURVEY ON ASSESSMENT PRACTICES OF HOME LANGUAGE SKILLS

ENG

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1. INTRODUCTION

Educational inequity – meaning the unequal distribution of (academic) resources, including, among others, school funding, qualified and experienced teachers, books, and technologies across communities – has been increasing in recent years (Friedman et al. 2020). The consequences of educational inequity are reflected in assessment, with migrant and/or multilingual pupils generally underperforming (Piller 2016). The results of the OECD’s Programme for International Student Assessment repeatedly point towards “a performance gap between students with an immigrant background and native-born students” (Schleicher 2019: 29). Other indicators of educational inequity point towards the fact that plurilingual pupils experience grade repetition more often, receive lower track recommendations¹ in relation to their secondary education and the tracks they may attend, receive lower assessments in oral and written language tests, and need higher grades to progress to higher academic tracks (Elbers & De Haan 2014; Sneyers et al. 2017). Concretely, while pupils from majority language-speaking families and/or with high socio-economic backgrounds are disproportionately over-represented in academic school tracks, pupils from linguistic and cultural minorities and/or with a low socio-economic background are over-represented in vocational tracks (Van de Werfhorst & Van Tubergen, 2007).

Although the presence of multiple language and varieties has been a societal feature for many years, the behaviour of countless teachers across Europe often reflects an implicit “monolingual habitus” (Gogolin 2002) or a “monolingual paradigm” (Duchêne & Heller 2012). As a result of the nation-building processes of the nineteenth century, language ideologies that emphasised the use of one majority language in all societal domains were developed (Gogolin 2002; Castellotti & Moore 2002). Nowadays, many people still believe that it is desirable to use one language only. It is problematic for teachers to remain unaware of this ideology as their “language choice can enhance or hide access to knowledge” (Yanaprasart & Lüdi 2017: 5). Moreover, teachers possess the agency to build on the language policy at their schools, enabling them to integrate plurilingualism into their everyday teaching practices (Pulinx et al. 2017; Haukås 2016; Gkaintartzi et al. 2015; Ziegler 2013; De Angelis 2011), including assessment practices. This could positively influence the achievement gap that currently exists between students with and without an immigrant background (Schroedler & Fischer 2020). In order to achieve this, teachers’ attitudes, beliefs, knowledge and practical skills in relation to plurilingual education should be investigated (Fürstenau 2016), as well as plurilingual learners’ realities and their wishes in relation to their home languages in education. The RECOLANG survey investigates teachers’ knowledge and practices in relation to the assessment of plurilingual pupils’ home languages, as well as learners’ experiences and wishes in relation to such assessment practices.

1 Track recommendation is a specific trait of many European counties (such as Austria, Germany, the Netherlands, Belgium, etc.). It is specific of tiered education systems.

With the exception of some isolated cases where a cross-cutting plurilingual approach appears in the study plans (Daryai-Hansen et al. 2015), monolingual ideologies still inform most curricula across Europe (Schroedler & Fischer 2020; Pulinx et al. 2017; Gkaintartzi et al. 2015, Mary et al. 2021). As such, a tension arises between school policies and the reality of the plurilingual classroom. Teachers are confronted with the paradox deriving from the fact that, on the one hand, plurilingualism should be considered to be “a core element in language-teacher education, and in the life and work of a language teacher in Europe” (Ziegler 2013: 6), whereas, on the other hand, even concepts for teaching in a plurilingual context are often imbued with “visions of monolingual learning and idealisations” (ibid.: 7). Some teachers explicitly endorse monolingual ideologies (Alisaari et al. 2019; Pulinx et al. 2017), while others are convinced that school is not the place for home languages (Pulinx et al. 2017; Gkaintartzi et al. 2015; Coleman 2014).

Research shows that teacher attitudes towards plurilingual students in education are very heterogeneous. Recent European studies show general willingness and wider acceptance of multilingual pedagogies at a conceptual level (Schröder-Sura 2015; Beinholz et al. 2017; Lundberg 2019). They also point towards the fact that teachers often refer to the cognitive and metacognitive benefits of multilingualism, especially when learning an L3, although these benefits are not automatic (Otwinowska 2014; Heyder & Schädlich 2014; Haukas 2016; Griva et al. 2016). Nevertheless, several studies have also reported on a general reluctance to use inclusive practices towards pupils' home languages in subject, language teaching or assessment. This has several reasons. On the one hand, teachers often do not perceive the obvious benefits of using pupils' home languages in general (Araújo Sá & Melo-Pfeifer 2015; Benholz et al. 2017). On the other hand, they do not know how to build such inclusive practices into their curriculum (Faneca 2019) and, further, they do not have the necessary pedagogical knowledge and skills to deal with linguistic diversity in their classroom practices (De Angelis 2011; Faneca 2019). Diverse teacher attitudes towards plurilingual pupils' languages and their role in education are directly related to what teachers perceive their task to be in terms of assessing pupils' home languages.

In some studies teachers were consistent in maintaining monolingual beliefs, leading them to frame the maintenance of home languages as a family-related activity (Lee & Oxelson 2006), that should therefore not be tackled in the classroom (De Angelis 2011; Gkaintartzi et al. 2015; Kouritzin et al. 2007; Young 2014). As a result, home language maintenance was seen to ultimately lead to the deferral of majority language learning and/or language confusion of the pupils (De Angelis 2011; Fürstenau 2016; Gkaintartzi et al. 2015; Lee & Oxelson 2006; Pulinx et al. 2017; Young 2014). Conversely, other research has proposed that teachers hold general positive attitudes towards plurilingualism, but in practice show little enthusiasm to maintain pupils' home languages due to perceived practical implications (De Angelis 2011; Otwinowska 2014; Haukås, 2016). Another argument for not using pupils' home languages derives

from general adherence to implicit language hierarchies which perceive migrant/minority languages as having no, or little value for education (Gkaintartzi 2015; Haukås 2016; Kouritzin et al. 2007; Lee & Oxelson 2006; Vaish 2012). The prevalence of such monolingual arguments could diminish the possibilities of assessment of plurilingual pupils' home languages (De Backer et al. 2017).

Although research has shown that making use of pupils' linguistic repertoires in education is beneficial for their school performance and well-being (Gilham & Fürstenau 2020, Sierens & Van Avermaet 2013), schools are still very cautious when it comes to actively using multilingualism in class. Many teachers do not make use of pupils' home languages as they believe it may be detrimental to their development in the language(s) of schooling (Van Avermaet 2015). However, research has shown that these monolingual practices are detrimental to pupils' cognitive and socio-affective development: Pulinx et al. (2017), for example, showed that these monolingual beliefs influence the trust a teacher has in a students' performance resulting in lower teacher expectations of plurilingual pupils. Thus, negative attitudes towards pupils' L2 (often the language of schooling) skills, as perceived to be related to learning difficulties of plurilingual pupils, may lead teachers to have lower expectations of their performance and therefore actually contribute to pupils' lower academic achievement, as suggested by research carried out in a French-speaking educational context (Guyana) (Alby & Léglise 2014).

Research has however confirmed that the use of pupils' home languages in education based on inclusive practices which create links between home languages and the language of schooling positively influences the pupils' linguistic development both in their home languages and the languages of schooling, as well as their cognitive development, by developing cognitive skills and metalinguistic skills (Candelier 2003; Jessner 2008; Heltai & Jani-Demetriou 2019), contributing to identity formation and pupils' sense of school belonging (Van der Wildt et al. 2017; Sierens & Van Avermaet 2013; Mary et al, 2021). The RECOLANG project was based on both research studies and policy documents which attest to the importance of taking into account all the languages learners bring with them to school. Research on plurilingual competence shows us that learning a language (the language of schooling, for example) builds on the other (varieties of) languages that learners have at their disposal within a plurilingual repertoire.

The Common European Framework of Reference – CEFR (Council of Europe 2001) aims at giving a basis for language syllabuses and curriculum guidelines, the development of teaching and learning materials, and the assessment of language proficiency. The CEFR also endorses a plurilingual focus as can be seen in the following quote:

“It is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the

ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.” (Council of Europe 2001: 5)

Assessment practices may penalise plurilingual learners, as educational assessments generally do not provide sufficient opportunity for these pupils to adequately demonstrate content-related knowledge (Piller 2016). By design, these assessments are unreliable predictors of pupils’ potential for academic success at perceived higher levels of education if, for example, pupils’ knowledge of history or science cannot be communicated due to limited proficiency in the language(s) of schooling. Research has thus shown that effective, linguistically and culturally responsive assessment design can become a key pillar in addressing issues of educational access and equity (Staehr Fenner 2014, Beacco et al. 2016). The linguistic complexity of assessments (e.g. of test items) is a key contributing factor to educational inequity and the achievement gap (Clark-Gareca 2016). Assessments designed to measure content knowledge also measure (academic) language proficiency since students need to be able to decode the test items and subsequently communicate their content knowledge (Yang 2020). Consequently, plurilingual pupils’ content knowledge may not fully be demonstrated, negatively impacting the validity of the assessment (De Backer et al. 2017; Shohamy 2011).

There are several possibilities to address the issue of validity in assessing plurilingual pupils. On the one hand, “assessment accommodations” can be included during assessment. Accommodations in assessment are “any change to standardised testing conditions intended to make the test more fair and accessible for an individual or subgroup that does not change the construct being measured” (Educational Testing Service 2009: 4) Such accommodations have been proposed to ensure fairer and more equitable assessment of linguistically and culturally diverse students (e.g. for emergent bilinguals, see Abedi 2017; Clark-Gareca 2016; Yang 2020). It has also been suggested that allowing pupils to utilise their plurilingual repertoires, including their home languages, in assessment may result in better performance (De Backer et al. 2017). Apart from accommodations, schools can also choose to assess plurilingual pupils’ home languages, thus valorising the specific knowledge that these pupils possess in their additional languages and making it visible in the school setting.

Although there has been research on, for example, plurilingual pupils’ preferences regarding linguistic accommodations in large-scale and classroom-based assessment (De Backer et al. 2017), pupils’ performance in assessment in which accommodations have been included (De Backer et al. 2020; Kieffer et al. 2009; Menken 2010), and culturally responsive assessment practices (Kirova & Hennig 2013; Nortvedt et al. 2020; Raines et al., 2012), there is an urgent call for insights into schools’ and learners’ views and practices on the roles of linguistic and cultural diversity in assessment and in particular on assessment of pupils’ home languages. This gap is addressed in the RECOLANG project.

RECOLANG stands for “**Resources for assessing the home language competences of migrant pupils**”. The RECOLANG project set out to address inequalities in terms of academic success between pupils with and without a migrant background by helping to institutionalise recognition and enhancement of home languages which differ from the language(s) of schooling. To this end, the project collected and analysed practices and instruments currently in use for assessing home language skills in order to formulate criteria and produce materials for adapted formative assessment which should lead to reporting on learners’ evolving plurilingual repertoires, thus promoting synergies between the learning and maintenance of home languages and the development of competences in the language(s) of schooling.

The overall aim of the RECOLANG project was thus to support social and institutional recognition of home languages and to value pupils’ plurilingual repertoires. One of the central instruments of the project was the **RECOLANG survey**. This report presents the design, implementation and results of this survey.

2. AIMS AND OBJECTIVES OF THE SURVEY

This RECOLANG survey aimed at conducting first explorative and descriptive research on the place and role of home languages at school, particularly within different education programmes or curricula involving adolescents with a migrant background aged 11-18. It focused on identifying and describing the practices of assessing home language skills and their role in different European education systems and beyond.

The survey was composed of two complementary strands aimed at different target audiences:

- A survey strand aimed at pupils aged between 11 and 18 (or their families), who are from a migrant background and have one or more home languages other than the language(s) of the school. This survey strand is available in 9 languages: Arabic, English, Farsi, French, German, Hungarian, Italian, Portuguese and Turkish.
- A survey strand for schools and educational institutions, teaching and supervisory staff in schools, reception centres and organisations involved in initial and further professional development of teachers working with this age group (11-18 years). This survey strand is available in 6 languages: English, French, German, Italian, Hungarian, Portuguese.

Concrete objectives of the survey were to provide a better understanding of:

- whether and how pupils' languages and cultures are taken into account at school, and for what educational purposes;
- how all language skills and their uses can be recognised in relation to learner progress or to teacher professional development.

3. METHODOLOGY

3.1. General design and procedure

The survey has a quantitative, descriptive and cross-sectional design (Creswell & Creswell 2017) and is aimed at summarising the data collected with the institutions and the learners by including measures of averages and variability. The data collection was carried out in two stages. In a pilot phase, launched between May 2020 and October 2020, the readability of the items in both sections was tested with a few respondents. Then, following the feedback of participants, a second version of the questions was developed and launched on 23 April 2021. The data were collected through the distribution of a digital version of the survey in the form of two online links, leading to the two different sections, amongst 164 institutions/learning providers and 191 learners. The QuestionPro platform was used to host the survey and the links to the different languages versions were placed on the [ECML RECOLANG site](#) and sent per mail on 23 April 2021. As such, participation was voluntary and anonymous. Key stakeholders of 47 countries linked to the RECOLANG project were specifically encouraged to disseminate the survey within their networks during an online workshop held on the 3 December 2021. For this report, the data collected between May 2021 and September 2022 were used.

3.2 The survey

The survey targeted different stakeholders. These will be further described below.

3.2.1. The survey strand for learning providers

This survey strand was aimed at teachers, teacher trainers, management staff, reception and training staff involved in programmes supporting 11-18-year-olds. It was composed of 5 main sections with several sub-questions with a total of 27 questions and was available in 6 languages (English, French, German, Italian, Hungarian, Portuguese). The majority of participants (49.4%) completed the survey in French,

followed by 33.5% of respondents who chose the English language, 11% the German version, 3% the Portuguese, 1.8% the Hungarian and 1.2% the Italian versions. On average it took participants about 17 minutes to fill in the survey. In Table 1, a detailed description of the sections and types of questions and answers in this survey is provided.

Table 1: Overview of sections and questions in the survey for learning providers

| Section | Questions | Answer format |
|--|--|--|
| Background information | Function within school Country | Multiple choice Multiple choice with drop-down menu |
| | Region (if relevant) | Open-ended |
| Assessment practices of the family languages: objectives, target audiences and targeted skills | For newly arrived pupils ("migrant pupils") who have one or more family languages in addition to the language(s) of the school, is there a practice of assessing the following skills | Multiple choice |
| | If there is a practice of assessing family language skills, when is it carried out? | Multiple choice |
| | When there is a practice of evaluating pupils' language skills, we assess (choice between oral, literacy, written comprehension, written production) and different languages (family languages, previous and current languages of schooling) | Multiple choice (as table) |
| | When family language skills are assessed, what is the purpose of this assessment? | Multiple choice |
| | Does the assessment of family language skills cover all pupils who have a language other than the language(s) of schooling? | Yes/No |
| | Is the assessment of family language skills carried out using standardised materials / instruments (i.e. with materials designed by a recognised assessment body or a team of professionals)? | Yes/No |
| Assessment practices of family language skills: methods and stakeholders involved | When you assess family language skills, which language (s) are offered to pupils for placement tests? | Multiple choice with drop-down menu |
| | During the assessment of family language skills through an interview with the pupil or another method, what information is gathered concerning his or her family? | Multiple choice (as table) |
| | How are pupils' skills in their family languages assessed? | Multiple choice |
| | Who are the different actors involved in the process of assessing family language skills and what do they do? double entry table: professionals / tasks | Multiple choice |
| | I participate in (own contribution of participant) | Multiple choice |

| | | |
|--|--|----------------------------|
| Training of stakeholders | Knowledge: How did you find out about the pupils' home languages? | Multiple choice |
| | Training: Do you have the possibility of taking part in training in plurilingual education (for example concerning how to take into account plurilingual repertoires, language switchings, mediation, translanguaging)? | Multiple choice |
| | Training: Are the educational stakeholders who conduct the assessment of family language skills trained: in conducting tests, in correcting/evaluating, in plurilingual education, other | Multiple choice (as table) |
| | If applicable, who conducts / offers these trainings? | Multiple choice |
| Home languages and varieties of use | To your knowledge, do current official documents / national education curricula encourage making links with the languages of the pupils? | Multiple choice (as table) |
| | To your knowledge, do current official documents / national education curricula encourage the taking into account of linguistic variation (regional languages, varieties of languages, etc) with regard to pupils' home languages? | Multiple choice |
| | Pupils have the right to speak their home languages during ... | Multiple choice |
| | Are there spaces in the school where the adolescent is enrolled devoted to the pupils' family languages? | Yes/No |
| | If so (where) | Multiple choice |
| | Based on your own observations, do pupils show an interest in the languages of other pupils in the class? | Multiple choice |
| | To your knowledge, do pupils have the opportunity to practice their home languages outside of school? | Yes/No |
| | If so, in which places / circumstances? | Multiple choice |
| Are there other aspects concerning the inclusion of family languages that this questionnaire does not highlight? | | Open-ended |

3.2.2. The survey strand for learners

This survey strand was aimed at plurilingual pupils aged 11 to 18 across educational settings. On average learners took about 13 minutes to complete the survey. The majority of learners chose the English version of the survey (69%), followed by German (11%), French (7.3%), Portuguese (5.2%), Arabic (2.1%), Hungarian (2.1%) and Turkish (1.6%). The survey was composed of 5 main sections with several sub-questions in a total of 25 questions. In Table 2, a detailed description of the sections and types of questions and answers in this survey is provided.

Table 2: Overview of sections and questions in the survey for learners

| Section | Questions | Form |
|---|---|---|
| Background information | Age, gender | Open-ended |
| | Country | Multiple choice with drop-down menu |
| | Country of birth, country where respondent grew up | Open-ended |
| | Language background | Multiple choice with drop-down menu |
| | Language used with friends | Multiple choice with drop-down menu |
| | Languages in which respondents read and write | Multiple choice with drop-down menu |
| Place of pupils' home languages at school | Home languages – first member of home to settle in country of residence | Multiple choice with drop-down menu |
| | Languages parents use at home | Multiple choice with drop-down menu |
| | Current level of schooling | Multiple choice with drop-down menu |
| | Total number of years of schooling | Multiple choice with drop-down menu |
| | Already tested in home language | Yes/No |
| | IF YES, the context | Multiple choice |
| | If yes, in which languages did assessment take place | Multiple choice with drop-down menu |
| | Was the home language assessed orally and in writing | Yes/No |
| | Purpose of assessment | Multiple choice with drop-down menu |
| | IF NOT, would like your home language to be assessed | Yes/No? don't know |
| | If so, reasons | Multiple choice |
| | Use of and encouragement for home languages by the teacher in different moments and in different subjects | Table with options (Yes/No) |
| Making progress in the home languages | Wishes of respondents in relation to their home language at school | Multiple choice with drop-down menu |
| | Wish of improving home language proficiency | Yes/No |
| | IF YES, which languages | Multiple choice with drop-down menu |
| | Reasons | Multiple choice with drop-down menu |
| Are there other aspects that you would like to add? | Possibility to attend courses in home language | Yes/No/There are no courses /No opinion |
| | | Open-ended |

3.3. The sample

3.3.1. The sample of learning providers

A total of 164 respondents from institutions across Europe and beyond completed this survey strand. In terms of their **professional background**, the majority of the respondents (40%) were teachers, followed by teachers specifically teaching the language(s) of instruction (19%), teacher trainers (17%) curriculum developers (8%)

and school principals (5%). Although many of the answers could have been placed within the categories mentioned above, about 11% of the respondents entered an alternative function. Some of these functions included professors and researchers, counsellors, policy makers and library workers. These results are summarised in the graphic in Figure 1.

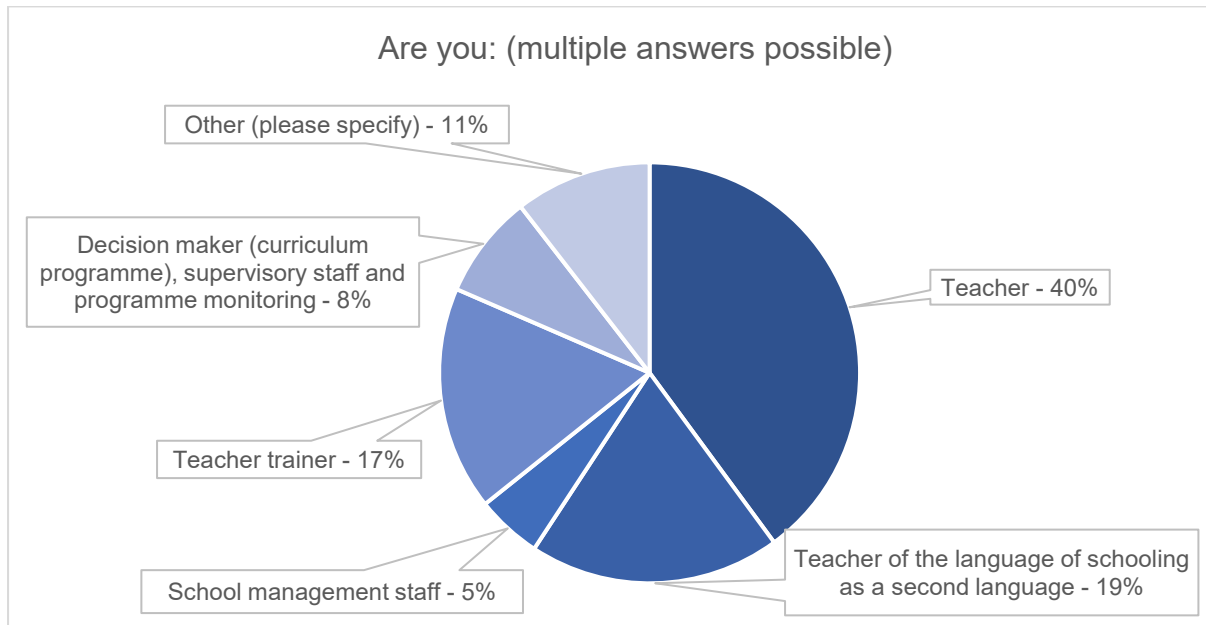


Figure 1: Overview of functions of the respondents from the learning providers' survey

In terms of the **countries** in which participants work, the vast majority of respondents work in France (40%), followed by Austria (9%), Germany (5%), Malta (5%), Canada (4%), Switzerland (4%), Iceland (3%) and a large number of individual responses from isolated respondents in several countries. Figure 2 summarises this information.

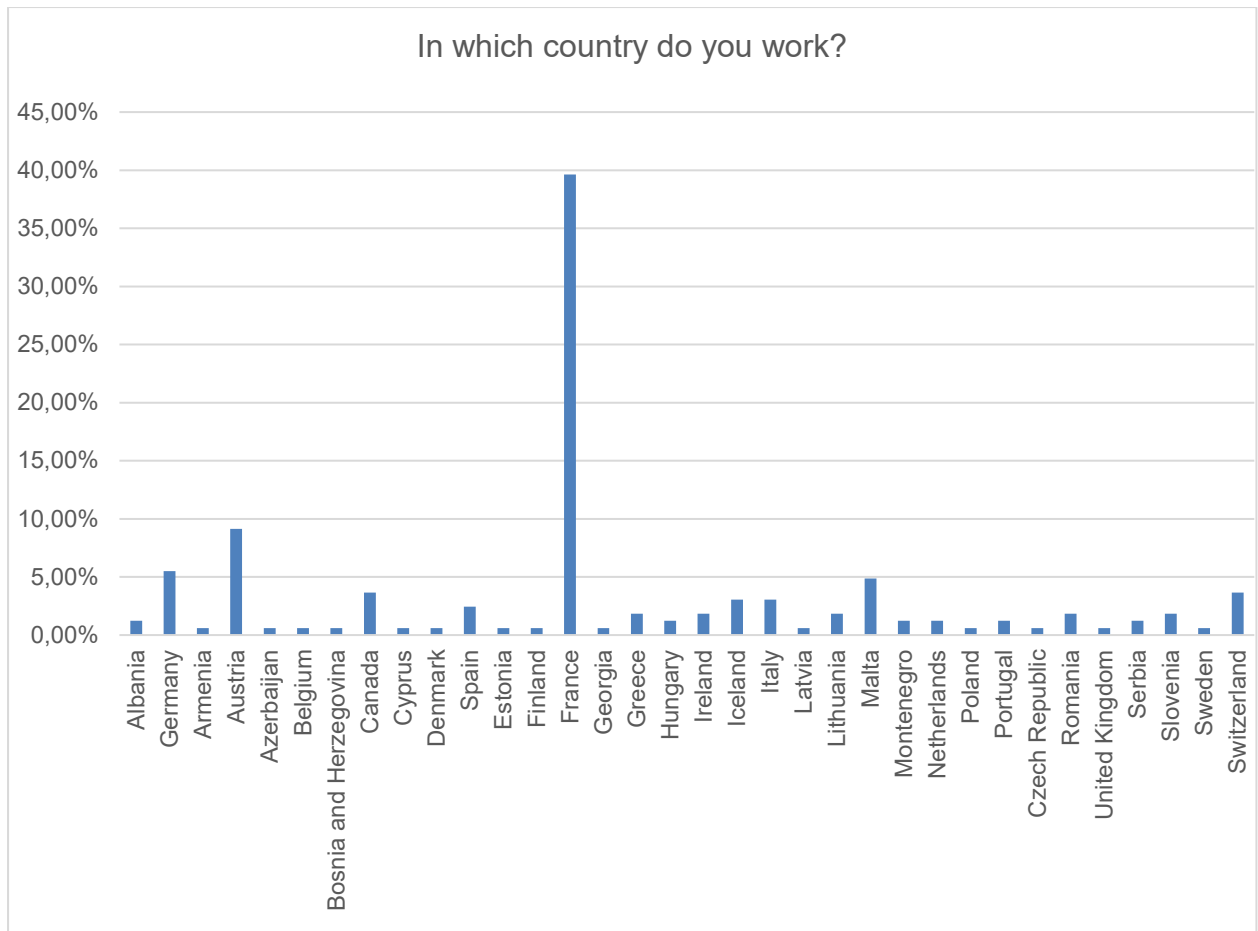


Figure 2: Overview of the countries of the respondents from the learning providers' survey

A few notes on the sample need to be reflected upon. We are dealing with a clearly biased sample of professionals that specifically chose the subject and are already involved in networks and projects related to language education and plurilingualism (e.g. through the network of the ECML). In addition, we have a very skewed distribution in terms to the countries of origin of the respondents, with a clear dominance of respondents from France, followed by Austria and Germany. From the majority of countries represented, only a handful of respondents filled in the questionnaire. As a result, we cannot make country-based analyses looking for differences or similarities across settings. Furthermore, in terms of background, the respondents themselves are a heterogeneous group, of which the majority claims to be directly involved in assessment of home languages, either conducting, organising or developing the materials, but many claim to have no knowledge of some of the issues addressed via our questions. Therefore, just by asking participants about their function and the relation to the topic of assessing pupils' home languages in a school setting, we could not fully grasp their specific involvement with the assessment process.

The specificities of our sample thus impact the interpretation of our general results, as we found a great variety in the responses, with some respondents having a lot of expertise and specifying many responses and others claiming not to have enough information to answer many of the questions. However, in general we registered a good engagement with the answers with many of the open questions that were not obligatory containing further specifications.

3.3.2. The sample of learners

A total of 191 respondents from schools across Europe and beyond completed this survey strand (data from 23 March 2022). About 49% of respondents were female, 48% male and almost 3% identified with another gender. The vast majority of responses originated from learners in the United Kingdom (53%), followed by France and Austria (both with 8%), Malta (7%), Slovenia and Germany (both with 6%) and then a few respondents from the Czech Republic, Iceland, Finland and Ireland (each with 1%). About 20% of responses came from other countries with a single respondent.

Accordingly, many respondents (25%) state having been born in the United Kingdom, while others claim to have been born in another country. The countries of birth of the respondents are further specified in the graphic in Figure 3.

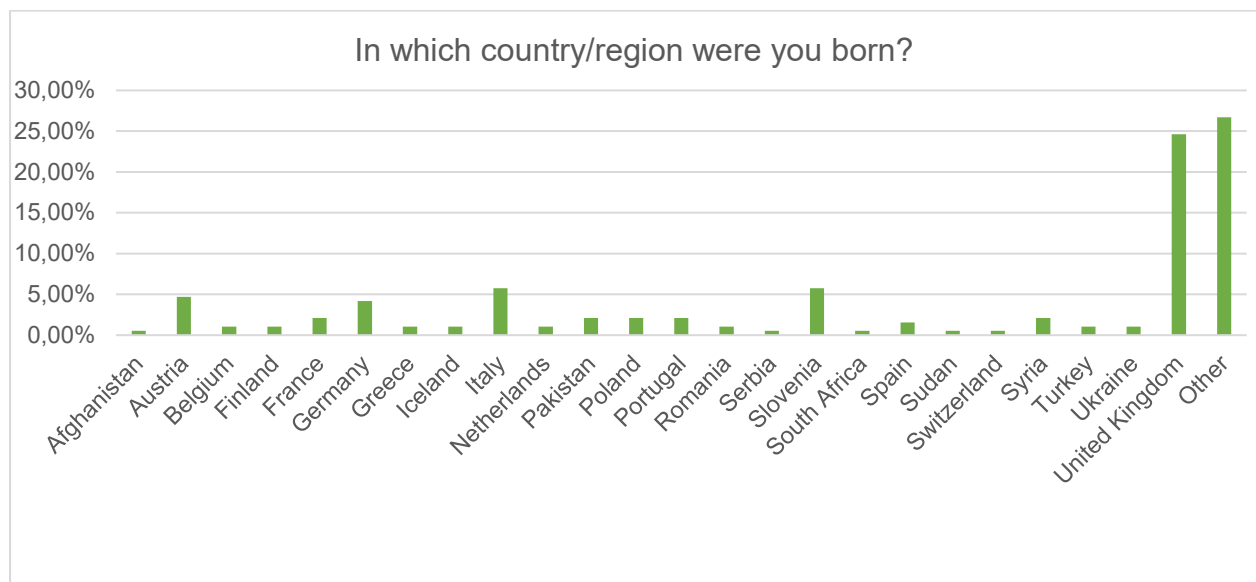


Figure 3: Countries of birth of respondents of the learner survey

In relation to the age of the learners, on average, respondents were rather young; more than the half of the respondents was 13 years old or younger. These results are further specified in the graphic in Figure 4.

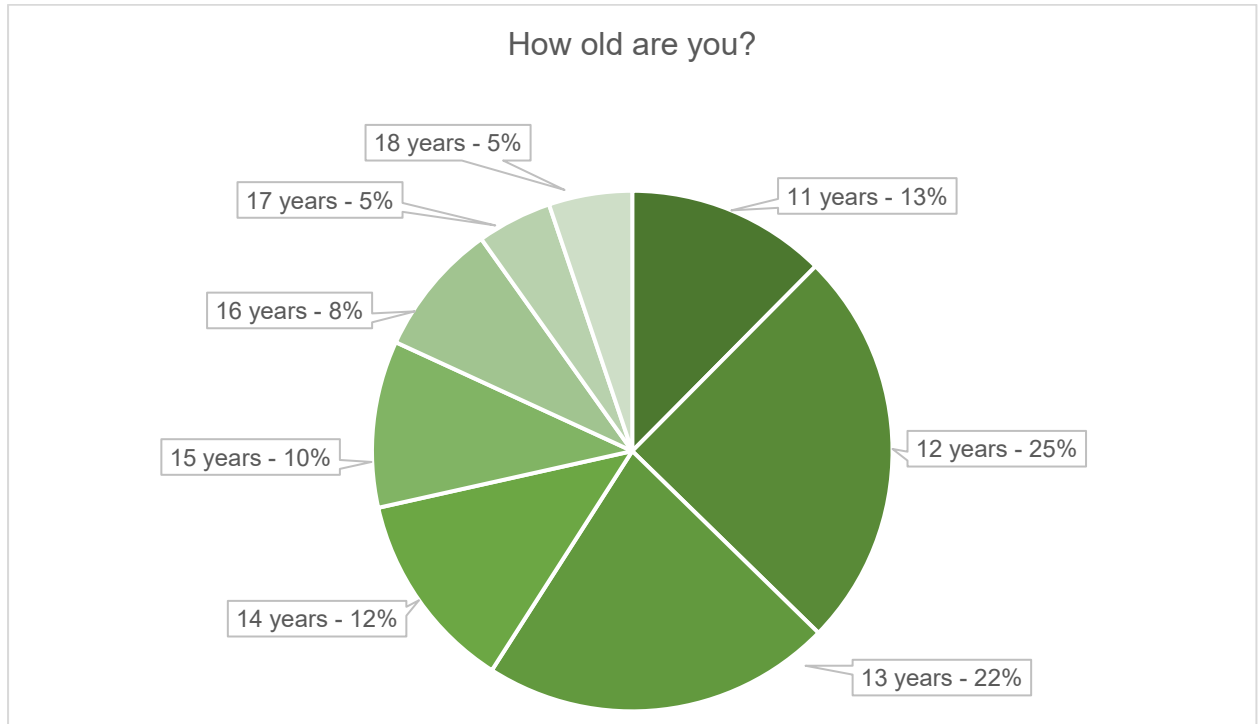


Figure 4: Age distribution of respondents of the learner survey

Similarly to the sample of learning providers (see section 3.2.1.), our learner sample is skewed in terms of the countries of origin of the respondents with a clear dominance of learners from the UK. This has repercussions for the interpretations of the results, as many of the languages indicated by learners are those often spoken in UK-based families with an immigrant background (e.g. Bengali, Pashto). From the majority of countries represented, only a handful of respondents filled in the questionnaire. This reinforces our decision not to make country-based analyses looking for differences or similarities across settings.

3.4. Data analysis

Quantitative data were analysed by using descriptive statistics in SPSS (version 28), including frequencies and averages/standard deviations. For each question, the frequency and percentage of answers were calculated and described. Main results of open-ended questions were described using a thematic analysis (Braun & Clarke 2006) which involved reading through the data set of open answers and identifying

patterns in meaning across the data to derive overarching themes or categories representing the main clusters of answers.

4. MAIN RESULTS

4.1. Learning providers

4.1.1. Assessment practices in the home languages: objectives, target audiences and targeted skills

The first question in relation to assessment practices in the home languages regarded the specification of the **different skills** that are assessed in newly arrived migrant pupils. As shown in Figure 5, 44% of respondents indicated that there were no special assessment practices for newly arrived pupils in their settings, while 23% indicated not having the necessary information to answer the question. 33% of respondents, however, indicated being aware that there are specific assessment practices for newly arrived pupils.

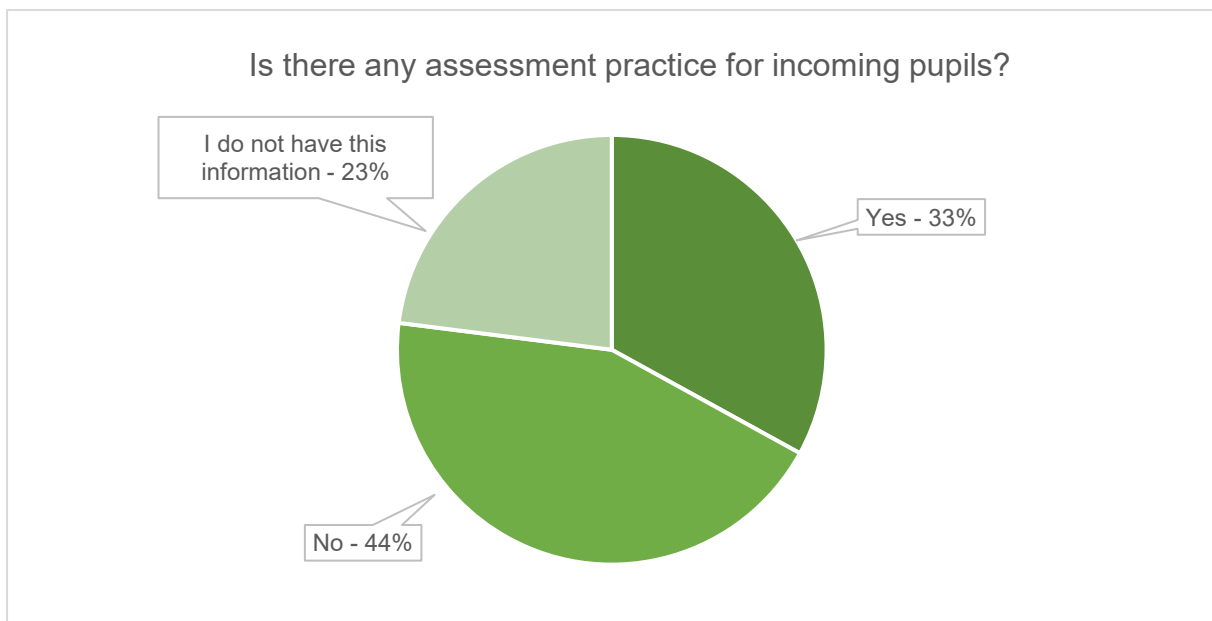


Figure 5: Availability of assessment practices for newly arrived pupils

When assessment practices were available for newly arrived pupils, the particular competences being assessed could be specified in the survey. As seen in Figure 6, in the majority of cases (69%) skills are assessed in the language(s) of schooling, followed by assessment of skills in foreign languages (51%) and in mathematical skills

(49%). Less assessed are skills in the home languages (26%), in previous language(s) of schooling (23%) and in other subjects (17%).

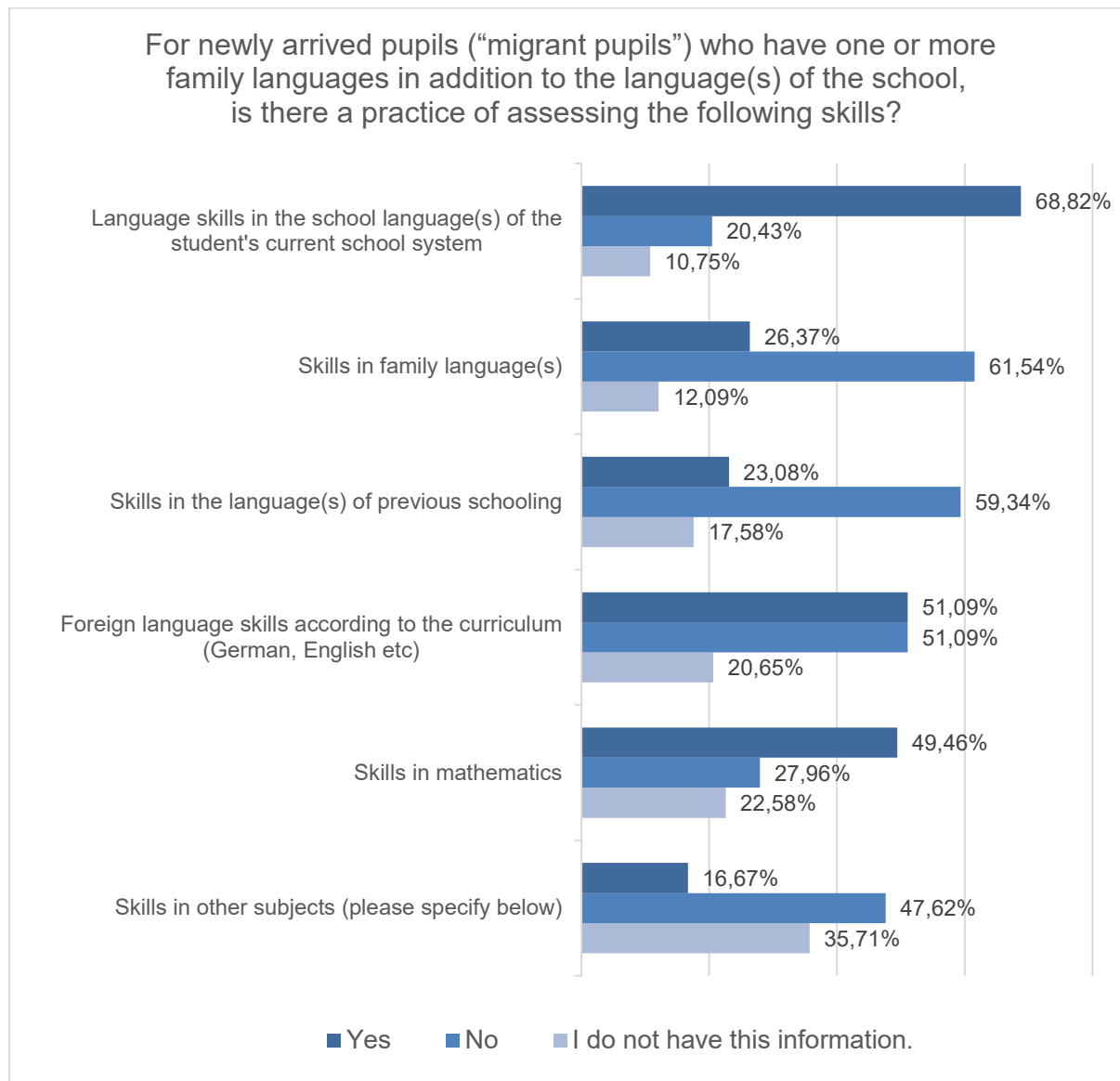


Figure 6: Competences assessed in newly arrived pupils

Respondents could also provide extra information on the assessment practices carried out in **other subjects**. Some respondents added that natural sciences, other scientific subjects (e.g. Chemistry, Biology and Physics) and social sciences (e.g. History, Geography) were also assessed.

In addition to the specification of competences, a total of 84 respondents also provided information on the **moment** in which the assessment of newly arrived pupils is carried out. 36% indicated that the assessment is done when pupils arrive at the schools,

while 10% mentioned that assessment is done at a later moment. 33% mentioned not having the necessary information to answer the question.

Moreover, participants' knowledge of assessment practices of **specific language skills** in each of the languages (previous and current languages of schooling, as well as the home languages) was also measured. As seen in Figure 7, the current languages of schooling are the most widely assessed languages for all four skills. This is followed by assessment of home languages also for all four skills and finally by previous languages of schooling, only assessed in a small percentage of cases for all four skills.

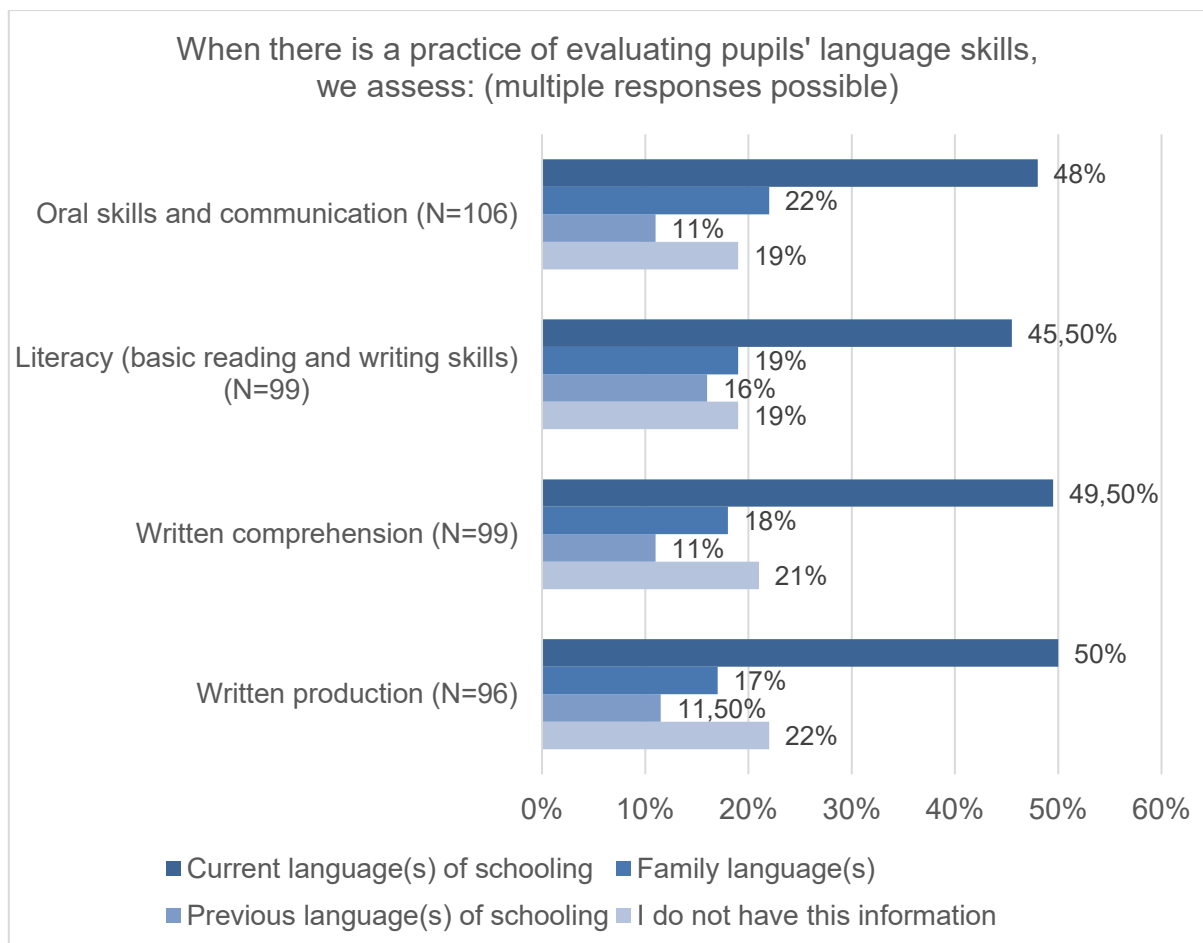


Figure 7: Specific language skills assessed for the different languages

Next, the **purpose** of assessment practices of home languages was investigated. Figure 8 shows that there is great variation in the purposes for which assessment is conducted. Assessment is most often done to place pupils in appropriate levels (18%), followed at almost equal levels by assessment done for symbolic reasons (13%, such as to recognise students' languages), to offer targeted activities to pupils (13%) and as a part of an overall assessment of the pupil (13.5%).

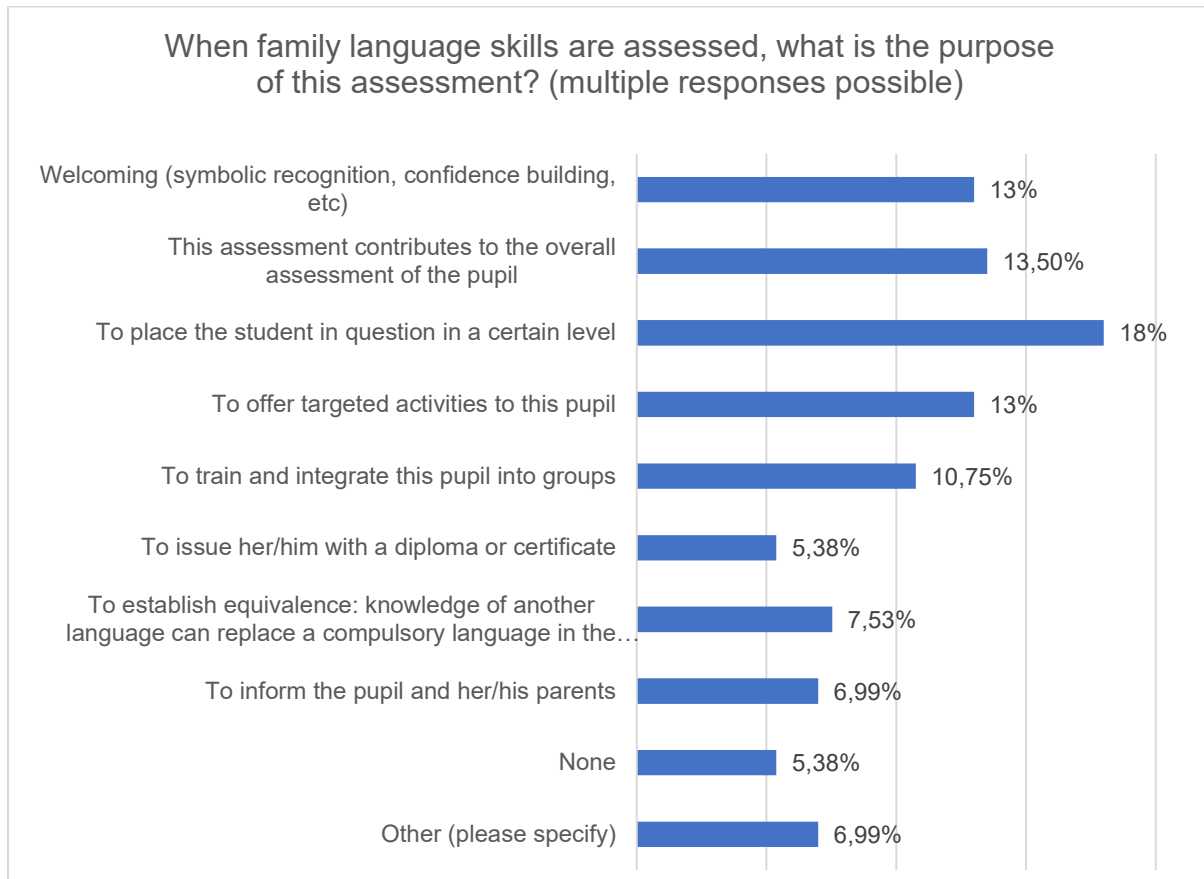


Figure 8: Purposes of assessment of home languages

The two last questions of this section focused on the **scope** of the assessment and on the types of **materials** used. Participants could indicate whether assessment practices cover all plurilingual pupils or only concern those with a migrant background and who have a language other than the language(s) of schooling. 14% indicated that assessment of home languages was done for all plurilingual pupils, while 42.5% mentioned that such assessments were only for pupils with a migrant background. However, the majority of respondents (44%) stated not having access to the necessary information to answer this question.

Moreover, in relation to the **standardisation** of the materials used to assess home languages, most participants (42.5%) claimed not having the necessary knowledge to answer the question. 29% stated that the materials used to assess the home language skills are standardised, while other 29% state they are not.

In sum, regarding the objectives, target audiences and targeted skills of home language assessment we conclude the following:

- For a large percentage of plurilingual pupils (44%) there are no assessment practices to map their home language skills.
- Many plurilingual pupils are assessed but this is mostly done in the language(s) of schooling (in 69% of the cases) or other subjects.
- Many plurilingual pupils (36%) are assessed upon arrival at the new schools.
- The language(s) of schooling are assessed for all language skills.
- When home languages are assessed, different competences are also assessed, such as oral or written skills.
- Assessment of home languages is done for various purposes, the most common being the placement of pupils in appropriate educational levels.
- Migrant pupils with a different language than the language of schooling are the most commonly assessed group of plurilinguals.
- Both standardised and non-standardised materials are equally used in assessing home language skills.
- Many of the participants indicated not having the necessary information to answer the survey questions, indicating that assessment of home languages may not be a very familiar topic for professionals.

4.1.2. Assessment practices of home language skills: methods and stakeholders involved

The first question of this section referred to the **languages** used in (language) assessment. 192 respondents completed this question. The languages most often used in assessment were English (13%), German (8%), Arabic (8%), Russian (7%), Albanian (6%), Turkish (6%), Portuguese (5%), Romanian (5%) and Persian (4%). 15% of the respondents indicated other languages used in assessment, such as Polish, Urdu, Kurdish, and Spanish.

The second question regarded the **type of extra information** gathered concerning the home languages through an interview with the pupil or another method. Figure 9 shows that in most cases schools collect information concerning the pupil's previous schooling (results, school years and certificates obtained), followed by information on the type of school and information concerning practices in the language(s) of schooling or target languages. Slightly less collected is information concerning the parents themselves, such as the level of education or the profession of parents. However,

some of the respondents indicate not having enough information to answer this question.

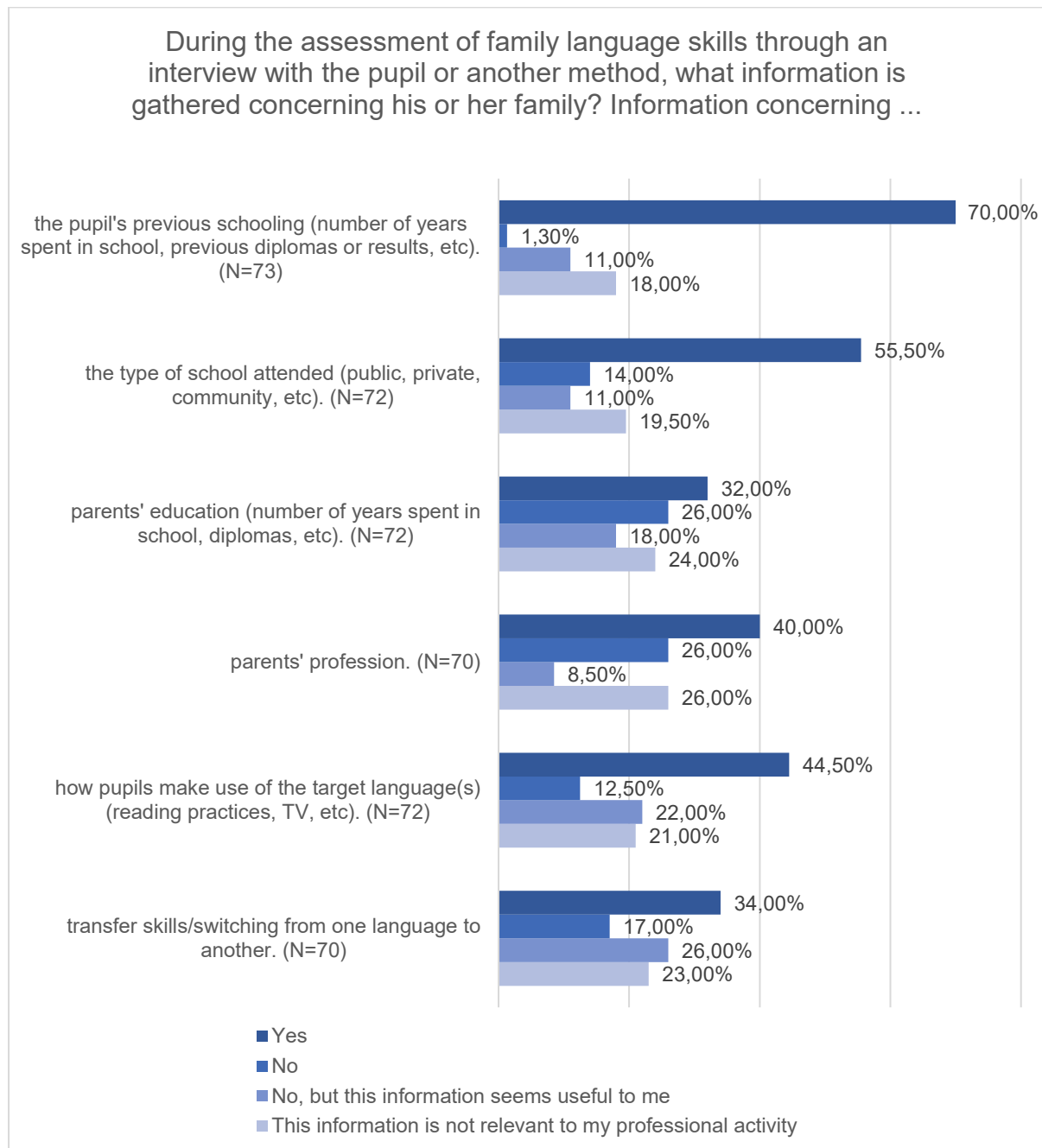


Figure 9: Information gathered in an interview

In addition to the information gathered in assessment moments, respondents had to provide some information about the **types of evaluation** conducted to map pupils' home languages. From the 122 respondents that answered this question, 31% claim that most pupils are assessed using an oral interview, followed by a written test (22%) and an interview with the parents (18%). However, 22% of respondents claimed not

having enough information to provide an answer to this question. About 6% mentioned other types of evaluation, such as informal conversations or common school exercises that were translated into the home languages.

Furthermore, the **stakeholders** involved in the evaluation, as well as the specific tasks they fulfil, were also mapped. Many participants claimed not to be able to specify what the different stakeholders do in terms of assessment of home language skills. 25% claimed that the teachers participate in the assessment process and 21% also assess them. Assessment experts are more commonly involved in developing the tests (20%), while the management of the institutions is more commonly involved in organising the evaluation process (26%). In 27% of the cases interpreters also participate in the assessment process (see Figure 10).

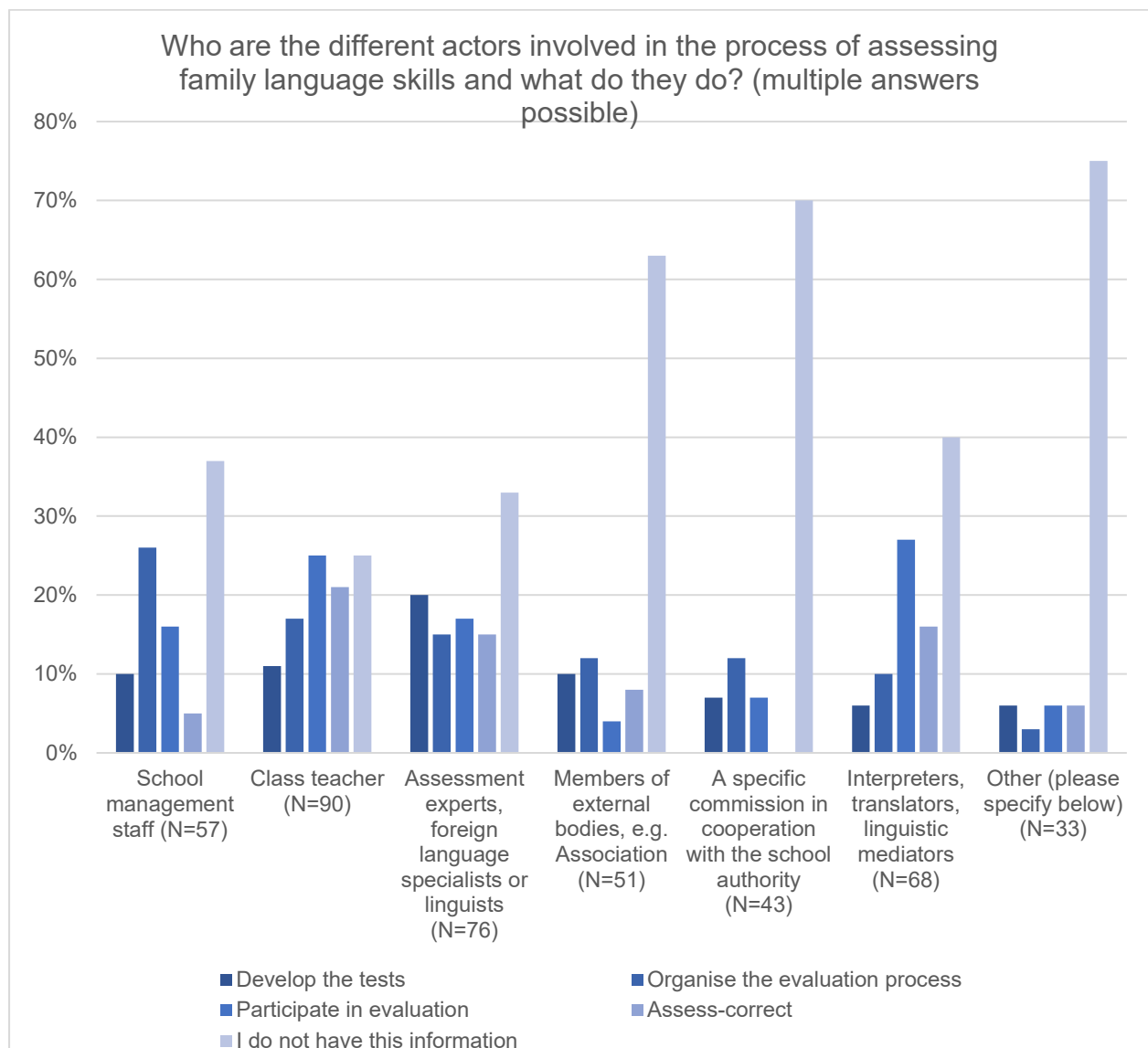


Figure 10: Stakeholders involved in the assessment

As for the role of the **respondents** themselves, 88 respondents provided information as to their involvement in the assessment of home languages; 26% claimed to be involved in conducting assessment, 25% in organising assessment and 24% in developing assessment materials. 25% stated having another function, pointing towards a very heterogeneous group of respondents. Among the functions indicated were trainer (for teachers in general or home language teachers), coordinator of assessment measures, policy maker, thesis supervisor on assessment, external consultant.

In sum, regarding the methods and stakeholders involved in assessing home languages we conclude the following:

- The languages mostly tested according to participants are: English (13%), German (8%), Arabic (8%), Russian (7%), Albanian (6%), Turkish (6%), Portuguese (5%), Romanian (5%) and 'Persian' (4%).
- When extra information is collected during assessment, it mostly concerns the pupil's previous schooling, followed by information on the type of school and information concerning practices in the language(s) of schooling or target languages.
- In terms of the type of evaluation conducted, pupils are mostly assessed through an oral interview or a written test.
- The different stakeholders involved in assessment of home languages fulfil different functions; while teachers participate and correct the tests more often, assessment experts are more commonly involved in developing tests, while management most often organises the overall assessment process.
- The respondents themselves are a heterogeneous group, of which the majority claims to be directly involved in assessment of home languages, either conducting, organising or developing the materials.
- Similarly to the previous section, many of the participants indicated not having the necessary information to answer the survey questions; this differed largely per question.

4.1.3. Knowledge of stakeholders

The first issue in relation to stakeholders' knowledge about assessing pupils' home languages is related to the knowledge of teachers on how different languages work. The first question reflected on how stakeholders claimed to **engage with their pupils' home languages** at their institutions and/or in the private sphere. As seen in Figure 11, many respondents (30%) claim to use personal documentation options when engaging with their pupils' home languages, such as websites or own files. This

is followed by personal experiences (27%) and engagement during teaching practices (16%).

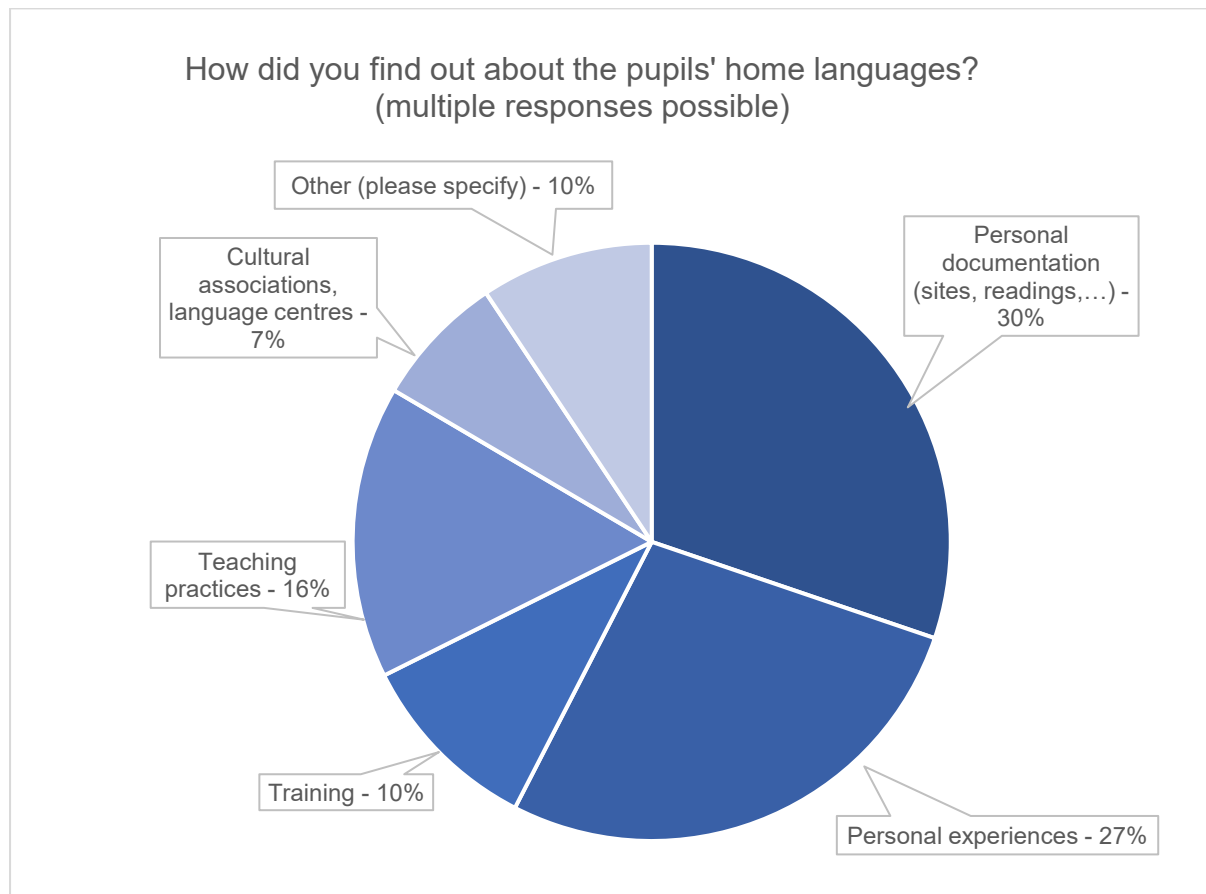


Figure 11: Sources of stakeholder's engagement with pupils' home languages

For each of these categories, participants could further specify how they engage with their pupils' home languages. The main activities for each of the categories listed in Figure 11 will be described below.

In terms of **personal documentation**, the majority of respondents' specifications report on general internet searches of sites containing information on the pupils' home languages and how to determine their level (e.g. mentions are of official websites of embassies, educational systems' official websites). Some participants also mention using translation tools. Many participants also claim to consult sites in which they know they can find high-quality and accurate information on the home languages. Other participants mention having access to official school statistics, data from interviews and school audits or from admissions records or pupils' school profiles. Some respondents mention searching for readings (e.g. journal articles), lectures, films and documentaries that are in some way related to the pupils' home languages and cultures.

Regarding **personal experiences**, many respondents mention that their biggest source of knowledge are the pupils themselves and their families and that they often engage in informal conversations about the home languages and cultures, although there might not be an official set-up for this. Many respondents mention personal activities that allow them to engage with the pupils' home languages, such as travelling, staying for a longer period in a country in which pupils' home languages are spoken, learning a specific language as a personal hobby (e.g. Arabic is mentioned explicitly), asking about languages spoken at home and with friends, asking students in higher education who teach or assess pupils for help on growing up bilingually. A few participants mention engaging in training and internships in the home country of pupils or having personal experiences as a cultural mediator. Finally, a few also mention participating in projects about plurilingual education, such as ECML projects.

The following category mentioned refers to **teaching practices**. Many participants claim to engage in spontaneous translanguaging practices in their classes, through which they learn about their pupils' home languages. Similarly, other participants state asking pupils for information on their languages or talking about language comparisons in class. Other respondents engage in oral formative evaluation or ask pupils for written productions on themselves and their languages (e.g. making a Facebook profile). Yet other respondents mentioned that they ask other teachers to provide support and to look for appropriate materials or projects, and that they contact the reception classes for help with pupils sharing home languages. A few participants mention having long-standing experience as a teacher in plurilingual settings and having completed education as a foreign language teacher, meaning they possess the knowledge of practices to engage with languages.

In terms of **training**, responses report on both initial training, training categorised under continuous professional development and internships. In terms of initial education, respondents report studying at both BA and MA levels, for example, to become a language teacher, a foreign or second language teacher or a specialist in special needs education (with training on newly arrived pupils). Regarding continuous professional development, respondents stated different courses that they followed, such as a training on how languages work, a cooperation between university and local education authority whereby a class is provided for all future primary school teachers (not available for secondary teachers), intercultural training or a MOOC to learn languages. Finally, a few respondents mentioned having had training during internships abroad.

Concerning the role of **cultural associations**, less responses were specified. Some respondents mention establishing links with local associations to ask for support with specific pupils. They specifically mention contacting home language associations that organise home language teaching and assessment. Other mention contacting a library network on multilingualism.

Under the category **other**, some respondents mention having themselves held training for teachers working with migrant children which targeted teacher competences for developing and using multiple linguistic repertoires or working in an organisation which deals with migrant pupils.

The second question was concerned with the existing possibilities for the **training of stakeholders in the area of plurilingual education**, such as training modules on taking into account plurilingual repertoires, alternation of languages, mediation or translanguaging. The majority of respondents (64.5%) claim not to have any possibilities to attend training on plurilingual education. 36% of respondents, however, state having followed some sort of in-service training on plurilingual education, whereas 15% report having had such a training in their pre-service teacher education.

The third question related to training, regarding the **training of the stakeholders directly involved in the assessment of home language skills**. As seen in Figure 12, the majority of respondents do not have the necessary knowledge to report on the training of the staff involved in home language assessment. This is true for all three types of assessment included in the survey. 39.5% of the respondents indicate that the staff involved in assessment of home languages has specific training in correcting and evaluating, followed by 34.5% of respondents claiming that the assessment staff in the organisations they work in has general training in conducting tests. 28.8% of respondents claim that the staff involved in assessing home languages has specific training in plurilingual education and its challenges.

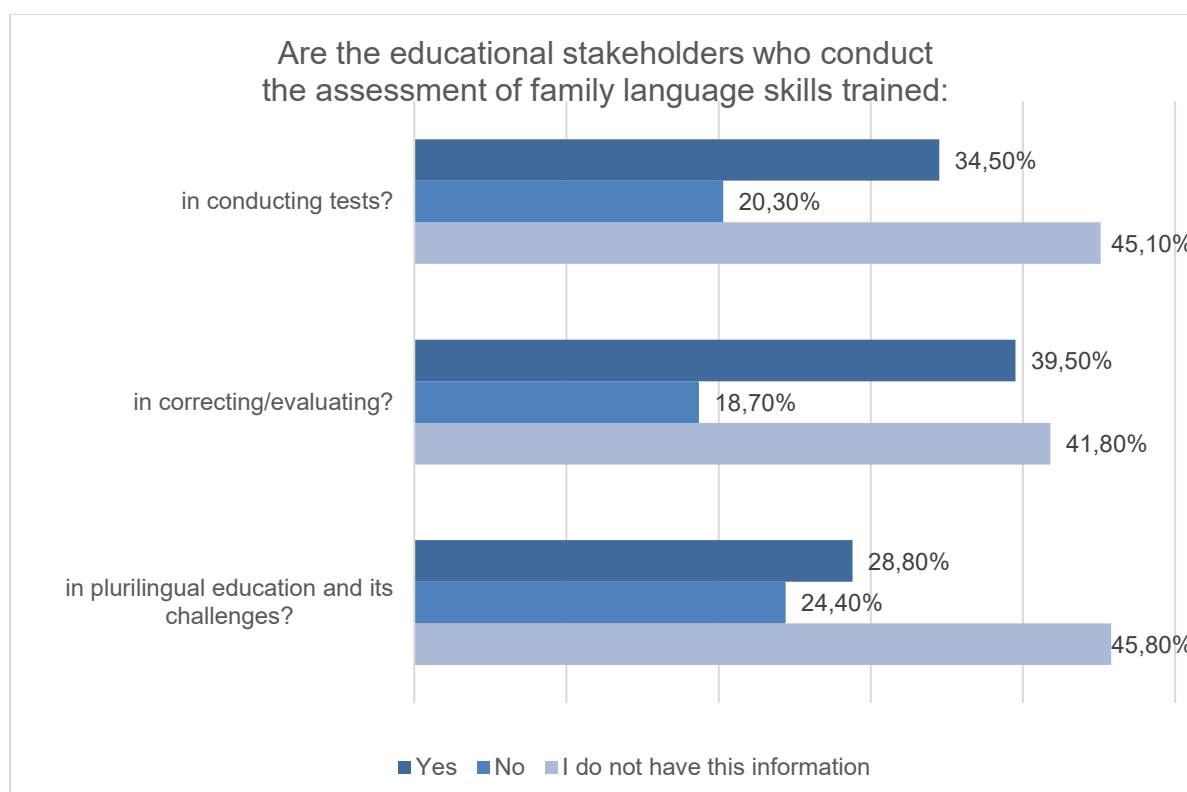


Figure 12: Training of stakeholders involved in assessing students' home languages

When respondents indicated that stakeholders involved in performing the assessment of home languages received training, they were able to specify this information in terms of indicating **who is involved in offering the training**: the institution, another organisation or other options that could be specified. They could also indicate whether these organisations lead the training – meaning that they have the expertise to do so – or propose staff for training events that take place elsewhere. Figure 13 shows that respondents state having more knowledge about their own organisation (the blue columns) than about other organisations (the orange columns). The majority of respondents claim that they do not have enough information on the types of training activities at their own organisation (in 46.3% of the cases) and in other organisations (in as much as 68.4% of responses). 31.5% of the respondents claim that their own organisation leads the training, whereas 22.2% state that their own organisation proposes staff for training. In the case of other organisations, 18.4% of respondents claim that these lead training and 13.1% that they propose staff for training.

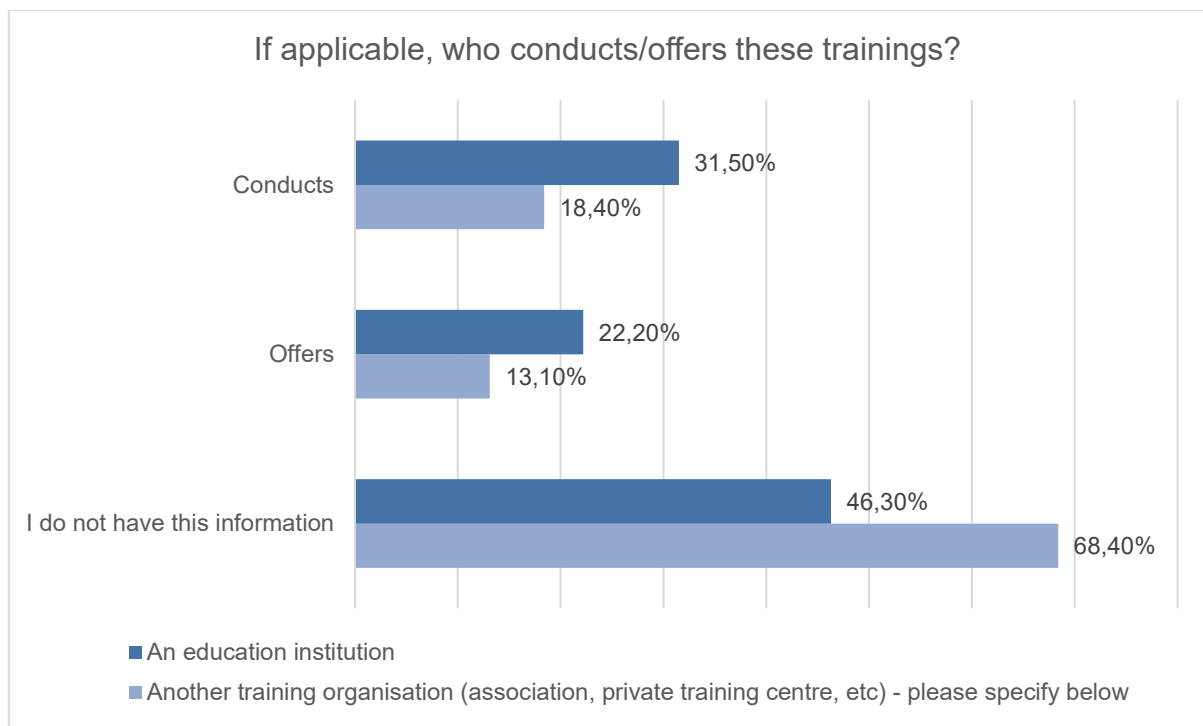


Figure 13: Types of training activities conducted by the organisations of the stakeholders or by other organisations

Participants could also specify which **other organisations are involved in training the stakeholders** who conduct the assessment of pupils' home languages. Answers included: specific language agencies, private training centres contracted by schools, state institutes for further education, universities in cooperation with national education agencies, government and ministry of education, NGOs concerning refugees, consulates, and heritage language schools.

In sum, regarding the training of the stakeholders involved in assessing home languages we conclude the following:

- Many stakeholders claim to engage with their pupils' home languages in various ways, such as through their own personal documentation, personal experiences or during teaching practices by asking pupils and their families.
- Most of the training activities followed seem to involve the stakeholders' own initiative, personal engagement and actions and are not dependent on formal requirements of the organisations.
- Respondents indicate having followed either initial training in the area of language education or looked for continuous professional development on how languages work, plurilingual education or intercultural competencies.
- The majority of respondents, however, claim not to have any possibilities to attend training on plurilingual education.
- In terms of the training of the staff involved in home language assessment, many respondents do not have enough information on the issue.
- Those that do, indicate that the staff has specific training in correcting and evaluating, followed by general training in conducting tests or specific training in plurilingual education and its challenges.
- In terms of the stakeholders involved in training the staff who assess home languages, many say that their own organisation leads the training or, to a lesser extent, proposes staff for training.

4.1.4. Home languages and varieties of use

The following section of the survey focused on the home languages and their use. The first question asked respondents whether they think that **official documents or programmes of national education policies encourage making links with the languages of the pupils**. Figure 14 shows that 41.2% of respondents claim that official programmes do encourage making links with the pupils' home languages and 48.6% state that this is the case with memos or other official documents.

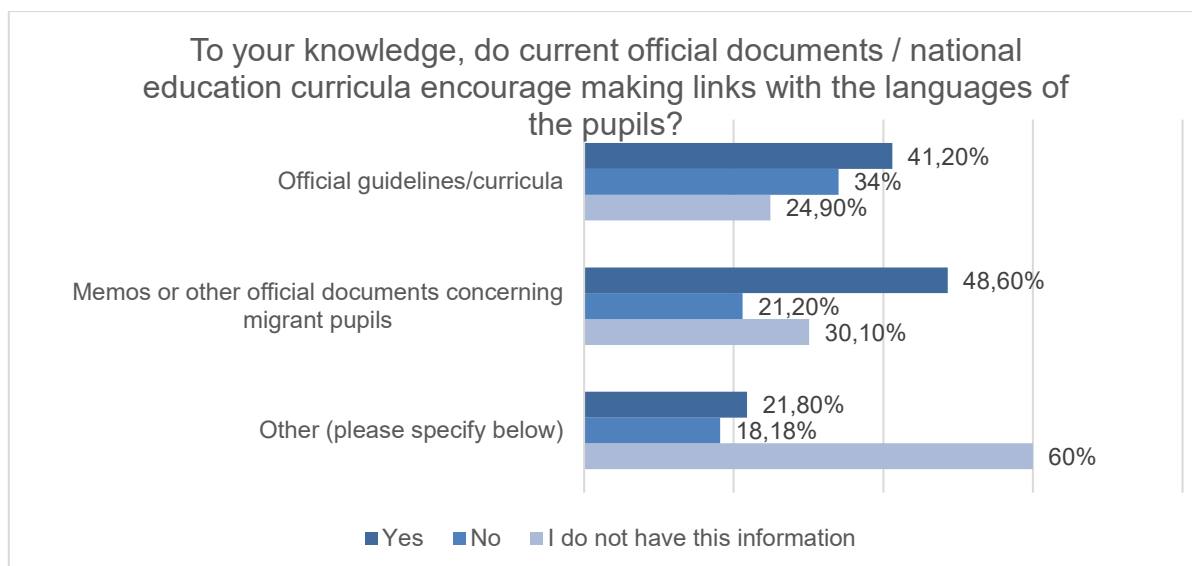


Figure 14: Documents encouraging making links with the pupils' languages

Participants could specify this information under the category '**other**'. Many respondents claim being aware of national (and/or regional) guidelines and official documents in which the importance of valorising pupils' home languages is mentioned. They do however state that it is not clear how this should be done in practice and that not everyone is aware of this requirement in the guidelines. Other participants indicate being aware of specific legislation and brochures for teachers mentioning the relevance of valorising plurilingualism. Quite a few respondents mention that documents fostering openness towards pupils' home languages exist only for the initial reception of plurilingual pupils or for early and primary education. Some respondents mention guidelines developed by the Council of Europe, that new curricula are being developed in which this aspect will be included, or the fact that the international baccalaureate includes guidelines to valorise pupils' home languages.

The same question was asked in relation to documents that might encourage **taking into account linguistic variation** (regional languages, varieties of languages, etc.) with regard to pupils' home languages. Figure 15 shows that respondents state in 31.7% of the responses that there are official documents that take into account linguistic variation with regard to pupils' home languages and in 29% this is also true for official instruction or programmes.

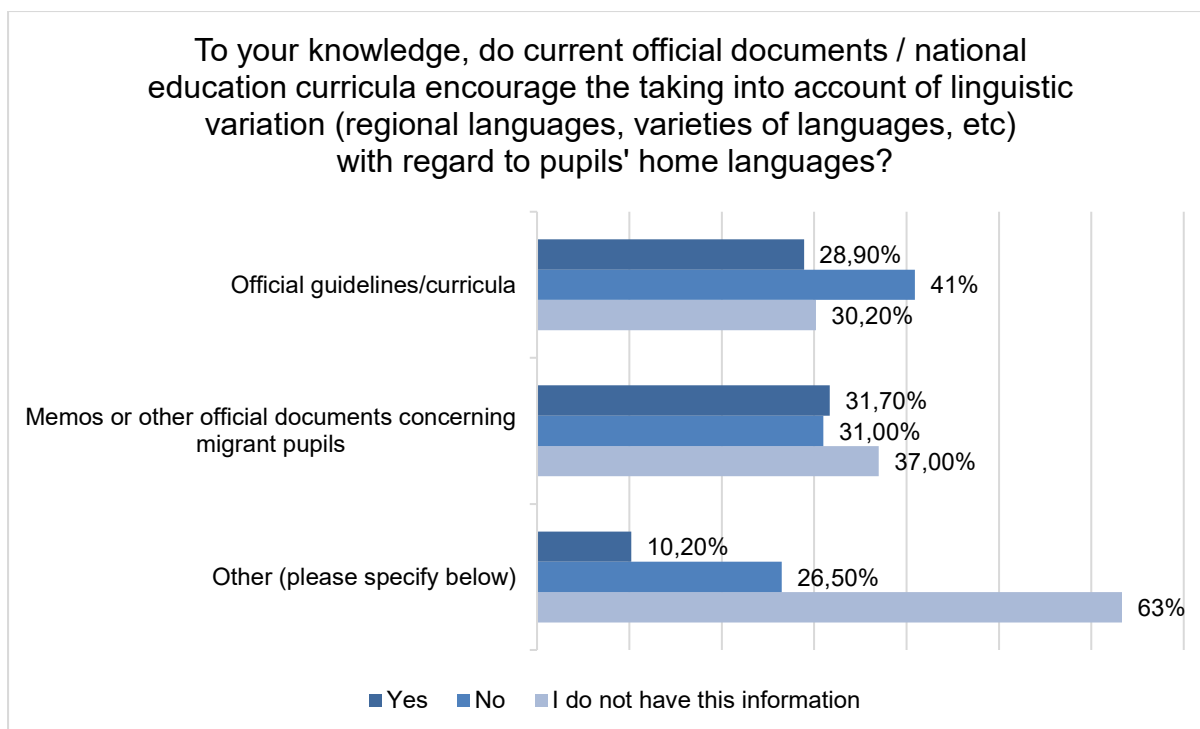


Figure 15: Documents encouraging taking into account linguistic variation (regional languages, varieties of languages, etc) with regard to pupils' home languages

Many respondents specified the category '**other**', stating that regional languages are encouraged and mentioned in national curricula (e.g. in Wales, Spain, Italy, the Netherlands). Other documents encouraging regional varieties are academic papers, documentation from projects, guides to teach languages and general documents protecting minority languages.

The following question in this section relates to **home language use in the organisations** and focused specifically on identifying where pupils have the right to speak their home languages. As seen in Figure 16, most respondents (24%) state that pupils are entitled to use their home languages during breaks, followed by 21% of respondents stating that pupils can do this while in the school canteen and 18% saying this is possible in extracurricular activities that take place in the afternoon. Respondents that stated that pupils have the right to use their home languages during classroom activities, stated that pupils could do this during small group activities (14%) and in conceptualisation activities in class (15%).

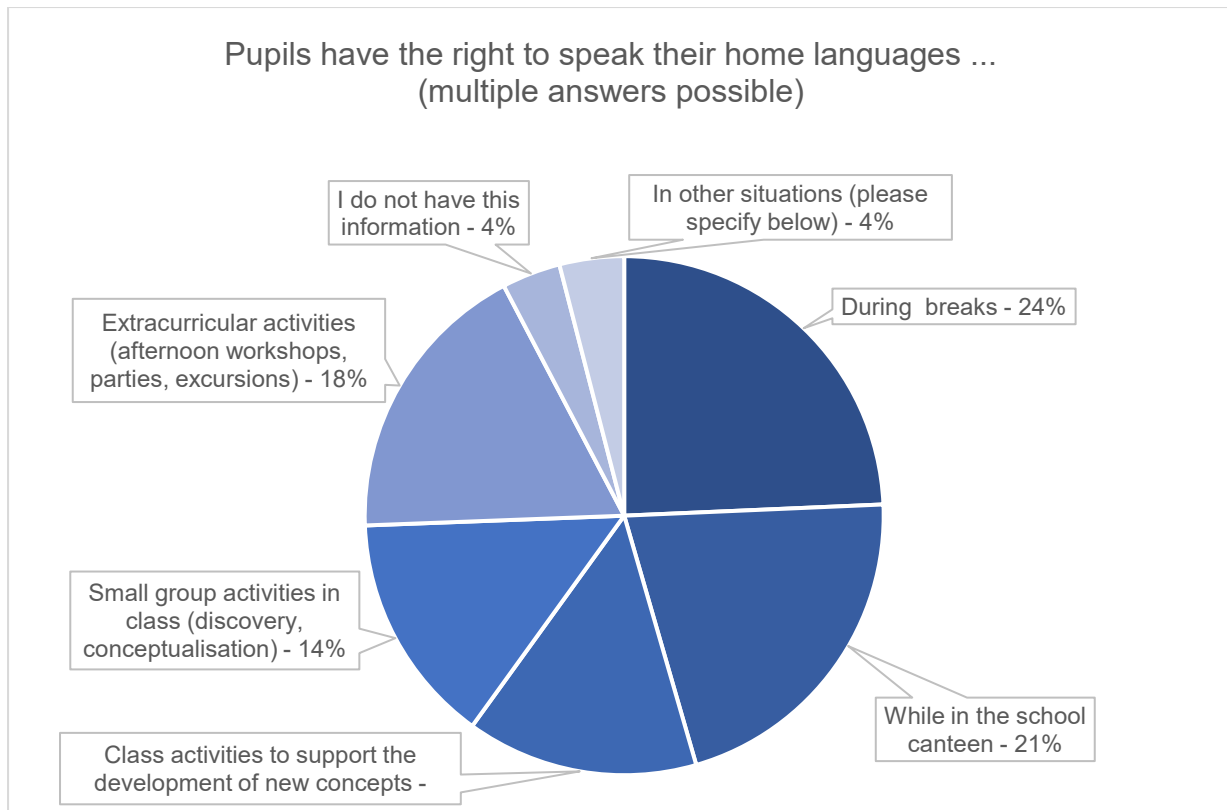


Figure 16: Places in which pupils within respondents' organisations have the right to speak their home languages

A few respondents specified **other places** in which pupils have the right to speak their home languages. Responses include various degrees of rights for pupils. While some mention that this is possible in (language) classes whenever given the opportunity or they have a co-speaker, others state this is only possible in family languages classes. Yet others mention that many teachers do not accept or stimulate home languages in the classroom and that some schools actively forbid them.

Next participants were asked whether there are **spaces at their organisations that are devoted to the pupils' home languages**. As displayed in Figure 17, about half of the respondents claim there are no spaces for pupils' home languages at their organisations. About 26% states that such spaces are available, while about 23% do not have enough information to answer this question.

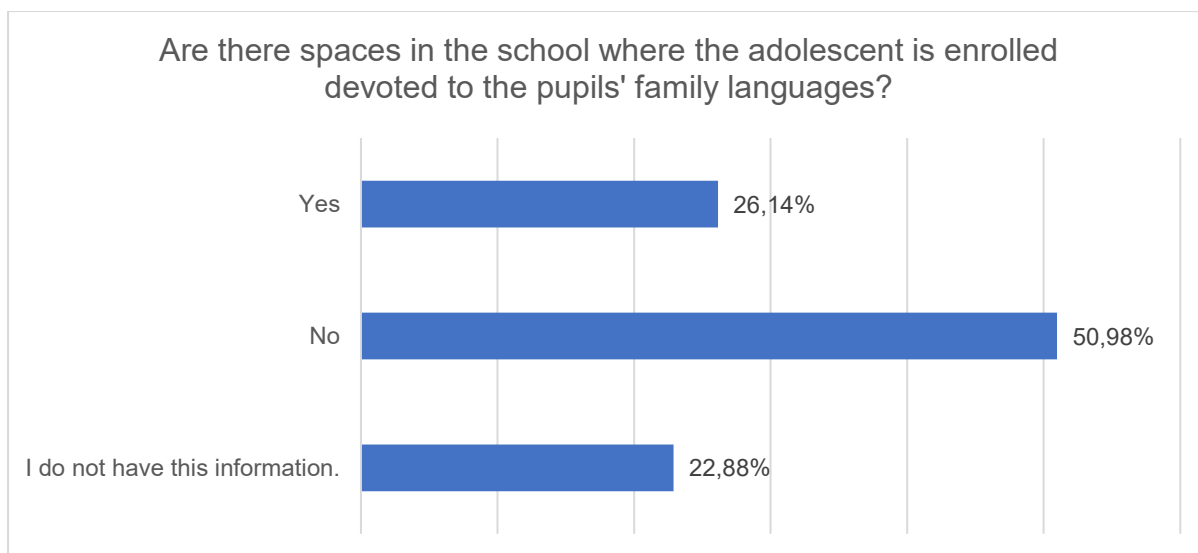


Figure 17: Availability of places devoted to pupils' home languages

In case of an affirmative response, stakeholders could **specify the spaces that were devoted to the pupils' home languages**. Figure 18 shows that in 27% of the cases, respondents claim that there are walls decorated with pupils' home languages in corridors or rooms. This is followed by displays in classrooms, panels or corridors (about 23%). In 12% of the responses, participants indicated that reception areas or rooms for parents could contain pupils' home languages. 24% of respondents stated not having access to the information needed to answer this question.

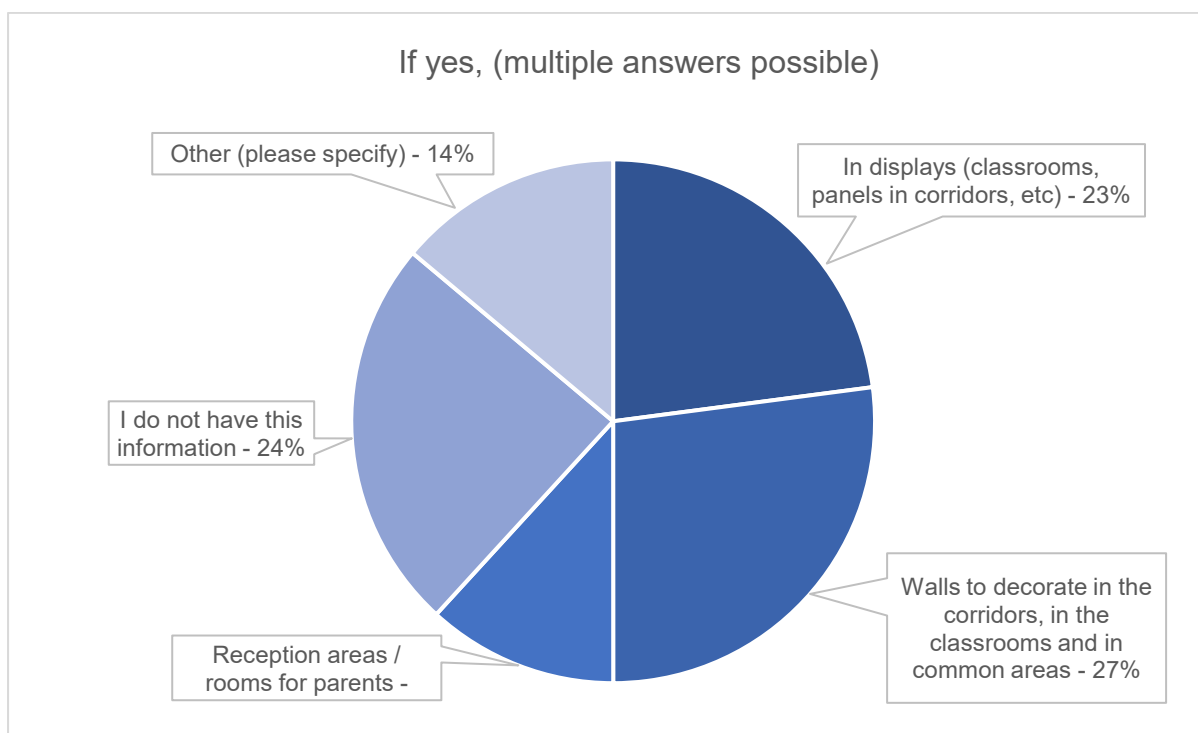


Figure 18: Places devoted to pupils' home languages

From the 14% of respondents that chose the option '**other**', quite a few (20) elaborated on the types of spaces available for home languages at their organisations. Answers included: the reception class, not permanent availability but on special occasions (e.g. European Day of Languages, a temporary exhibition or due to participation in a project), library, invitations for a parent meeting or other documents to communicate with parents.

Next, respondents could indicate whether they had observed if pupils **show an interest in one another's languages** and how. From Figure 19 it becomes evident that respondents often observe that pupils demonstrate interest in one another's languages; 71,5% made observations of pupils using words borrowed from their peers' languages, 67,4% observed pupils wanting to know more about cultural practices linked to peers and 52,1% observed pupils expressing the desire to learn a language spoken by a peer.

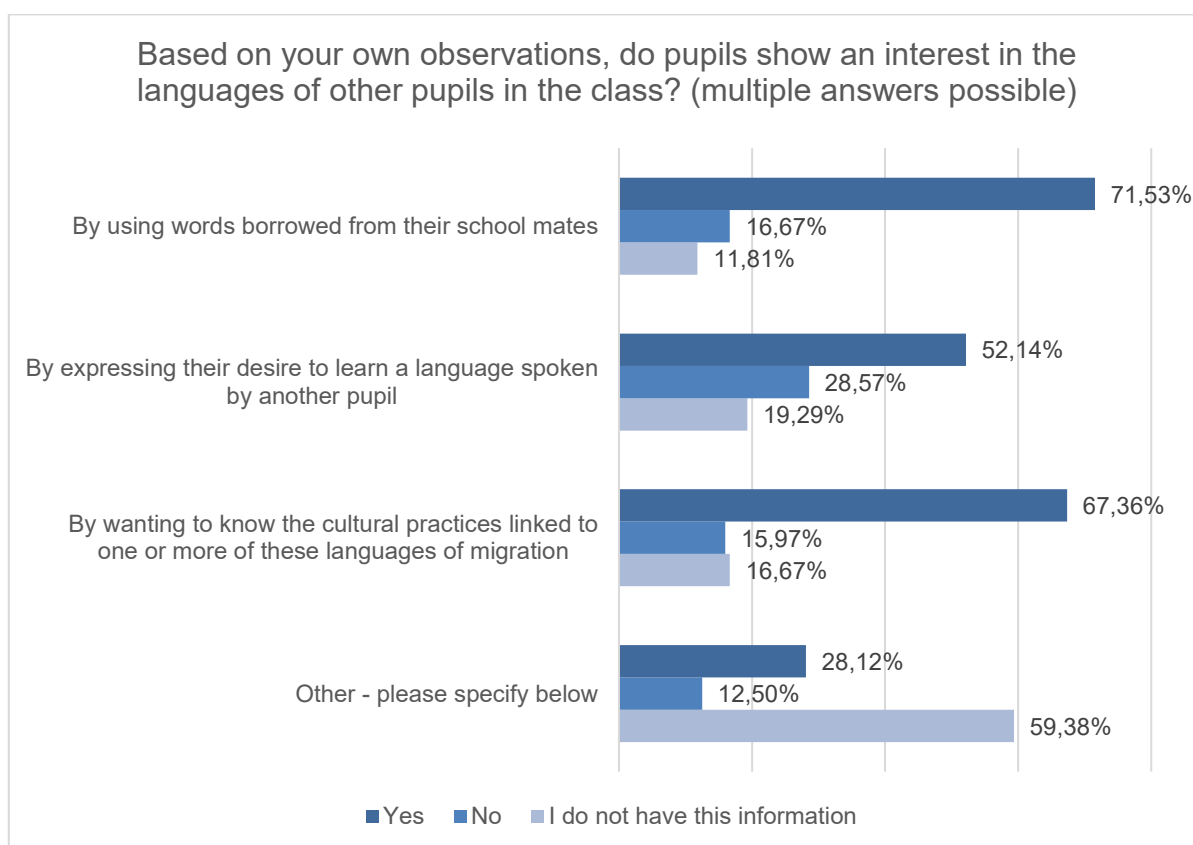


Figure 19: Types of interest of pupils in each other's languages

28% of respondents also reported on **other situations** in which they observed pupils demonstrating an interest in the languages of their peers. Many respondents mention that this varies immensely between pupils and is normally related to how the school functions towards plurilingualism. One respondent explains: "If students are exposed

significantly (in a planned way, and not randomly) to language diversity, they develop their natural interest to languages and cultures". Respondents that mentioned further types of interest of pupils referred to language comparisons being done by pupils and pupils being interested in different alphabets. They state that most pupils are generally open to other languages, especially when they are very young. Pupils are said to be willing to share their experience and give support, help with difficulties, show empathy. Some respondents claim that pupils get involved with music and films in the languages of their peers. Some observed pupils setting Google Translate as favourite app on their phones so as to be able to translate one another's languages quickly. And a few respondents mention that pupils demonstrate an interest in cultural aspects of their peers.

The following question related to respondents' **knowledge on the exposure of plurilingual pupils to their languages outside of the school**. 78.5% of the respondents (124) indicated that, according to their knowledge, pupils have the opportunity to practise their home languages outside of school, while only 3.8% (6) stated that pupils do not have the opportunity to practise their languages outside of school. 17.7% (28) claim not having the necessary knowledge to answer this question appropriately.

In case of a positive response, respondents could then specify, by clicking on multiple options, **where they were aware that pupils practise their home languages**. Figure 20 shows that, according to the respondents, in 31.2% of the cases plurilingual pupils are exposed to the home languages in their immediate environment, through their families or extended home. This is followed by friends (27.4% of responses), associations (15.4%), language courses in the home languages (14%) and by travelling (10.2%). All in all, the respondents indicated various and varied possibilities for plurilingual pupils to be exposed to their home languages, most of which involve an exposure to oral forms of the languages.

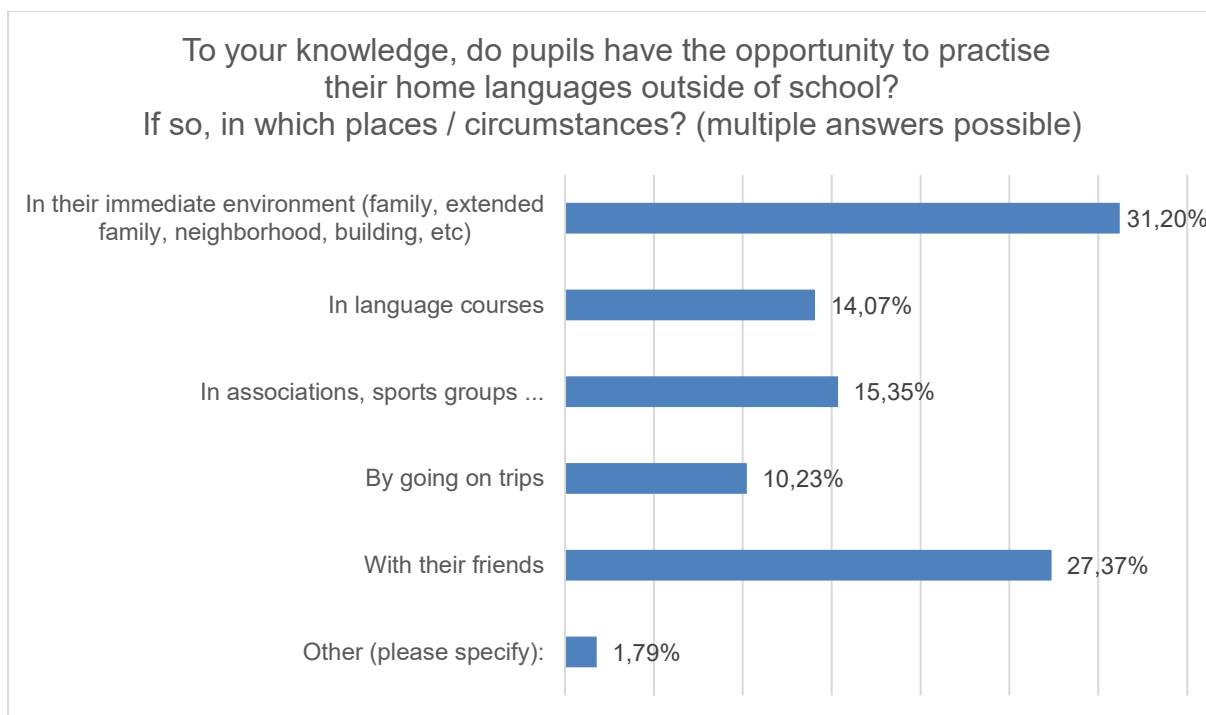


Figure 20: Sites of exposure to the home languages outside of school

Seven respondents wished to further specify their answers and added information on their knowledge of pupils' exposure to their home languages. Stakeholders mention several initiatives held by communities to expose children to their home languages (e.g. the Mosque or cultural associations or heritage language schools). One stakeholder indicates: "Some community groups hold weekend language schools where they learn the curriculum of their country of origin, through the home language". Another mentions: "Through specific international agreements such as the one with France, Portugal or Morocco, or through language and culture institutions, embassies or NGOs".

In sum, regarding the home languages and varieties of use we conclude the following:

- Regarding official documents or programmes relating to national education policies which make links with the languages of the pupils, 41.2% of respondents claim that official programmes do encourage making links with the pupils' home languages and 48.6% state that this is the case with memos or other official documents.
- Many respondents specified further documents that encourage schools to make links to pupils' home languages.

- Regional languages and varieties are generally encouraged and mentioned in official documents.
- As for the use of home languages in schools, most respondents state that pupils are entitled to use their home languages during breaks, followed by the canteen and in extracurricular activities that take place in the afternoon.
- Less respondents stated that pupils have the right to use their home languages during classroom activities.
- Many respondents claim there are no spaces for pupils' home languages at their organisations; when such spaces are available, respondents mention walls decorated with students' home languages in corridors or rooms, followed by displays in classrooms, panels or corridors, reception areas or rooms for parents could contain pupils' home languages.
- Respondents often observe that pupils demonstrate interest in one another's languages by using words borrowed from their peers' languages, wanting to know more about cultural practices linked to peers and expressing the desire to learn a language spoken by a peer.
- Respondents claim being aware that pupils have the opportunity to practise their home languages through various activities outside of school (being exposed to the home languages in their immediate environment, through their families or extended home, friends, associations, language courses, travelling).

In the final and open question of the survey, respondents were asked to report on any **other aspects concerning the inclusion of home languages** they feel should be reflected upon but were not included in the survey. Some respondents mentioned the need for more information on participation of migrant parents and on the necessity of parents to come to the school and to be informed about the importance of fostering home languages. Others mentioned they missed a question focused on linguistic racism and discrimination. A few mentioned that the survey does not address the large differences between primary and secondary education or between rural and urban schools. Finally, a few participants mentioned that the questions did not take into account languages with different status as is the case with pupils from Africa speaking a variety of languages that may be very local and have mainly an oral tradition.

4.2. Learners

4.2.1. The learners' languages

The first section of the learners' survey aimed at **mapping the learners' plurilingual repertoires**. For the first question, the learners were asked to specify the **languages spoken in their families** in a drop-down menu in which they could choose several options and add extra languages. Figure 21 shows that 26.3% of respondents claim to speak English at home, followed by 9.5% of Bengali speakers, 8.3% Arabic, 7.3% German and then 3.7% of speakers of Italian, Punjabi, and Portuguese.

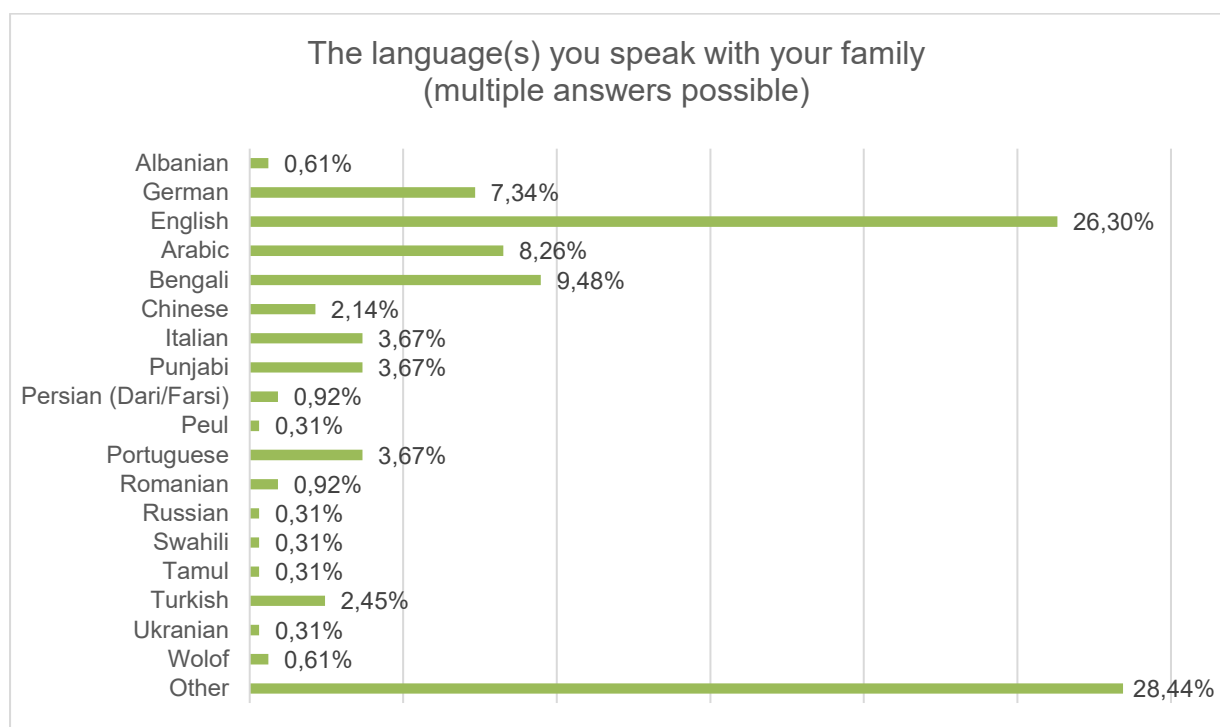


Figure 21: Most spoken home languages of the learners

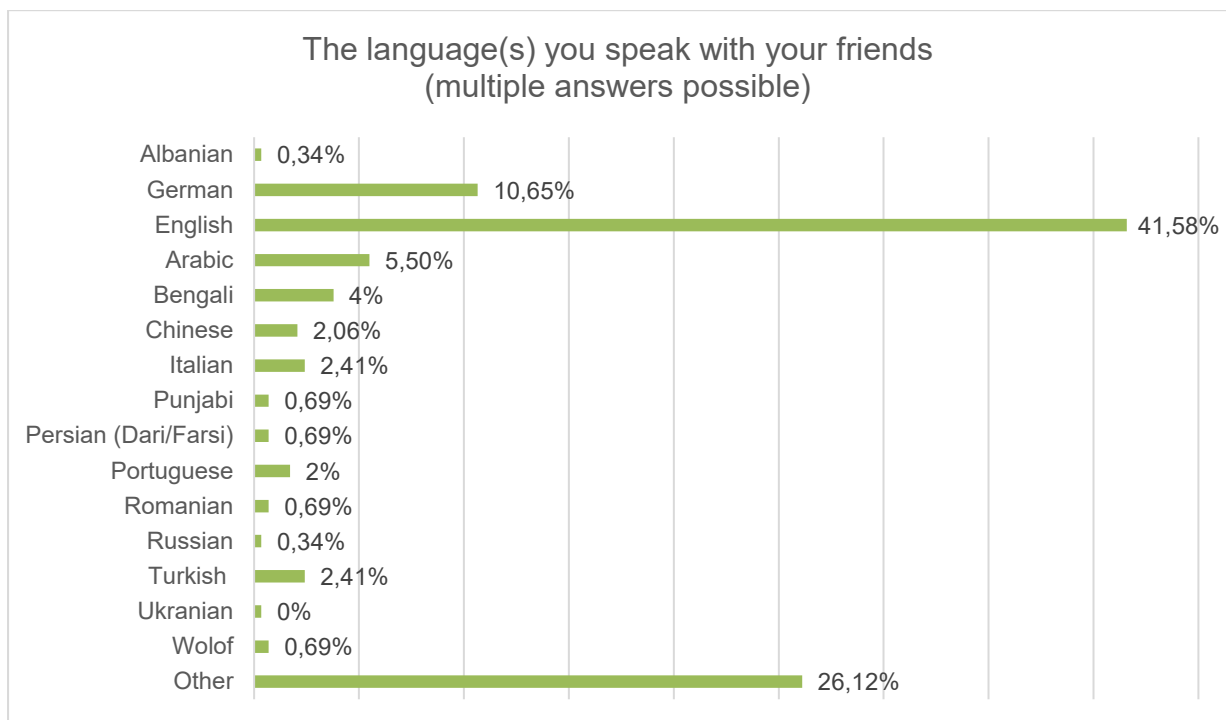
It is also interesting to see that 28.5% of learners chose the category '**other**' to specify their home languages; 10 pupils mentioned speaking Slovenian, 9 Urdu, 7 Pashto, 5 Serbian, and 4 Polish, Croatian and Hindko. Moreover, many other languages were identified by only one or two pupils. Pupils spoke languages used across the globe.

As pupils could indicate several languages, Table 3 summarises the number of languages pupils claim to speak in their families. About 44.4% of learners state to speak mostly one home language with their families, while 44% claim to speak two different languages within the home. About 10% speak 3 languages and just a few respondents claim to speak 4 or more. Within the families, boys speak significantly more languages than girls ($t(181) = 2,036$, $p = 0.043$).

Table 3: Number of languages spoken in the learners' families

| Number of home languages | Frequency | % |
|--------------------------|-----------|------|
| 1 | 85 | 44.4 |
| 2 | 84 | 44.0 |
| 3 | 19 | 9.9 |
| 4 | 2 | 1.0 |
| 5 | 1 | 0.5 |
| Total | 191 | 100% |

The second question asked learners to specify the **languages they speak with their friends**. Figure 22 shows that many learners speak English with friends (41.6%), followed by German (10.7%), Arabic (5.5%) and Turkish (2.4%) and Italian (2.4%).

**Figure 22: Most spoken home languages with friends**

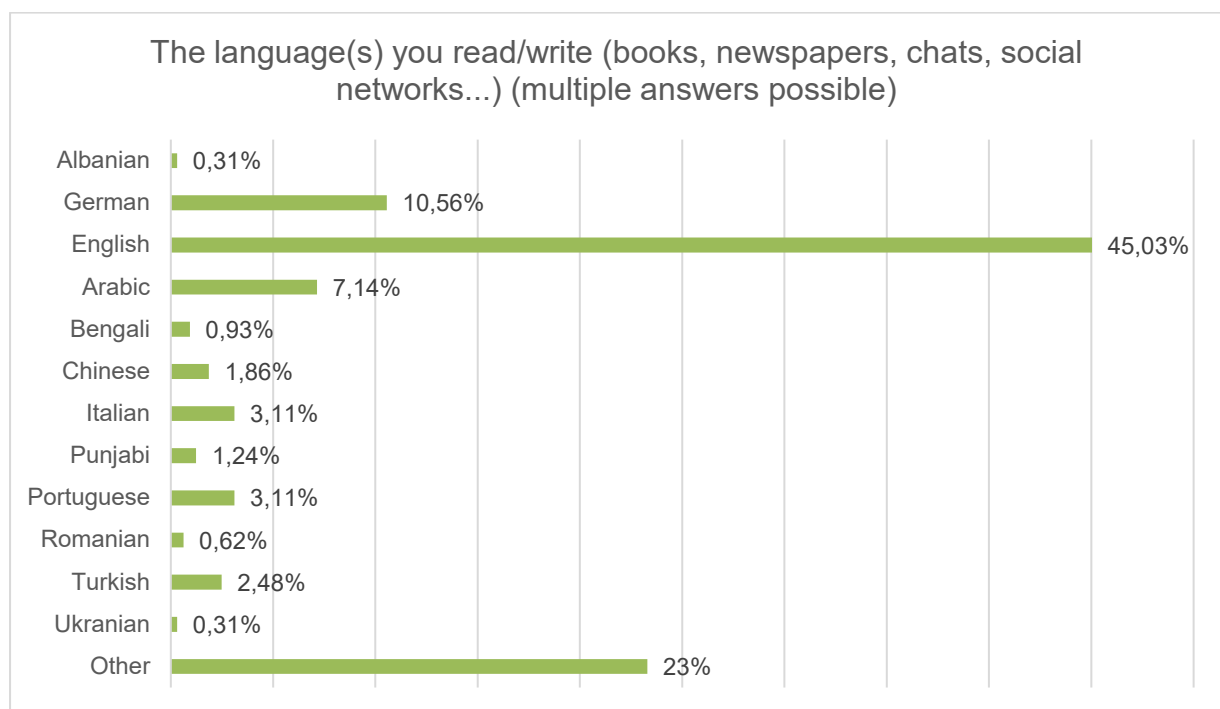
Also here, many learners (26.1%) chose to specify '**other**' languages they use with their friends. For example, 14 learners indicated they spoke French with their friends (also in combination with other languages), 11 claimed to use Slovenian, 4 Pashto and 3 Urdu. Table 4 shows the number of languages that learners claim to speak with their friends. We found no significant differences between girls and boys.

Table 4: Number of languages spoken with friends

| Number of home languages | Frequency | % |
|--------------------------|-----------|------|
| 0 | 4 | 2.1 |
| 1 | 103 | 53.9 |
| 2 | 67 | 35.1 |
| 3 | 15 | 7.9 |
| 4 | 2 | 1.0 |
| Total | 191 | 100% |

With these data, we examined whether there was a difference in the number of different languages learners speak at home or with friends. A paired samples test revealed that learners speak more languages at home than with friends. In addition, boys speak on average more languages at home than with friends, while for girls no differences were found.

The final question in relation to the learner's plurilingual repertoires was related to the languages that learners claimed to be able to read or write in books, newspapers, chats, social networks, etc. It thus concerned **literacy skills in the home languages**. As seen in Figure 23, 45% of learners declare engaging in literacy practices in English and 10.6% in German. Almost all the languages that learners stated speaking in their families are, with the exception of most African languages, also used for reading and/or writing (e.g. in 7.1% in Arabic or 3.1% Portuguese).

**Figure 23: Most spoken home languages of the learners**

According to Table 5, 44.5% of the respondents claim to read or/and write in one language, while 38.2% state being able to do this in 2 languages and 14.1% in 3. This points towards a relatively high degree of self-reported literacy in the languages reported by the learners. There were no significant differences between girls and boys in terms of their self-reported literacy skills.

Table 5: Number of languages learners read/write in

| Number of home languages | Frequency | % |
|--------------------------|-----------|------|
| 0 | 4 | 2.1 |
| 1 | 85 | 44.5 |
| 2 | 73 | 38.2 |
| 3 | 27 | 14.1 |
| 4 | 2 | 1.0 |
| Total | 191 | 100% |

The degree of pupils' literacy in multiple languages also seems to be related to their age; the older the pupils, the more languages they claim to read and write in ($r = .319, p = .000$). This may reflect the presence of (foreign) language teaching at schools, as the number of languages spoken at home is not related to age ($r = .104, p = .156$).

In sum, regarding the learner's plurilingual repertoires, we conclude the following:

- Our learner sample is characterised by great linguistic diversity; 26.3% of respondents claim to speak English at home, followed by 9.5% of Bengali speakers, 8.3% Arabic, 7.3% German and then 3.7% of speakers of Italian, Punjabi, and Portuguese. But many other languages and varieties from across the globe were mentioned as well.
- This is also reflected in the fact that 44.4% of learners claim to speak mostly one home language with their families, but 44% claim to speak two different languages within the home. And 10% speak 3 languages.
- Learners speak less languages and somewhat different languages with friends but also here language use is very diverse with 41.6% of learners speaking English with friends, followed by German, 10.7%, Arabic, 5.5%, and Turkish and Italian, 2.4% each.
- In terms of literacy skills, 45% of learners declare engaging in literacy practices in English and 10.6% in German. Almost all the languages that learners stated speaking in their families are, with the exception of most African languages, also used for reading and/or writing.

4.2.2. The learners' families and home language use

The following section of the learners' survey focused on the home **background of learners and their families and the home language use**. In relation to the generation of the learners, Figure 24 shows that 51% mention that their parents migrated to the current country of residence, 22% mention that their grandparents migrated and in 12% of the cases, learners mention having migrated themselves to their current country of residence. In 5% of cases, other home members migrated and 11% of learners did not know how to answer this question.

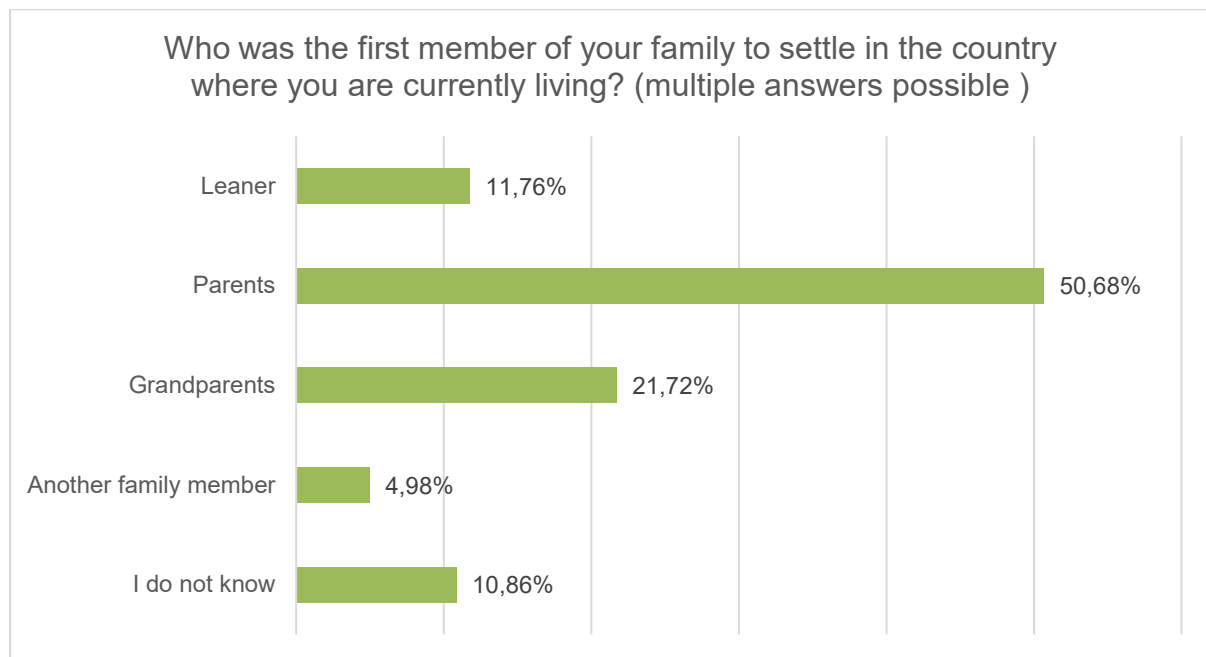


Figure 24: Home members who migrated

The next question aimed at mapping the languages that **parents speak at home**. More than 30% of learners chose the category 'other'. English (24.1%), Bengali (9.9%), German (8%), Arabic (7.6%) and Portuguese (4.6%) are the most spoken languages by parents, according to the learners. In the category 'other', learners mention a great variety of European, African and some Asian languages and varieties. The languages mentioned more often were French (11 learners), Slovenian (10), Urdu (10), Pashto (7) and Polish (5).

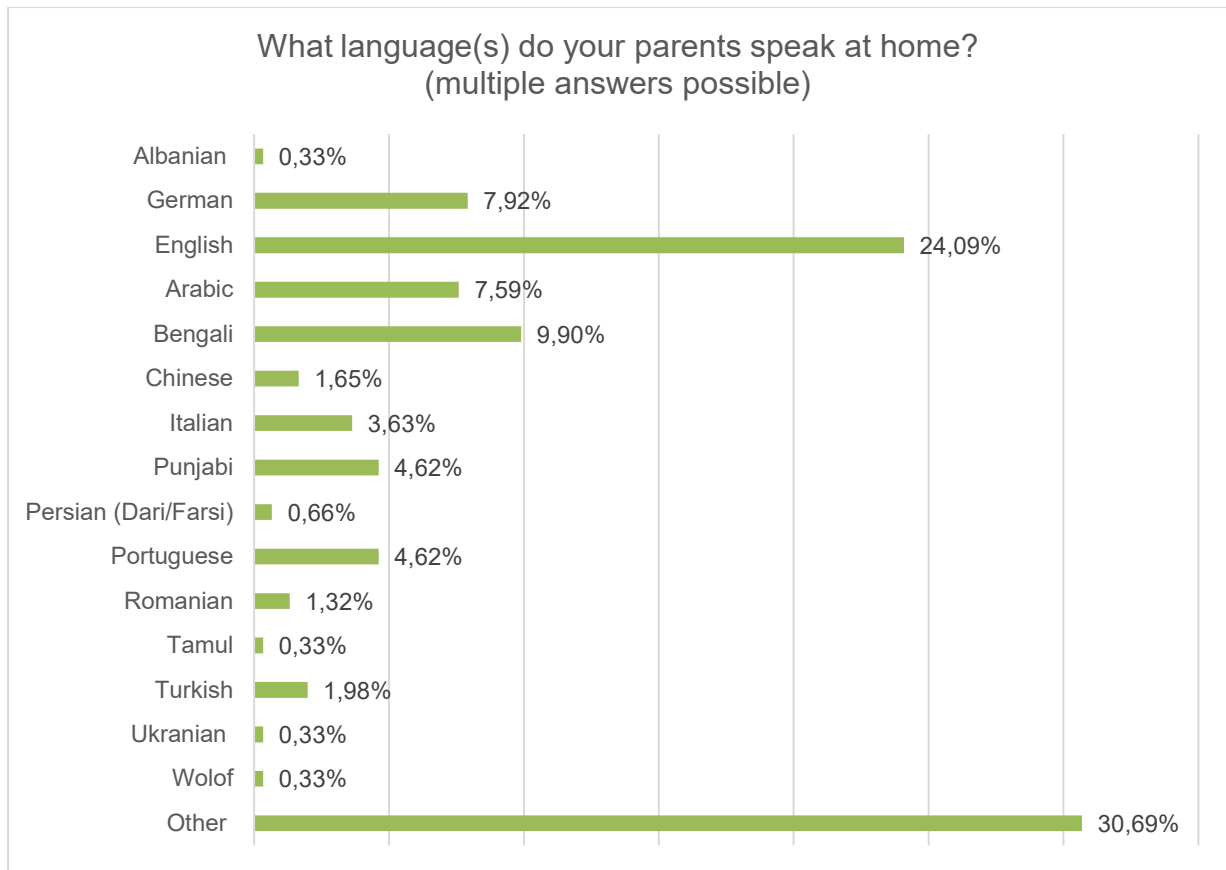


Figure 25: Parental language use

According to Table 6, 50.8% of the respondents claim that their parents speak one home language with each other, while 37.2% state their parents use 2 languages in their home communication and 10.5% that their parents speak 3 languages. Also, these results point towards a relatively high degree of diversity in parental language use.

Table 6: Number of languages spoken by the parents

| Number of home languages | Frequency | % |
|--------------------------|-----------|------|
| 0 | 2 | 1.0 |
| 1 | 97 | 50.8 |
| 2 | 71 | 37.2 |
| 3 | 20 | 10.5 |
| 4 | 1 | 0.5 |
| Total | 191 | 100% |

The data about pupils' plurilingual repertoires allowed us also to find a few more interesting correlational patterns; the more languages parents speak to each other,

the more their child will claim to read and write in multiple languages ($r = .19$, $p = .009$), meaning that home language use may potentially be related to higher literacy levels in multiple languages. In addition, learners who claim to be able to read and write in multiple languages more often have family members that also speak several languages ($r = .252$, $p = .001$) and also have friends with whom they speak multiple languages ($r = .319$, $p = .000$).

In sum, regarding the learner's families and home language use, we conclude the following:

- Our results thus show that most of the sampled learners are second or third generation migrant pupils.
- Parental language use is marked by great language diversity, both in terms of the diversity of languages reported by learners and in relation to the number of home languages reported.
- The number of languages used within the families is also related to the literacy levels of pupils, as the more languages are spoken, the more often learners report being able to read and write in multiple languages.
- The more languages parents speak to each other, the more their child will claim to read and write in multiple languages.
- Learners who claim to be able to read and write in multiple languages more often have family members and friends with whom they use multiple languages.

4.2.3. The place of learners' languages at their schools

According to Figure 26, most learners were attending lower secondary education (58%) at the time of completing the survey. This is followed by 31% of learners attending upper secondary school and 5% attending vocational schools or tracks.

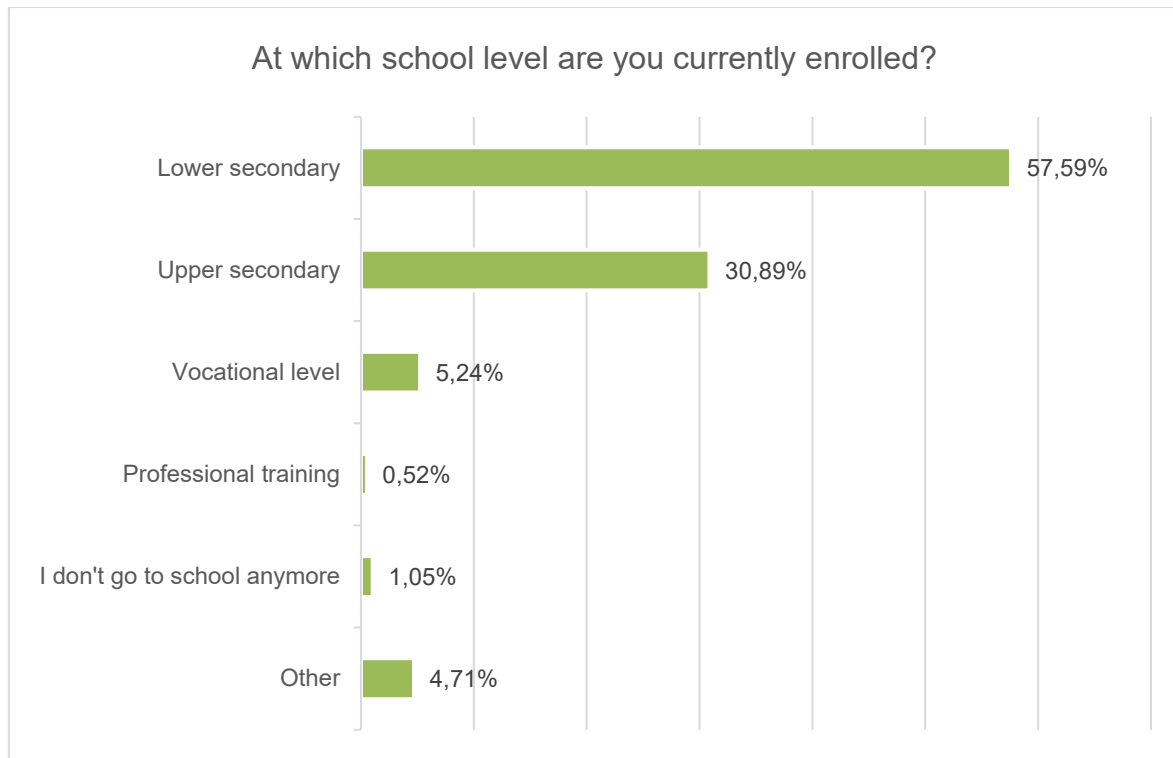


Figure 26: Educational level of learners

We also asked learners about the number of **years** they have been attending school, with a drop-down menu containing the numbers 1 to 15. However, while many learners interpreted the question as the total number of schooling they had, a few learners indicated the number of years they had been attending the particular school they were in at that moment. As such, while 37.7% of learners claimed to have had between 9 and 11 years of schooling, which would correspond to the typical high school age, 23.9% claim to have attended only one year of schooling, pointing towards the learners in lower secondary education who had only attended one year at their secondary school. As a result, we will not use these results further.

The following question, aimed at mapping whether the **home languages or the languages used with friends were assessed**.

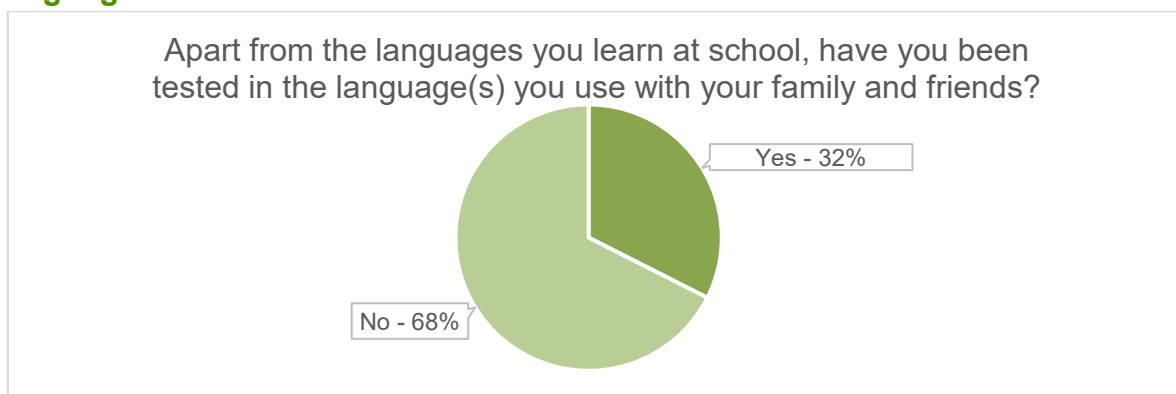


Figure 27: Assessment of home languages

Figure 27 shows that the vast majority (68%) of the learners claims that their home languages have never been assessed, while 32% state that this was indeed the case. For affirmative responses, learners could make a few specifications in relation to the assessment conducted.

First, they could specify **the setting** in which their home languages were assessed. As seen in Figure 28, 65.8% of learners claim that assessment of home languages took place in a school setting. This is followed by assessments within cultural or community association (13.7%) and assessments carried out in church or religious space, both of which possibly refer to home language classes.

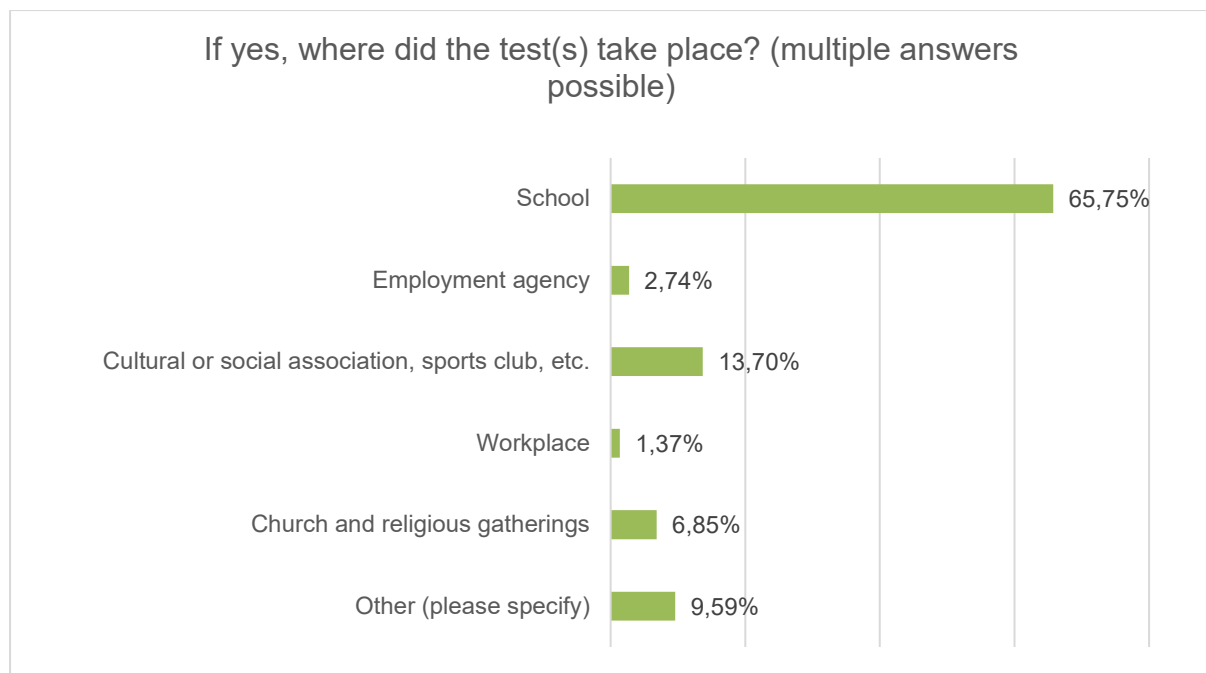


Figure 28: Settings in which home languages are assessed

Only a few learners specified the option 'other'. Some indicated having been tested at home or at the home of home member, others specified having been assessed via zoom or during heritage languages classes.

Moreover, learners whose home languages had been assessed could specify the **languages assessed**. Figure 29 shows that English is the language that learners claim to be most tested in (27.6%), pointing towards the fact that learners consider English to be both their home language and a language of schooling, depending on the setting. This was followed by German (in 14.3% of responses) and Arabic (12.4%). Under the category 'other', learners specified French (7), Spanish (6), Slovenian (5) and Polish (2), followed by a few learners indicating regional languages such as Welsh, Scots, and Catalan. It is noteworthy that the languages reported as having

been assessed do not match the languages that learners claim to speak in their home environment. Languages tested tend to be European languages or languages largely spoken in European countries, such as Arabic.

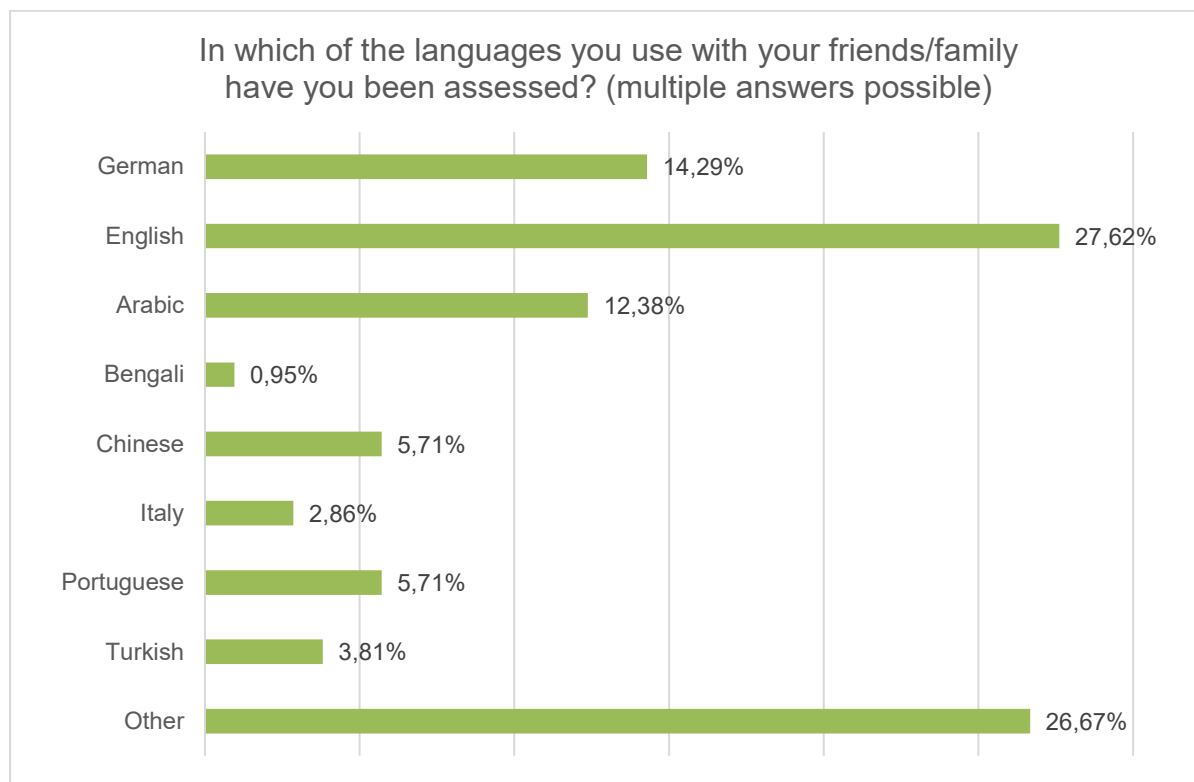


Figure 29: Home languages assessed

Next, learners with assessed home languages were asked to indicate whether their home languages had been assessed in the **written or the oral form**. 57% indicated that their languages, if assessed, had been assessed orally, while 43% claimed that the assessment had been in the written form.

Regarding the **purposes of assessment**, in 18.8% of the responses, learners indicate that the home language assessment was done to acknowledge previous experience at the time of reception in the school (diagnostic function). This was followed by 17.1% of responses of learners claiming that the assessment was done to include the home language in the assessment of their academic performance (summative function). In 16.2% of responses, learners claimed that assessment was conducted for placement in a level-appropriate class (diagnostic function). In 13.7% of the cases, learners stated that assessment enabled them to use their language to learn in the classroom (formative function). In only 10.2% of the cases was the assessment conducted in order for the learner to obtain a certificate or a complementary diploma attesting home language level (certifying function). In 12.8% of the cases, learners claimed not to

know the purpose of assessment and in 4.2% they indicated other reasons, such as religious reasons or mother tongue exams.

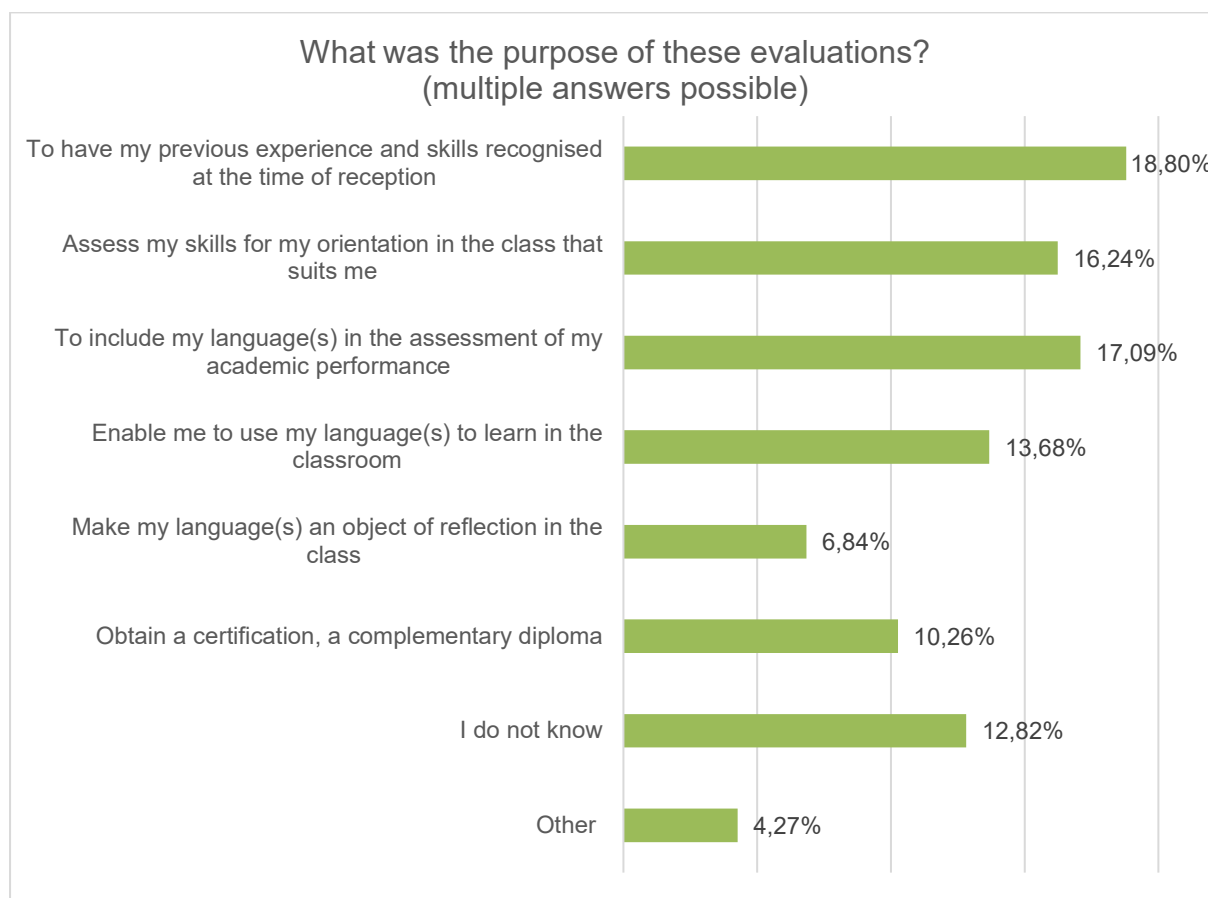


Figure 30: Purposes for which home languages are assessed

In case of a negative response to the question regarding whether or not home language assessment had taken place, learners could indicate whether they would **like their competences in the home languages to be assessed**. 33.1% would like their home languages to be assessed, while 35.9% would not and 30.1% does not know. In case of an affirmative answer, learners could specify the reasons they would like home language assessment to take place. Figure 31 shows that 22.7% of the learners who wish their languages to be assessed would like their background and skills to be better known at the time of their reception at the school.

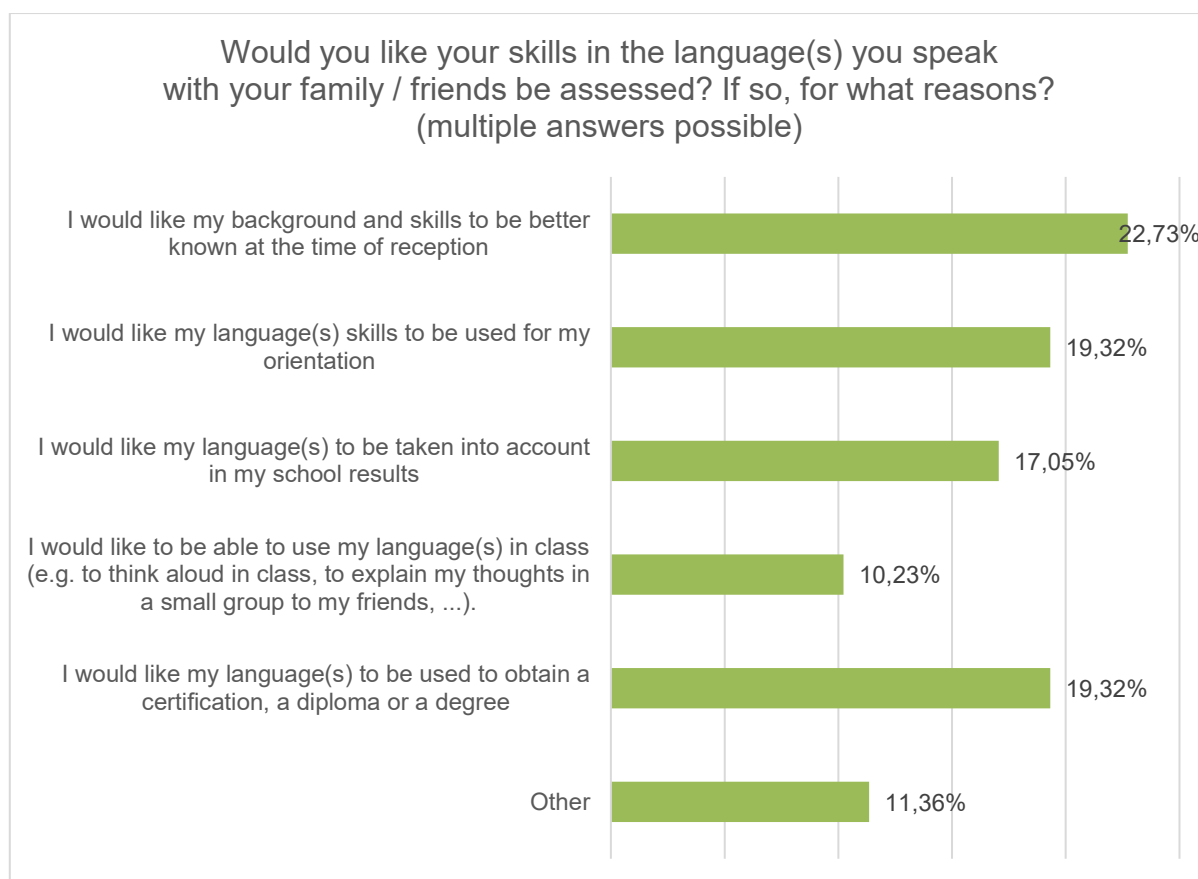


Figure 31: Reasons for wishing home languages assessment

This was followed by 19.3% of learners wanting their home languages to be used for diagnostic purposes and the same percentage wishing assessment in order to obtain a certification, a diploma or a degree. 17% would like their languages to be assessed and taken into account for general school results. 11.4% indicated other reasons, such as speaking to family and friends fluently, working as a translator, going to university or improving employment chances. One speaker of Hungarian indicated: I would like my teachers to appreciate this.

Next, learners were asked to report on **home language use and support** within their schools. Figure 32 shows that in 67.9% of the cases learners claim that, in some subjects, teachers ask them which languages they speak. In 27.4% of the cases, however, this does not happen in any subject. In 42.4% of the responses, learners state that in no subject are they encouraged by the teacher to use the languages they know to express themselves or learn. This happens in some of the subjects in 34.8% of the responses. In 45.7% of the cases, learners claim that in no subject are they allowed to use resources in their home languages, such as a dictionary. This does happen in some subjects in 36.4% of the responses. Finally, in 51.4% of the responses, learners stated that in none of the subjects does the teacher use their home languages in classes. This is the case in some subjects in 21% of responses and in all subjects in 27.6%.

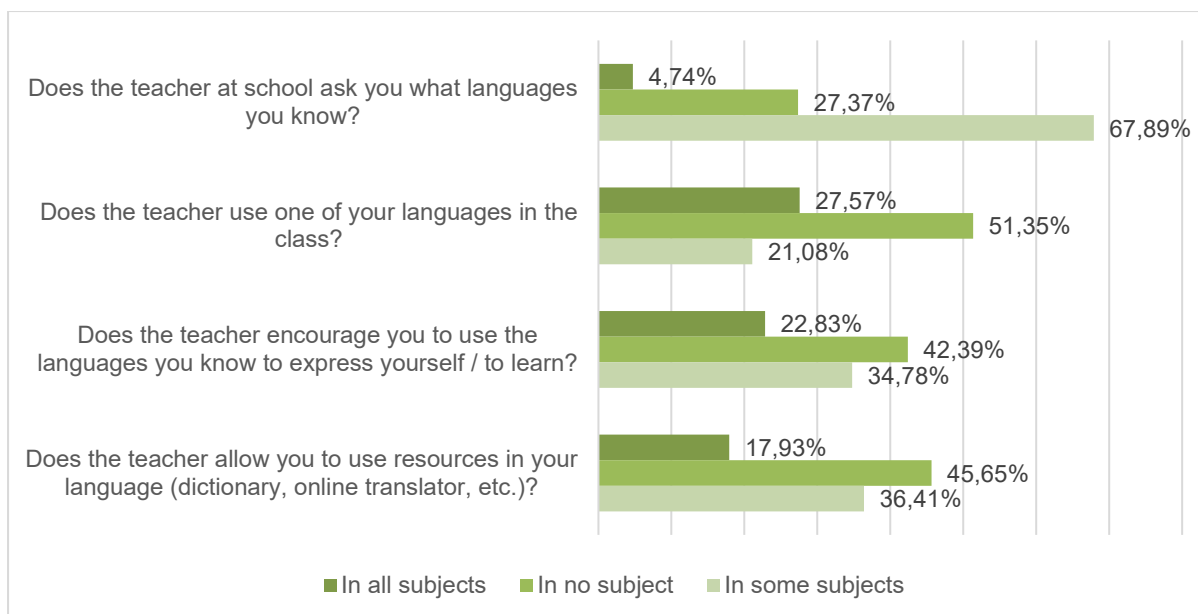


Figure 32: Home language use and support at the schools

At the end of this section (see Figure 33), we asked learners what they **would like their schools to do with their home language(s)**. 29.6% of responses expressed learners' wishes in relation to their school teaching them their home languages. This is followed by 23% of learners wanting schools to encourage them to use their languages in their learning process (e.g. solving mathematical problems), and by 22.7% of responses expressing that schools find it normal that the home languages are used to work in class (e.g. in groups). Only 16.8% of learners wish to actively present their home languages to the class.

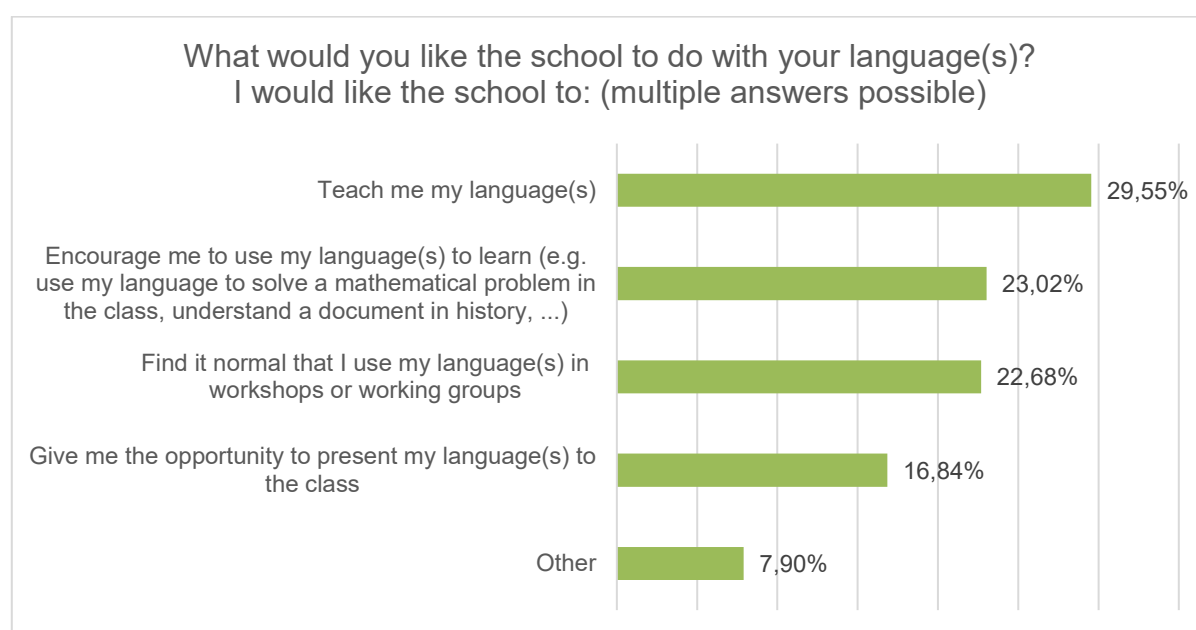


Figure 33: Wishes of learners in relation to their home languages at school

In sum, regarding the place of learners' home languages at their schools, we conclude the following:

- Our sample is mainly composed of pupils attending lower secondary education (57%), followed by 31% of learners attending upper secondary school. Learners in vocational tracks are thus under-represented.
- We cannot interpret the results provided by learners in relation to the number of years they have been attending school.
- The vast majority (68%) of the learners claims that their home languages have never been assessed.
- When home languages are assessed, assessment largely takes place in a school setting.
- Languages tested tend to be European languages or languages largely spoken in European countries, such as Arabic. This differs largely from the home languages that learners reported speaking.
- Home language assessment is mostly oral (57%) but also written assessment is performed (43%).
- Most of the home language assessment conducted has a diagnostic function; to determine level at the reception of the student (18.8%) or to place pupils at a level-appropriate class (16.2%).
- 33.1% of learners would like their home languages to be assessed, for example, to be better known at the time of their reception at the school, for their orientation at school or to obtain a certification, a diploma or a degree.
- Home language use and support largely differs across schools and subjects; while some teachers encourage pupils to use their languages, in many cases this is not the case.
- Although learners are torn between wishing their languages to be assessed at school or not, 29.5% wished school to teach them their home languages and 23% of learners wanted schools to encourage them to use their languages in their learning process.

4.3.4. Making progress in the home language(s)

In the final section, learners' wishes regarding the **improvement of their home languages skills** were mapped. The first question asked learners whether they would like to learn their home languages better. 79% of learners responded affirmatively, 21% stated they did not wish to improve their home language skills. Figure 34 displays the languages that learners wish to improve. English (15.7%), Arabic (13.2%) and Bengali (6.8%) are the most chosen languages. About 27.6% of learners specified other languages. Under this category, Pashtu, Urdu, French and Bengali were often mentioned, but also Polish, Somali and Japanese.



Figure 34: Languages in which learners wish their skills to improve

Regarding the **reasons for home language improvement**, Figure 35 shows that 24.6% of learners wish to maintain family relationships with their country of origin or their parents' country of origin. This is followed by 23.3% of responses indicating a wish to improve home languages in order to participate in cultural and leisure activities. In 20.5% of cases, learners wanted an improvement of their home languages to facilitate admission to higher or vocational education. 3.5% of learners also added other reasons, such as speaking with relatives and friends, to express themselves correctly, to be able to read in the home language.

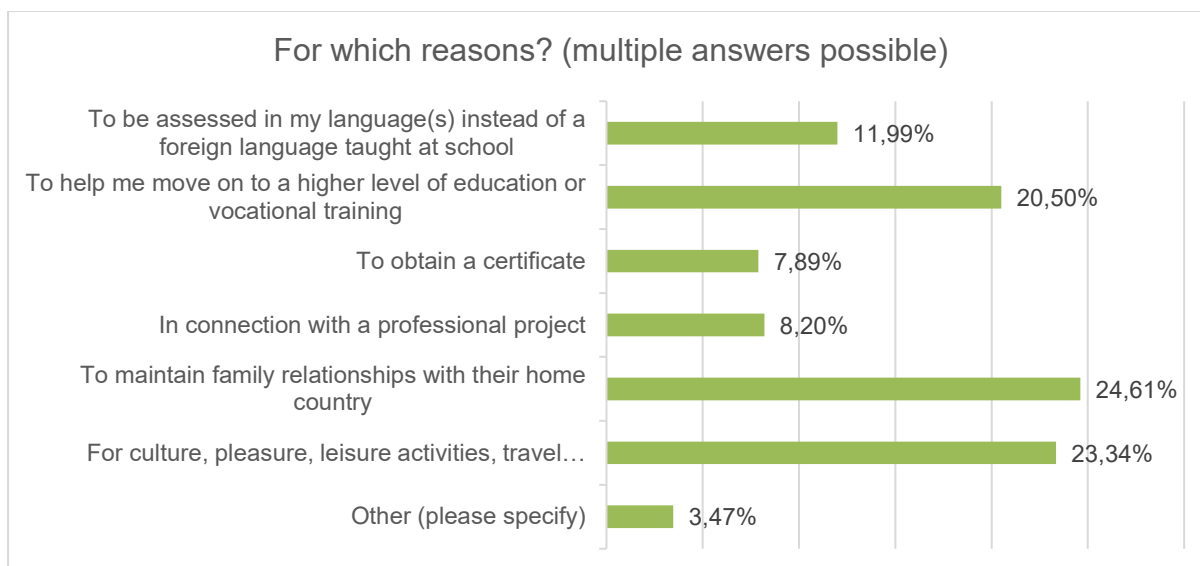


Figure 35: Reasons to wish home language improvement

The last question asked learners whether they had the opportunity to **attend courses in their home languages**. 42.3% of learners stated they did attend home language courses, while 24.5% state they did not. 25.5% were not aware such courses existed and 7.6% did not know.

In sum, regarding the learner's plurilingual repertoires, we conclude the following:

- Our learner sample is characterised by great linguistic diversity; 26.3% of respondents claim to speak English at home, followed by 9.5% of Bengali speakers, 8.3% Arabic, 7.3% German and then 3.7% of speakers of Italian, Punjabi, and Portuguese. But many other languages and varieties from across the globe were mentioned as well.
- This is also reflected in the fact that 44.4% of learners claim to speak mostly one home language with their families, but 44% claim to speak two different languages within the home. And 10% speak 3 languages.
- Learners speak less languages and somewhat different languages with friends but also here language use is very diverse with 41.6% of learners speaking English with friends, followed by German, 10,7%, Arabic, 5.5%, and Turkish and Italian, 2.4% each.
- In terms of literacy skills, 45% of learners declare engaging in literacy practices in English and 10.6% in German. Almost all the languages that learners stated speaking in their families are, with the exception of most African languages, also used for reading and/or writing.

5. CONCLUSIONS

5.1. Learning providers

Our first conclusion regards the overall **reduced space for assessment of plurilingual pupils' home languages**. For a large percentage of plurilingual pupils (44%) our respondents reported that there were no assessment practices to map their home language competences. Many plurilingual pupils seem to be assessed but this is mostly done in the language(s) of schooling (in 69% of the cases) or in the scope of other subjects. In addition, the assessment of home languages is done for various purposes, the most common being the placement of pupils in appropriate educational levels.

Further, we can conclude that **ad hoc practices in home language assessment** are extremely common. The great variety of instruments, skills, languages and forms of assessment (e.g. oral or written) used is an indicator of the lack of centralised or standardised measures and, in many cases, the application of ad hoc practices. In addition, there are also various practices in terms of the stakeholders involved in assessment of home languages; while teachers participate and correct the tests more often, assessment experts are more commonly involved in developing tests, while management most often organises the overall assessment process. In this way, assessment of home languages may reflect how assessment in general is carried out in schools. What was also noticeable was the remarkable creativity and resourcefulness of respondents in finding solutions, help, activating friends, colleagues, pupils, associations, etc.

One natural result of the ad hoc practices found is that the degree of schools' **involvement with pupils' home languages is very much dependent on individual stakeholders own personal interest**. Many stakeholders claim to engage with their pupils' home languages in various ways, such as through own personal documentation, personal experiences or during teaching practices by involving pupils and their families. Most of the training activities reported seem to be dependent on the stakeholders' own initiative, personal engagement and actions and are not dependent on formal requirements of the organisations. The majority of respondents claim not to have any possibilities to attend training on plurilingual education. So, we conclude that there are various degrees of institutionalisation of home language assessment leading to very diverse practices and stakeholders involved.

From our analysis, we can thus also report on a few mismatches. The first one relates to the **mismatch between documents and practices**. Regarding official documents or programmes of national education policies which make links with the languages of the pupils, 41.2% of respondents claim that official programmes do encourage making links with the pupils' home languages and 48.6% state that this is the case with memos

or other official documents. Many respondents specified further documents that encourage schools to make links to pupils' home languages. However, respondents also report that not many other colleagues at the schools engage with pupils' home languages.

The second mismatch is related to the **use of home languages in and outside of the classroom**. For the use in schools, most respondents state that pupils are entitled to use their home languages during breaks, followed by the canteen and in extracurricular activities that take place in the afternoon. Less respondents stated that pupils have the right or are actively encouraged to use their home languages during classroom activities. Many respondents claim there are no spaces for pupils' home languages at their organisations; when such spaces are available, respondents mention walls decorated with pupils' home languages in corridors or rooms, followed by displays in classrooms, panels or corridors, reception areas or rooms for parents could contain pupils' home languages.

Our last conclusion regarding the institutions relates to the **general interest of plurilingual pupils in one another's languages and cultures**. Plurilingual pupils are reported to be very interested in learning about one another's languages and have many opportunities to be exposed to their languages outside of school. Respondents claim being aware that pupils have the opportunity to practise their home languages through various activities outside of school.

5.2. Learners

The first conclusion in relation to the learner survey derives from the **great diversity found among learners and their families**. Our learner sample is characterised by great linguistic diversity, both in terms of the diversity of home languages reported by the learners as well as regarding the amount of languages spoken at the home or with friends (44% of the learners claim to speak two different languages within the home). In addition, parental language use involved communication in even more languages. Interestingly, the more languages parents speak to each other, the more their child will claim to read and write in multiple languages.

Furthermore, we found great **family and learner investment in maintaining home languages**. Our results thus attest to the great efforts made by families into maintaining the home languages. In terms of literacy skills, almost all the languages that learners stated speaking in their families were, with the exception of most African languages, also used for reading and/or writing in the families. Many of the learners (42.3%) claimed to already attend home language education, often outside of the regular school setting.

Also in relation to the learners we found a large **mismatch between learners' wishes in relation to home language use at school and how schools engage with pupils' home languages**. The vast majority (68%) of the learners claims that their home languages have never been assessed, which confirms the findings obtained in the survey with the learning providers. The languages assessed tend to be European languages or languages largely spoken in European countries, such as Arabic. This differs largely from the home languages that learners reported speaking. Moreover, most of the home language assessment reported seem to have a diagnostic function; to determine level at the reception of the pupil (18.8%) or to place pupils at a level-appropriate class (16.2%), whereas pupils wish acknowledgement for their home languages and being able to access employment or higher education more easily through home language certification. Finally, there is a great variation across schools, teachers and subjects; while some teachers encourage pupils to use their languages, in many cases this is not the case, which points towards the reduced degree of institutionalisation of policies relating to pupils' home languages.

Finally, the learners' survey revealed that **pupils have high ambitions in relation to their home languages**. The vast majority of plurilingual learners (79%) wishes to improve their home language skills. These wishes regarding the improvement of home language skills are related to manifold cognitive and socio-affective reasons, such as maintaining family relationships with their country of origin or their parents' country of origin, participating in cultural and leisure activities, but also facilitating admission to higher or vocational education.

All in all, on the basis of our results, we can propose some **recommendations** for schools receiving plurilingual adolescents between 11 and 18:

- More institutionalised training and knowledge on the importance of assessing pupils' home languages is needed in schools. With a few exceptions, this was pointed out in the institutions' surveys and the answers from the pupils confirm the lack of awareness, materials and knowledge on home language assessment.
- A set of evidence-based principles for the assessment of home languages across Europe should be developed, agreed and shared among institutions. This could lead to a decrease in ad hoc assessment mainly focused on assessing the majority languages for placement reasons.
- Cooperation between countries should be facilitated in order to collect and share different types of instruments to assess various skills in the family languages, for various age groups (e.g. instruments to assess the Arabic language could be used in several countries with Arabic speaking pupils).
- The gap between what happens at schools, where a majority of pupils claim that their languages are not taken into account, and the strong desire of these same pupils to continue learning their languages should explicitly be

addressed, for example, by working more closely with the communities represented in the schools.

- Assessing home languages needs to be accompanied by language friendly practices in schools; these practices should not be dependent on the individual teachers' level of personal engagement with pupils' home languages.

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APPENDIX 1 – SURVEY QUESTIONS FOR LEARNING PROVIDERS



“Resources for assessing the home language competences of migrant pupils” –

A project of the European Centre for Modern Languages of the Council of Europe supported by countries signatory of the European Cultural Convention

Dear participant,

This questionnaire is intended for teachers, teacher trainers, school management staff and curricular committees.

We are carrying out a **European study on the role of family languages in schools, on educational progression**, in particular on the case of migrant adolescents between 11 and 18 years old.

This study focuses more specifically on ways of assessing family language skills and their role in the various European education systems.

Your opinion on these issues is important. By sharing your opinions and experiences, you will contribute to our reflections on **issues relating to the status of bi-/plurilingual education, in particular of pupils with a migrant background.**

We thank you for answering this survey which will take you between 15 and 20 minutes.

Your data will be stored on the ECML’s server for the duration of the ECML’s programme 2020-2023. Your answers will feed into the project results, but will remain anonymous.

The coordination team of the project “Resources for assessing the home language competences of migrant pupils”

www.ecml.at/homelanguagecompetences



Please click on the “Next question” button below to start the questionnaire and on the “Submit” button at the end of the survey to save and submit your responses.

For questions regarding this questionnaire, please contact:
Isabelle.Audras@ecml.at

Key terms

We use the following terms with similar meanings:

- **“family languages”**: home languages, mother tongues, first languages, languages of first socialisation, languages of origin, languages spoken in families, etc
 - **“language(s) of schooling”**: language (s) of school
 - **“language(s) of instruction”**: language (s) of schooling and foreign language(s) of the curriculum
 - **“assessment practices”**: language level tests, language skills assessment, etc
-

1 Your professional situation

*1.1 Are you: (multiple answers possible)

- ☐ Teacher
- ☐ Teacher of the language of schooling as a second language
- ☐ School management staff
- ☐ Teacher trainer
- ☐ Decision maker (curriculum programme), supervisory staff and programme monitoring
- ☐ Other (please specify):

*1.2 In which country do you work?

- | | | |
|--|---|--|
| <input type="radio"/> Albania | <input type="radio"/> Georgia | <input type="radio"/> Netherlands |
| <input type="radio"/> Andorra | <input type="radio"/> Germany | <input type="radio"/> Norway |
| <input type="radio"/> Armenia | <input type="radio"/> Greece | <input type="radio"/> North Macedonia |
| <input type="radio"/> Austria | <input type="radio"/> Holy See | <input type="radio"/> Poland |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Hungary | <input type="radio"/> Portugal |
| <input type="radio"/> Belarus | <input type="radio"/> Iceland | <input type="radio"/> Romania |
| <input type="radio"/> Belgium | <input type="radio"/> Ireland | <input type="radio"/> Russian Federation |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Italy | <input type="radio"/> San Marino |
| <input type="radio"/> Bulgaria | <input type="radio"/> Kazakhstan | <input type="radio"/> Slovak Republic |
| <input type="radio"/> Canada | <input type="radio"/> Latvia | <input type="radio"/> Serbia |
| <input type="radio"/> Croatia | <input type="radio"/> Liechtenstein | <input type="radio"/> Slovenia |
| <input type="radio"/> Cyprus | <input type="radio"/> Lithuania | <input type="radio"/> Spain |
| <input type="radio"/> Czech Republic | <input type="radio"/> Luxembourg | <input type="radio"/> Sweden |
| <input type="radio"/> Denmark | <input type="radio"/> Malta | <input type="radio"/> Switzerland |
| <input type="radio"/> Estonia | <input type="radio"/> Republic of Moldova | <input type="radio"/> Turkey |
| <input type="radio"/> Finland | <input type="radio"/> Monaco | <input type="radio"/> United Kingdom |
| <input type="radio"/> France | <input type="radio"/> Montenegro | <input type="radio"/> Ukraine |

If relevant, in which region or canton?

Reminder: this questionnaire is concerned with the family language skills of adolescents. Some questions also concern the languages of first schooling.

2 Assessment practices of the family languages: objectives, target audiences and targeted skills

2.1 For newly arrived pupils (“migrant pupils”) who have one or more family languages in addition to the language(s) of the school, is there a practice of assessing the following skills?

[Key terms](#)

| | Yes | No | I do not have this information. |
|--|-----------------------|-----------------------|---------------------------------|
| Cognitive skills (memory, attention, visuospatial abilities, language, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language skills in the school language(s) of the student's current school system | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills in family language(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills in the language(s) of previous schooling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign language skills according to the curriculum (German, English etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills in mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills in other subjects (please specify below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2.1.1 Skills in other subject(s) or other comments (please specify)

2.2 If there is a practice of assessing family language skills, when is it carried out?

[Key terms](#)

- ☐ On arrival of the pupils at school
- ☐ Later
- ☐ I do not have this information.
- ☐ Other (please indicate when):

2.3 When there is a practice of evaluating pupils' language skills, we assess: (multiple responses possible)

[Key terms](#)

| | Family language(s) | Previous language(s) of schooling | Current language(s) of schooling | I do not have this information |
|---|--------------------------|-----------------------------------|----------------------------------|--------------------------------|
| Oral skills and communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Literacy (basic reading and writing skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written production | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2.4 When family language skills are assessed, what is the purpose of this assessment? (multiple responses possible)

[Key terms](#)

- ☐ Welcoming (symbolic recognition, confidence building, etc)
- ☐ This assessment contributes to the overall assessment of the pupil.
- ☐ To place the student in question in a certain level

- ☐ To offer targeted activities to this pupil
 - ☐ To train and integrate this pupil into groups
 - ☐ To issue her/him with a diploma or certificate
 - ☐ To establish equivalence: knowledge of another language can replace a compulsory language in the curriculum
 - ☐ To inform the pupil and her/his parents
 - ☐ None
 - ☐ Other (please specify)
-

2.5 Does the assessment of family language skills cover all pupils who have a language other than the language(s) of schooling?

[Key terms](#)

- ☐ Yes
 - ☐ No, they only concern pupils “with a migrant background” and/or who have a language other than the language(s) of schooling.
 - ☐ I do not have this information.
-

2.6 Is the assessment of family language skills carried out using standardised materials / instruments (i.e. with materials designed by a recognised assessment body or a team of professionals)?

[Key terms](#)

- ☐ Yes
 - ☐ No
 - ☐ I do not have this information.
-

3 Assessment practices of family language skills: methods and stakeholders involved

3.1 When you assess family language skills, which language (s) are offered to pupils for placement tests? (multiple responses possible)

[Key terms](#)

- | | |
|---|--|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi/Tadjik) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> English | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> German | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Penjabi | |

3.2 During the assessment of family language skills through an interview with the pupil or another method, what information is gathered concerning his or her family?

[Key terms](#)

Information concerning ...

| | Yes | No | No, but this information seems useful to me. | This information is not relevant to my professional activity. |
|--|-----------------------|-----------------------|--|---|
| .. the pupil's previous schooling (number of years spent in school, previous diplomas or results, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| .. the type of school attended (public, private, community, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| .. parents' education (number of years spent in school, diplomas, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| .. parents' profession | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| .. how pupils make use of the target language(s) (reading practices, TV, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| .. transfer skills / switching from one language to another | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3.2.1 What other information is gathered? (please specify)

Methods of assessment of family language skills

3.3 How are pupils' skills in their family languages assessed? (multiple responses possible)

[Key terms](#)

- ☐ Test written by the pupil
- ☐ Oral interview with the pupil
- ☐ Oral interview with parent(s)
- ☐ I do not have this information.
- ☐ Other (please specify)

3.4 Who are the different actors involved in the process of assessing family language skills and what do they do? (multiple answers possible)

Key terms

| | develop the tests | organise the evaluation process | participate in evaluation | assess correct | other | I do not have this information. |
|--|--------------------------|---------------------------------|---------------------------|--------------------------|--------------------------|---------------------------------|
| School management staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Class teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment experts, foreign language specialists or linguists | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Members of external bodies, e.g. association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A specific commission in cooperation with the school authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreters, translators, linguistic mediators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3.4.1 Other (psychologists, mediators, etc) – please specify:

3.5 I participate in (multiple responses possible)

- ☐ .. the development of materials
- ☐ .. the organisation of assessments
- ☐ .. the conducting of assessments
- ☐ .. Other (please specify):

4 Training of stakeholders

Knowledge of teachers on the differences in how languages work

4.1 How did you find out about the pupils' home languages? (multiple responses possible)

- ☐ Personal documentation (sites, readings, ...)
- ☐ Personal experiences
- ☐ Training
- ☐ Teaching practices
- ☐ Cultural associations, language centres
- ☐ Other [please specify]

Please specify (personal documentation):

Please specify (personal experience):

Please specify (trainings):

Please specify (teaching practices):

Please specify (cultural associations, language centres):

Training of stakeholders in plurilingual education

4.2 Do you have the possibility of taking part in training in plurilingual education (for example concerning how to take into account plurilingual repertoires, language switchings, mediation, translanguaging)?

- ☐ Yes, in initial training
- ☐ Yes, in in-service training
- ☐ No
- ☐ This question is not relevant for me.

4.3 Are the educational stakeholders who conduct the assessment of family language skills trained:

[Key terms](#)

| | Yes | No | I do not have this information. |
|--|-----------------------|-----------------------|---------------------------------|
| in conducting tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in correcting / evaluating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in plurilingual education and its challenges | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| other (please specify below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.3.1 If applicable, in which other area are the educational stakeholders trained?

4.4 If applicable, who conducts / offers these trainings?

| | conducts | offers | I do not have this information. |
|--|-----------------------|-----------------------|---------------------------------|
| An educational institution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Another training organisation (association, private training centre, etc) – please specify below | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.4.1 If applicable, please specify which other training institution (association, private training centre, etc) or which other institution:

5 Family languages and varieties of use

Language practices and uses at school

5.1 To your knowledge, do current official documents / national education curricula encourage making links with the languages of the pupils?

| | Yes | No | I do not have this information. |
|---|-----------------------|-----------------------|---------------------------------|
| Official guidelines/curricula | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Memos or other official documents concerning migrant pupils | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5.1.1 Please specify:

5.2 To your knowledge, do current official documents / national education curricula encourage the taking into account of linguistic variation (regional languages, varieties of languages, etc) with regard to pupils' home languages?

| | Yes | No | I do not have this information. |
|---|-----------------------|-----------------------|---------------------------------|
| Official guidelines/curricula | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Memos or other official documents concerning migrant pupils | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5.2.1 Please specify:

5.3 Pupils have the right to speak their home languages ... (multiple answers possible)

[Key terms](#)

- ☐ during breaks
- ☐ while in the school canteen
- ☐ class activities to support the development of new concepts
- ☐ small group activities in class (discovery, conceptualisation)
- ☐ extracurricular activities (afternoon workshops, parties, excursions)
- ☐ I do not have this information.
- ☐ in other situations – please specify below

5.3.1 Please specify:

5.4 Are there spaces in the school where the adolescent is enrolled devoted to the pupils' family languages?

[Key terms](#)

- ☐ Yes
- ☐ No
- ☐ I do not have this information.

5.5 If yes, (multiple answers possible)

- ☐ In displays (classrooms, panels in corridors, etc)
- ☐ Walls to decorate in the corridors, in the classrooms and in common areas
- ☐ Reception areas / rooms for parents
- ☐ I do not have this information.
- ☐ Other (please specify):

5.6 Based on your own observations, do pupils show an interest in the languages of other pupils in the class? (multiple answers possible)

| | Yes | No | I do not have this information. |
|---|-----------------------|-----------------------|---------------------------------|
| By using words borrowed from their school mates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| By expressing their desire to learn a language spoken by another pupil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| By wanting to know the cultural practices linked to one or more of these languages of migration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other – please specify below | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5.6.1 Other – please specify:

Exposure and use outside of school

5.7 To your knowledge, do pupils have the opportunity to practice their home languages outside of school?

[Key terms](#)

- ☐ Yes
- ☐ No
- ☐ I do not have this information.

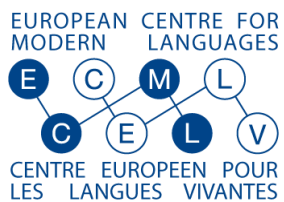
5.8 If so, in which places / circumstances? (multiple answers possible)

- ☐ In their immediate environment (family, extended family, neighborhood, building, etc)
- ☐ In language courses
- ☐ In associations, sports groups ...
- ☐ By going on trips
- ☐ With their friends
- ☐ I do not have this information.
- ☐ Other (please specify):

6 Are there other aspects concerning the inclusion of family languages that this questionnaire does not highlight?

[Key terms](#)

- 7 If you are aware of any practices or materials for assessing family language skills, please share this information by indicating references or internet links in the space below:



APPENDIX 2 – SURVEY QUESTIONS FOR LEARNERS



“Resources for assessing the home language competences of migrant pupils”

A project of the European Centre for Modern Languages
of the Council of Europe supported by countries signatory
to the European Cultural Convention

Hello,

If you are between 11 and 18 years old and speak several languages, this survey is for you.

We are working on a project “Resources for assessing the home language competences of migrant pupils” and we are carrying out a European study about the role of home languages at school. We are interested in your educational background and the languages you know. We would like to know whether the languages you know, which are not necessarily the same as the languages you learn at school, are taken into account at school, for example through assessment tests, oral interviews or other tests, and whether the results of these assessments help you at school.

Your opinion on these matters is very important.

This survey will take 10 minutes of your time. Thank you very much.

Please click on the “Next” button below to start the survey and on the "Submit" button at the end of the survey to save and send your answers.

For any questions about this survey, please contact us: **Isabelle.Audras@ecml.at**

Your data will be stored on the ECML’s server for the duration of the ECML’s programme 2020-2023. Your answers will feed into the project results, but will remain anonymous.

1 Who are you?

*1.1 How old are you?

- | | |
|--------------------------------|--------------------------------|
| <input type="radio"/> 11 years | <input type="radio"/> 15 years |
| <input type="radio"/> 12 years | <input type="radio"/> 16 years |
| <input type="radio"/> 13 years | <input type="radio"/> 17 years |
| <input type="radio"/> 14 years | <input type="radio"/> 18 years |

1.2 Are you a boy or a girl?

- ☐ a boy
☐ a girl
☐ other

*1.3 In which country/region do you live?

- | | | |
|--|---|--|
| <input type="radio"/> Albania | <input type="radio"/> France | <input type="radio"/> Monaco |
| <input type="radio"/> Andorra | <input type="radio"/> Georgia | <input type="radio"/> Montenegro |
| <input type="radio"/> Armenia | <input type="radio"/> Germany | <input type="radio"/> Netherlands |
| <input type="radio"/> Austria | <input type="radio"/> Greece | <input type="radio"/> Norway |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Holy See | <input type="radio"/> North Macedonia |
| <input type="radio"/> Belarus | <input type="radio"/> Hungary | <input type="radio"/> Poland |
| <input type="radio"/> Belgium | <input type="radio"/> Iceland | <input type="radio"/> Portugal |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Ireland | <input type="radio"/> Romania |
| <input type="radio"/> Bulgaria | <input type="radio"/> Italy | <input type="radio"/> Russian Federation |
| <input type="radio"/> Canada | <input type="radio"/> Kazakhstan | <input type="radio"/> San Marino |
| <input type="radio"/> Croatia | <input type="radio"/> Latvia | <input type="radio"/> Serbia |
| <input type="radio"/> Cyprus | <input type="radio"/> Liechtenstein | <input type="radio"/> Slovenia |
| <input type="radio"/> Czech Republic | <input type="radio"/> Lithuania | <input type="radio"/> Slovak Republic |
| <input type="radio"/> Denmark | <input type="radio"/> Luxembourg | <input type="radio"/> Spain |
| <input type="radio"/> Estonia | <input type="radio"/> Malta | <input type="radio"/> Sweden |
| <input type="radio"/> Finland | <input type="radio"/> Republic of Moldova | |

- | | | |
|-----------------------------------|--------------------------------------|-------------------------------------|
| <input type="radio"/> Switzerland | <input type="radio"/> Ukraine | <input type="radio"/> Other country |
| <input type="radio"/> Turkey | <input type="radio"/> United Kingdom | (please specify): |

***1.4 In which country/region were you born?**

- | | | |
|---|---|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> France | <input type="radio"/> Pakistan |
| <input type="radio"/> Albania | <input type="radio"/> Germany | <input type="radio"/> Poland |
| <input type="radio"/> Algeria | <input type="radio"/> Georgia | <input type="radio"/> Portugal |
| <input type="radio"/> Andorra | <input type="radio"/> Ghana | <input type="radio"/> Romania |
| <input type="radio"/> Armenia | <input type="radio"/> Greece | <input type="radio"/> Russian Federation |
| <input type="radio"/> Austria | <input type="radio"/> Hungary | <input type="radio"/> San Marino |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Iceland | <input type="radio"/> Senegal |
| <input type="radio"/> Belarus | <input type="radio"/> Iraq | <input type="radio"/> Serbia |
| <input type="radio"/> Belgium | <input type="radio"/> Ireland | <input type="radio"/> Slovak Republic |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Italy | <input type="radio"/> Slovenia |
| <input type="radio"/> Bulgaria | <input type="radio"/> Ivory Coast | <input type="radio"/> Somalia |
| <input type="radio"/> Cameroon | <input type="radio"/> Kazakhstan | <input type="radio"/> South Africa |
| <input type="radio"/> Canada | <input type="radio"/> Latvia | <input type="radio"/> Spain |
| <input type="radio"/> Central African Republic | <input type="radio"/> Lebanon | <input type="radio"/> Sudan |
| <input type="radio"/> Congo, Democratic Republic of | <input type="radio"/> Libya | <input type="radio"/> Sudan, South |
| <input type="radio"/> Congo, Republic of | <input type="radio"/> Liechtenstein | <input type="radio"/> Sweden |
| <input type="radio"/> Croatia | <input type="radio"/> Lithuania | <input type="radio"/> Switzerland |
| <input type="radio"/> Cyprus | <input type="radio"/> Luxembourg | <input type="radio"/> Syria |
| <input type="radio"/> Czech Republic | <input type="radio"/> Malta | <input type="radio"/> Tunisia |
| <input type="radio"/> Denmark | <input type="radio"/> Republic of Moldova | <input type="radio"/> Turkey |
| <input type="radio"/> Egypt | <input type="radio"/> Monaco | <input type="radio"/> Ukraine |
| <input type="radio"/> Estonia | <input type="radio"/> Montenegro | <input type="radio"/> United Kingdom |
| <input type="radio"/> Finland | <input type="radio"/> Morocco | <input type="radio"/> Kosovo (United Nations Security Council Resolution 1244) |
| | <input type="radio"/> Netherlands | <input type="radio"/> Other country |
| | <input type="radio"/> Nigeria | (please specify): |
| | <input type="radio"/> Norway | |
| | <input type="radio"/> North Macedonia | |

***1.5 In which country did you grow up?**

- | | | |
|---|---|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Finland | <input type="radio"/> North Macedonia |
| <input type="radio"/> Albania | <input type="radio"/> France | <input type="radio"/> Pakistan |
| <input type="radio"/> Algeria | <input type="radio"/> Georgia | <input type="radio"/> Poland |
| <input type="radio"/> Andorra | <input type="radio"/> Germany | <input type="radio"/> Portugal |
| <input type="radio"/> Armenia | <input type="radio"/> Ghana | <input type="radio"/> Romania |
| <input type="radio"/> Austria | <input type="radio"/> Greece | <input type="radio"/> Russian Federation |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Hungary | <input type="radio"/> San Marino |
| <input type="radio"/> Belarus | <input type="radio"/> Iceland | <input type="radio"/> Senegal |
| <input type="radio"/> Belgium | <input type="radio"/> Iraq | <input type="radio"/> Serbia |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Ireland | <input type="radio"/> Slovak Republic |
| <input type="radio"/> Bulgaria | <input type="radio"/> Italy | <input type="radio"/> Slovenia |
| <input type="radio"/> Cameroon | <input type="radio"/> Ivory Coast | <input type="radio"/> Somalia |
| <input type="radio"/> Canada | <input type="radio"/> Kazakhstan | <input type="radio"/> South Africa |
| <input type="radio"/> Central African Republic | <input type="radio"/> Latvia | <input type="radio"/> Spain |
| <input type="radio"/> Congo, Democratic Republic of | <input type="radio"/> Lebanon | <input type="radio"/> Sudan |
| <input type="radio"/> Congo, Republic of | <input type="radio"/> Libya | <input type="radio"/> Sudan, South |
| <input type="radio"/> Croatia | <input type="radio"/> Liechtenstein | <input type="radio"/> Sweden |
| <input type="radio"/> Cyprus | <input type="radio"/> Lithuania | <input type="radio"/> Switzerland |
| <input type="radio"/> Czech Republic | <input type="radio"/> Luxembourg | <input type="radio"/> Syria |
| <input type="radio"/> Denmark | <input type="radio"/> Malta | <input type="radio"/> Tunisia |
| <input type="radio"/> Egypt | <input type="radio"/> Republic of Moldova | <input type="radio"/> Turkey |
| <input type="radio"/> Estonia | <input type="radio"/> Monaco | <input type="radio"/> Ukraine |
| | <input type="radio"/> Montenegro | <input type="radio"/> United Kingdom |
| | <input type="radio"/> Morocco | <input type="radio"/> Kosovo (United Nations Security Council Resolution 1244) |
| | <input type="radio"/> Netherlands | <input type="radio"/> Other country (please specify): |
| | <input type="radio"/> Nigeria | |
| | <input type="radio"/> Norway | |

2 Your languages (currently)

2.1 The language(s) you speak with your family (multiple answers possible)

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Russian |
| <input type="checkbox"/> English | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> German | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |

2.2 The language(s) you speak with your friends (multiple answers possible)

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Russian |
| <input type="checkbox"/> English | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> German | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |

2.3 The language(s) you read/write (books, newspapers, chats, social networks...) (multiple answers possible)

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Russian |
| <input type="checkbox"/> English | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> German | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |

3 Your family and the languages

3.1 Who was the first member of your family to settle in the country where you are currently living? (multiple answers possible)

- ☐ Me
☐ My parents
☐ My grandparents
☐ Another family member
☐ I don't know.

Please specify

**3.2 What language(s) do your parents speak at home?
(multiple answers possible)**

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> English | <input type="checkbox"/> Russian |
| <input type="checkbox"/> German | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |

4 The place of your languages at school

4.1.1 At which school level are you currently enrolled?

- ☐ Lower secondary
- ☐ Upper secondary
- ☐ Vocational level
- ☐ Professional training
- ☐ I don't go to school anymore.
- ☐ Other

4.1.2 How many years have you been at school?

- | | |
|-------------------------|---|
| <input type="radio"/> 1 | <input type="radio"/> 9 |
| <input type="radio"/> 2 | <input type="radio"/> 10 |
| <input type="radio"/> 3 | <input type="radio"/> 11 |
| <input type="radio"/> 4 | <input type="radio"/> 12 |
| <input type="radio"/> 5 | <input type="radio"/> 13 |
| <input type="radio"/> 6 | <input type="radio"/> 14 |
| <input type="radio"/> 7 | <input type="radio"/> 15 |
| <input type="radio"/> 8 | <input type="radio"/> I have not been to school since ... |

4.2 Apart from the languages you learn at school, have you been tested in the language(s) you use with your family and friends?

- ☐ Yes
- ☐ No

4.2.1 If yes, where did the test(s) take place? (multiple answers possible)

- ☐ School
- ☐ Employment agency
- ☐ Cultural or social association, sports club, etc.
- ☐ Workplace
- ☐ Church and religious gatherings
- ☐ Other (please specify)
-

4.2.2 In which of the languages you use with your friends/family have you been assessed? (multiple answers possible)

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Russian |
| <input type="checkbox"/> English | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> German | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |

4.2.3 Has the language(s) you use with your friends/family been assessed? (multiple answers possible)

- ☐ In writing
- ☐ Orally

***4.2.4 What was the purpose of these evaluations? (multiple answers possible)**

- ☐ To have my past knowledge and skills recognised when I first came to my school
- ☐ To assess my skills so that I could be placed in the class that suits me
- ☐ So that my language(s) could be used to evaluate my school results
- ☐ To enable me to use my language(s) to help me learn in the classroom
- ☐ So that we could talk and think about my language(s) in class
- ☐ To obtain a certification or a diploma
- ☐ I don't know.
- ☐ Other

4.3 Would you like your skills in the language(s) you speak with your family / friends be assessed?

- ☐ Yes
- ☐ No
- ☐ I don't know.

4.3.1 If so, for what reasons? (multiple answers possible)

- ☐ I would like my background and skills to be better known when I start a new class.
- ☐ I would like my language(s) skills to be used for my educational guidance.
- ☐ I would like my language(s) to be taken into account in my school results.
- ☐ I would like to be able to use my language(s) in class (e.g. to think aloud in class, to explain my thoughts to my friends in a small group, ...).
- ☐ I would like my language(s) to be used to obtain a certification, a diploma or a degree.
- ☐ Other (to be specified)

4.4

| | In all subjects | In some subjects | In no subjects |
|---|-----------------------|-----------------------|-----------------------|
| Does the teacher at school ask you what languages you know? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Does the teacher use one of your languages in class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Does the teacher allow you to use resources in your language (dictionary, online translator, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Does the teacher encourage you to use the languages you know to express yourself / to help you learn? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.5 What would you like the school to do with your language(s)? I would like the school to: (multiple answers possible)

- ☐ teach me my language(s)
- ☐ encourage me to use my language(s) to help me learn (e.g. use my language to solve a mathematical problem in the class, understand a document in history, ...)
- ☐ find it normal that I use my language(s) in workshops or working groups
- ☐ give me the opportunity to present my language(s) to the class
- ☐ Other (please specify)

5 Making progress in your language(s)

5.1 Would you like to learn even better the language(s) you speak with your family / friends?

- ☐ Yes
☐ No
-

5.2 If yes, which languages? (multiple answers possible)

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Persian (Dari/Farsi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Benali | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> English | <input type="checkbox"/> Russian |
| <input type="checkbox"/> German | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Chinese/Mandarin | <input type="checkbox"/> Tamul |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kimbundo | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Lingala | <input type="checkbox"/> Wolof |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Penjabi | |
-

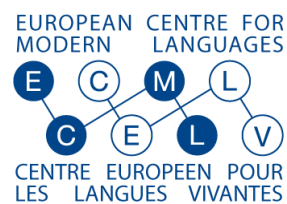
5.3 For which reasons? (multiple answers possible)

- ☐ To be assessed in my language(s) instead of a foreign language taught at school
- ☐ To help me move on to a higher level of education or vocational training
- ☐ To obtain a certificate
- ☐ In connection with a professional project
- ☐ To maintain family relationships with their home country
- ☐ For culture, pleasure, leisure activities, travel...
- ☐ Other (please specify)
-

5.4 Do you have the opportunity to attend courses in the languages you speak with your family/friends?

- ☐ Yes
- ☐ No
- ☐ As far as I know there are no such courses.
- ☐ I have no opinion.

6 Is there anything you would like to add?





[www.ecml.at /homelanguagecompetences](http://www.ecml.at/homelanguagecompetences)

www.ecml.at

The European Centre for Modern Languages is a Council of Europe institution promoting excellence in language education in its member states.

ENG

www.coe.int

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