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Language use in secondary and higher education: Teachers' beliefs and practices

Survey Report

2025

Diego Cortés Velásquez
Margareta Strasser
and
Theresa Bogensperger
Christoph Hülsmann
Daniela Zini



Project Promoting Plurilingual Education (PEP) – KA220-HED-
E96C9232
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With the contribution of:

Elisabetta Bonvino
Lisa Marie Brinkmann
Filomena Capucho
Eftychia Damaskou
Thierry Gaillat
Franziska Gerwers
Anastasia Gkaintartzi
Roula Kitsiou
Lena Kratochwil
Melissa Lamonaca
Sílvia Melo-Pfeifer
Christian Ollivier
Célia Ribeiro
Eva Vetter
Pauline Wagner

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Promouvoir l'éducation plurilingue

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1. Introduction

The PEP (Promoting Plurilingual Education) project aligns with European policies dedicated to promoting plurilingualism and fostering language teaching and learning approaches that, on the one hand, recognize and value existing linguistic diversity and, on the other, aim to develop plurilingual competences among (European) citizens. Specifically, the project seeks to enhance understanding and encourage the adoption of plurilingual practices within secondary and higher education contexts.

The project intends to contribute to

- a better understanding of teachers' beliefs on plurilingualism and plurilingual education;
- a deeper knowledge of plurilingual practices in secondary schools and universities;
- the dissemination of examples of plurilingual practices;
- broader scientific information about plurilingual education;
- the development of the professional skills of (current and future) language teachers.

This report addresses the first two objectives and focuses on a European-scale survey exploring teachers' beliefs and practices. By analysing plurilingual teaching and assessment practices, the project seeks to document language teachers' attitudes and beliefs about promoting plurilingualism. Targeting language educators across Europe in secondary and university contexts, the survey reached both current and future teachers, capturing diverse views on plurilingual education. These insights will be essential for developing best practices and informing future training materials and resources for educators.

The survey, a central component of the project, was designed to collect in-depth information on current plurilingual practices among language teachers and their perspectives on integrating multiple languages in educational settings. These results unveil how plurilingualism is practiced in teaching and assessment and identify the resources educators need to support multilingual/plurilingual classrooms effectively.

This survey is an exploratory study on a non-statistical sample gathered on a voluntary basis. A pre-testing procedure was implemented to ensure scientific rigor and clarity.

For this purpose, 44 in-service teachers from PEP-project partner countries participated in the pre-test. The procedure was conducted in two phases: an internal pre-test and an external pre-test. The internal pre-test was conducted using the English and French versions of the questionnaire. In this phase, 25 informants were recruited, providing valuable feedback on the overall structure, format, and formulation of the items. The external pre-test employed the Think Aloud Protocol (TAP) across all project languages: English, French, Greek, German, Italian, Portuguese, and Spanish. During this phase, 19 informants were recruited to provide feedback on the linguistic formulation of the items and the usability of the LimeSurvey platform. In its edited and revised format, the survey included both closed and open-ended questions, enabling a combination of quantitative and qualitative analysis. Data was collected online between May 28th and July 7th, 2024, using LimeSurvey software for broad reach and accessibility. The survey was distributed through social networks, partner institutions, and associated partners, resulting in 800 fully-completed questionnaires. Data treatment was conducted using SPSS software (version 29.0.2.0) to produce the descriptive analysis, which will be described in this report.

This comprehensive European dataset captures teachers' beliefs about plurilingual policies and practices as well as their needs, providing a robust foundation for substantiated recommendations in areas such as language and education policy, pre-service and in-service teacher training, the design of teaching resources, and institutional and structural school development.

2. Executive Summary

This report, part of the PEP (Promoting Plurilingual Education) project, presents the results of an exploratory study on a non-statistical sample gathered on a voluntary basis drawing on a survey about beliefs and practices of language teachers in secondary and higher education concerning plurilingualism. Conducted across Europe, the study aimed to:

1. Examine teachers' perceptions and self-reported practices related to plurilingual education.
2. Identify challenges and strategies for integrating plurilingual approaches in teaching and assessment.
3. Provide recommendations for training and resources to support plurilingual education.

2.1. Survey Highlights

- Participants: 800 educators from diverse European countries participated, providing insights into their beliefs, classroom practices, and needs for implementing plurilingual approaches.
- Period of the survey: Data was collected online between May 28th and July 7th, 2024, using LimeSurvey.
- Design: The survey featured closed and open-ended questions, covering themes such as European plurilingual policies, teacher beliefs, classroom practices, and demographics.
- Data Analysis: Data treatment was conducted using SPSS software (version 29.0.2.0).

2.2. Key Findings

- Teachers emphasize the cultural and societal benefits of plurilingualism, including intercultural dialogue, linguistic diversity, and social inclusion.
- Classroom practices often incorporate multiple languages for fostering comprehension, emotional engagement, and metalinguistic awareness.
- Plurilingual assessment practices remain limited, indicating a need for alignment between teaching and evaluation.
- Teachers report significant challenges in the implementation of plurilingual practices, including insufficient institutional support, resources, specific training, and time.

2.3. Recommendations

- Design targeted in-service and pre-service professional development programs focusing on plurilingual education.
- Enhance inter- and intra-institutional support and curricular frameworks to integrate plurilingual practices systematically.
- Promote policy alignment by valuing linguistic diversity and providing a coherent, open, and sustainable framework for implementing plurilingual practices throughout the educational path.

3. Survey design

3.1. Objectives and design procedure

The aim of the survey is to gain a deeper understanding of plurilingual practices in language teaching and learning in secondary schools and universities and of the views of teachers in these institutions. It represents large-scale European research about the beliefs and practices of language teachers in secondary and tertiary education regarding plurilingualism and plurilingual education. More specifically, the survey's objectives are to:

- collect data on beliefs and self-reported practices regarding plurilingualism and plurilingual education (teaching and assessment), as well as teaching materials used in the classroom;
- identify main challenges in the implementation of plurilingualism in education as mentioned by the respondents;
- categorise plurilingual practices reported/shared by participants.

Moreover, an additional objective is to use the survey data to develop a research-informed booklet of good practices, offering guidance and feedback to educators in secondary and tertiary education. The survey findings will also be used to feed with relevant input the Wikiversity department, which is part of the PEP project's subsequent productions. This survey is an important means for implementing the other stages of the PEP project and overall promoting a plurilingually-informed and sensitized education, putting plurilingualism at the centre. Finally, the results will be circulated at a major dissemination event and at various scientific and educational events and publications. Concerning the research design, the team-based interdisciplinary design and development (Guest & MacQueen, 2008) of the survey have been implemented using (a) a whole-research-team transnational level (onsite/online meetings); (b) a sub-groups translocal level (online meetings); and (c) local onsite/online meetings. Initially, the axes, method of analysis, and testing procedures were discussed in an onsite meeting of the project where members from all country-members participated. Subsequently, translocal sub-teams of 3-5 members were assigned to develop different parts of the

survey, which were then shared, discussed, and reviewed either asynchronously (via shared documents on cloud services) or during online or onsite meetings. The whole research group meetings served as a collaborative space for resolving concerns and providing clarifications, co-designing and co-deciding about methodological aspects of the survey, and also inviting feedback from experts in specific fields (e.g. a statistician). The frequent sub-group trans-/local meetings facilitated the members of the small groups to work online together, scrutinize each survey element and wording, and immediately address challenges met at every step of the process.

3.2. Structure of the questionnaire

Regarding ethical considerations, participants were provided with information about the research's identity and terms and conditions before accessing the survey: voluntary participation, anonymity, confidentiality, potential for harm, and communication of results. A Participant Information Sheet and a Privacy Notice were also provided, followed by informed consent to be given before participating in the research, which can be found in Appendix A.

The questionnaire (see Appendix B) is divided into four sections, each containing a different number of questions, sequentially numbered from Q1 to Q31. During the final revision, some questions were merged, but the original numbering was retained. Consequently, certain question numbers are skipped in the final version. The four sections are: (a) European educational plurilingual policies (3 questions), (b) plurilingualism in education (4 questions), (c) plurilingual practices (9 question), and (d) demographics (12 questions).

- Section A – European Educational Plurilingual Policies

Concerning the first section of the questionnaire on plurilingual policies, a corpus of institutional texts was created using official texts of the European Union and the Council of Europe, identifying statements about plurilingualism and its declared promotion. More specifically, the research group searched for formal EU texts in the EUR-Lex

website¹ which provides access to all formal announcements of the European institutional agents. The keywords used for the search were “plurilingualism” and “multilingualism”. This methodological choice reflects the European Union's preference for the term “multilingualism”, which tends to blur the distinction between the two terms, as proposed by the Council of Europe. The search covered a 15-year period, from 2008 to 2023. The selected texts focused on plurilingualism as their main topic and are cited in Appendix C.

Concerning the official Council of Europe texts (from 2008–2022), there was difficulty in listing them. This led to asking for guidance from the European Centre for Modern Languages of the Council of Europe, which suggested a page listing the “documents formulating the position of the Council of Europe in matters of language education policy”². In addition, the ECML clarified that the Council of Europe recommendation on the importance of plurilingual and intercultural education for democratic culture³ published in 2022 was not yet included.

Initially, the research group created the corpus by identifying statements that define plurilingualism, highlight its advantages, and provide recommendations for fostering it, selecting only those which can relate directly to the process of teaching-learning languages in the secondary education system and at university. The corpus was subjected to a thematic content analysis. These elements were the subject of continuous thematization, meaning that the main topics were identified during text skimming. This made it possible to depict the themes covered and to find the quotations extracted from the different official texts to be used in the questions. The items in the questionnaire correspond to the topics identified. The first section of the questionnaire included questions Q1 to Q4.

- Section B – Beliefs about plurilingualism in education

¹ <https://eur-lex.europa.eu/>

² <https://www.coe.int/en/web/language-policy/official-texts>

³ <https://www.ecml.at/Resources/CouncilofEuroperecommendation/tabid/5570/language/en-GB/Default.aspx>

Section B of the questionnaire explores teachers' beliefs about plurilingualism with regard to education. Its structure was designed by organizing the selected items around four key dimensions of plurilingualism:

- D1. Language policy/Educational policy. It includes aspects of plurilingualism that refer to educational language policies.
- D2. Plurilingualism at the individual –language user– level. It refers to issues related to the individual speakers' language/plurilingual repertoire.
- D3. Beliefs on educational practices towards plurilingualism. This axis refers to plurilingual practices and approaches in teaching.
- D4. Multilingualism in societies. It includes aspects of multilingualism and diversity in the social context.

This section consisted of four questions (Q6 to Q9) referring to teachers' beliefs and perspectives about the concept of plurilingualism in education and to teachers' beliefs about plurilingual practices. They included 12 sentences-statements each, asking participants to select (by drag and drop) the three statements they considered the most and least important respectively regarding: 1) the concept of plurilingualism in education and 2) educational practices promoting plurilingualism. The 12 statements of each question corresponded to the 4 different dimensions of plurilingualism in school education mentioned above. Each dimension included 3 different statements, in which one statement out of the three is considered a misconception, reproducing widespread myths about plurilingualism in education, or inaccurate and incomplete, based on a prior review of literature. The development of the statements for each question was based on a prior, extensive literature review conducted by the project's team (see references used in Appendix D). It was useful not only to substantiate each statement, but also to include important quotes after paraphrasing them. A set of statements was first prepared; then work on every statement was done, aiming at refining the wording and rearranging the structure and grouping of the statements. Collaborative and reflective processes of constructing each set of statements helped to avoid overlaps and created a shared understanding of the use of terms. In addition, to prevent epistemic injustice, scientific terms were explained in pop-up texts included in a glossary, and

efforts were made to avoid overloading sentences with complex terminology. Simplifying syntax and vocabulary and paraphrasing important quotes were critical strategies to ensure accessibility by avoiding assumptions about educators' educational backgrounds.

A detailed explanation of procedures for the development of the questionnaire items was provided by the project's team, based on a thorough literature review, as shown e.g. in the extract below. The full procedure followed can be seen in Appendix E.

Plurilingualism in education means:	Dimension	Literature documentation
1. Becoming fully competent in two or more languages	D2	<p>Myths and misconceptions</p> <p>Nativespeakerism:</p> <p>Multilingual as two or more monolinguals in one (Cenoz, 2013) (using their languages as discrete entities), Grosjean (2010) said that it is a myth to believe that bilinguals have exactly the same equal and perfect knowledge of two languages.</p> <p>Misconception: Multilinguals have the same equal and perfect knowledge of two or more languages. The strong belief that a person can only be called truly bilingual if they are ambilingual, that is, is fully competent and therefore comparable to a monolingual native speaker in both languages, still seems to prevail among ill-informed politicians, academics and teachers (Jessner & Kramsch, 2015)</p>
2. Challenging stereotypes and prejudices towards minoritized (migrant-minority) languages and dialects	D4	(Candelier, 2017) Removing negative stereotypes towards languages is one of the main goals of the awakening to languages approach

Table 1 – Example of the followed procedure

- Section C – Plurilingual Practices

The third section of the questionnaire focused on the aims and approaches of teachers' self-reported plurilingual professional practices. The questions (Q10 to Q18) addressed the use of languages other than the school languages in class, including their

frequency and purposes, the specific strategies and activities employed, lesson planning, materials and resources, plurilingual assessment practices, and teachers' self-reported needs for further implementing multilingual pedagogies.

More specifically, the section started by addressing teachers' perceived presence of linguistic diversity in their classrooms to connect that perception with implemented practices (or lack thereof). The subsequent questions then focused on specific language use, beyond the language(s) of schooling, in terms of nature, frequency and purpose of that use. The participants could report the use of "a language of international communication", their own L1 or the L1 of their students, the target language of the course (in the case of teachers of modern languages), minority languages and/or languages of the same linguistic family. Teachers could select purposes for their use in class, ranging from emotional to cognitive and socializing goals.

In the same vein, participants were also asked about the frequency of using specific multilingual activities, such as crosslinguistic comparisons at lexical, phonetic, and grammatical levels, and the use of translation or plurilingual interaction, to give some examples. Some items related to the word level, while others related to sentence and interaction levels.

Importantly, the questionnaire also included a question on the initiative of the use of different languages (students or teachers) and the degree of planification (or spontaneity) of that use. These questions were intended to gauge the degree of agency of teachers and students in the use of different languages, as perceived by the former. In this way, we could also find out to what extent teachers plan plurilingual activities, given that planning involves a strategic and intentional selection of activities and strategies for the classroom.

One topic we wanted to investigate in relation to plurilingual practices was plurilingualism in assessment. This issue is related to the fact that the available literature recognizes that, even when teachers use plurilingual teaching-learning strategies, their assessment practices remain hostage to "monolingual habitus" (Ollivier & Melo-Pfeifer, 2023). We have therefore included 4 items that refer to the frequency of use of different languages, both orally and in writing, for the teacher to explain the assessment questions or for the student to answer the assessment questions.

These items on plurilingualism in assessment are followed by a question on the plurilingual resources used by teachers, before moving on to their perception of needs for more frequent, informed, and systematic implementation of plurilingual practices in the classroom. Teachers' perceptions of their needs form therefore another crucial area of inquiry in the PEP survey. In this block of items, teachers could rate the listed needs in terms of importance. These needs were centred on the "I", a plurilingual subject and education professional (including language learning or training needs, for example), the availability (or lack) of pedagogical and didactic resources, school and research structures, and official documents.

To wrap up, this section of the questionnaire aimed at providing a comprehensive exploration of teachers' self-reported plurilingual classroom practices, delving into their perception of strategies, intentions and needs. Additionally, it underscored critical areas such as plurilingualism in assessment and teachers' perceptions of their own needs for further education, resources, and institutional support, which are rather emergent in the available literature on teachers' beliefs.

- Section D – Demographics

The last section of the questionnaire was intended to collect the respondents' biographical details and information on their education and employment. 15 questions were developed. The decision to place biographical and personal questions at the end of the survey is supported by several studies on questionnaire design (e.g., Dörnyei, 2007). In summary, placing these questions at the end helps to sustain participant engagement by allowing them to focus first on the survey's main topics, thereby minimizing the risk of early disengagement or survey fatigue.

The first part of the section covered biographical information (gender, age) and the language repertoire of the respondents. They were asked which language or languages were their L1s and which other languages they knew at least at a B1 level of the CEFR. Options included the project's languages (French, English, Italian, German, Portuguese) adding Spanish, and the option "other" with the possibility of specifying in a comments section.

The second part of this section asked respondents about their education. The first, more general question (“Highest qualification achieved”) was followed by questions concerning their training as teachers (whether it is still ongoing or not) and the topics related to plurilingualism and language development that were covered in the courses they attended.

Finally, the last questions were dedicated to their work as teachers: the current work context, number of years of teaching, the school level(s) where they work, the subjects they teach (foreign languages, language of schooling, classical languages).

The creation of the questions in this section required special attention to the structural differences of the countries involved in the project: e.g. the names and characteristics of the different school levels, the characteristics of teacher training, etc. For this reason, country-specific sub-questions were created in some cases.

3.3. Types of Questions

The types of questions used were mostly close ended, including multiple choice questions, Likert scale questions, and ranking questions. There were very few open-ended questions, asking respondents, for instance, to specify other options (e.g. Q2b), or additional choices (e.g. Q15). The methodological decision was to use a top-down approach, which is very common in research in attitudes and beliefs (Hansen & Świd-erska, 2024). This involves using closed-ended questions that present participants with statements formulated and thoroughly supported by a prior literature review, allowing them to select their responses from predetermined options.

3.4. Terminology and Translation

An important issue raised throughout the process of the questionnaire development was the use of terminology. Avoiding terminology and jargon was a challenge that had

to be overcome to prevent epistemic injustice; thus, a multilingual glossary was created with 14 entries and their definitions (see Appendix F⁴). As such, the terms employed in the questionnaire were linked to pop-up texts that the participants could consult, extracted from the glossary. One of the most significant challenges was addressing the use of the terms “plurilingualism” and “multilingualism”, along with their subsequent translation. This was particularly important given that the distinction between these terms is not always consistent across contexts. In general, we adhered to the distinction outlined in the CEFR (2001), which defines multilingualism as the coexistence of different languages at the social or individual level, and plurilingualism as the simultaneous presence of two or more languages within an individual's communicative competence, along with the interrelationship established between them.

Moreover, the use of gender inclusive language was also an issue discussed and decided collaboratively to follow depending on the target language regarding the wording of the questionnaire items. The translation of the questionnaire into the project's languages (French, English, Italian, German, Portuguese) adding Spanish, was also a collaborative methodological decision, which is intrinsically related to the project's plurilingual rationale and identity. The source questionnaires used were the French and English versions, and the target languages for translation were handled by team members who use them as their first or dominant languages in terms of competence. The most common translation challenges included accurately conveying and preserving the meaning of the source questionnaire, ensuring comprehensibility, adapting to the use of terms in each national context, maintaining consistency, and aligning the style and register with the norms of politeness and appropriateness prevalent in each national context (Mohler et al., 2016). Comparability which relates to retaining the meaning and measuring properties, clarity, and fluency, were important factors considered in the translation process (Behr, 2023).

⁴ All terms used in this report adhere to the definitions provided in the glossary.

3.5. Methodology of testing

Having finalized the development of the questions for all sections in French and English, an internal pre-test was carried out at the first stage of the testing phase. The questionnaire was distributed to pre-testers to check the clarity and comprehensibility of the questions and, consequently, to ensure the collection of valid data. Specifically, each partner team was tasked with contacting at least two individuals who matched the profile of the target audience. These individuals were sent a pdf copy of the questionnaire and were asked to read it thoroughly and provide feedback on the clarity of the questions and the terminology. Each team prepared a report based on the feedback received, while all comments were compiled into a shared document and discussed during an online internal meeting. This discussion aimed at making any necessary corrections or adjustments.

During the second stage of the testing phase, each team translated the revised questionnaire into one of the other languages of the project: Italian, Greek, German, and Portuguese, adding Spanish. Once the translation was completed, an external pre-test was conducted, following a think-aloud protocol (see Appendix G). The think-aloud protocol is the process of having participants speak about what they are thinking as they complete the task (cfr. Ericson, 2003), verbalizing their thoughts and providing feedback related to their actions, reactions, and expectations during the process. At this stage, each partner contacted at least two educators different from those involved in the first internal pre-test, who shared the same characteristics as the sample participants in the study.

3.5.1. Pre-test Results

As explained in the previous section, two pre-tests, aiming at evaluating the clarity, usability and relevance of the questions and the items were carried out. The focus was on identifying issues related to terminology, structure, format, and contextual appropriateness. Concerning the internal pre-test, a total of 24 participants, including language teachers (English, French, and multilingual educators) and non-language subject teachers from secondary and higher education, provided detailed feedback. One of the most significant concerns was the questionnaire's length and complexity. Some

participants found it cognitively demanding, particularly sections with ranking tasks, large tables, and abstract phrasing. Non-language educators, in particular, found some questions too technical or difficult to relate to their professional contexts. This feedback contributed to the decision to exclude non-language teachers from the survey's target audience. Overall, the questionnaire was perceived as highly interesting but also very detailed and lengthy, leading to recommendations to simplify its structure, reduce its length, and use more accessible phrasing. Terminology was thus also addressed by implementing the glossary (see Section 2.4). Structural feedback highlighted issues with question formats, such as cumbersome multiple-choice and ranking options. Participants suggested simplifying response formats, using Likert scales or yes/no questions, and ensuring consistent scales with clearer instructions. Visual improvements included refining formatting, aligning titles, addressing typographical errors, and enhancing readability with tables and comment fields.

Moving to the external pre-test, feedback from 19 respondents provided valuable insights into the questionnaire's strengths and weaknesses. Participants appreciated its focus on linguistic and cultural diversity and its promotion of multilingualism. Key suggestions included further simplifying language, providing definitions for technical terms, and offering more flexible response formats like Likert scales and open-ended options. Technical improvements, such as clearer instructions and visible glossary terms, were recommended. Some respondents highlighted the need to include regional and minority languages and address potential biases, particularly regarding assumptions about multilingualism's benefits. After completing the external pre-testing through the think-aloud protocol, each team was responsible for sharing the comments and observations provided by the pre-testers. Subsequently, these observations were incorporated, and the questionnaire was finalised.

3.5.2. Sampling process and survey dissemination

The questionnaire was disseminated electronically via email and professional social media platforms, leveraging various mailing lists and connections with relevant networks, organizations, institutions, and teaching staff. This process made use of personal and professional connections and acquaintances to maximize outreach. The

methods of sample selection followed were convenience and snow-ball sampling (Dewaele, 2018), not striving for statistical cross-national significance. Because several professional and researchers' networks in different national contexts were contacted, the team strived for sample diversity.

4. Demographics

At a quick glance at the results of questions 20 to 31, the typical profile of the survey respondents is that of an experienced, highly qualified, female in-service teacher of foreign languages working in urban areas and exhibiting a good competence in L2 English. The summary of the demographic characteristics of the survey participants is structured according to the topics gender, professional expertise, working context, and the participants' linguistic profile.

Q20, visualized in Figure 1, shows that more than 80% of the respondents (n = 784) identify themselves as female, a percentage that reflects the general trend of teaching as a relatively female-dominated profession (OECD 2024: 424).

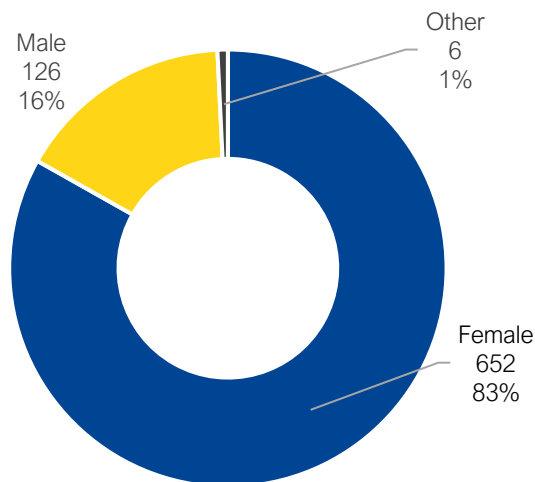


Figure 1 – Gender (Q20)

According to Q19, more than 70% of the respondents (n = 781) are older than 41 years (visualised in Figure 2) which aligns with more than 72 % teaching for more than 10 years (Q29; Figure 3).

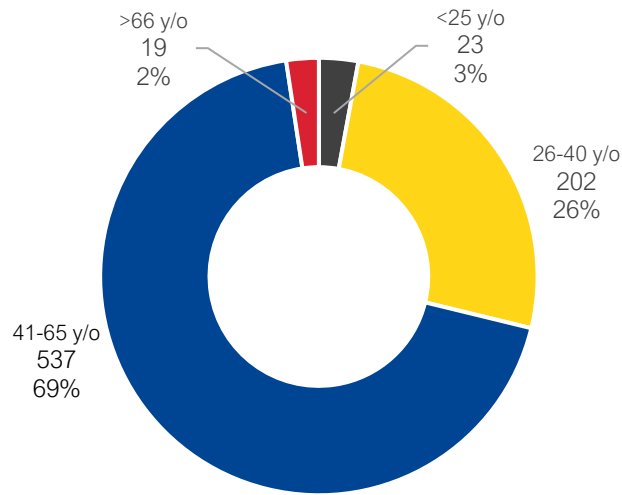


Figure 2 – Age Classes (Q19)

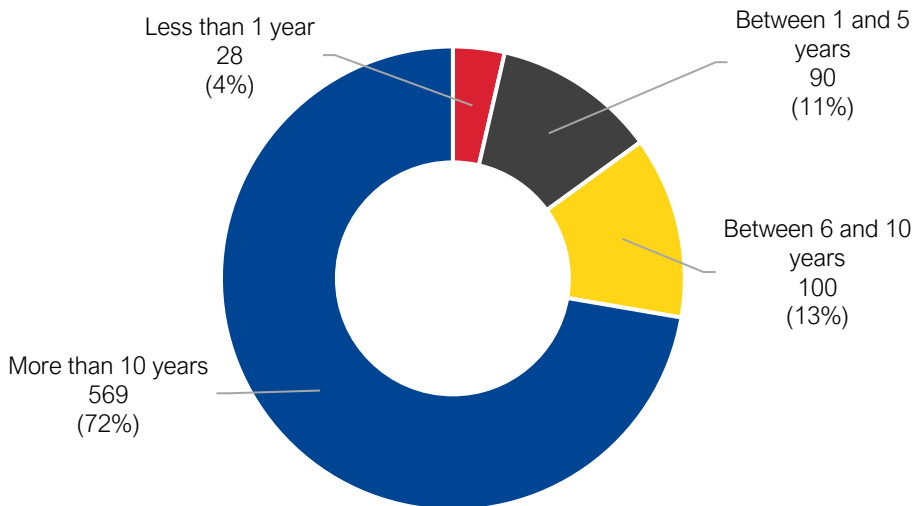


Figure 3 – Teaching Experience (Q29)

Only a minority of the respondents are still in pre-service training, while more than 80% are in-service teachers, as indicated by Q23. Thus, it can reasonably be assumed that the majority of respondents are highly experienced teachers.

Experience meets expertise, as more than 75% of respondents hold an MA or PhD degree (Q22). Notably, a significant proportion (21.7%) have a PhD, while only 11.5% hold a BA degree. According to their answers to Q25, the respondents actively engage in continuous professional development: the courses that were attended by the largest

groups of respondents relate to “pedagogy and/or didactics of the subject taught”, “Second language acquisition” and “Second language teaching”. Topics that more explicitly refer to plurilingualism are significantly less represented in further teacher education (“Integrated language didactics”, “Language awareness”, “Awakening to languages”, “Intercomprehension”, etc.). Among the topics that might include a plurilingual component, “intercultural education” scores highest. To sum up, the respondents are highly experienced and qualified; however, their further professionalisation appears to largely overlook plurilingualism as a component of teacher education (Figure 4).

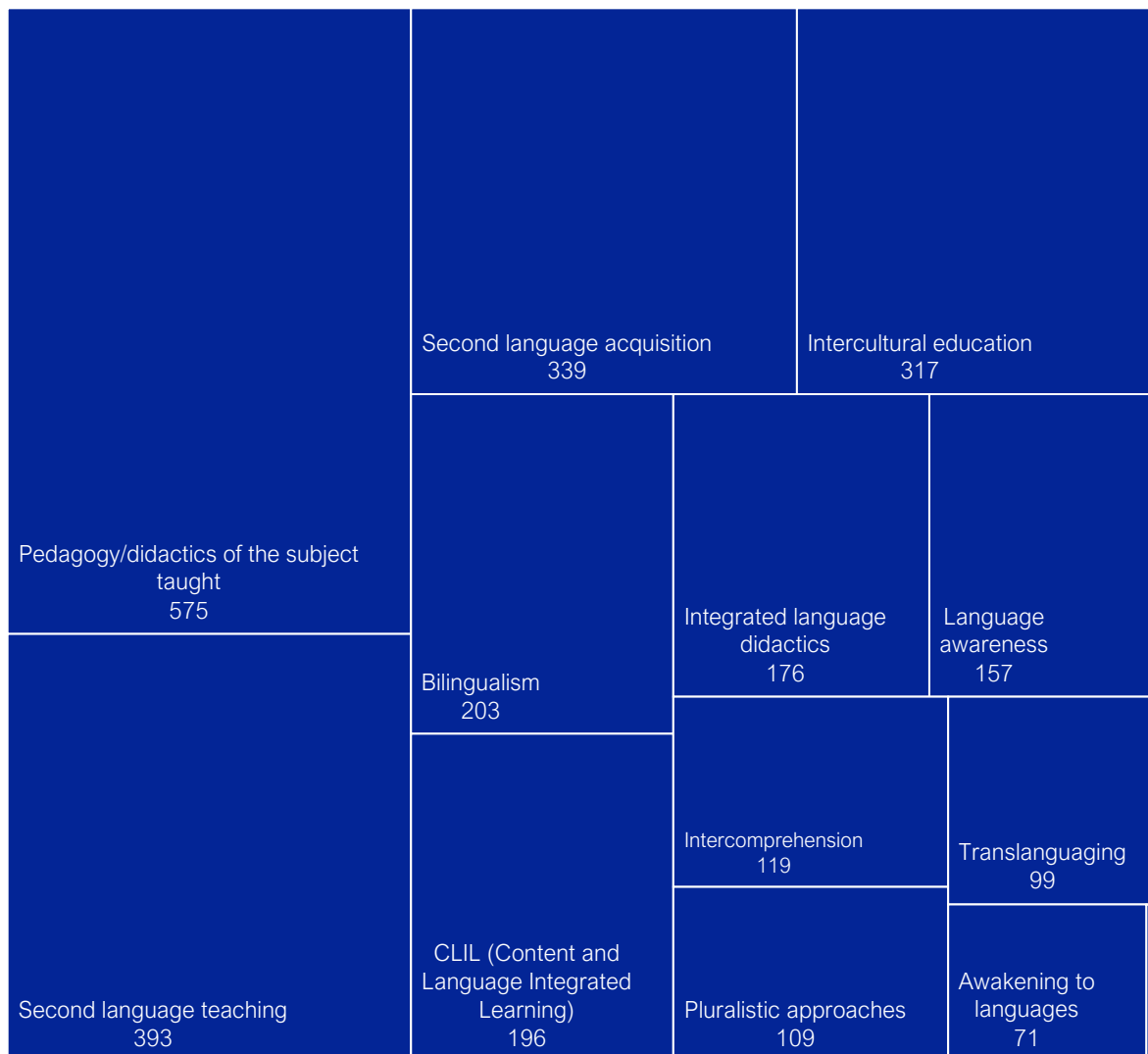


Figure 4 – Continuous Professional Development (Q25)

Based on the results of Q28, nearly 90% of the teachers work in an urban context. The geographical position (Q27) is indicated by 19% of them as “other”, teachers working in Italy (16.5%), Germany (15.4%), Austria (14.2%), France (17.2%), Greece (8.1%), Portugal (4.4%) represent the countries of the project team members. According to question Q30, the majority of respondents work in an institution of secondary education, with lower (25.06%) and higher secondary (26.41%) education being evenly distributed. A slightly smaller proportion works in an institution of higher education (39.31%). When comparing Q27 and Q30 (see Figure 5), one can observe that regarding Austria and Germany, the proportion of those working in higher education institutions is particularly high, whereas it is particularly low in Italy and Portugal.

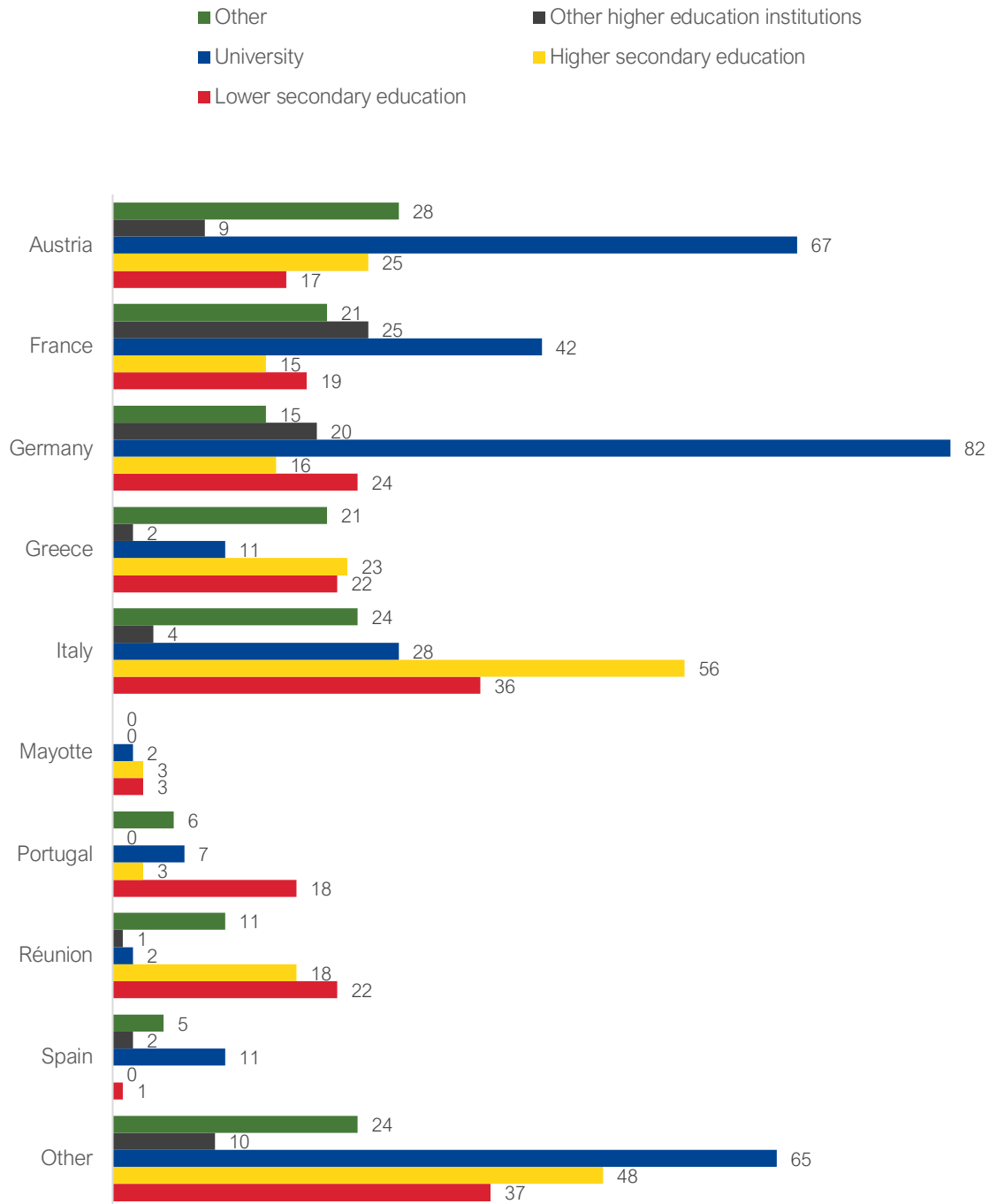


Figure 5 – Working context (Country and educational level) (Q27 and Q30)

As indicated by the results of Q31, 'foreign languages' is the most frequently reported subject taught, with English and German being the most common choices, while classical languages appear at the opposite end of the spectrum. 'Language of schooling' is ranked second, with German and French as the most prominent languages (see Figure 6).

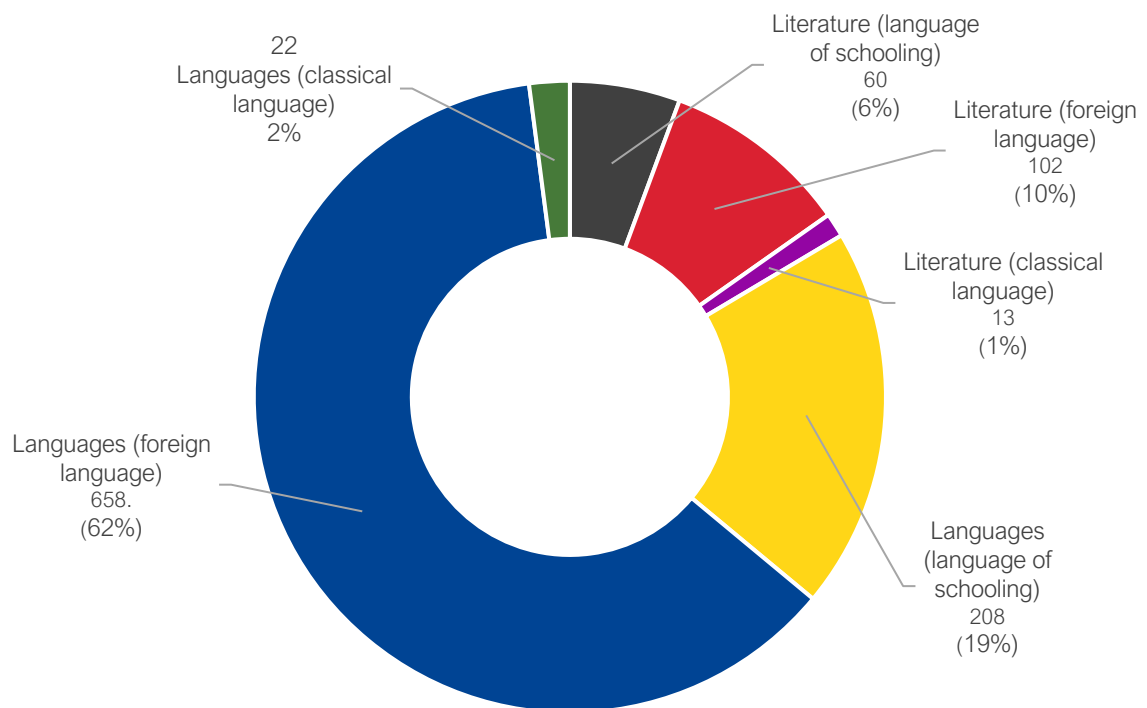


Figure 6 – Subject taught (Q31)

Regarding the question about the linguistic profile of the respondents (Q21 and Q21a), German, French, Italian, and the category 'other' are identified as the most prominent L1s (see Figure 7).

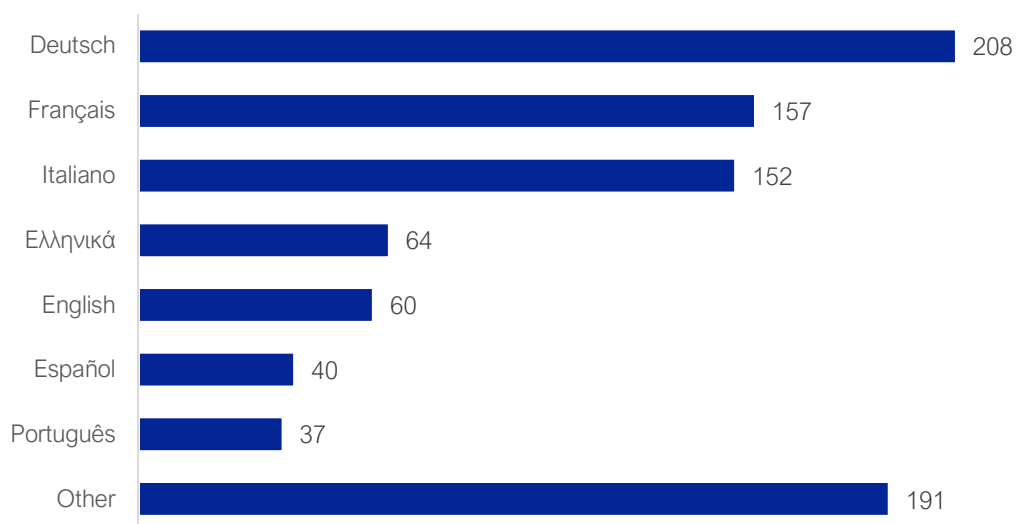


Figure 7 – Mother tongue(s) (L1) (Q21)

For the L2, the profile is clearly dominated by English, as most respondents report L2 English skills at level B1 or higher, with just over half indicating L2 French skills at the same level. English, French, Spanish, German, and Italian (in that order) are the most prominent L2s at the B1 level (see Figure 8). Consequently, the respondents' linguistic profiles are distinctly dominated by Romance languages.

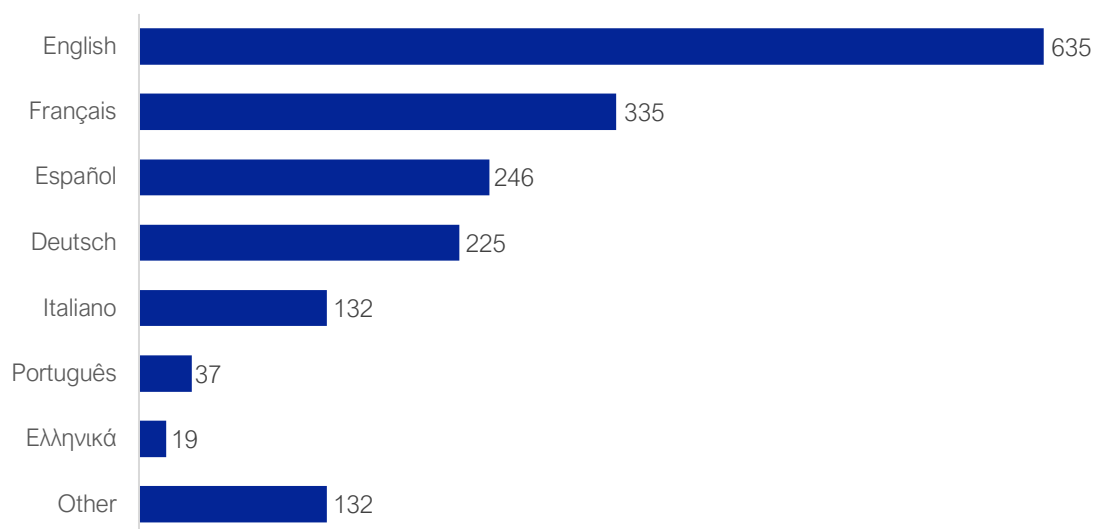


Figure 8 – Languages known at level B1 (Q21a)

5. Findings

5.1. Teachers' opinions about European educational plurilingual policies

5.1.1. Number and nature of languages to be learned

For over 20 years, the European Union has set the objective of learning at least two languages other than one's mother tongue. This so-called "Barcelona objective", reiterated in the Lisbon Strategy, is regularly emphasized by the European Union (Council of the European Union, 2008) and the Council of Europe (Council of Europe, Committee of Ministers, 2022).

Question Q1 asked teachers to indicate whether, in their opinion, European citizens should learn at least one additional language (beyond their L1), at least two, or whether they should not be required to learn any additional languages. The results show that the L1+2 objective (mother tongue plus two) is not universally endorsed by the respondents. While a majority (64.8%) respondents strongly support the learning of at least two additional languages, 30.3% believe that one additional language would suffice, and a very small minority (4.9%) think that no obligation should be imposed. Overall, these findings suggest a positive attitude toward learning multiple languages, which is to be expected among language teachers.

In question Q2, teachers were asked whether they believed the two languages targeted by European policies should be chosen freely by the individual or whether specific combinations should be prioritized. Those selecting the latter option could specify combinations involving types of languages mentioned in European policy documents (e.g., an international language/lingua franca, the language of a neighbouring country, or an "adoptive" language). They also had the option to suggest other combinations, although no respondents made use of this possibility.

The majority (63.7%) of respondents to this question (Q2, n = 776) favoured broad freedom in choosing which languages to learn. However, 36.3% of respondents provided specifications regarding the nature of the additional languages to be learned. Among these, an overwhelming majority (92.2%) included an international language in

their suggested combinations, aligning with political discourse, which consistently emphasizes the inclusion of such a language when specifying the nature of the two languages to be learned. Additionally, 40.1% included the language of a neighbouring country, and 30.9% believed one of the two languages should be an "adoptive" language.

The most frequent combination was an international language paired with the language of a neighbouring country (34.8%), followed by an international language combined with an adoptive language (25.9%). It is worth noting that 20.9% mentioned the combination of a *lingua franca* and another additional language of choice, while 10.6% expressed a preference for learning two international languages.

5.1.2. Motivations for Implementing Plurilingual Education

European language policy documents highlight numerous advantages of plurilingualism, justifying its promotion in education. Question Q4 aimed to identify which reasons, as presented in political discourse, most motivated teachers to address plurilingualism. Respondents were given a list of options and asked to rate their importance using four levels: not at all important, somewhat important, rather important, and very important. The first observation is that all the proposed elements received a majority of "very important" and "rather important" responses (see Figure 9), indicating that all the benefits of plurilingualism mentioned in European texts serve as motivational factors for teachers, albeit to varying degrees.

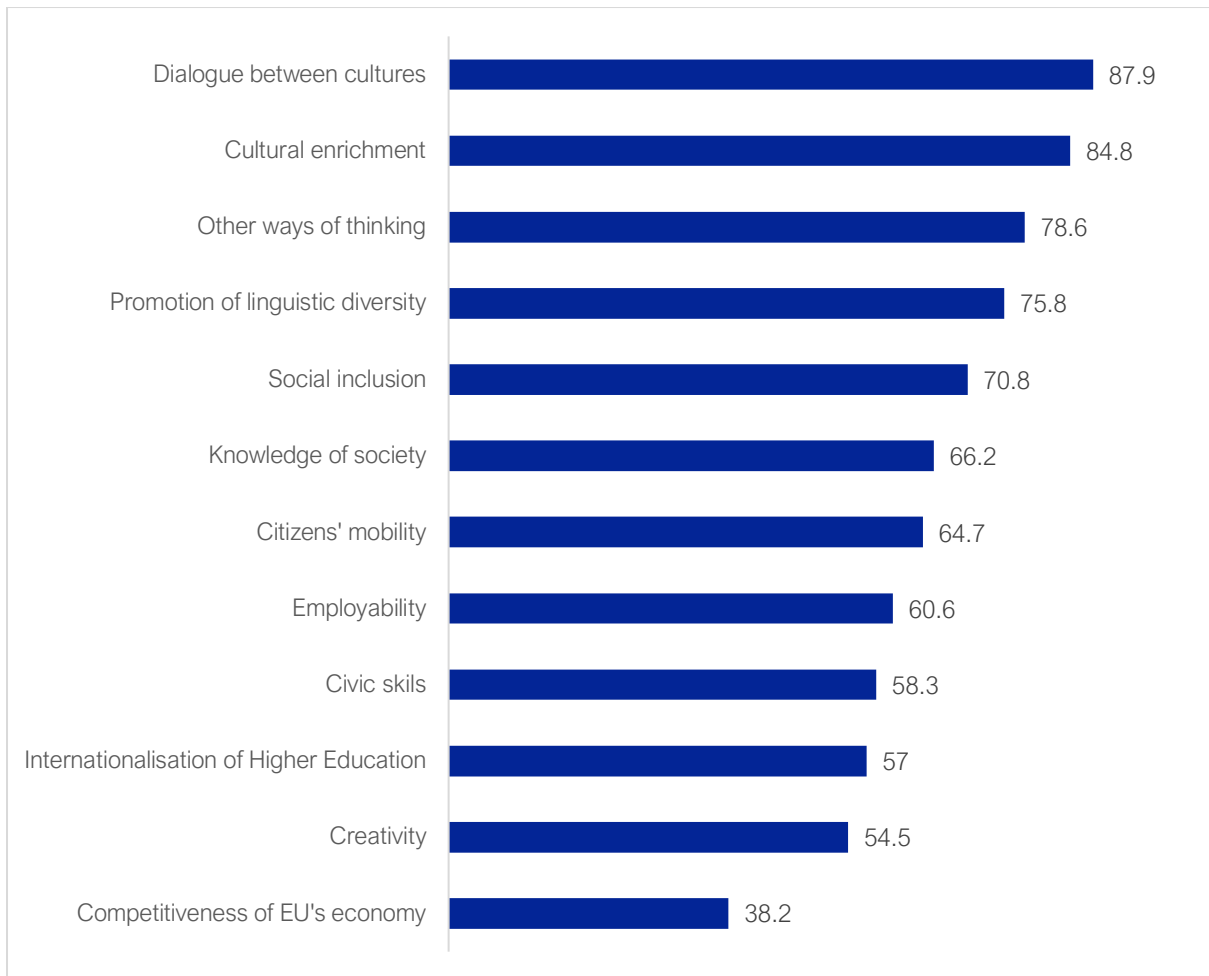


Figure 9 – Teachers' 'Very Important' Ratings of Plurilingualism Benefits (Q4)

The data analysis reveals that the cultural and linguistic benefits of plurilingualism are the most motivating factors for teachers. These two elements are closely interconnected in the CEFR, which emphasizes the development of plurilingual and intercultural competence as central to language teaching and learning (Council of Europe, 2001; Coste et al., 2009). Furthermore, two benefits related to the cultural dimension received over 80% of responses: the idea that plurilingualism constitutes cultural enrichment (84.8%) and that it contributes to intercultural dialogue (87.9%). Additionally, 75.8% of teachers cited interest in promoting linguistic diversity as a very important motivational factor. These responses can also be associated with the contribution of plurilingualism to social inclusion, which motivates 70.8% of teachers. Notably, these findings closely align with the responses provided to the questions in the following section.

Interest in plurilingualism extends beyond a positive attitude toward its additive dimension, as the development of plurilingual and intercultural competence emerges as a significant motivating factor for language teachers. Moreover, teachers' responses reveal that, beyond the cultural and linguistic benefits central to plurilingualism, the promotion of alternative ways of thinking is a highly motivating factor, with 78.6% of respondents signalling it as significant. In contrast, only 38.2% of teachers consider the contribution of plurilingualism to the competitiveness of the European economy as a very important factor encouraging them to engage in plurilingual education.

To sum up, there is a clear interest in aspects that promote a more pluralistic society, such as inclusion, cultural and linguistic diversity, and creating opportunities for individuals, including mobility and employability. However, one notable exception is that teachers do not strongly associate plurilingualism with fostering individual creativity. Benefits not directly tied to individuals, such as economic competitiveness or the internationalisation of higher education, are less motivating for teachers.

5.2. Beliefs about plurilingualism in education

Given the diverse interpretations of the concept of “plurilingualism” in education, this section aims to explore which meanings respondents refer to most frequently and how they believe it can be integrated into an educational context. Participants were asked to select and rank some defining sentences about plurilingualism in education in the four questions of the section.

Q6 and Q7 focused on what plurilingualism entails in education. Respondents had to rank the three most important (Q6) and the three least important statements (Q7). In Q6, participants rate the impact of plurilingualism on social and educational inclusion and in fostering intercultural understanding as high priorities. As shown in Table 2, the three top-rated statements (emphasised with a blue background) highlight the importance of leveraging linguistic and cultural diversity to meet communication needs, foster inclusivity, and challenge stereotypes and prejudices:

- Plurilingualism in education entails using all available linguistic and cultural resources to meet communication needs (21.4%, n. 171).

- Plurilingualism in education entails encouraging and taking advantage of one’s linguistic diversity’ (20.47%, n. 163)
- Plurilingualism in education entails questioning stereotypes and prejudices towards minoritized languages and dialects (13.5%, n. 108).

Plurilingualism in education entails...	#1	#2	#3
considering different linguistic and cultural backgrounds in students’ assessment.	82 (10.3%)	63 (7.9%)	67 (8.4%)
becoming fully competent (levels C1-C2) in two or more languages.	44 (5.5%)	26 (3.3%)	15 (1.9%)
communicating in two or more languages to benefit learning performance.	76 (9.5%)	69 (8.6%)	71 (8.9%)
developing proficiency in English as a foreign language to ensure intercultural communication.	58 (7.2%)	45 (5.6%)	33 (4.1%)
encouraging and taking advantage of one’s linguistic diversity.	169 (21.1%)	163 (20.4%)	106 (13.3%)
ensuring the right of plurilingual students to maintain and further develop their mother tongues (L1).	66 (8.3%)	73 (9.1%)	73 (9.1%)
guaranteeing the social integration of minorities and migrants.	27 (3.4%)	57 (7.1%)	67 (8.4%)
promoting the use of a common language at school to enhance language learning.	23 (2.9%)	28 (3.5%)	22 (2.8%)
questioning stereotypes and prejudices towards minoritized languages and dialects.	30 (3.8%)	88 (11%)	108 (13.5%)
teaching/learning several languages in educational contexts.	54 (6.8%)	63 (7.9%)	96 (12%)
using all available linguistic and cultural resources to meet communication needs.	171 (21.4%)	125 (15.6%)	142 (17.8%)

Table 2 – Ranking of Statements Selected as Most Important by Respondents (Q6).

As shown in Table 3, Q7 indicates strong agreement among respondents, with 39% identifying “becoming fully competent (levels C1-C2) in two or more languages” as the least important implication of plurilingual education. Furthermore, the responses to Q7 gave low priority to the development of advanced language skills and the development of monolingual communication in English or another common language (emphasised with a red background). It should be noted that the mid-range of this ranking also includes some definitions that emphasised the potential benefits of plurilingualism in learning.

Plurilingualism in education entails...	#1	#2	#3
considering different linguistic and cultural backgrounds in students' assessment.	83 (10.40%)	65 (8.10%)	61 (7.70%)
becoming fully competent (levels C1-C2) in two or more languages.	312 (39%)	106 (13.30%)	76 (9.60%)
communicating in two or more languages to benefit learning performance.	53 (6.60%)	75 (9.40%)	64 (8.10%)
developing proficiency in English as a foreign language to ensure intercultural communication.	101 (12.60%)	172 (21.60%)	88 (11.10%)
encouraging and taking advantage of one's linguistic diversity.	26 (3.30%)	37 (4.60%)	40 (5%)
ensuring the right of plurilingual students to maintain and further develop their mother tongues (L1).	44 (5.50%)	66 (8.30%)	67 (8.40%)
guaranteeing the social integration of minorities and migrants.	23 (2.90%)	41 (5.10%)	59 (7.40%)
promoting the use of a common language at school to enhance language learning.	72 (9%)	112 (14%)	124 (15.60%)
questioning stereotypes and prejudices towards minoritized languages and dialects.	32 (4%)	42 (5.30%)	61 (7.70%)
teaching/learning several languages in educational contexts.	33 (4.10%)	51 (6.40%)	90 (11.30%)
using all available linguistic and cultural resources to meet communication needs.	21 (2.60%)	31 (3.90%)	64 (8.10%)

Table 3 – Ranking of Statements Selected as Least Important by Respondents (Q7).

Q8 and Q9 asked what teachers should do and what they should not to promote plurilingualism in education. The results from Q8 (Table 4) confirm the findings already observed in Q6, highlighting the importance of promoting openness to diversity and awareness of one's own linguistic repertoire. The top-voted statements (emphasised with a blue background) are: “encourage students to rely on their language repertoires as resources” (35.60%) and “show positive attitudes towards linguistic and cultural diversity” (27.30%). Additionally, respondents show interest in integrating language learning with non-linguistic subjects, such as CLIL (16.90%, n. 135).

To promote plurilingualism in education, teachers should...	#1	#2	#3
be familiar with students' languages.	76 (9.50%)	25 (3.10%)	31 (3.90%)
collaborate with their colleagues who teach other languages.	83 (10.40%)	55 (6.90%)	91 (11.40%)

encourage students to rely on their language repertoires as resources.	285 (35.60%)	134 (16.80%)	85 (10.60%)
encourage students to use their home languages only out of the classroom.	10 (1.30%)	12 (1.50%)	10 (1.30%)
encourage students to create and present texts in their mother tongues (L1s).	9 (1.10%)	22 (2.80%)	23 (2.90%)
ensure the involvement of families in school life.	22 (2.80%)	32 (4%)	38 (4.80%)
focus on one language at a time.	3 (0.40%)	10 (1.30%)	5 (0.60%)
increase tolerance inside the classroom.	36 (4.50%)	88 (11%)	113 (14.10%)
link plurilingual language learning to non-language subjects.	50 (6.30%)	121 (15.10%)	135 (16.90%)
show positive attitudes towards linguistic and cultural diversity.	161 (20.10%)	218 (27.30%)	147 (18.40%)
treat all students the same regardless of their mother tongues (L1s).	55 (6.90%)	78 (9.80%)	105 (13.10%)
use only one common language to ensure mutual understanding.	10 (1.30%)	5 (0.60%)	17 (2.10%)

Table 4 – Ranking of Statements Selected as Most Important by Respondents (Q8).

The responses to Q9 (Table 5) focused on what a teacher should not do. Respondents demonstrated an understanding of common monolingual myths by selecting the following as the three least important statements:

- Encourage students to use their home languages only outside of the classroom. (27.30%);
- Focus on one language at a time (26%);
- Use only one common language to ensure mutual understanding (22.30%).

One statement frequently selected as the least important is “be familiar with students’ languages”, chosen as the first option by 20.6% of respondents, reflecting their understanding of plurilingual principles.

To promote plurilingualism in education, teachers should not...	#1	#2	#3
be familiar with students’ languages.	165 20.60%	63 7.90%	83 10.40%
collaborate with their colleagues who teach other languages.	41 5.10%	23 2.90%	33 4.10%
encourage students to rely on their language repertoires as resources.	42 5.30%	31 3.90%	12 1.50%

encourage students to use their home languages only out of the classroom.	218 27.30%	100 12.50%	89 11.10%
encourage students to create and present texts in their mother tongues (L1s).	51 6.40%	61 7.60%	46 5.80%
ensure the involvement of families in school life.	42 5.30%	58 7.20%	70 8.80%
focus on one language at a time.	129 16.10%	208 26%	142 17.80%
increase tolerance inside the classroom.	11 1.40%	29 3.60%	25 3.10%
link plurilingual language learning to non-language subjects.	9 1.10%	42 5.30%	40 5%
show positive attitudes towards linguistic and cultural diversity.	14 1.80%	22 2.80%	29 3.60%
treat all students the same regardless of their mother tongues (L1s).	18 2.30%	37 4.60%	53 6.60%
use only one common language to ensure mutual understanding.	60 7.50%	126 15.80%	178 22.30%

Table 5 – Ranking of Statements Selected as Least Important by Respondents (Q9).

5.3. Plurilingual Practices

To delve deeper into plurilingual practices, we investigate self-reported classroom language use to determine how deeply plurilingualism is embedded in the educational settings under review. The findings from Q10 ("In general, are your classes plurilingual? (i.e., including students who speak and understand different languages?)") and Q11 ("Do you use languages other than the language of schooling?") highlight the diversity of linguistic repertoires in the classrooms. In Q10, more than half of the respondents (56.5%) report teaching in classes where nearly all or all their students are plurilingual. This linguistic diversity includes students' mother tongues/ L1s, languages of international communication, and additional official or regional languages, reflecting the complex and dynamic linguistic landscapes of these educational settings.

Similarly, the answers to Q11 reveal that a significant majority of respondents (76.1%) actively use languages other than the language of schooling in their teaching practices. Figure 10 illustrates the summed percentages of responses to "frequently" and "always" for Q11a ("Which languages do you use in class and how often?"). These responses provide further insights into which languages are used and their frequency.

The data indicate that the most commonly used language is, unsurprisingly, the one being taught, with 94.63% of respondents reporting they use it 'frequently' or 'always.' This is followed by the language of schooling (80.22%) and a foreign language taught at the school (33.92%). Interestingly, 26.8% of respondents reported using languages from the same language family 'frequently' or 'always,' while 26.5% indicated 'frequently' or 'always' using languages of international communication, provided these are neither the language of schooling nor the language of instruction.

Furthermore, students' L1s, when they are neither the language of schooling nor the language being taught, rank next, with 21.9% of respondents using them "frequently" or "always." Lastly, another official language of the country or region is the least frequently used, with only 9.7% of respondents reporting using it "frequently" or "always". This is likely because not all the teachers surveyed work in contexts where multiple official languages coexist.

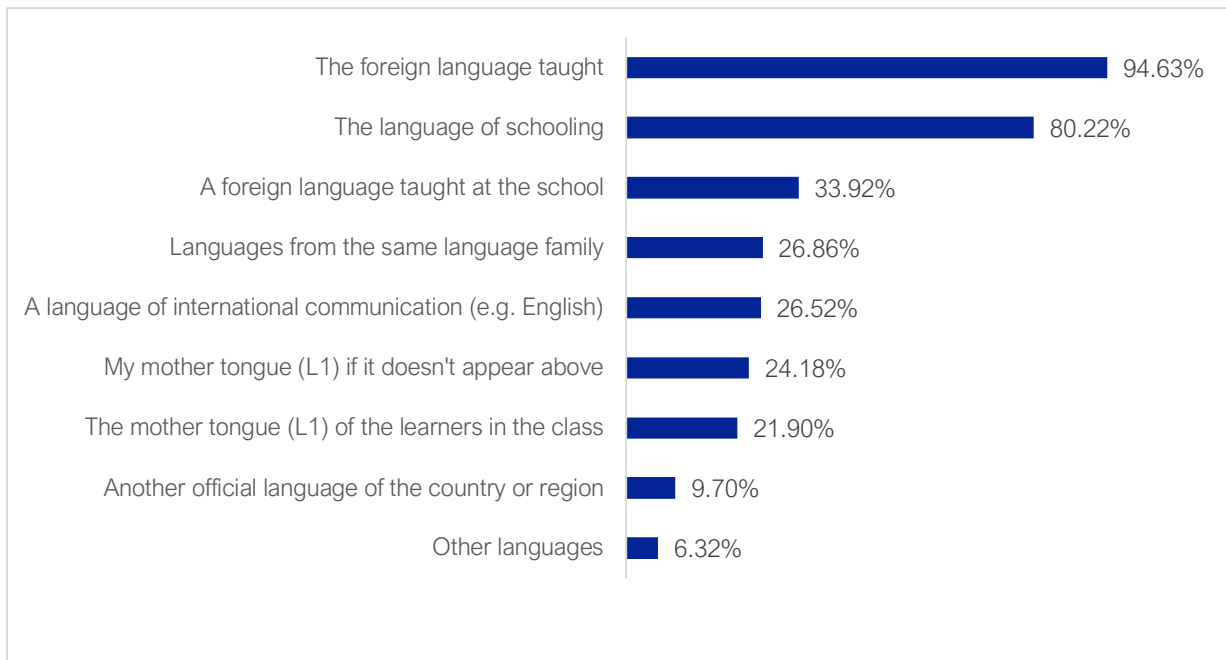


Figure 10 – Language use in classroom (Q11a)

Q12 explores the varied purposes for which these languages are used. As shown in Table 6⁵, the data reveal significant trends in how different languages are employed in classroom settings to achieve diverse educational goals. It is important to note that the percentages provided refer to the total number of responses for each specific question item, not the total number of respondents who completed the questionnaire in full (n = 800). Since multiple answers were possible, these percentages reflect the frequency of each purpose relative to the total responses for this question. The language of schooling and the foreign language taught emerge as central to classroom practices, being the most frequently used for tasks such as facilitating comprehension, managing misunderstandings, and accessing subject content. This result confirms their dominant role in academic instruction and communication.

Conversely, students' L1s are notably used for emotional involvement (11.05%) and valuing students' linguistic and cultural identity (12.24%). Languages from the same language family and other languages are less commonly used, as seen in tasks like facilitating thinking about languages: in 13.68% of cases, languages from the same language family and in 12.65% of cases other languages are used for this purpose.

⁵ In the table, percentages over 10% are highlighted with a blue background to facilitate reading.

	The language of schooling	A language of international communication (e.g. English)	The mother tongue (L1) of the learners in the class	The foreign language taught	Languages from the same language family	Another official language of the country or region	Other languages
To increase the emotional involvement of the students	344 (7.18%)	245 (6.95%)	449 (11.05%)	364 (8.95%)	142 (8.75%)	71 (10.41%)	58 (8.43%)
To facilitate the collaboration of all learners of different languages in classroom activities	426 (8.90%)	363 (10.30%)	290 (7.14%)	391 (9.62%)	92 (5.67%)	45 (6.6%)	41 (5.96%)
To facilitate expression	425 (8.88%)	287 (8.15%)	312 (7.68%)	443 (10.9%)	102 (6.28%)	50 (7.33%)	42 (6.1%)
To facilitate comprehension	457 (9.54%)	371 (10.53%)	377 (9.28%)	359 (8.83%)	138 (8.5%)	48 (7.04%)	46 (6.69%)
To facilitate thinking about languages	458 (9.57%)	368 (10.45%)	383 (9.43%)	409 (10.06%)	222 (13.68%)	79 (11.58%)	87 (12.65%)
To facilitate access to subject content	464 (9.69%)	321 (9.11%)	305 (7.51%)	385 (9.47%)	80 (4.93%)	34 (4.99%)	33 (4.8%)
To promote plurilingual vocabulary learning	405 (8.46%)	377 (10.70%)	361 (8.89%)	495 (12.18%)	271 (16.7%)	78 (11.44%)	86 (12.5%)
To facilitate communication and manage misunderstandings	487 (10.17%)	338 (9.59%)	395 (9.72%)	301 (7.4%)	93 (5.73%)	55 (8.06%)	43 (6.25%)
To facilitate the handling of intercultural content	453 (9.46%)	346 (9.82%)	363 (8.94%)	458 (11.27%)	140 (8.63%)	73 (10.7%)	67 (9.74%)
To support phonetic and pronunciation learning	374 (7.81%)	209 (5.93%)	253 (6.23%)	535 (13.16%)	172 (10.6%)	50 (7.33%)	57 (8.28%)
To value the learner's linguistic and cultural identity	364 (7.60%)	214 (6.07%)	497 (12.24%)	342 (8.41%)	137 (8.44%)	78 (11.44%)	79 (11.48%)
Another reason	131 (2.74%)	84 (2.38%)	77 (1.9%)	123 (3.03%)	34 (2.09%)	21 (3.08%)	49 (7.12%)
Total	4788 (100%)	3523 (100%)	4062 (100%)	4605 (100%)	1623 (100%)	682 (100%)	688 (100%)

Table 6 – Purposes for using different languages in the classroom (Q12)

Figure 11 shows the summed percentages to frequently and always for Q13 (“How often do you use the following activities or strategies?”). The data reveal distinct patterns in how frequently teachers use specific strategies or activities to integrate plurilingualism into their classrooms. Comparing words in different languages is the most regularly employed strategy (72.07%, frequently and always). Similarly, comparison of grammatical structures and phonological features are often used, with recurring use reported at 61.05%, showcasing their potential for deeper linguistic analysis. This seems to reflect the promotion of linguistic awareness. On the other hand, strategies like resorting to plurilingual interaction (36.08%), giving written instructions in different languages (19.92%), and completing tasks in different languages (18.44%) are less commonly used, suggesting possible challenges in implementing these practices. Interestingly, translation exercises appear to be polarizing, with the majority of participants using them sometimes, rarely or never (63.26%). Additionally, "other activities" are reported to be used "sometimes," "frequently," or "always" by a substantial number of respondents (21.07%), suggesting that these strategies warrant further exploration to better understand their nature and impact. Overall, the findings underscore a preference for strategies that are practical and directly facilitate linguistic comparison, while less emphasis is placed on activities requiring more complex implementation or extensive language alternation.



Figure 11 – Plurilingual activities in classwork (Q13)

Q14 (“The initiative for the use of several languages belongs...”) and Q15 (“To what extent is the use of several languages spontaneous or planned?”) explore teachers' perceptions of the dynamics of plurilingual interaction. For Q14, it is interesting to note that the vast majority of respondents (84.82%, n = 638) report that the use of several languages is somewhat negotiated. Regarding Q15, most respondents (78.27%, n = 598) consider that the use of several languages is both spontaneous and planned. A specific question was dedicated to plurilingual practices in assessment (Q16). This question included four sub-questions addressing instructions and the languages permitted for responding to oral and written tests. Overall, plurilingualism appears to have a limited presence in assessment practices (Figure 12). Considering the results across the four sub-questions, an average of 16.1% of respondents (745 < n < 748) reported that this question does not apply to them. Meanwhile, 27.7% of teachers indicated a complete absence of plurilingual practices, whereas the remaining 56.2% incorporate plurilingualism in their assessments at some point or in some manner.

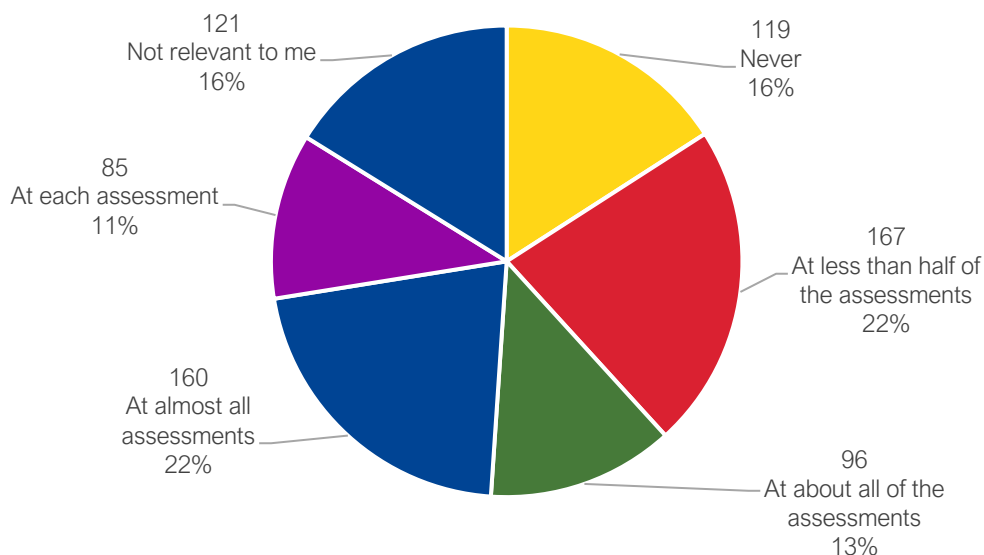


Figure 12 – Use of plurilingual instructions in assessment (Q16)

When comparing the use of multiple languages in instructions and explanations (Figure 13), on the one hand, and in the expected productions, on the other, it is evident that

plurilingualism is more prevalent in the formulation and explanation of instructions than in the languages permitted for responses. Significant rates of absence are also observed, particularly in relation to the expected productions.

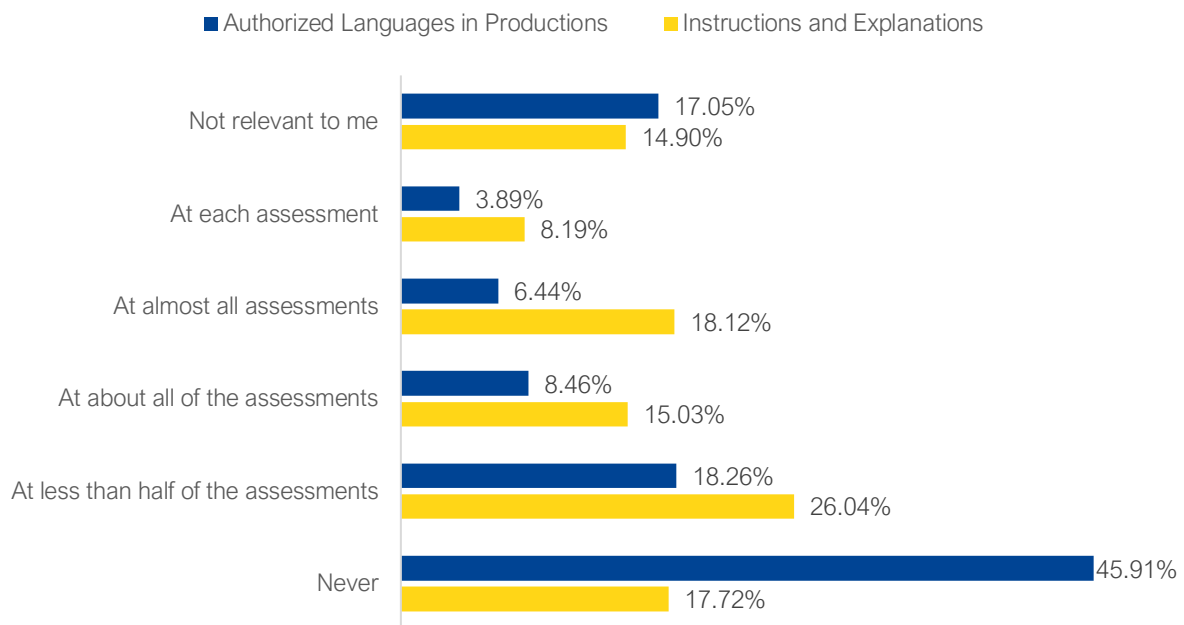


Figure 13 – Plurilingual practices in instructions and in learners’ productions (Q16)

When it comes to providing instructions and/or explanations in multiple languages, 8.19% of teachers reported doing so in all cases, while 18.12% reported doing so in the majority of assessments. Overall, 67.38% of respondents incorporate plurilingual practices into their instructions and supplementary explanations, while 17.72% stated that they never engage in such practices.

Regarding the languages allowed for in learners’ productions, Figure 13 reveals a similar trend, though more pronounced. In the context of written production assessment, 45.91% of respondents indicated they never allow the use of multiple languages, while only 3.89% always permit it. Nevertheless, 37% of respondents reported allowing plurilingual practices at some point. In oral production, greater tolerance for plurilingual practices is observed: 31.4% of teachers expect strictly monolingual productions, while 52.3% incorporate plurilingual productions at some point. However, a significant difference emerges when comparing the role teachers assign to plurilingual interactions

during teaching and learning activities. While 26.0% of respondents reported frequently allowing plurilingual interactions and 10.1% always allowing them in teaching and learning phases, only 5.1% permit the use of languages other than the target language during oral assessments, and just 8.3% reported doing so in nearly all assessments.

Question 18 was dedicated to teachers' needs: 'What would you need in order to integrate a greater variety of languages into your teaching?' Participants were asked to rate a total of 15 items on a five-point scale according to their importance (from 'not at all important' to 'extremely important'). The response options ranged from resources (textbooks and teaching materials), framework conditions (time, job stability, consideration of the multilingual dimension in assessment and more explicit instructions in official documents), motivational factors (learner motivation, own motivation) to the need for further training and opportunities in their own institution. In addition, teachers could check the "other needs" box.

The analysis of the responses shows that, overall, teachers have a great need for resources and framework conditions in order to implement multilingual activities in the classroom. Except for "more multilingual activities in textbooks" (40.28%), all the items were considered very or extremely important by the majority (i.e. more than 50%). Figure 14 shows the ranking of the needs. The percentages refer to the classification as "extremely important" or "very important".

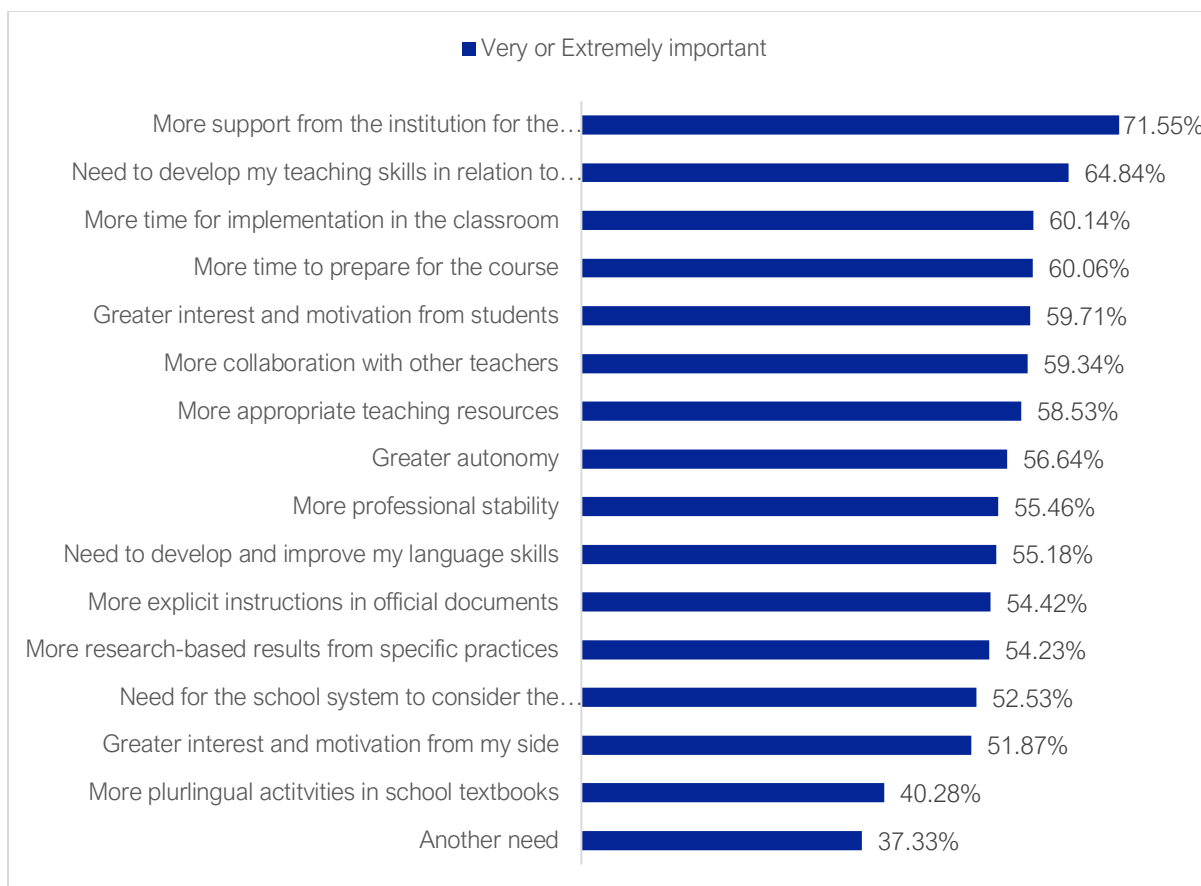


Figure 14 – Teacher needs for implementing plurilingual practices (Q18).

Teachers see institutional support and further training in plurilingual didactics as very or extremely important (71.55% and 64.84%, respectively). Additionally, they also refer to the needs, on the one hand, for implementation in the classroom (compared to other activities) (60.14%) and, on the other hand, for preparation (60.06%).

6. Discussion

6.1. Key beliefs about the importance of plurilingualism

Starting from the teachers' views on EU policies promoting plurilingualism, they appear to vary, with most teachers supporting the "Barcelona objective" of learning two languages in addition to the mother tongue. However, a considerable number of respondents (30.3.%) prefers just one additional language, and a small minority opposes mandatory additional language learning. Overall, teachers express positive attitudes toward plurilingualism.

Regarding language selection, EU policies suggest an international *lingua franca*, a neighbouring language, or an adoptive language. However, European official texts vary regarding the choice of additional languages proposed. The European Economic and Social Committee's opinion on "Multilingualism" (Comité Économique et Social Européen, 2009) refers to an international language and, on the basis of an EU text commonly referred to as the "Maalouf report", an "adoptive" language. Such a language is defined as "a distinctive language, different from its language of identity, and different also from its language of international communication" (Commission européenne & Maalouf, 2008, p. 7). A 2009 resolution of the European Parliament (Parlement européen, 2009) considers that this should be the language of a neighbouring country, as well as an international *lingua franca*. Other texts (Conseil de l'Europe, Comité des Ministres, 2022) provide no further details. According to the survey data, while many respondents favour freedom of choice concerning the additional languages to be learned, others propose specific combinations, such as pairing an international language with a neighbouring one or with an "adoptive" language. The first case corresponds to the European Parliament's resolution (European Parliament, 2009) while the latter corresponds to the recommendations of the "Maalouf report" (Commission européenne & Maalouf, 2008, p.7).

Cultural and linguistic benefits are seen as the main motivators for the development of plurilingualism supporting cultural enrichment, intercultural dialogue, and social inclusion. Economic and institutional goals were less emphasised in the teachers' re-

sponses. In summary, teachers largely support plurilingualism for its cultural and societal benefits, prioritizing personal enrichment over economic or institutional aims and favouring flexible language choices.

Regarding teachers' beliefs on the importance of plurilingualism in education, the findings point out that teachers mostly prioritise the social and cultural benefits which are related to social inclusion, civic skills, and intercultural understanding. This aligns with the project's objectives that link plurilingual education to equity, social justice, and intercultural development. Considering also the CoE policy recommendation on the importance of plurilingual and intercultural education for democratic culture, the survey data shows the teachers' recognition and awareness of the contribution of plurilingualism to social inclusion and equity.

Furthermore, according to teachers' responses, their classes are composed of student populations with diverse linguistic and cultural backgrounds, using a variety of languages, i.e. L1s, languages of international communication, and additional, official or regional languages. Teachers therefore report an awareness of their classrooms' linguistic and cultural diversity. This represents a significant step toward acknowledging and respecting this diversity, particularly when compared to earlier studies that highlighted the "invisibility" of children's multilingualism from teachers' perspectives and practices (Gkaintartzi et al., 2015). Moreover, it is important to highlight the considerable number of respondents (39%) who do not consider full competence in two or more languages as essential in defining plurilingualism, especially if compared to previous studies which have shown dominant monolingual "myths" and misconceptions related to native-speakerism in teachers' beliefs (Calafato, 2020; Canagarajah 1999; Holliday 2005). More specifically, some monolingual beliefs that a person can only be considered plurilingual if they are fully competent and comparable to a monolingual native speaker in the languages (Jessner & Kramsch, 2015). Accordingly, the survey findings show a progressive understanding and awareness among the teachers regarding the concept of plurilingualism and plurilingual competence. A considerable number of teachers also seem to be aware of the fact that the implementation of plurilingual practices in the classroom does not require them to know all their students' languages (Schwarzer et al., 2003).

6.2. Self-reported practices, resources, and needs

A substantial body of research has examined plurilingual practices in language education. These practices are said to facilitate access to specific subject content by helping students understand disciplinary content, managing classroom discourse, and fostering interpersonal relationships within the classroom. According to available studies (Canagarajah, 2011; Cenoz & Gorter, 2023; García, Johnson & Seltzer, 2017; García & Li Wei, 2014) and being confirmed in teachers' self-reported practices, language alternation and meshing serves various purposes, such as constructing bilingual identities, signalling alignment or misalignment in interactions, organizing educational tasks, enacting language policies, and determining the medium of communication during classroom interactions.

The results of the PEP survey highlight, despite its limitations in terms of sampling (see Section 8), the plurilingual landscape of classrooms across Europe, as 56.5% of respondents teach in classes where nearly all students are plurilingual. This then seems to influence the languages used in the classroom, as 76.1% of the teachers declare using languages other than the language of schooling in their teaching. These other languages include mostly a language being taught, and in fewer cases, a language from the same linguistic family, a language of international communication, students' first languages, as well as other official languages of the region. The use of those languages serves distinct functions, including the facilitation of comprehension and content access, emotional and cultural inclusion, linguistic awareness, and intercultural content and communication. The relatively low use of students' L1s may partly stem from the fact that many students in the regions investigated have linguistic backgrounds in non-European languages, which teachers may not be familiar with. Additionally, not all teachers in the survey work in contexts where multiple official languages coexist, which might explain the low self-reported use of co-official languages.

The use of students' L1s seems to emerge as still a complex or controversial issue for teachers since a rather small number (21.9%) report their inclusion in teaching practices, which, when employed, aims mostly at identity valorisation and emotional involvement. This highlights the critical role of integrating students' L1s to foster inclusivity and personal and emotional involvement. However, cognitive benefits of using students' L1 for language learning were not deemed relevant by a great majority of the

teachers. It could be inferred that teachers do not immediately link the use of students' L1 to academic (language) learning (i.e. cognitive engagement, Cummins, 2021) but associate it mostly to identity empowerment and socio-emotional development (Cummins, 2021). This finding aligns with previous studies (Kirsch & Duarte, 2020), which have shown that teachers advocate the promotion of plurilingualism mostly for the students' emotional development, identity, and wellbeing, rather than strategically for language and academic learning.

While the use of students' L1s in the classroom seems to focus more on the affective dimension of learning, the inclusion of other languages (e.g. of the same language family for facilitating thinking about languages) appears to cater to a cognitive dimension of learning by promoting metalinguistic awareness and reflective thinking. These findings underscore the need to strategically deploy various languages to foster both cognitive and affective dimensions of learning.

Among plurilingual practices reported by the participants, cross-linguistic comparisons and providing instructions in multiple languages are the most common to facilitate comprehension and emotional engagement. It seems that teachers are responsive to their students' linguistic repertoires and rely on plurilingual interaction to enhance inclusion and build on socio-emotional development. In terms of plurilingual activities used in the classroom, several strategies were declared. The most common were direct comparisons, either of words in different languages, or of grammatical structures and phonological features. Previous studies have also shown that foreign language teachers see linking words and structures between new and previously acquired languages as beneficial to language learning, while reflective approaches are less common (Haukås, 2016). Translation exercises are reported to be used less often, reflecting differing perspectives on their effectiveness, while plurilingual interaction and written instructions were even less common, indicating potential challenges in their implementation. Concerning translation, a possible explanation could be the fact that it has long been excluded or avoided in language teaching/learning as it has been related to more traditional methods such as the Grammar Translation Method (Cook, 2010). However, in many countries, translation has been reimagined to introduce mediation tasks which include the appropriate, adapted, and meaningful use of translation and interpretation.

Moreover, while the survey findings suggest the presence of plurilingual practices in teaching, the use of plurilingual practices in assessment is notably less prevalent. Especially in written assessments, teachers expect monolingual productions, and most teachers do not report including plurilingual instructions or explanations in their assessment practices. The study highlights teachers' strong monolingual expectations regarding their learners' productions, even if plurilingual practices in teaching are not excluded in most cases. Considering, or even recognizing and valuing, plurilingual or translanguaging practices—as proposed by Schissel et al. (2018), for example—does not seem to be part of usual assessment. However, it is worth noting that just over half of teachers (52.3%) authorize them at some point for oral work and 37% for written work. These findings imply a gap between teaching and assessment practices (Melo-Pfeifer & Ollivier, 2023). While educators recognize the value of plurilingualism in fostering an inclusive and reflective learning environment, the transition to plurilingual assessment remains limited. This discrepancy underscores the need for further exploration and integration of plurilingual practices in both teaching and assessment to fully realize their educational potential.

Teachers also signal a substantial need for additional resources and curricular changes to effectively implement plurilingual activities. The most significant issue is the need for greater institutional support, from schools, universities, and/or educational authorities, resonating with previous studies (Özmen, Dönmez & Gülen, 2024, who relate the framework conditions to professional self-esteem). Furthermore, the survey shows a strong demand for further training in plurilingual pedagogies, indicating willingness for professional development with a focus on plurilingual teaching praxis. An overall high demand for resources is evident, although the need for more plurilingual activities in textbooks was not deemed as critical. Moreover, teachers express time constraints being an issue in employing plurilingual practices (Basturkmen, 2012; Borg, 2017; Sánchez Pérez & Salaberri Ramiro, 2017). These findings highlight the necessity for institutional support and targeted professional development, as well as the reconsideration of time pressure and overloaded curriculum, to integrate plurilingual practices in education. The need for more institutional support and further training on plurilingual education is underscored, confirming previous studies (Melo-Pfeifer & Schröder-Sura, 2024; Portolés & Martí, 2018).

7. Recommendations and Perspectives

This section outlines a series of targeted recommendations aimed at enhancing plurilingual education across four key domains. Each subsection focuses on potential strategies and suggestions to support the implementation and sustainability of plurilingual practices within educational systems in Europe. As teachers' beliefs are a foundational element of educational change (Borg, 2011; Farges, 2020; Filipiak, 2020; Tillema, 1997), we consider that the insights gained from teachers' attitudes, self-reported practices and needs serve as critical indicators of the readiness, challenges, and potential areas for intervention in plurilingual (teacher) education. Drawing on the findings and insights from the PEP survey, these recommendations and perspectives address the interconnected levels of language and education policy, teacher preparation and professional development, resource design, and curriculum and institutional development.

7.1. Language and educational policies

This subsection presents recommendations for policymakers and curriculum design to create and promote supportive frameworks that acknowledge and integrate linguistic diversity in schools, not only with emotional but also with cognitive purposes. They are based on teachers' self-reported opportunities and obstacles faced in integrating different languages into their teaching practices. Keeping these beliefs in mind, policymakers and curriculum developers can align language education policies more closely with the realities of teachers' experiences and perceptions, fostering educational environments where plurilingual practices are shared, legitimised and supported.

- 1) Develop action research projects on plurilingual education to guide policymaking.
- 2) Share the results of research into plurilingual education with decision-makers.

- 3) Include plurilingual education in school curricula (courses, modules, projects, etc.).
- 4) Promote individual plurilingualism across educational contexts, making it visible in curricular transitions (for example, from primary to secondary education and from secondary to higher education).
- 5) Support schools and programs in languages other than English.
- 6) Create a framework that brings language together in teaching, learning, and assessment.

7.2. Pre-service and in-service teacher education

This subsection focuses on equipping teachers with the knowledge, skills, and attitudes necessary to embrace and implement plurilingual pedagogies effectively throughout their careers. Teachers' self-reported beliefs about their preparedness and confidence in implementing plurilingual pedagogies point to specific areas where professional development is needed. These beliefs reveal gaps in training that, if addressed, could empower teachers and improve teachers' agency to adopt plurilingual strategies more effectively. These suggestions are therefore addressed to teacher education institutions (such as universities, but not exclusively), responsible for pre-service and in-service teacher education programs.

- 7) Value teachers' and student teachers' linguistic biographies and create spaces for expression of confidence in their own plurilingual experiences and repertoires.
- 8) Encourage that teachers and student teachers regularly go through new experiences of language learning and learning through different languages, enhancing their awareness of what it means—cognitively and emotionally—to teach and learn different languages at different phases of the lifespan, following the principle of “lifelong language learning” or “experiential education”.
- 9) Develop (language) teacher programs that are less discrete and language-specific, promoting instead cross-sectional contacts and students' languages.

- 10) Address “native-speakerism” and detrimental linguistic ideologies across teacher education programs, to promote awareness of teachers’ own possible linguistic plural biases and shortcomings.
- 11) Promote teacher education content that goes beyond bilingualism in education (CLIL and bilingualism in education).
- 12) Implement teacher education modules and mandatory content on societal and individual multilingualism in all teaching career paths, addressing not only the emotional benefits but also the cognitive advantages of plurilingual practices in education.
- 13) Create plurilingual professional qualifications in training courses.
- 14) Develop plurilingual projects, using the languages of those involved in the school.
- 15) Address issues of cognitive and linguistic justice in education, showing how plurilingualism in assessment can promote more equity to educational settings.

7.3. Design of teachers’ resources

This subsection underscores the importance of developing high-quality, accessible resources that facilitate the practical application of plurilingual strategies in diverse classroom contexts. Despite the variety of resources the teachers report using, the results of the survey also pinpoint teachers’ perceptions of the adequacy (or inadequacy) of available resources for plurilingual teaching. These recommendations are specially directed towards publishing houses and teacher education institutions.

- 16) Integrate more plurilingual activities and resources in mainstream textbooks and materials.
- 17) Create pedagogical-didactic sequence models that inspire and support teachers in designing their own plurilingual activities and lesson plans.
- 18) Propose support documents for implementing plurilingual teaching/learning practices.
- 19) Create resources and scenarios for plurilingual assessment.

- 20) Create open access platforms where teachers can mutualise their plurilingual resources.
- 21) Create tutorials and podcasts showing how monolingual materials and lesson plans can be transformed into resources for plurilingual education, without undermining the teaching of the content or the target language.

7.4. Institutional development

This sub-section addresses the broader organizational and structural changes needed within and across educational institutions to foster a culture of plurilingualism and ensure systemic support for plurilingual practices. Some results seem to point towards systemic challenges (such as limited administrative support, lack of alignment with curriculum frameworks, and insufficient time for lesson planning) that require structural changes. This section therefore is addressed at educational institutions (including universities), listing some suggestions to create institutional environments where plurilingual teaching can flourish and be sustainable.

- 22) Promote collaborative work among teachers, particularly if they teach different languages at school.
- 23) Encourage moments of dialogue in the institution between teachers who develop or intend to develop plurilingual practices, by establishing a culture of sharing.
- 24) Create language departments that are more oriented towards plurilingual education and transversalities in language teaching and learning than towards specific language curricula.
- 25) Establish a positive plurilingual environment at school (linguistic landscape of the school and classrooms, plurilingual correspondence with pupils and families, events to promote linguistic diversity, ...).
- 26) Seek collaboration with other schools and with research and teaching institutions geared towards the development and establishment of plurilingual pedagogical practices in teacher education.

- 27) Make plurilingual resources (both for theoretical information and for the hands-on implementation of plurilingual practices) available to the teaching staff by maintaining an "active library" for this purpose.
- 28) Involve and educate non-teaching staff (headteachers, supervisors, administrative staff, etc.) to develop a positive attitude towards multilingualism and plurilingualism.

8. Limitations

The use of a questionnaire for data collection brings certain limitations that must be considered when interpreting the results. This is mainly due to several biases that might have co-occurred during questionnaire design and application. While limitations and biases are inescapable, they need to be stressed to provide a cautionary tale when considering the treatment and the reading of data. According to Choi & Pak (2005, p. 1), “bias may arise from the way individual questions are designed, the way the questionnaire as a whole is designed, and how the questionnaire is administered or completed”. In this section, we present the internal perspective of the PEP researchers on potential biases that might have influenced data collection and could affect the interpretations presented, both in terms of their relevance and robustness.

One significant issue that arose in the treatment of the data of the PEP questionnaire was the nature of the sample, which is non-representative and voluntary. In fact, the methodology of on-line questionnaire dissemination, either by convenience sampling, snowball effect, or by using on-line professional platforms, could have led to imposed answers (in the case of using personal relationships) or self-selection of participants (which is inevitable with on-line questionnaires, according to Dewaele, 2018), as individuals who choose to respond may have particular motivations, experiences, or opinions about plurilingualism in education that might not reflect the broader language-teacher population. In any case, Dewaele (2018) explains that anonymity in on-line questionnaires is an important advantage of the tool for data collection, “as there is no face-to-face interaction between researcher and participants, and no pressure on the latter to participate, which enhances the level of honesty in responses” (p. 271).

That first, broader bias, can relate to another one, which is the demographic bias, related to gender and age represented. The PEP team is aware that the responses may overrepresent certain groups (those language teachers who are more experienced, and predominantly female) while underrepresenting others, therefore skewing the data and limiting the generalizability of the findings. Additionally, due to legal constraints in countries such as France and Germany, we did not collect data on ethnic backgrounds. This limitation affects the extent to which we can draw conclusions about practices

among diverse language teacher populations. However, this issue is partially mitigated by the data collected on their mother tongues. In times of teaching staff diversification, this may be a topic that should have been included in the demographic description of the population, to avoid homogenizing the respondents and avoid overseeing “cultural differences” (Choi & Pak, 2005, p. 10).

The methodology of disseminating the questionnaire could also be said to have led to disparities in the number of responses received from different countries. It is not just that some countries (like Austria, France, Germany and Italy) might be overrepresented in the data, but also that we might lack diversity of language teachers’ positions in some contexts, making cross-country comparisons between language teachers less reliable, to say the least. This disparity does not allow us to gauge in which national contexts European language policies are best received and how they translate into potential practical implementation by teachers. A critical reading of these results could indicate that teachers in some national contexts felt less impelled to respond to the survey, leading to less self-selection. Nevertheless, in another cross-national comparison, no specific statistical differences were found across countries (reporting on Norway and Russia; Calafato, 2021), but rather across languages taught and the number of languages taught by the teachers.

Furthermore, the data reflects self-reported practices from teachers, rather than direct observations by members of the project team. While this is a common issue when researching teachers’ beliefs, we need to acknowledge that this reliance on self-reported practices can introduce inaccuracies, as respondents might unintentionally misreport or overstate their practices (a bias called “respondent’s inaccurate recall”; Choi & Pak, 2005, p. 9). These inaccuracies might be due to memory biases, social desirability pressures (leading to “social desirability bias”; Riazi, 2016, p. 299), which are underscored in cases of convenience sampling or misunderstandings of the questions (what the PEP team tried to minimize through different pre-testing phases in different languages and contexts). Dewaele (2018) presents an argument that minimizes this bias because of the nature of on-line questionnaires: “because there are no social consequences to participation, there is less chance that participants may be tempted to exaggerate or distort their responses to please the authors of the questionnaire” (p. 271). Importantly, we have to acknowledge that a central objective of the project—

encouraging participants to share concrete examples of their practices—was not fully achieved: teachers shared their beliefs and their self-reported plurilingual practices but did not upload any materials that could be considered tangible proof of such practices. While these practices can be spontaneous and unplanned or added to materials traditionally described as monolingual (as respondents report in their answers), the truth is that project researchers cannot analyse how teachers create or appropriate existing materials and resources, because we declare missing data for the intended purpose (Choi & Pak, 2005, p. 3).

Another issue that might have led to overwhelming positive declared beliefs about plurilingualism in education is related to the content of the items, which, mainly in the first and second parts of the questionnaire, included overwhelming positive items and might be considering “leading questions” (Choi & Pak, 2005, p. 4). Although this fact is justified by the methodology adopted to form the items (selection of information from European language policy documents), it must be considered that their positivity, due to the promotion of a single ideological perspective by the selected documents, may have induced respondents to systematically declare positive beliefs and to be more optimistic about the frequency and nature of the plurilingual practices reported (in the third part).

Lastly, 997 questionnaires were left incomplete, at different stages of the process of filling it (but mostly at the starting phase), which were not included in the analysis. Just questionnaires with all the answers completed have been considered in this report. This number of incomplete questionnaires might indicate multiple issues: unclear questions (despite several pre-test phases), questions where respondents felt unable to provide information, lack of a clear position on the topics, lack of a practical knowledge about the self-reported practices (underscoring issues of social desirability), or even excessive length of the data collection tool. In general, online surveys have been observed to have a noticeably lower response rate and higher drop-out rates than their paper-based counterparts (Daikeler et al., 2020; Galesic, 2006; Sammut et al., 2021).

Apart from these biases, some of which are unavoidable in this type of survey, the data collected provides interesting international trends based on the responses of a large number of teachers.

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Appendix A – Informed consent

- I confirm that I have read and understood the Participant Information Sheet and the Privacy Notice.
- I understand that my participation is voluntary and that I am free to withdraw without giving any reason.
- The material will be treated as confidential and kept in secure storage at all times.
- The data will be disseminated or communicated in scientific publications, workshops, seminars, conferences only in anonymous or aggregated form, and in such a way that the individuals concerned are not identifiable.
- I waive my copyright to any data collected as part of this project.
- Other authenticated researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.
- I acknowledge the provision of a Privacy Notice in relation to this research project.

I consent

Appendix B – Questionnaire versions

- [English version](#)
- [French version](#)
- [German version](#)
- [Greek version](#)
- [Italian version](#)
- [Portuguese version](#)
- [Spanish version](#)

Appendix C – Texts referenced in Section A

- Council Recommendation of May 22, 2019 relating to a global approach to language teaching and learning
- Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.)
- Council conclusions of 20 May 2014 on plurilingualism and the development of language skills 2014/C 183/06
- Council conclusions on language skills to improve mobility 2011/C 372/07
- Opinion of the European Economic and Social Committee on “The EU multilingualism policy” (additional opinion)
- Action plan on language learning and linguistic diversity
- European Parliament resolution of 24 March 2009 on multilingualism: an asset for Europe and a common commitment (2008/2225(INI))
- Opinion of the European Economic and Social Committee on Multilingualism
- Council Resolution of 21 November 2008 on a European strategy for multilingualism
- Council conclusions of 22 May 2008 concerning intercultural skills (2008/C 141/09)
- Council conclusions of May 22, 2008, on multilingualism

Appendix D – Texts referenced in Section 2

This appendix provides the references used in Section B, which informed the development of the statements used in the questionnaire. Each question consisted of 12 statements representing four different dimensions of plurilingualism in school education. Within each dimension, three statements were included: one of these was intentionally designed as a misconception, reflecting common myths or incomplete perspectives on plurilingualism in education.

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Appendix E – Procedure followed for Section B

Section B relates to teachers' beliefs about plurilingualism regarding education and consists of two questions. Q1 refers to teachers' beliefs and perspectives about the concept of plurilingualism in education and Question 2 focuses on teachers' beliefs about plurilingual practices.

Q1 and Q2 are composed of 12 sentences-statements each. Participants were asked to choose the 3 sentences they agree the most and the 3 sentences they agree the least.

The 12 sentences-statements in Q1 correspond to 4 different dimensions of plurilingualism with regard to school education. The 4 different dimensions –categories are the following (D):

1. Language policy/Educational policy
2. Plurilingualism at the individual, -language user -level
3. Beliefs on educational practices towards plurilingualism
4. Plurilingualism at the socio-political level/ context

Each dimension includes three different statements. In the first dimension, second and third dimension one statement out of the three is considered as a misconception or reproducing widespread myths about plurilingualism in education. In the second dimension, one statement is considered as not accurate, not complete. They are highlighted in yellow in the table below.

Multilingualism in education means:

Statement	Dimension	Literature documentation
1. becoming fully competent in two or more languages	D2	<p>Myths and misconceptions about native speakerism. Multilingual (mis)considered as two or more monolinguals in one (Cenoz, 2013) (using their languages as discrete entities). Grosjean (2010) it is a myth to believe that bilinguals have exactly the same equal and perfect knowledge of two languages.</p> <p>Misconception- Multilinguals have the same equal and perfect knowledge of two or more languages / The strong belief that a person can only be called truly bilingual if s/he is ambilingual, that is, is fully competent and therefore comparable to a monolingual native speaker in both languages, still seems to prevail among ill-informed politicians, academics and teachers (Jessner & Kramersch, 2015)</p>
2. questioning stereotypes and prejudices towards minoritized languages and dialects	D4	<p>(Candelier, 2003; 2017)</p> <p>Removing negative stereotypes towards languages is one of the main goals of the awakening to languages approach.</p>
3. communicating in two or more languages academic development /school performance	D2	<p>(Cenoz, 2013)</p> <p>Learning more languages benefits academic development /school performance</p>

<p>4. developing proficiency in English as a foreign language to ensure intercultural communication</p>	<p>D3</p>	<p>(Melo- Pfeifer, 2018) Learning English has a positive effect on several domains of language learning and is a first step towards becoming multilingual but such gains are relatively advised when the promotion of individual multilingualism and multilingual competence are at stake. English not an end in itself</p> <p>Seidlhofer (2005)</p>
<p>5. encouraging and taking advantage of one's linguistic diversity</p>	<p>D3</p>	<p>(Kubota, 2016; May, 2014). The multi/plurilingual turn encourages the use of previous linguistic and cultural knowledge to learn more languages and their related cultures. The product of this process is an integrated plurilingual repertoire, which the speaker can call upon flexibly according to communication needs.</p> <p>Marshall (2020). The term plurilingualism is also inherently linked to pedagogy. Bringing a plurilingual lens to teaching and learning, in the form of plurilingual pedagogy(ies), involves opening up educational spaces for the expression of different languages and cultures, not only as a way to raise language awareness and to promote intercultural understanding and tolerance, but also so that languages other than the dominant medium of instruction can be seen as assets, tools for learning, rather than a hindrance (Lin, 2013).</p> <p>Piccardo (2013) highlights what she sees as key aspects of plurilingualism-inspired pedagogy (in relation to language teaching): the need to create synergies between languages as part of reaching a higher goal; raising awareness and increasing self-esteem of learners in ways that will optimize learning, increasing agency and self-efficacy.</p>

6. ensuring the right of multilingual students to maintain and learn their mother tongues	D1	CoE (2007) Language rights are part of human rights: education policies should facilitate the use of all varieties of languages spoken by the citizens of Europe, and the recognition of other people's language rights by all; the resolution of social conflicts is in part dependent on recognition of language rights. The Council of Europe, in keeping with the fundamental values guiding its actions, adopts a rights-based approach to the teaching and learning of the mother tongue of minorities. Beacco et al. (2016) plurilingual education refers to the whole of language education, including education in the 'mother tongue/first language' when it is the official and/or national language of the area in question as well as education for the maintenance of (im)migrant communities. It is not concerned only with 'foreign', 'second' or 'minority' languages
7. benefiting from the presence of more migrant students in the classroom	D4	Piccardo & Galante (2018) Heterogeneous communities are the norm rather than the exception in many parts of the world. Characterized by mobility, immigration, technology and globalization, societies have become increasingly diverse
8. facilitating the social integration of minorities and migrants	D4	Beacco et a. (2014) Plurilingual education facilitates school inclusion but cannot guarantee social integration on its own.
9. promoting the use of a common language at school to enhance language learning	D1	(Haukas 2016, De Angelis, 2011; Gkaintartzi, 2015; 2011) a common belief is that using one language in the school classroom -enhances language learning-the teachers are hesitant to refer to or use of other languages when teaching - teachers have positive beliefs about plurilingualism and think that multilingualism should be promoted, but they do not often foster multilingualism (i.e. make use of learners' previous linguistic knowledge) in their own classrooms

<p>10. assessing learners' school/academic performance taking into consideration different linguistic and cultural backgrounds</p>	<p>D1</p>	<p>(Gorter & Cenoz, 2017) Language policy influences the implementation of the curriculum, and the assessment aims put in place to measure the achievements of that implementation. At the same time, the results of assessment can influence changes in language policy and so a new cycle starts. Language policy in different countries is usually reflected in the curriculum time devoted to the teaching of different languages as a subject and the teaching of other subjects through those languages, as well as in their importance for assessment.</p> <p>Olivier & Melo-Pfeifer (2023) Lenz & Berthele, 2010) Assessment is an integral part of individual learning and of the education system. Finding suitable ways of assessing plurilingual and intercultural competence is a step towards its integration in educational practice. Assessment needs change accordingly. They may relate to rather different aspects of the renewed system. Institutional and organizational points of view are not considered in the following overview which focuses instead on aspects closely related to the objectives of plurilingual and intercultural learning as they appear in the Guide (Beacco et al., 2010).</p>
<p>11. teaching/learning several languages in educational contexts.</p>	<p>D3</p>	<p>Council Recommendation (2019) Plurilingual and intercultural education covers: the languages taught in the school the languages recognised by the school but not taught the languages and cultures which are present in school but neither recognised nor taught.</p>
<p>12. using all available linguistic and cultural resources to meet communication needs in educational institutions.</p>	<p>D2</p>	<p>Beacco et al. (2016) Plurilingual competence refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages (languages of schooling, regional/minority and migration languages, modern or classical languages);</p>

The sentences in Question 2 cover 3 dimensions (D):

1. Materials, activities and syllabus;
2. Competences
3. School development

Each of these dimensions comprehends four different statements. In the first dimension, one of the statements is considered as a misconception, in the second dimension two statements correspond to misconceptions and in the third dimension, one statement is seen as inaccurate. These are highlighted in yellow in our version of the questionnaire. The twelve statements are presented by alphabetical order.

All the statements are direct or adapted quotations taken from literature, as it is shown on the table below.

In order to promote multilingualism in education, teachers should:

1. be familiar with learners' languages	D2	Haukås,2016
2. collaborate with their colleagues of other languages	D 3	Haukås,2016 (adapted)
3. encourage learners to rely on their different languages and language knowledge as positive resources	D 1	Moore, 2006
4. encourage learners to use their home languages, but not in the classroom	D 1	Haukås,2016
5. encourage learners to create and present texts in their mother tongues	D 3	Okal. 2014
6. ensure the involvement of parents and families in school life	D 3	Melnikova, 2022
7. focus at "one language only" or "one language at a time"	D 2	Cenoz, 2013
8. increase tolerance, inside the classroom, in order to conceive multiple linguistic practices	D 1	Garcia, 2014
9. link multilingual language learning to content knowledge across the curriculum	D 1	Duarte & van der Meij, 2018
10. show positive attitudes towards language learning and linguistic and cultural diversity	D 2	Duarte & van der Meij, 2018 (adapted)
11. treat every student the same regardless of their mother tongue	D 2	Lundberg, 2019

12. use only one common language in order to ensure mutual understanding and equality	D 3	Herzog-Punzenberger, Pichon, &Siarova, 2017 (adapted).
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Appendix F – Glossary

English	Français	Deutsch	Ελληνικά	Español	Italiano	Português
Additional language: a new language learnt in an educational institution: school, university, association, ...	Langue additionnelle : toute nouvelle langue apprise dans une institution éducative : école, université, association...	Zusätzliche Sprache: neue Sprache, die in einer Bildungseinrichtung gelernt wird: Schule, Universität, Verein, ...	Πρόσθετη γλώσσα : κάθε νέα γλώσσα που μαθαίνεται σε εκπαιδευτικό ίδρυμα: σχολείο, πανεπιστήμιο, σύλλογο....	Lengua adicional: cualquier nueva lengua aprendida en una institución educativa: escuela, universidad, asociación, etc.	Lingua addizionale: qualsiasi nuova lingua appresa in un'istituzione educativa: scuola, università, associazione, ecc.	Língua adicional: qualquer língua estrangeira aprendida em contexto institucional: escola, universidade, associação etc.
Lingua franca: a third language used for communication between groups of people who speak different languages	Lingua franca : une langue tierce utilisée pour communiquer par des personnes qui parlent des langues différentes	Lingua franca: eine dritte Sprache, die zur Kommunikation zwischen Gruppen von Menschen verwendet wird, die unterschiedliche Sprachen sprechen	Lingua franca: Μία διεθνής γλώσσας που χρησιμοποιείται για επικοινωνία ανάμεσα σε ομιλητές/-ριες διαφορετικών γλωσσών	Lingua franca: una tercera lengua utilizada para comunicarse entre personas que hablan lenguas diferentes	Lingua franca: una lingua terza usata per comunicare da persone che parlano lingue differenti	Lingua franca: uma 3ª língua utilizada para comunicar por pessoas que falam línguas diferentes
“Adoptive” language: a freely chosen language that is different from one's own language and that is different from the language one uses for international communication	Langue adoptive : une langue que la personne choisit librement et qui est différente de sa propre langue et de la langue que la personne utilise pour la communication internationale	“Adoptivsprache”: eine frei gewählte Sprache, die sich von der eigenen Sprache unterscheidet und die sich von der Sprache unterscheidet, die man für die internationale Kommunikation verwendet	“Υιοθετούμενη” γλώσσα: μια ελεύθερα επιλεγμένη γλώσσα που διαφέρει από τη γλώσσα του ατόμου και που είναι διαφορετική από τη γλώσσα που χρησιμοποιεί για διεθνή επικοινωνία	Lengua adoptiva: lengua libremente elegida por una persona que es diferente de la lengua propia y de la lengua que utiliza para la comunicación internacional	Lingua adottiva: una lingua che la persona sceglie liberamente e che è differente dalla sua lingua e dalla lingua che utilizza per la comunicazione internazionale	Língua adotiva: uma língua que escolhemos livremente e que é diferente da nossa própria língua e da língua utilizada para a comunicação internacional
Levels C1/C2: According to the CEFR, levels C1 and C2	Niveaux C1/C2 : Selon le CECR, les niveaux C1 et C2	C1/C2-Niveau: Nach dem GERS beschreiben die Stufen	Επίπεδα Γ1/Γ2 Σύμφωνα με το ΚΕΠΑ (Κοινό Ευρωπαϊκό	Niveles C1/C2: según el MCER, los niveles C1	Livello C1/C2: secondo il QCER, i li-	Níveis C1/C2: segundo o QECR, os

English	Français	Deutsch	Ελληνικά	Español	Italiano	Português
broadly describe the language competence of a proficient user	veaux C1 et C2 décrivent de manière générale la compétence linguistique d'un utilisateur expérimenté.	C1 und C2 die kompetente Sprachverwendung.	Πλαίσιο Αναφοράς για τις Γλώσσες), τα επίπεδα γλωσσομάθειας Γ1 και Γ2 περιγράφουν γενικά τη γλωσσική επάρκεια που κατέχει ο/η αυτάρκης χρήστης/-στρια	y C2 describen en términos generales la competencia lingüística de un usuario competente.	velli C1 e C2 descrivono in maniera generale la competenza linguistica di un utente competente.	níveis C1 e C2 descrevem de forma geral a competência linguística de um utilizador proficiente.
Language repertoire: The LR includes languages (or varieties of languages) acquired in different ways and for which one has different skills at different levels of mastery.	Répertoire linguistique/Répertoires linguistiques/Répertoire/Répertoires : le répertoire linguistique individuel comprend des langues (ou des variétés de langues) acquises de manière différente et pour lesquelles on possède des compétences différentes à des niveaux de maîtrise eux-mêmes différents.	Sprachliches Repertoire: Das sprachliche Repertoire umfasst Sprachen (oder sprachliche Varietäten), die auf unterschiedliche Weise erworben wurden und in denen man unterschiedliche Kompetenzen auf unterschiedlichen Niveaus besitzt.	Γλωσσικό ρεπερτόριο: Το Γλωσσικό ρεπερτόριο περιλαμβάνει τις γλώσσες (ή γλωσσικές ποικιλίες) που αποκτήθηκαν με διαφορετικούς τρόπους και για τις οποίες το άτομο έχει διαφορετικές δεξιότητες σε διαφορετικά επίπεδα επάρκειας	Repertorio lingüístico/Repertorios lingüísticos: el repertorio lingüístico individual comprende lenguas (o variedades de lenguas) adquiridas de distintas maneras y para las que se poseen diferentes competencias según diferentes niveles de maestría (?)	Repertorio linguistico: il repertorio linguistico individuale comprende le lingue (o varietà linguistiche) acquisite in modi differenti e per le quali si possiedono livelli di competenza diversi.	Repertório linguístico: o repertório linguístico individual compreende as línguas (ou variedades linguísticas) adquiridas de formas diferentes e para as quais se possuem níveis de competência diversos.
Language of schooling: official language(s) of the school/university	Langue de scolarisation : langue(s) officielle(s) de l'institution scolaire/universitaire	Schulsprache/Unterrichtssprache: offizielle Sprache(n) der Bildungsinstitution	Γλώσσα του σχολείου: επίσημη(ες) γλώσσα(ες) του σχολείου	Lengua de escolarización: lengua(s) oficial(es) de la escuela/universidad	Lingua di scolarizzazione: lingua ufficiale (o lingue ufficiali) dell'istituzione scolastica	Língua de escolarização: língua(s) oficial(ais) da escola/universidade
Linguistic family: Languages from the	Famille linguistique : Les langues de même famille descendent	Sprachfamilie: Sprachen aus der gleichen Sprachfamilie	Γλωσσική οικογένεια: Οι γλώσσες που ανήκουν στην ίδια	Familia lingüística: conjunto de lenguas que pertenecen a una	Famiglia linguistica: le lingue di una stessa famiglia derivano da	Família linguística: As línguas de uma mesma família derivam

English	Français	Deutsch	Ελληνικά	Español	Italiano	Português
same family are descended from a common ancient language. Romance languages, for example, evolved from Latin.	d'une ancienne langue commune. Les langues romanes ont par exemple évolué à partir du latin.	stammen von einer gemeinsamen früheren Sprache ab. Die romanischen Sprachen zum Beispiel haben sich aus dem Lateinischen entwickelt.	οικογένεια προέρχονται από μια κοινή αρχαία γλώσσα. Οι λατινογενείς γλώσσες, για παράδειγμα, εξελίχθηκαν από τα λατινικά.	misma familia por descender de una antigua lengua común. Las lenguas romances, por ejemplo, se desarrollaron a partir del latín.	una lingua antica comune. Le lingue romanze, per esempio, si sono sviluppate a partire dal latino.	de uma língua antiga comum. Por exemplo, as línguas românicas desenvolveram-se a partir do latim.
Level B1: According to the CEFR, level B1 corresponds to an intermediate command of the language which allows a threshold level of independence.	Niveau B1 : Selon le CECR, le niveau B1 correspond à une maîtrise intermédiaire de la langue qui permet un niveau seuil d'indépendance	B1-Niveau: Nach dem GERS entspricht das B1-Niveau einer fortgeschrittenen Sprachbeherrschung, die eine selbstständige Sprachverwendung erlaubt.	Επίπεδο B1: Σύμφωνα με το ΚΕΠΑ (Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες), το επίπεδο B1 αντιστοιχεί σε ένα βασικό επίπεδο γλωσσικής επάρκειας που διαθέτει ένας/μία ανεξάρτητος/-η χρήστης/-τρια	Nivel B1: según el MCER, el nivel B1 corresponde a un dominio intermedio de la lengua que permite un nivel umbral de independencia.	Livello B1: Secondo il QCER, il livello B1 corrisponde a una padronanza intermedia della lingua che consente un livello soglia di indipendenza	Nível B1: De acordo com o QECR, o nível B1 corresponde a um domínio intermédio da língua que permite um nível limiar de independência.
Mother tongue (L1): Language or language variety which children acquire in their family environment and which they use for their first verbal interactions with other family members and the outside world. In some cases a child may have several mother tongues (L1s).	Langue maternelle (L1): Langue ou variété de langue qu'un enfant acquiert dans son milieu familial et par laquelle il a développé ses premières interactions verbales avec les autres et avec le monde. Dans certains cas, un enfant peut avoir plusieurs langues maternelles (L1).	Muttersprache (L1): Sprache oder Sprachvarietät, die Kinder in ihrem familiären Umfeld erwerben und die sie für ihre ersten verbalen Interaktionen mit anderen Familienmitgliedern und der Außenwelt verwenden. In einigen Fällen kann ein Kind mehrere Muttersprachen (L1) haben.	Μητρική γλώσσα (Γ1): Γλώσσα ή γλωσσική ποικιλία που κατακτούν τα παιδιά στο οικογενειακό τους περιβάλλον και την οποία χρησιμοποιούν για τις πρώτες τους λεκτικές αλληλεπιδράσεις με άλλα μέλη της οικογένειας και τον έξω κόσμο. Σε ορισμένες περιπτώσεις ένα παιδί	Lengua materna (L1): lengua o variedad lingüística que los niños adquieren en su entorno familiar y que utilizan para sus primeras interacciones verbales con otros miembros de la familia y con el mundo exterior. En algunos casos, un niño puede tener varias lenguas maternas (L1).	Lingua madre (L1): Lingua o varietà di lingua che un bambino acquisisce nell'ambiente familiare e attraverso la quale sviluppa le prime interazioni verbali con gli altri e con il mondo. In alcuni casi, un bambino può avere più lingue materne (L1).	Língua materna (L1): Língua ou variedade linguística que as crianças adquirem no seu ambiente familiar e que utilizam nas suas primeiras interações verbais com outros membros da família e com o mundo exterior. Em alguns casos, uma criança pode ter várias línguas maternas (L1).

English	Français	Deutsch	Ελληνικά	Español	Italiano	Português
			μπορεί να έχει πολλές μητρικές γλώσσες (Γ1)			
L2/Second language: Any language acquired other than the mother tongue (L1).	L2/langue seconde : Toute langue acquise autre que la L1 ou la langue maternelle.	L2/Zweitsprache: Jede Sprache, die nicht als Muttersprache (L1) erworben wurde.	Γ2/Δεύτερη γλώσσα: Κάθε γλώσσα η οποία κατακτιέται πέρα από τη Γ1 ή τη μητρική γλώσσα	L2 / segunda lengua: Cualquier lengua adquirida diferente de la lengua materna (L1).	L2/seconda lingua: Qualsiasi lingua acquisita diversa dalla lingua madre (L1).	L2/Língua segunda: Qualquer língua adquirida para além da língua materna (L1).
Plurilingualism: The simultaneous presence of two or more languages in an individual's communicative competence and the interrelationship established between them.	Plurilinguisme La compétence d'une personne à communiquer dans une ou plusieurs langues de façon simultanée ainsi que les relations établies entre ces langues	(im Dt. "Mehrsprachigkeit": vl. trotzdem Pop-up?) Die Kompetenz einer Person, in einer oder mehreren Sprachen gleichzeitig zu kommunizieren, sowie die Beziehungen, die zwischen diesen Sprachen hergestellt werden (auch als "Plurilingualismus" bezeichnet).	Πολλαπλογλωσσία Η ικανότητα ενός ατόμου να επικοινωνεί σε μία ή περισσότερες γλώσσες ταυτόχρονα καθώς και οι σχέσεις που λειτουργούν μεταξύ αυτών των γλωσσών.	Plurilingüismo: Presencia simultánea de dos o más lenguas en la competencia comunicativa de un individuo y a la interrelación que se establece entre ellas.	Plurilinguismo: La presenza simultanea di due o più lingue nella competenza comunicativa di un individuo e la interrelazione che si stabilisce tra di esse.	Plurilinguismo: A presença simultânea de duas ou mais línguas na competência comunicativa de um falante e as relações que se estabelecem entre elas.
Multilingualism Coexistence of different languages at social or individual level.	Multilinguisme Coexistence de différentes langues au niveau social ou individuel.	(im Dt. "Mehrsprachigkeit": vl. trotzdem Pop-up?) Koexistenz verschiedener Sprachen auf gesellschaftlicher oder individueller Ebene (auch als "Vielsprachigkeit" bezeichnet)	Πολυγλωσσία Η συνύπαρξη διαφορετικών γλωσσών σε κοινωνικό ή ατομικό επίπεδο.	Multilingüismo: Coexistencia de distintas lenguas a nivel social o individual.	Multilinguismo: Coesistenza di lingue diverse a livello sociale o individuale.	Multilinguismo: Coexistência de línguas diferentes ao nível social ou individual

English	Français	Deutsch	Ελληνικά	Español	Italiano	Português
<p>Portfolio A personal document in which those who are learning or have learned a language, whether at school or outside, can document and reflect on their linguistic and cultural learning experiences.</p>	<p>Portfolio Document personnel dans lequel ceux qui apprennent ou ont appris une langue, que ce soit à l'école ou en dehors de l'école, peuvent consigner leurs expériences d'apprentissage linguistique et culturel et y réfléchir.</p>	<p>Persönliches Dokument, in dem Personen, die eine Sprache lernen oder gelernt haben, sei es in oder außerhalb einer Bildungseinrichtung, ihre sprachlichen und kulturellen Lernerfahrungen festhalten und darüber reflektieren können.</p>	<p>Πορτφόλιο/Χαρτοφυλάκιο Ένα προσωπικό έγγραφο στο οποίο όσοι/-ες μαθαίνουν ή έχουν μάθει μια γλώσσα, είτε στο σχολείο είτε εκτός σχολείου, μπορούν να καταγράψουν και να αναστοχαστούν σχετικά με τις γλωσσικές και πολιτισμικές μαθησιακές τους εμπειρίες.</p>	<p>Portfolio: Documento personal en el que los que aprenden o han aprendido una lengua, ya sea en la escuela o fuera de ella, pueden registrar sus experiencias de aprendizaje de lenguas y culturas y reflexionar sobre ellas.</p>	<p>Portfolio: Un documento personale in cui chi apprende o ha appreso una lingua, a scuola o fuori, può registrare e riflettere sulle proprie esperienze di apprendimento linguistico e culturale.</p>	<p>Portefólio: Um documento pessoal no qual as pessoas que estão a aprender ou aprenderam uma língua, na escola ou fora dela, podem registar e refletir sobre as suas experiências de aprendizagem linguística e cultural.</p>
<p>Language biography: A language biography is a document or tool aimed at assisting learners in planning, reflecting upon, and assessing their language learning journey. It includes goal-setting, self-assessment checklists, and details about linguistic, cultural, and learning experiences. Its purpose is to promote plurilingualism and cater to various educational priorities, such as metalinguistic</p>	<p>Biographie langagière : Une biographie langagière est un document ou un outil visant à aider les apprenants à réfléchir sur leur parcours linguistique, à planifier et à évaluer les différentes étapes de leur apprentissage des langues. Cet outil comprend la mise en place d'une liste d'objectifs déterminés à partir d'une auto-évaluation. Il comporte aussi des indications sur le vécu linguistique, culturel et</p>	<p>Eine Sprachenbiografie ist ein Dokument oder ein Hilfsmittel, das Lernende bei der Planung, Reflexion und Bewertung ihrer Lernprozesse unterstützen soll. Sie enthält Zielvorgaben, Checklisten zur Selbsteinschätzung und Details über sprachliche, kulturelle und Lernerfahrungen. Sie soll die Mehrsprachigkeit fördern und wichtige didaktische Aspekte berücksichtigen, wie z. B. metasprachliche</p>	<p>Γλωσσική βιογραφία Η γλωσσική βιογραφία είναι ένα έγγραφο ή εργαλείο που στοχεύει στο να βοηθήσει τους/τις μαθητές/-ριες να σχεδιάζουν, να αναστοχάζονται και να αξιολογούν το ταξίδι της γλωσσικής τους εκμάθησης. Περιλαμβάνει καθορισμό στόχων, λίστες ελέγχου αυτοαξιολόγησης και λεπτομέρειες σχετικά με γλωσσικές, πολιτισμικές και μαθησιακές εμπειρίες.</p>	<p>Biografía lingüística: Una biografía lingüística es un documento o herramienta diseñada para ayudar a los aprendices a planificar, reflexionar y evaluar su proceso de aprendizaje de idiomas. Incluye establecimiento de metas, listas de autoevaluación y detalles sobre experiencias lingüísticas, culturales y de aprendizaje. Su propósito es promover el plurilingüismo y atender diversas prioridades educativas, como la reflexión</p>	<p>Biografia linguistica: Una biografia linguistica è un documento o uno strumento progettato per aiutare gli studenti a pianificare, riflettere e valutare il loro processo di apprendimento linguistico. Include la definizione di obiettivi, liste di controllo per l'autovalutazione e dettagli sulle esperienze linguistiche, culturali e di apprendimento. Il suo scopo è quello di promuovere il plurilinguismo e di affrontare varie priorità educative,</p>	<p>Biografia linguística: Uma biografia linguística é um documento ou uma ferramenta concebida para ajudar os aprendentes a refletir sobre o seu percurso linguístico e a planear e avaliar as diferentes fases da sua aprendizagem da língua. Inclui uma lista de objetivos baseados na autoavaliação. Inclui também informações sobre o contexto linguístico e cultural do aprendente e o seu</p>

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reflection, linguistic diversity, learner autonomy, and intercultural learning.	sur le parcours de formation de l'apprenant. Le but consiste à promouvoir le plurilinguisme, à répondre à des priorités éducatives variées, telles que la réflexion métalinguistique, la diversité linguistique, l'autonomie de l'apprenant et l'éducation à l'interculturalité.	che Reflexion, sprachliche Vielfalt, Lernendenautonomie und interkulturelles Lernen.	Σκοπός της είναι να προωθήσει την πολυγλωσσία/πολλαπολογλωσσία και να καλύψει διαφορετικές εκπαιδευτικές προτεραιότητες, όπως ο μεταγλωσσικός προβληματισμός, η γλωσσική ποικιλομορφία, η αυτονομία των μαθητών/-ριών και η διαπολιτισμική μάθηση.	metalingüística, la diversidad lingüística, la autonomía del aprendiz y el aprendizaje intercultural.	come la riflessione metalinguistica, la diversità linguistica, l'autonomia dell'apprendente e l'apprendimento interculturale.	percurso de aprendizagem. O objetivo é promover o multilinguismo e responder a várias prioridades educativas, como a reflexão metalinguística, a diversidade linguística, a autonomia do aprendente e a educação intercultural.

Appendix G – External Pre-Test Protocol

The main goal of this survey pre-testing is to identify and address potential issues with the PEP survey before it is administered on a larger scale. In this pre-test we want to assess the clarity, comprehensibility, and relevance of survey questions, as well as the overall survey design and format in every language of the project.

Pre-testing helps ensure that the survey will yield reliable and valid data by detecting any ambiguities, biases, or problems with wording that could affect the quality of responses. Additionally, pre-testing allows researchers to refine and improve the survey instrument based on feedback from participants, ultimately enhancing the accuracy and effectiveness of the survey results.

Each team will be tasked with gathering the TAP with at least two informants (different from those of the internal pre-test) in the language they oversee. After collecting the observations, the team will prepare a concise report describing them. In a subsequent meeting, all these observations will be reviewed, and any necessary resolutions will be discussed.

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Survey Pre-Testing

Think-Aloud Protocol

Introduction:

I will read these instructions to you out loud to be sure that we provide the same information to all our informants. Thank you for participating in this pre-test session for our survey. Your feedback is invaluable in ensuring the clarity and effectiveness of our questions. During this session, we ask that you verbalise your thoughts as you go through each question. Please be as candid and detailed as possible. Remember, there are no right or wrong answers; we are interested in understanding your thought process and any difficulties you may encounter.

If you're comfortable with it, I'll be recording this session for further analysis [start recording].

Procedure:

- As you read each question, please think out loud. Describe what you're thinking, any confusion you might have, and how you interpret the question. If you find any questions unclear, confusing, or difficult to answer, please verbalise your thoughts and explain why. Pay attention to any difficulties you encounter in understanding or answering the questions. If you have suggestions for improvement, please express them openly.
- Provide as much detail as possible in your feedback.
- Proceed through the questionnaire in order, taking your time to consider each question carefully.
- Once you've completed the questionnaire, we'll have a short debriefing session to discuss your thoughts and any suggestions you may have for improvement.
- I won't help you answer the questions or help you clarify your doubts. Instead I only will be remembering you to verbalise your thoughts if you forget to do so.

Training:

Before we begin our pre-test session, I'll help you in becoming comfortable with verbalization. Imagine you are tasked with purchasing a train ticket online. As you do it, please express all your thoughts as you navigate through the website, providing us with insight into your decision-making process and any challenges you encounter.

Let's begin the pre-test session.

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