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## Participant's report to the National Nominating Authority and the National Contact Point

### Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

## 1. Reporting

<b>Name of the workshop participant</b>	Marian van Popta
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<b>Title of ECML project</b>	Resources for assessing the home language competences of migrant pupils
<b>ECML project website</b>	<a href="https://www.ecml.at/ECML-Programme/Programme2020-2023/Resourcesforassessingthehomelanguagecompetencesofmigrantpupils/tabid/4297/Default.aspx">https://www.ecml.at/ECML-Programme/Programme2020-2023/Resourcesforassessingthehomelanguagecompetencesofmigrantpupils/tabid/4297/Default.aspx</a>
<b>Date of the event</b>	2-3 December 2021
<b>Brief summary of the content of the workshop</b>	<p>In this workshop, we as representatives of 35 different countries, worked together with the RECOLANG-team towards a mutual understanding of assessment of home language competences and an agenda for resources needed in the different countries.</p> <p>The scene for the workshop was set by ECML-director Susanna Slivensky with reference to the European values of equal rights and democracy. Acknowledging the full multilingual potential of pupils is a democratic ideal that should be promoted in education. Programme leader Isabelle Audras and her colleague Ildiko Lorincz picked up on this ideal in their introduction of the project, by stating that honouring the linguistic diversity of migrant pupils is a means towards more equitable education. The team gave a very clear message with this statement: assessment of home language competences is necessary in order to do justice to migrant pupils. This inclusive message was welcomed very warmly by the participants, both in working groups and in plenary sessions.</p> <p>The discussion became more intense when it came to the topic of assessment. The aim of the RECOLANG-project is to review what ways of assessment are suitable to justify migrant pupils in all their linguistic diversity. To this end, a EU-wide survey has been issued by the project team to inventorize current assessment practices. Furthermore, examples of home language competence assessment from four different context were presented during the workshop, namely:</p> <ol style="list-style-type: none"><li>1. Home language competence assessment as replacement of another foreign language in the exam programme (Hamburg, Germany)</li><li>2. Home language competence assessment for certification</li></ol>

	<p>(Association Famille Langues Cultures, France)</p> <ol style="list-style-type: none"> <li>3. Linguistic and mathematical competence assessment in home languages as a placement test for migrant pupils (Lausanne, Switzerland)</li> <li>4. Multilingual school programme Altroparlante for elementary and middle school (Università per Stranieri di Siena, Italy)</li> </ol> <p>Examples of the first two contexts were discussed in working groups, which raised the question in the following plenary session whether this kind of summative testing of home language competence is actually what we strive for in this project? The participants called for a more formative approach in which home language competence assessment is used as a means to promote further learning by pupils. The importance of standardized tests for quality and comparison of testing was discussed by team members. We concluded that there should be a good balance between assessment of, and assessment as/for learning in the resources for home language competence assessment. Resources for both the summative and the formative functions of assessment are wished for by the participants.</p>
<p><b>What did you find particularly useful?</b></p>	<p>The workshop was very interactive, which enabled me to speak with a lot of representatives from other countries. We have a fairly good impression of each other's context regarding home language competence assessment.</p> <p>To take the European values of democracy and human rights as a leaving point for this project, helped me to think about how the major system change towards more inclusive education in the Netherlands relates to multilingualism and assessment of home language competences.</p> <p>The discussion about summative versus formative functions of tests and how we can include migrant pupils best, helped me to organize my thoughts on this matter.</p>
<p><b>How will you use what you learnt / developed in the event in your professional context?</b></p>	<p>During the event, I already contacted Rick de Graaff and Karijn Helsloot to learn more about the summative means for assessment of home language competence in the Netherlands. Karijn wrote an overview for the participants of the workshop, which I shared in the workshop-Padlet. I will share the examples provided in the workshop and also the inventory shared by Agnieszka Grochola from Ireland with Karijn, in order to learn from these examples for the work she does in secondary education in the Netherlands.</p> <p>For the <a href="#">Multi-Assessmentproject</a> I take the lessons learnt about</p>

	<p>different types and assessment back to the projectteam. Since we work with elementary school pupils, especially the Altroparlante-example is interesting to us. I hope to contact Andrea Scibetti and Valentina Carbonara to see how we might learn from each others projects.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>I have shared the link to the survey with my own LinkedIn-network. Furthermore, I will use the SPRONG Multilingualism consortium in the Netherlands to spread the survey across the Netherlands.</p> <p>I hope to contribute to the RECOLANG-project by sharing the insights from our Multi-Assessmentproject.</p> <p>Furthermore, Karijn Helsloot offered to contribute to the project by sharing the resources she has developed for assessment of home language competences in the Netherlands.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<ul style="list-style-type: none"> <li>- Colleagues: by sharing the short report I wrote in Dutch with colleagues from our research group and colleagues from the SPRONG Multilingualism consortium</li> <li>- Professional association: I already shared the examples provided in the workshop with the association <i>Taal naar keuze</i>.</li> <li>- I'll try to publish the report I wrote in Dutch in a professional journal like <i>Didactief</i>, <i>MeerTaal</i>, or <i>Tijdschrift Taal</i>.</li> </ul>

## 2. Public information

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).**

### Een Europese zoektocht naar het waarden van thuistalen in onderwijs en toetsing

Op 2 en 3 december 2021 mocht ik namens Nederland deelnemen aan de workshop van het project 'Resources for assessing the home language competences of migrant pupils' ([RECOLANG](#)). Het doel van dit project is om Europabreed te verkennen welke middelen helpen om meer recht te doen aan thuistalen van leerlingen in het onderwijs en dan met name door toetsing. Direct bij de start van de workshop zette het RECOLANG-team een duidelijke boodschap neer: erkennen van thuistalen is noodzakelijk, wil je inclusief onderwijs verzorgen en recht doen aan migrantenleerlingen in een inclusieve samenleving. Vanuit de literatuur weten we al langere tijd dat het waarden en benutten van thuistalen in het onderwijs noodzakelijk is, maar in het Nederlandse beleid is dit zeker voor migrantentalen vaak onderwerp van discussie (Agirdag, 2019). Voor een goede inventarisatie van wat er nu al gebeurt in de verschillende landen, heeft het projectteam een vragenlijst gemaakt voor leerlingen van 11-18 jaar met een migratieachtergrond (klik [hier](#) voor de leerlingvragenlijst) en voor scholen en andere onderwijsinstellingen die met deze doelgroep werken (klik [hier](#) voor de instituutsvragenlijst).

De beoogde opbrengsten van deze Europese zoektocht zijn een *toolkit* voor het toetsen en evalueren van thuistaalvaardigheid, met name in het voortgezet onderwijs (vergelijk het werk dat [Taal naar Keuze](#) al doet in Nederland) en een onderzoeksnetwerk van professionals die zich samen sterk willen maken

voor meer formatieve, functionele, meertalige toetspraktijken (het [Multi-Assessmentproject](#) van Hogeschool Utrecht zal hier bijvoorbeeld aan bijdragen). Zodat uiteindelijk leerlingen zich ook in het Nederlandse onderwijs gezien en erkend weten in wat ze kunnen en kennen in hun volledige talige repertoire.