



References

Abedi J. (2017), “Utilizing accommodations in assessment”, in Shohamy E., Or I. G. & May S. (eds.), *Language testing and assessment: Encyclopedia of language and education*, Springer, pp. 303-322.

Alby S. & Léglise S. (2014), “Pratiques et attitudes linguistiques des enseignants : La gestion du plurilinguisme à l’école en Guyane”, in Nocus I., Vernaudon J., Paia M., *Apprendre plusieurs langues, plusieurs langues pour apprendre : l’école plurilingue en Outre-Mer*, Presses Universitaires de Rennes, pp. 245-267.

Alisaari J., Heikkola L. M., Commins N. & Acquah E. O. (2019), “Monolingual ideologies confronting multilingual realities: Finnish teachers’ beliefs about linguistic diversity”, *Teaching and Teacher Education*, Volume 80, pp. 48-58, available at <https://doi.org/10.1016/j.tate.2019.01.003>.

Araújo e Sá M. H. & Melo-Pfeifer S. (2015), “Représentations de futurs professeurs de Langues Romanes par rapport aux approches plurielles”, in Mantensanz del Barrio M. (org.), *La enseñanza de la intercomprensión a distancia*, Universidad Complutense de Madrid, Madrid, pp. 77-97.

Beacco J.-C., Byram M., Cavalli M., Coste D., Egli Cuenat M, Goullier F. & Panthier J. (2016), *Guide pour le développement et la mise en œuvre de curriculums pour une éducation plurilingue et interculturelle*, Conseil de l’Europe, Strasbourg, available at www.coe.int/fr/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education.

Benholz C., Reimann D., Reschke M., Strobl J. & Venus T. (2017), “Sprachbildung und Mehrsprachigkeit in der Lehrerbildung – eine Befragung von Lehramtsstudierenden des Zusatzzertifikats ‘Sprachbildung in mehrsprachiger Gesellschaft’

an der Universität Duisburg-Essen”, *Zielsprache Deutsch*, Volume 44, Issue 1, pp. 1-36.

Braun V. & Clarke V. (2006), “Using thematic analysis in psychology”, *Qualitative Research in Psychology*, Volume 3, Issue 2, pp. 77-101, available at <https://doi.org/10.1191/1478088706qp063oa>.

Candelier M. (ed.) (2003), *L'éveil aux langues à l'école primaire – Evlang : bilan d'une innovation européenne*, De Boeck, Bruxelles.

Castellotti V. & Moore D. (2002), *Représentations sociales des langues et enseignement : Guide pour l'élaboration des politiques linguistiques éducatives en Europe – De la diversité linguistique à l'éducation plurilingue*, Conseil de l'Europe, Strasbourg, available at <https://rm.coe.int/representations-sociales-des-langues-et-enseignements/168087458d>.

Clark-Gareca B. (2016), “Classroom assessment and English language learners: teachers' accommodations implementation on routine math and science tests”, *Teaching and Teacher Education*, Volume 54, pp. 139-148, available at <https://doi.org/10.1016/j.tate.2015.11.003>.

Coleman J. (2014), “Realising the pedagogical potential of multilingual pre-service primary teachers”, *Exchanges: The Warwick Research Journal*, Volume 2, Issue 1, pp. 35-52, available at <https://doi.org/10.31273/eirj.v2i1.100>.

Creswell J.W. and Creswell J.D. (2017), *Research design: Qualitative, quantitative, and mixed methods approaches*, Fourth Sage, Newbury Park.

Daryai-Hansen P., Gerber B., Lőrincz I., Haller M., Ivanova O. & Krumm H.-J. (2015), “Pluralistic approaches to languages in the curriculum: the case of French-speaking Switzerland, Spain and Austria”, *International Journal of Multilingualism*, Volume 12, Issue 1, pp. 109-127.

De Angelis G. (2011), "Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices", *International Journal of Multilingualism*, Volume 8, Issue 3, pp. 216-234, available at <https://doi.org/10.1080/14790718.2011.560669>.

De Backer F., Van Avermaet P. & Slembrouck S. (2017), "Schools as laboratories for exploring multilingual assessment policies and practices", *Language and Education*, Volume 31, Issue 3, pp. 217-230, available at <https://doi.org/10.1080/09500782.2016.1261896>.

De Backer F., Slembrouck S., & Van Avermaet P. (2020), "Functional use of multilingualism in assessment: opportunities and challenges", *Research Notes (Cambridge Assessment English)*, Volume 78, pp. 35-43, available at <http://hdl.handle.net/1854/LU-8675806>.

Duchêne A. and Heller M. (eds.) (2012), *Language in late capitalism*, Routledge, London.

Educational Testing Service (ETS) (2009), *Guidelines for the assessment of English language learners*, available at www.ets.org/content/dam/ets-org/pdfs/about/ell-guidelines.pdf.

Elbers E. & de Haan M. (2014), "Parent-teacher conferences in Dutch culturally diverse schools: participation and conflict in institutional context", *Learning, Culture and Social Interaction*, Volume 3, Issue 4, available at <https://doi.org/10.1016/j.lcsi.2014.01.004>.

Faneca R., Araujo Sá M.H. & Melo-Pfeifer S. (2019), "Langues-Cultures d'origine comme ressource pédagogique : Quels défis pour les enseignants?", in Lőrincz I., Makkos A., Sherwin H. and Boldizsár B. (eds.), *Towards an inclusive, ethical and plurilingual language education*, Széchenyi István University, Universitas-Győr Nonprofit Kft., Győr, pp. 47-56.

Friedman J., York H., Graetz N., Woyczynski L., Whisnant J., Hay S. I. and Gakidou E. (2020), “Measuring and forecasting progress towards the education-related SDG targets”, *Nature*, Volume 580, Issue 7805, pp. 636-639, available at <https://doi.org/10.1038/s41586-020-2198-8>.

Fürstenau S. (2016), “Multilingualism and school development in transnational educational spaces: Insights from an intervention study at German elementary schools”, in Küppers A. et al. (eds.), *Bildung in transnationalen Räumen*, Springer Fachmedien, Wiesbaden, pp. 71-90.

Gilham P. & Fürstenau S. (2020), “The relationship between teachers’ language experience and their inclusion of students’ home languages in school life”, *Language and Education*, Volume 34, Issue 1, Routledge, pp. 36-50.

Gkaintartzi A., Kiliari A. & Tsokalidou, R. (2015), “‘Invisible’ bilingualism – ‘invisible’ language ideologies: Greek teachers’ attitudes towards immigrant pupils’ heritage languages”, *International Journal of Bilingual Education and Bilingualism*, Volume 18, Issue 1, pp. 60-72, available at <https://doi.org/10.1080/13670050.2013.877418>.

Griva E., P. Panteli & Nihoritou I. (2016), “Policies for plurilingual education and FL teaching in three European countries: a comparative account of teachers’ views”, *International Journal of Languages’ Education and Teaching*, Volume 4, Issue 2, pp. 37-58.

Gogolin I. (2002), “Linguistic and Cultural Diversity in Europe: a challenge for educational research and practice”, *European Educational Research Journal*, Volume 1, Issue 1, pp. 123-138, available at <https://doi.org/10.2304/eerj.2002.1.1.3>.

Haukås Å. (2016), “Teachers’ beliefs about multilingualism and a multilingual pedagogical approach”, *International Journal of Multilingualism*, Volume 13, Issue 1, pp. 1-18, available at <https://doi.org/10.1080/14790718.2015.1041960>.

Heltai J. I. & Jani-Demetriou B. (2019), "A transzlingváló pedagógiai orientáció hatása az iskolai sikerességre" [The impact of translanguaging pedagogical orientation on school success], *Anyanyelv-pedagógia*, Volume 12, Issue 1, DOI: 10.21030/anyp.2019.1.1, available at www.anyanyelv-pedagogia.hu/cikkek.php?id=769.

Heyder K. & Schädlich B. (2014), "Mehrsprachigkeit und Mehrkulturalität – eine Umfrage unter Fremdsprachenlehrkräften in Niedersachsen", *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, Volume 19, Issue 1, pp. 183-201.

Huver E. (2012), "L'évaluation des enfants nouveaux arrivants – Problèmes spécifiques ou problématiques transversales ?", Revue *Diversité*, no. 169, *La pression évaluatrice : Quelle place pour les plus faibles ?*, available at www.persee.fr/doc/diver_1769-8502_2012_num_169_1_3611.

Kieffer M. J., Lesaux N. K., Rivera M. & Francis D. J. (2009), "Accommodations for English language learners taking large-scale assessments: a meta-analysis on effectiveness and validity", *Review of Educational Research*, Volume 79, Issue 3, pp. 1168-1201, available at <https://doi.org/10.3102/0034654309332490>.

Kirova A. & Hennig K. (2013), "Culturally responsive assessment practices: Examples from an intercultural multilingual early learning program for newcomer children", *Power and Education*, Volume 5, Issue 2, pp. 106-119, available at <https://doi.org/10.2304/power.2013.5.2.106>.

Kouritzin S.G., Piquemal N.A.C., Nakagawa S. (2007), "Pre-service teacher beliefs about foreign language teaching and learning", *Journal of Multilingual and Multicultural Development*, Volume 28, Issue 3, pp. 220-237, available at <http://dx.doi.org/10.2167/jmmd447.0>.

Jessner U. (2008), "A DST model of multilingualism and role of metalinguistic awareness", *The Modern Language Journal*, Volume 92, pp. 270-283, available at <http://dx.doi.org/10.1111/j.1540-4781.2008.00718.x>.

Lee J. S. & Oxelson E. (2006), “‘It’s not my Job’: K-12 teacher attitudes toward students’ heritage language maintenance”, *Bilingual Research Journal*, Volume 30, Issue 2, pp. 453-477, available at <https://doi.org/10.1080/15235882.2006.10162885>.

Lundberg A. (2019), “Teachers’ beliefs about multilingualism: findings from Q method research”, *Current Issues in Language Planning*, Volume 20, Issue 3, pp. 266-283, available at <https://doi.org/10.1080/14664208.2018.1495373>.

Mary L., Krüger A., Young A. (2021), *Migration, Multilingualism and Education. Critical Perspectives on Inclusion*, Multilingual Matters.

Menken K. (2010), “NCLB and English language learners: Challenges and consequences”, *Theory into Practice*, Volume 49, Issue 2, pp. 121-128, available at <https://doi.org/10.1080/00405841003626619>.

Otwinowska A. (2014), “Does multilingualism influence plurilingual awareness of Polish teachers of English?”, *International Journal of Multilingualism*, Volume 11, Issue 1, pp. 97-119, available at <https://doi.org/10.1080/14790718.2013.820730>.

Piller I. (2016), “Monolingual ways of seeing multilingualism”, *Journal of Multicultural Discourses*, Volume 11, Issue 1, pp. 25-33, available at <https://doi.org/10.1080/17447143.2015.1102921>.

Pulinx R., Van Avermaet P. & Agirdag O. (2017), “Silencing linguistic diversity: the extent, the determinants and consequences of the monolingual beliefs of Flemish teachers”, *International Journal of Bilingual Education and Bilingualism*, Volume 20, Issue 5, pp. 542-556, available at <https://doi.org/10.1080/13670050.2015.1102860>.

Schleicher A. (2019), *PISA 2018: Insights and Interpretations*, Organisation for Economic Cooperation and Development, available at www.oecd.org/content/dam/oecd/en/about/programmes/edu/pisa/publications/national-re

[ports/pisa-2018/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf](https://www.oecd-ilibrary.org/pisa-2018/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf).

Schröder-Sura A. (2015), “Fortbildungen zum Referenzrahmen für plurale Ansätze zu Sprachen und Kulturen (REPA) in Europa”, *Babylonia*, Volume 2, Issue 2, pp. 58-62, available at <http://babylonia.ch/de/archiv/2015/nummer-2/>.

Schroedler T. & Fischer N. (2020), “The role of beliefs in teacher professionalisation for multilingual classroom settings”, *European Journal of Applied Linguistics*, Volume 8, Issue 1, pp. 49-72, available at <https://doi.org/10.1515/eujal-2019-0040>.

Sierens S. and Van Avermaet P. (2013), “Language diversity in education: Evolving from multilingual education to functional multilingual learning”, in Little D., Leung C. and Van Avermaet P., *Managing diversity in education: Languages, policies, pedagogies*, Blue Ridge Summit: Multilingual Matters, Bristol, pp. 204-222, available at <https://doi.org/10.21832/9781783090815-014>.

Shohamy E. (2011), “Assessing multilingual competencies: Adopting construct valid assessment policies”, *The Modern Language Journal*, Volume 95, Issue 3, pp. 418-429, available at <https://doi.org/10.1111/j.1540-4781.2011.01210.x>.

Sneyers E., Vanhoof J. & Mahieu P. (2017), “Pupils’ transition to secondary education: An exploratory study of teachers’ recommendations discussed at teacher-parent conferences”, *Pedagogische Studien*, Volume 94, Issue 6, pp. 459-477.

Staehr Fenner D. (2014), *Advocating for English learners: A guide for educators*, Corwin National Education Association.

Vaish V. (2012), “Teacher beliefs regarding bilingualism in an English medium reading program”, *International Journal of Bilingual Education and Bilingualism*, Volume 15, Issue 1, pp. 53-69, available at <https://doi.org/10.1080/13670050.2011.594496>.

Van Avermaet P. (2015), "Waarom zijn we bang voor meertaligheid?", *Levende Talen Magazine*, Volume 102, Issue 7, pp. 6-10, available at <https://lt-tijdschriften.nl/ojs/index.php/ltm/article/view/1523>.

Van de Werfhorst H.G. & Van Tubergen F. (2007), "Ethnicity, schooling, and merit in the Netherlands", *Ethnicities*, Volume 7, Issue 3, pp. 416-444, available at <https://doi.org/10.1177/1468796807080236>.

Van der Wildt A., Van Avermaet P. & Van Houtte M. (2017), "Opening up towards children's languages: enhancing teachers' tolerant practices towards multilingualism", *School Effectiveness and School Improvement*, Volume 28, Issue 1, pp. 136-152, <https://doi.org/10.1080/09243453.2016.1252406>.

Yanaprasart P. & Lüdi G. (2017), "Diversity and multilingual challenges in academic settings", *International Journal of Bilingual Education and Bilingualism*, pp. 825-840, available at <http://dx.doi.org/10.1080/13670050.2017.1308311>.

Yang X. (2020), "Assessment accommodations for emergent bilinguals in mainstream classroom assessments: a targeted literature review", *International Multilingual Research Journal*, Volume 14, Issue 3, pp. 217-232, available at <https://doi.org/10.1080/19313152.2019.1681615>.

Young A.S. (2014), "Unpacking teachers' language ideologies: attitudes, beliefs, and practiced language policies in schools in Alsace, France", *Language Awareness*, Volume 23, Issue 1-2, pp. 157-171, available at <https://doi.org/10.1080/09658416.2013.863902>.

Ziegler G. (2013), "Multilingualism and the language education landscape: challenges for teacher training in Europe", *Multilingual Education*, Volume 3, Issue 1, pp. 1-23, available at <https://doi.org/10.1186/2191-5059-3-1>.