

# The use of languages in secondary and higher education: teachers' beliefs and practices

## 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.

## 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).

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## 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.

## 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.

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