



HOW DO WE RESEARCH LANGUAGE SKILLS AND REPERTOIRES OF NEWLY IMMIGRATED STUDENTS? A SCOPING REVIEW OF STUDIES IN GERMAN-SPEAKING COUNTRIES



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WHAT CAN I LEARN?

- Research designs and methods used to study newcomer students' language repertoires in German-speaking countries
- Gaps and biases in linguistic, educational, and sociological research on newcomer students

KEY TERMS

Newcomer Students

First-generation school-aged immigrants entering educational institutions after grade 1 with limited proficiency in the language of instruction.

Language Repertoire

Complete range of an individual's language skills across all their languages

43 STUDIES REVEAL...

Methodological weaknesses

- Studies are rarely longitudinal and lack comparison groups
- Incomplete sampling/participant reporting
- Use of unvalidated instruments with idiosyncratic analyses
- Lack of triangulation makes validity/reliability undeterminable

Monolingual bias

Studies focus almost exclusively on L2 German, neglecting multilingual repertoires

Narrow skill focus

Predominant focus on grammar; literacy and vocabulary—skills critical for academic success are under-researched

Excluded populations

Primary/vocational students, learners with limited Latin script literacy, beginning-stage learners

43 studies from the fields of linguistics, education and social sciences were reviewed



HOW CAN I USE THE FINDINGS?



Highlight knowledge gaps in newcomer student outcomes in German contexts and compare to other migration contexts (e.g., Canada); discuss how **monolingual bias** shapes research and educational practice

Explore how **Open Science** practices can **minimize design biases**



Reflect on limited evidence and its implications for teaching and policy decisions

