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Multiple Literacy Development over Time - A Longitudinal Study from Germany

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The article presents a longitudinal study entitled “Multilingual development over time (The MEZ-Study)”. The project was carried out in Germany, one of the European countries facing major immigration since World War II. The MEZ-Study focused on the development of students’ multiple literacy competencies over the course of secondary schooling. Roughly 2.000 students were included in four measurements over three years of schooling. All participants were tested in German and English, the first foreign language at most German schools. Roughly half of the MEZ sample were additionally tested in Turkish or Russian, their family’s heritage language. About 40 per cent of the sample were also tested in French, the second foreign language they learn at school. Design and data of the MEZ study are globally unique to date. The data includes reading and writing competence in at least two, a maximum of four languages of each individual participant, furthermore extensive background data concerning factors that have an impact on language development and performance.