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M.A. Thesis

A Task-Based Needs Analysis of Primary School-Aged Children with Migrant or Refugee Backgrounds in Austria

Author: *Vera Trager*

Supervisor: Dr Roger Gilabert Guerrero

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Facultat de Filologia i Comunicació
Dept. Llengües i Lit. Modernes i Estudis Anglesos

Gran Via de les Corts Catalanes, 585
08007 Barcelona, SPAIN
Tel. +34 934 035 686
Fax +34 933 171 249

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Barcelona, a 14 de juny de 2022

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Dr/a. Roger Gilabert Guerrero

Facultat de Filologia i Comunicació
Dept. Llengües i Lit. Modernes i Estudis Anglesos

Gran Via de les Corts Catalanes, 585
08007 Barcelona, SPAIN
Tel. +34 934 035 686
Fax +34 933 171 249

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Abstract

In the last decade, Austria was among the European countries that received a high number of young refugees and learning German has been crucial for their successful integration. However, their language needs had not yet been analysed systematically. In this study, we report on a task-based needs analysis (TBNA) for primary school-aged newcomers to Austria, which aimed at detecting target tasks and describing them in terms of multiple task dimensions, as per Gilabert & Malicka (2021). Semi-structured interviews with field experts and former newcomers were conducted and a survey inquiring about the frequency and the need for training of 38 target tasks was distributed. Results show general, academic, social, and family-oriented tasks that newcomers need to perform in their L2 German and their rankings regarding perceived frequency and the need for training. The study demonstrates how the triangulation of multiple sources and methods facilitates such an identification of target tasks in various life domains, as well as the development of detailed task descriptions along multiple task dimensions. Collectively, the results provide a well-informed basis for task selection, task sequencing, and the development of a meaningful and effective syllabus for refugee/migrant populations at the primary school level in Austria.

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1. Introduction

While mass migrations are not new phenomena in human history, they pose complex and novel challenges for migrants and their receiving countries. Circumstances such as war, political or religious persecution, epidemics, natural catastrophes, famine, genocide, economic crises, or climate change frequently force people to flee their countries, cross cultural and linguistic borders, and respectively learn the language of the receiving country (Long, 2015). Recent wars in the Middle East, Sub-Saharan Africa and the Ukraine have sharply increased the number of individuals who seek refuge in Europe. During the migration wave in 2015/16 more than 700.000 refugees in Europe were minors (*Children in Migration - Asylum Applicants*, 2022) and respectively, school systems in each receiving country needed to find adequate ways for fast integration of new students who did not yet have any knowledge of the target language.

One of the countries that were required to integrate a large number of refugee students in the last decade was Austria. It had the highest average number of underaged refugees per 100.000 citizens between the years 2014 and 2019 in Europe (N=810) (*Children in Migration - Asylum Applicants*, 2022). The very recent and tragic developments in the Russian-Ukraine conflict have again led to a migration wave to Austria. In the first quarter of 2022, 40.000 Ukrainian citizens, of whom 37% (19.520 individuals) were children and youth, sought refuge in the Austrian republic (*Pressemitteilung: 12.794-092/22*, 2022). Additionally, the country has a large population of children with migration backgrounds who learn German as L2, specifically 31% of all pupils in primary school (Schülerinnen Und Schüler Im Schuljahr 2020/21, 2021). Therefore, the teaching of German as L2 has become prominent in many of Austria's schools, and the system of "*German language support classes* (GLSC)" (Erling et al., 2022, p. 574) was put in place in 2018 (Erling et al., 2022).

There are standardized ways of investigating L2 learner needs (for an overview see Brown, 2009), yet to our knowledge, no analysis of the communicative needs of young refugees and children with migration backgrounds has been conducted in Austria. However, Long (2005b) advocated that the analysis of learner needs is the first step in developing any effective L2 program:

> "In an era of shrinking resources, there are growing demands for accountability in public life, including education. In foreign and second language teaching, one of several consequences is the increasing importance attached to careful studies of learner needs as a prerequisite for effective course design." (Long, 2005b, p. 1)

While there are different approaches to needs analysis, a task-based need analysis (TBNA) focuses on communicative needs in terms of tasks and detects and describes what learners are required to do in their L2 to function in the target domain (Long, 2005a). A TBNA provides a basis for a task-based syllabus which is learner-targeted, meaningful and fosters effective language learning, as it aligns with research findings in second language acquisition and with socially progressive movements in education research (Serafini, 2021). Although a task-based teaching approach has not yet been introduced as standard in Austria´s GLSCs for newcomers, TBLT would correspond well with the program's goals which were defined in terms of competencies (for the list of goals see Spiel et al. 2021).

In order to fill this gap, in what follows we report on a task-based needs analysis for primary school-aged newcomers (including refugees and children with migration backgrounds) that was conducted in an Austrian context. Its aim was to detect target tasks and describe them alongside multiple task dimensions such as task goals and procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic demands, and technological requirements (as per Gilabert & Malicka, 2021).

2. Literature Review

2.1. Historical Development of Needs Analysis in SLA and its Importance in the 21st Century

The concept of needs analysis (NA) in SLA refers to the systematic investigation of the language learning needs of a particular learner group. It is the first step in curriculum development and aims at identifying language needs that can be translated into learning objectives and inform syllabus development (Brown, 2009). The field of NA emerged as a sub-field in Applied Linguistics and gained importance in the European Union from the 1960s to 1980s (Long, 2015). The increased European connection at the time resulted in an acceleration of the number of individuals who crossed linguistic borders to work or study. Their L2 needs were often domain-specific and, hence, general foreign language classes were

no longer satisfactory (Long, 2015). As a result, NA became a priority for the development of English for Academic Purposes (EAP) classes and simultaneously the Council of Europe responded to the linguistic challenge by seeking to develop a "non-language specific 'unit credit system" (Long, 2015, p. 99). The project aimed at identifying units of speech which professionals in a given field needed to express semantically equal in any country but encode linguistically different according to the target language in the specific country (Long, 2015). Long (2015) refers to Richterich (1972) who belonged to the team of linguists that worked on the project and, by following Chambers (1980), employed an approach referred to as *Target Situation Analysis* (TSA). TSA attempts to identify the learners' objective needs by investigating the target situation (the particular situations learners are trained for in an L2 course) and collecting information on the language in use (Long, 2015).

Another approach to NA was Munby's *Communicative Needs Processor* (CNA) (Munby, 1978, cited in Long 2015), which had been influenced by Haliday (1975) who focused on language and meaning, and Hymes (1971, 1974) and his work on communicative competence (cited in Long, 2015). CNA gathered more detailed information about the target field, communicative needs, psychological and social settings, and the mode of communication, which was then used by applied linguists to develop a detailed description of communicative functions and skill sets (Long, 2015).

Since the 1980s, NA has come a long way. West's (1994) state-of-the-art article provides an overview of the development up until the 90s, during which time versatile types of NAs developed. Brown (2009) provides a list of NA types previously identified by West (1994) and Jordan (1997):

- *Target-situation analysis* seeks information on the language requirements learners face in learning a specific type of language.
- *Deficiency analysis* accounts for learners' current wants and needs and their target situation deficiencies or lacks.
- *Present-situation* analysis focuses on the students' proficiencies at the outset of instruction.
- *Learning-oriented analysis* takes the view that needs (in terms of syllabus, content, teaching methods, materials, etc.) should be negotiated between students and other stakeholders.

- *Strategy analysis* focuses on learners' preferences in terms of learning strategies, error correction, group sizes, amount of homework, etc.

- *Means analysis* focuses on the learning situation, with as few preconceptions as possible in terms of practicality, logistics, cultural appropriateness, etc.

- *Language audits* take a large-scale view of NA in terms of strategic language policies for companies, professional sectors, governmental departments, countries, etc.

- *Set menu analysis* sets out to create a menu of main courses from which the sponsors or learners can select.

- *Computer-based analysis* is done by computer to match perceived needs to a database of materials ". . . from which the course content can be negotiated between students and teacher . . ." (West, 1997, p. 74, cited in Brown 2009). (Brown, 2009, p. 271, emphasis in original)

Long contributed extensively to the field of needs analysis in SLA (1985, 2005a, 2005b, 2015) and called for an increase in NAs from a task-based perspective and a closer investigation of the employed methodologies. This has resulted in an exponential growth in the number of NA studies which focus on needs in terms of target tasks and review the utilized methodologies systematically (see Table 1 in section 2.3. for an overview of TBNAs from 1999 - 2022).

In the 21st century, globalisation and the increasing number of not only "*voluntary*" but also "*involuntary* language learners" (Long, 2005b, p. 3, emphasis in original) has certainly increased the urgency for effective and learner-targeted L2 teaching. Every year, wars, political persecution, natural catastrophes or poverty cause millions of men, women, and children of all social classes to seek refuge in other countries and to learn the language of the receiving country (Long, 2005b, 2015). These learner groups are referred to as "*involuntary* language learners" by Long (2005b), as their need to learn the L2 is too often simply a prerequisite for life in the new country.

> "[…], for millions of learners, especially the non-volunteers, acquiring a new language is inextricably bound up with creating a new identity and acculturating into the receiving community. Occasionally, SLA is a path to resistance for them ('Know thine enemy's language'), but in all too many cases, it is simply necessary for survival" (Long, 2015, p. 4).

While involuntary learner groups are not the typical target for academic research in SLA, they are frequent users of language classes and mostly have urgent and specific communicative L2 needs (Long, 2015). General language programs which do not consider

the specificity of the learner group and their language needs “will be inefficient, at the very least, and in all probability, grossly inadequate.” (Long, 2005b, p. 1). A NA allows us, however, to identify different linguistic needs of learner groups and subsequently to design adequate and effective language learning programs (Gilabert & Malicka, 2021; Long, 2015; Serafini, 2021). Therefore, Long (2005a) advocates conducting a NA for any and all kinds of language teaching programs that may exist. He argues that every learner community differs in their language needs and, hence, every language course should be considered as teaching language for specific purposes (Long, 2005b). This statement was one of the key motivations to conduct this NA for a learner group of children with migration/refugee backgrounds who have specific language learning needs, which have not yet been identified and for which generic language classes do not suffice.

2.2. Tasks as the Unit of Teaching and Analysis

In the task-based language teaching (TBLT) approach, promoted by Long (1985, 2005a, 2005b, 2015), Prabhu (1987), East (2012), Skehan, (1998) and Ellis (2003) among many others, tasks are not simply classroom activities to practice language but are “goal-oriented processes driven by meaning and which draw on communicative and cognitive resources in order to achieve an outcome” (Gilabert & Malicka, 2021, p. 226). Long (1985) was the first to suggest that prior to any development of a task-based curriculum, learning outcomes need to be identified in terms of “target tasks” (Long, 1985, p. 91) through a NA. He defined target tasks as everything a learner needs to do or will need to do in the L2 outside the language classroom (1985). Different scholars have since produced slightly different definitions of target tasks and Sasayama (2021) summarised the most commonly named descriptions as meaningful, "real-world activities" (p. 58) which are crucial for L2 learners (for further elaborations see Sasayama 2021).

Therefore, target tasks compose the learning outcome for a certain learner group and determine what is taught and expected in the L2 classroom. TBNA has the potential to define the content of the task-based syllabus (Long, 1985) and allows for a so-called “backward design” (Wiggins & McTigher, 1998, cited in Sasayama, 2021). This means that the development of a learner-targeted syllabus is preceded by a NA and the identification and description of the target tasks, which can then be selected and sequenced according to their complexity, perceived difficulty and need for training (Gilabert & Malicka, 2021, 2022).

Subsequently, pedagogical tasks may be developed using comprehensive information from the NA and serve as meaningful content for the language classroom (Gilabert & Malicka, 2021, 2022; Sasayama, 2021). Gilabert and Malicka (2021, 2022) developed a table of task dimensions alongside which tasks can be described. Task designers may use insights regarding goals and procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic demands, and technological requirements of a target task during the development of pedagogic tasks (Gilabert & Malicka, 2021). This strengthens the relationship between the target task and pedagogic task and ensures the authenticity of the latter.

Additionally, the implementation of tasks as a unit of teaching has been proposed as advantageous for numerous reasons as TBLT has a theoretical foundation in psycholinguistic rationales derived from SLA research (Serafini, 2021). Firstly, tasks are coherent with what we know about second language acquisition and the philosophy of education principles. For example, tasks encourage and respect language progress along developmental stages and the learner's internal syllabus (Long, 2015). Secondly, tasks are pedagogically sound in the way they integrate input, output, interaction, and feedback (Ellis et al., 2019). Thirdly, task design has the potential to draw learners' attention to form and engage second language acquisition processes, such as negotiation of meaning and form, noticing, intake, and hypothesis testing (among others – see Long, 2015). Fourthly, tasks can integrate individual differences (e.g., aptitude, proficiency, motivation etc.) in much more efficient ways than traditional approaches (Ellis et al., 2019; Long, 2015). And finally, tasks have been shown to promote the learner's motivation and align with J.M. Keller's (1983) motivating principles (Sasayama, 2021). This may also be connected to the alignment of TBLT with socially progressive movements in education, which strive for more autonomy and democracy in classrooms (Serafini, 2021).

Not only are tasks useful for language teaching, but they may also facilitate language assessment and increase its reliability. If assessment involves the replication or a close imitation of a real-world task and learners accomplish it, they are also very likely to successfully perform the target task outside the classroom (Gilabert & Malicka, 2021; Sasayama, 2021). Thus, task-based assessment aids the prediction of the learner's success in the outside world when using the target language.

Finally, from a methodological point of view, Long (2005a, 2015) argues that using tasks as the unit of analysis in NA is favourable because domain experts and stakeholders can be addressed directly and asked to describe tasks in detail. Other linguistic NAs are challenged by the lack of linguistic expertise of most stakeholders and the lack of domain knowledge of applied linguists. TBNAs can bypass this problem and gather valid information directly from domain experts (Long, 2005a, 2015).

2.3. Review of Needs Analyses in the Context of Migration and Younger Learners

TBNAs have been used mainly in contexts with adult learners and most often in the context of English for specific or academic purposes (see Table 1). To discuss NAs that have learner groups with similar characteristics to the target group in this study, only NAs that target a task-based syllabus and which are concerned with migrant populations or young learners belonging to minority groups were selected for a more in-depth review. Four of the following studies were concerned with the needs of adult refugee learners, one study analysed the needs of refugees in secondary school, and one study analysed the needs of adolescent aboriginal learners whose L1 was a minority language.

The first NA for migrant populations that targeted a task-based syllabus was conducted in Belgium. In 1993, the Flemish Ministry of Education supported research regarding the Dutch language needs of adult immigrants living in Flanders. Researchers adopted a TSA approach and described target situations which were important for the integration and functioning of immigrants in society (van Avermaet & Gysen, 2006). Therefore, insider and outsider interviews were conducted, and a questionnaire was distributed. The questionnaire asked participants to indicate in which of the provided communicative situations immigrants needed to or wanted to use Dutch. The results showed that the communicative needs of immigrants could be grouped into the following five domains "work/business, education/training, informal social contact, formal social contact [and] children's education" (van Avermaet & Gysen, 2006, p. 25). While this was a TSA, as TBNAs, it also focused on non-linguistic language needs and determined the "Why" (van Avermaet & Gysen, 2006, p. 17) of the language learner. It furthermore pointed out that migrant populations have specific language needs which are crucial for their integration and functioning in the society of the target country.

Table 1: Task-Based Needs Analyses 1999 - 2022

Author and Year	**Target Learner Group/ Course**	**Target Language**
Jasso-Aguilar (1999)	hotel maids in Hawaii	English
Kim et al. (2003)	NNS university students in an EAP programme in Hawaii	English
Gilabert (2005)	Catalan Journalists	English
Barlett (cited in Long, 2005a)	investigation of the task of ordering beverages or snacks in cafés	English
Chaudron et al. (2005)	tertiary program for Korean as a foreign language	Korean
Huh (2006)	business English course in a Korean context	English
Lambert (2010)	university graduates of a Japanese university	English
Spence and Liu (2013)	engineers of a manufacturing company in Taiwan	English
Oliver et al. (2013)	Aboriginal adolescents	English
Nezakatgoo and Alibakhshi (2014)	medical students in Iran	English
Park and Slater (2014)	mobile-assisted language learning in college ESL university students	English
Serafini and Torres (2015)	Spanish for specific purposes courses at university level	Spanish
Serafini et al. (2015)	NNS working at scientific research institution U.S.	English
Martin and Adrada-Rafael, (2017)	business Spanish at University	Spanish
Youn (2018)	NNS University Students	English
Iizuka (2019)	U.S study-abroad students in Japan	Japanese
Ngoc and Chau (2020)	Vietnamese labourers working abroad	English
Alhadiah (2021)	Saudi university students	English
Camus and Advani (2021)	study abroad students	Spanish
Alibakhshi and Labbafi (2021)	marine life engineers	English
Toker and Sağdıç (2021)	Syrian refugee parents	Turkish
Smith et al. (2022)	university students of an EAP programme in Hawaii	English

A recent TBNA was conducted by Toker and Sağdıç (2021) in Turkey and investigated the language needs of Syrian refugee parents when interacting with the school community. They initiated data collection with a non-participant observation in one elementary school on the last day of the academic semester and continued with nine semi-structured stakeholder interviews with teachers, school administrators and parents of L1 Turkish children. The identified target tasks were then incorporated into a closed-item questionnaire (30 tasks), which inquired about the frequency and difficulty of each task and received responses from 53 parents of L1 Turkish children. Subsequently, Toker and Sağdıç (2021) gathered 18 target

tasks into four groups of task types and sequenced tasks within groups from most frequent and less complex to less frequent and more complex. One of the limitations mentioned in the paper is that the researchers were not able to talk to the Syrian parents as they did not speak Arabic. One interpretation here is that without being in contact with the target learner group directly, they might have missed cultural features that may make certain tasks more challenging for the target community than for Turkish parents. Nevertheless, the study displayed that a TBNA can identify refugees' specific needs when communicating with their children's school community.

Another NA that informed the development of a task-based curriculum for refugee learners was Middleton's (2019) NA of well-educated adult refugees learning English in the Netherlands. Next to investigating learner needs, Middleton additionally gathered information on the motivational self-system of the target learner group. As for the NA, 16 stakeholders were asked to fill in a 33-item survey inquiring about language needs regarding reading, writing, listening, speaking, and academic- and informal language skills. How the researcher selected the 33 items is not disclosed in the thesis. Furthermore, Middleton conducted qualitative interviews with four domain experts (teachers and students) and observed eight EFL classes. The survey itself is not task-based and regarding the wording, it would seem that this is closer to a 'wants analysis', capturing the learners' "subjective needs" (Hutchinson and Waters, 1987, cited in Brown, 2009). Some items refer to general language needs - "I want to improve my speaking" (Middleton, 2019, p. 30) -, others relate to specific instrumental goals - "I want to improve my English test score" (Middleton, 2019, p. 30)-, and few represent target tasks - "I want to give presentations in English" (Middleton, 2019, p. 31). The results of the analysis depicted that listening, speaking, writing and academic performance needs have the highest importance for the target learners of this study. A potential danger of using a more generic NA is that its outcomes might be more difficult to translate into a learner-targeted syllabus. However, Middleton mentions that due to confidentiality issues only overall results could be published. Thus, it is possible that Gök and Michel (2021), who developed a task-based curriculum for the target learner group, had access to more detailed results of the questionnaire.

The third study discussed in this review that investigates the language needs of refugees is Huang's (2021) NA in which she identified the language-learning needs of adult Syrian refugees in Canada. Huang (2021) triangulated data collected through surveys, interviews,

and oral-language production recordings. Huang initiated the data collection with a survey (31 responses from 17 instructors and 14 learners). After a quantitative and qualitative analysis of such, she used the participants' responses to create 20 guiding questions for the 17 interviews (8 instructors and 9 learners), which were conducted online or in person, in either in Arabic or English. This granted her access also to newly arrived refugees who were not yet comfortable in expressing themselves in English. Huang was thus able to talk to the learner group directly and to learn about the characteristics of their unique language learning needs. Results depicted that the language needs of refugees are connected to receiving citizenship, entering academic studies or finding/improving employment. Although Huang's study is not a classic task-based NA, the needs of beginner learners were certainly expressed in target tasks: "visiting doctors, filling out forms, reading official documents, interacting socially" (Huang, 2021, p. 155). In higher proficiency levels the learner needs were more diverse and often related to professional and academic needs, as well as to the goal of receiving a language certificate. Furthermore, Huang's results conveyed that a broad number of learners were unsatisfied or frustrated with the classes they were receiving at the time, as they did not fit their needs. This finding displays that refugees compose a learner group with specific language needs that ought to be identified for the development of learner-targeted curricula.

One of the only published TBNAs for younger learners was conducted by Oliver et al. (2013). The target learners in their study were Australian Aboriginal adolescents with English as L2 and the researchers investigated their language learning needs for entering employment after schooling. At the time of data collection, 70 aboriginal students aged 14-20 were enrolled in the target school in rural western Australia, which offered vocational training through the Australian Qualification Packages (AQF). For data collection, the researchers approached students, teachers and school employees, an officer from the Aboriginal workforce deployment centre, potential future employers, Aboriginal community members and consulted a variety of learning materials. Data was gathered through qualitative interviews and focus group discussions, as well as through 18 school and business observations, which were largely used to gather field expertise and to build rapport with the participants. Additionally, an official government document and AQF resources contained useful information for the identification of target tasks. Data was triangulated and the results shed light on the student's language needs. These include that students need language for

social purposes, such as greeting appropriately, using adequate humour, and sharing personal information. They should also be able to express if they had understood instructions from their superior and ask for clarification if not. Furthermore, students need to have knowledge regarding the associated lexis in a work domain, be able to describe the process of completing a task and deal politely with clients. Community members also suggested training in code-switching, pragmatics, and workshops for supporting the development of self-confidence. The research team went to great lengths to build rapport with their participants, and they used a variety of data-collection methods that gathered different perspectives on target tasks, including the perspectives of the target learner group. Oliver et al. demonstrated that in the case of a NA for younger learners, besides learning materials and official documents, individuals with expertise in different life domains of the target group are valid sources who can provide insight into a broad range of target tasks and general needs.

Duran and Ramaut (2006) report a NA that investigated the needs of refugees in secondary school in Belgium. The analysis was conducted by researchers of the Centre for Language and Education at the University Leuven with the aim to define learning goals for the reception classroom. Methods employed were non-participant classroom observations, in ordinary classes and reception classes, expert interviews with teachers, and an analysis of existing syllabi and curricula. The following aspects of goals were determined: 1. domains of social school life in which newcomers need to integrate, 2. typical linguistic use in these domains, 3. Target tasks of learners in the identified situations. A discussion of these target tasks by various stakeholders and experts resulted in a comprehensive list of learning objectives for newcomers in secondary school. It was determined that newcomers need to function socially and academically and understand greetings and classroom management instructions as well as explanations of academic activities. Receptive skills were thus given high priority in the subsequently developed task-based curriculum for the reception classroom.

All the above-mentioned studies used multiple methods and a variety of sources for data collection. Interviews were mentioned as the most fruitful methodology and surveys were used in five of the six studies. This review also displayed that not all NAs for TBLT are solely task-based. While in the 90s researchers in Flanders still employed a TSA approach, the more recent NA reported by Duran and Ramaut (2006) as well as the NA by Toker and Sağdıç (2021), are quite straightforward in investigating target tasks. Oliver et al. (2013)

report target tasks alongside general needs of the learner group; Middleton (2019) partly uses tasks in his questionnaire but does not present them in the results section, and Huang (2021) conducted a NA that did not focus on tasks. As illustrated, there are few publications on TBNAs of learners with refugee or migration backgrounds and no published NAs for primary school-aged children. Thus, more TBNAs for newcomers in different countries and contexts ought to be administered to test Long's suggestion to conduct NAs for all language classes and to develop learner-targeted syllabi for this learner group with urgent language learning needs. Furthermore, NAs for school-aged learners are needed to learn which methodologies are most facilitative for TBNAs targeting young learners with a wide range of L2 needs, as the young age of the target learners might be problematic regarding stakeholder interviews.

This study sets out to do so and, thereby, fills a gap by providing accurate information about underresearched refugee/migrant communities in Austria with pressing needs to learn German as an L2. Additionally, it extends TBNA research through the triangulating of multiple sources and methods to gain a broad perspective on target tasks in all life domains of young children with migration or refugee backgrounds.

3. Research Questions

This study aims to answer the following research questions:

1. What are crucial target tasks for primary school-aged newcomers to Austria inside and outside of school?
2. What dimensions, in terms of goals and procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic demands, and technological requirements are associated with each task?

Research question 1 will answer how semi-structured interviews and follow-up online surveys were used to detect the target tasks that migrant children need to perform and how they can be classified in terms of frequency and need for training. Research question 2 will show which dimensions (as per Gilabert & Malicka, 2021) are associated with each task and how such information can constitute the basis for task design. In addition to the two research questions, this study will also reflect on and evaluate the suitability of the use of multiple sources and methods for younger learners who have a wide range of communicative needs.

4. Methodology

4.1. Methodological Considerations

This MA thesis adopts methodological suggestions proposed by Long (2005a), who emphasised that a triangulation of multiple sources and methods increases the quality of a NA and, as presented in the studies mentioned above, triangulation has been used widely in NAs (for a summary see the Table 1 and Table 2 in Serafini et al, 2015) . To additionally validate the methodology, a checklist developed by Serafini et al (2015) was consulted (see Table 2).

***Table 2*:** Adaptable Methodological Checklist for Reliable and Valid NA Practice (Serafini et al., 2015, p. 25)

Adaptable Methodological Checklist: Reliable and Valid NA Practice
(1) Sources: **(i) Insiders:** NS/NNS domain experts and in-service learners **(ii) Outsiders:** Applied linguists, teachers, administrators
(2) Methods: **(i) Qualitative and quantitative** **(ii) Order** (*open* (inductive) > *closed* (deductive) procedures) **(iii) Pilot** test all materials and make necessary revisions
(3) Triangulations: **(i) Validate** preliminary results by comparing findings across multiple sources and multiple methods. **(ii) Consider** culture as potential source of communication barriers

Step 1, individuals who work with newcomers in varying domains of children's lives (school, home, after school club, public) and individuals who themselves had migrated to Austria and went through the school system were selected as sources. Regarding step 2, instruments for qualitative and quantitative data collection were employed. The questionnaire, which guided the semi-structured interviews, was adapted after two exploratory interviews and the survey was piloted by two participants prior to distribution. In step 3, qualitative and quantitative data were triangulated. Regarding cultural and language differences, measures were taken to help immigrants with L2 German understand the language used in the survey.

4.2. Instruments and Analysis

4.2.1. Participants

In total, 123 individuals from a purposive sample participated in the study. Targeting a holistic perspective for semi-structured interviews, 8 interviewees were sought out who had expertise in different life domains of primary school-aged children (school, home, after school club, public) and to add a first-person perspective, two teenage girls (12y; 17y) who migrated to Austria when they were in primary school (AoA 8; AoA 6) participated (see Table 3).

Table 3: Interviewees: Domain – Expertise – Number of Interviews

Life domain	**Profession/Expertise**	**Number of Participants**	**Number of Interviews**
School	Primary school teachers	3	3
After school club/ public	After school club teachers	2	3
Home/ /school/ public	Social worker	2	2
All dimensions	Newcomers	2	2

As for the quantitative instrument, a survey was answered by 113 experts of whom 6 had to be excluded due to their occupation or residency not fitting the sampling criteria. The results of 107 participants were regarded in the study (for demographic information see Table 4).

Table 4: Demographic Data of Survey Participants

Sex (%)	**Age**	**Province of Residence (%)**	**Profession/experience (%)**
86 female	Range:	41.1 Tyrol	43.0 Primary school teacher
14 male	17y – 68y	21.5 Styria	30.8 After school club teacher
		16.8 Vienna	10.3 Social worker
	98.1% > 18	9.3 Upper Austria	3.7 Immigrant children/parents
	01.9% < 18	1.9 Salzburg	11.9 Other professions related to working with immigrant children
		5.6 Lower Austria	
		.9 Carinthia	
		.9 Burgenland	
		1.9 Unknown	

4.2.2. Instruments

Interviews

Long's (2005a) review, as well as reflections on the aforementioned studies, suggest that interviews are a traditional and suitable methodology for conducting NAs. Hence, semi-structured interviews were conducted to explore the target field (N=10). A specially adapted questionnaire, developed by Gilabert and used previously by S. Keller (2021), was employed during the interviews to identify target tasks and describe them in terms of task dimensions such as goals and procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic demands, and technological requirements (as per Gilabert & Malicka, 2021).

Prior to the interviews, participants were sent a consent form via email, containing information about the study and their rights as a participant. Interviews were conducted in German and recorded via the video communication platform Zoom. Subsequently, they were automatically transcribed by employing the services of SonixAI. The researcher then repeatedly listened to the recordings to edit and correct the transcriptions. Data was analysed in AtlasTI using a coding scheme specifically developed for identifying target tasks and their associated task dimensions, (as per Gilabert and Malicka, 2021) (see coding scheme in Appendix A). A second researcher inter-coded 10% of the interviews and independent coding resulted in an agreement rate of 87,96%. The coders subsequently met and discussed 17 conflicts until they agreed on all selected codes. The author then continued to code the remaining interviews, identifying emerging target tasks and associating task dimensions. 55 different target tasks and sub tasks could be identified at first and through a close inspection, similar and closely related tasks could be merged into task types. Consequently, 38 target tasks which were mentioned in at least two different interviews and were said to have a great need for training or to be highly frequent were selected and incorporated into an online survey. Additionally, data from semi-structured interviews was used to develop comprehensive task descriptions alongside the associated task dimensions.

Surveys

While Long (2005a) criticises that surveys are overused and do not facilitate meaning when standing alone, he states and is supported by many (Gilabert, 2005; Huang, 2021; Serafini, 2021) that they provide the opportunity of reaching a broader sample and are highly useful when combined with other methodologies (for an extended overview of NAs including surveys in triangulation see Serafini et al., 2015). Furthermore, Gilabert (2005) states that providing information on task frequency and the perceived need for language training can be extremely valuable for syllabus developers in the selection and sequencing of tasks. Therefore, a questionnaire was developed in which 38 target tasks identified in the interviews were rated on a 6-point Likert scale from 0 to 5 on their *frequency* (0 = never, 5 = very often) and their *need for training* (0 = no need for training, 5 = very high need for training). Participants were furthermore given the chance to leave comments on each task or at the end of the questionnaire and additionally, demographic data was gathered to ensure that the sample fit the selected criteria (living in Austria, expertise on realities of immigrant children between the ages 6-10 through experience or occupation). The survey is available in Appendix B.

The survey was created in German and the researcher was cautious about using language which would be understood by immigrants who had learned German as an L2. Consent was given by all participants, or by a parent in the case of minors. Social media platforms and messenger services were used to distribute the survey to a wide range of individuals who had insights into the lives of primary school-aged newcomers (for demographics see Table 3). Additionally, in provinces where the Ministry of Education allowed it, the link for the survey was sent to primary schools, and three Austrian cities agreed to distribute the link among employees in their after-school clubs. Due to this snowball method, the researcher does not have information on the number of individuals who received the questionnaire, however, 113 responses were obtained. 6 participants had to be excluded, therefore 107 responses could be used for analysis. Answers regarding perceived frequency and need for training were analysed by calculating mean ratings of each task to create two lists with rankings. Additionally, the frequency of correspondence for each point on the Likert scale was converted into percentages and displayed in a table contrasting rating

scores of perceived frequency and difficulty for each task. Close reading was the method of analysis of the qualitative comments.

5. Results

5.1. Qualitative Data

Through 10 semi-structured interviews with experts, 55 tasks and subtasks for primary school-aged migrants could be identified. After close inspection of the task descriptions in the interviews, several tasks could be merged and grouped into task types. Ultimately, 38 target tasks were selected for the questionnaire. All 38 target tasks were mentioned by more than one expert and were said to have considerable need for training or to be highly frequent. In order to create a systematic and manageable list of target tasks, they were then grouped into following five thematic types: Academic (N = 9), Autonomy (N = 1), General (N = 13), Social (N = 8) and Translation (N = 7) (see Table 5).

In addition to the identification of target tasks, the interviews provided valuable information in terms of the following task dimensions: goals and procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic demands, and technological requirements. This information was used to construct detailed task descriptions for each task; as an example, the description of the academic task ‘solving math word or picture problems’ is provided in Table 6 (all 38 task descriptions are available on request in German).

Table 5: Identified Target Tasks and Thematic Grouping

TASK TYPE	TARGET TASK
ACADEMIC	1. Do homework 2. Solve math word- or picture problems (Problems presented through micro-stories) 3. Solve math problems (2 + 4 =__) 4. Do tasks on worksheets or in workbooks independently (Sub task - ST Reading and understanding task descriptions) 5. Write a 'dictation' 6. Read stories and books 7. Play educational computer games 8. Work with maps 9. Doing Arts and Crafts
AUTONOMY	10. Speak up against bullying and racism
SOCIAL	11. Greeting others and introducing oneself appropriately 12. Solve conflicts 13. Find playmates (at playgrounds, during break time) 14. Play team sport games 15. Engage in circle time discussions 16. Engage in social learning classes 17. Play commonly known table games 18. Explain a (new) game to peers
GENERAL	19. Borrow a book from the library 20. Express basic needs 21. Express if they did not understand 22. Ask for support 23. Ask for permission 24. Search lost items (ST ask peers/teachers if they have seen the item) 25. Deliver and pick up items in school 26. Change rooms (classroom, gym, kitchen etc.) in school or after school clubs (ST understand the instructions where to go, what to take and when to come back) 27. Take part in excursions 28. Describe small accidents, pain or illness to a teacher/supervisor 29. Explain late arrival (for school, after school club etc.) 30. Take part in extracurricular activities 31. Cooking in a community in school /at the after school club
TRANSLATION	32. Translate between parents and teachers 33. Translate for parents at official appointments 34. Translate for parents at the doctor/pharmacy 35. Translate content for classmates 36. Translate/Fill out forms for parents 37. Translate letters/emails/messages for parents 38. Do phone calls for parents (e.g., making appointments)

Table 6: Task Description Exemplar 'Solve Math Word- or Picture Problems'

Solving Math Word- or Picture Problems Children are given math problems which are presented as micro-stories through texts or pictures (e.g., Lilly has 5 apples, she gives 3 to Lara. How many apples does Lilly have now?). They need to read and understand the story, elicit the math problem, and do a calculation to solve it. In the process, they might consult with peers or the teacher. Finally, they are asked to provide an answer in numbers and verbally (orally to the teacher or in written form underneath the word problem).	
Task Dimension	***Description***
Life domain and task setting	School: These tasks are usually conducted during math lessons or as part of the student's homework
Task type	academic
Participants and social setting	- peers and teachers - individual or whole classroom setting
Goal of the task/ outcome	The goal of the task is to solve the problem and provide a verbal answer.
Possible topics	shopping, sharing, gardening, fruit picking etc.
Task frequency/ timespan	several times a week, 10 – 20 minutes
Task environment	- in a classroom, seated on desks - familiar, calm environment **If the task is done as homework, spatial setting might vary (see task "Do Homework")*
Channels of communication	- reading and writing in textbooks or on worksheets - speaking and listening, face-to-face
Psychological aspects	The task does not naturally cause stress, a great amount of incomprehensible text might however do so. The teacher is a very important resource to prevent children from feeling stressed and overwhelmed by assisting them and guiding them through the steps of the task.
Language demands	- Receptive and productive language competencies - Comprehensive reading - Oral language competencies such as fluency and accuracy - Descriptive language - Mathematical lexis: larger than, smaller than, plus, minus, equals, numbers, take away, add, subtract - Lexis related to topics: currency, money, buy, pay, shopping, plant/pick flowers, take out, put inside, eat, give, take - General language e.g.: *politely asking for help*: 'Can you help me, please?' *question formation*: 'How do I add/subtract this?', 'Is this OK?', *instructions*: 'You need to…'/ 'Why don´t you try this?' *identifying problems*: 'I'm not sure how this works'/ 'I don't know how to do this'
Necessary attitudes and soft skills	- attentiveness, concentration - adaption to interactional rules of the classroom: raising a hand before talking, not interrupting someone who is speaking
Options for support	teacher, L1, visual representations, educational support material
Difficulty/need for training	- highly complex for all children - especially challenging for children with low German language skills.
Options to decrease difficulty	Short text, short sentences, visual support, performing the task orally in a whole classroom setting, step-by-step guidance through the teacher

Qualitative interviews furthermore depicted that task dimensions sometimes vary and how this influences task difficulty and complexity. In the following, three short examples are provided:

The difficulty of the task 'do homework' is not only influenced by the language skills and academic competencies of the child, but also by the dimension of *task environment*. Cultural differences, such as larger families and households with frequent visitors, might create atmospheres in which it is challenging to calmly do one's homework. One social worker explained that for newcomers who live in refugee homes, finding space and time to do their homework is sometimes simply impossible:

> „I bin ja a in Flüchtlingsheimen aktiv, […] und da san die Wohnverhältnisse sehr eng. […] Also da gibt es nicht ein extra Zimmer oder extra Schreibtisch oder so irgendetwas. Und da ist, da sind dann viele Kinder, das sind kinderreiche Familien. ja, also da ist es ganz schwer einem Kind irgendwie vorzuwerfen, dass es nicht wollte oder so. Es geht einfach nicht." (Social Worker 1, 2022)
>
> *"I am active in refugee homes, [...] and the living conditions there are very cramped. [...] There is no extra room or desk or anything like that. And there are a lot of children, families with many children. Yes, so it is very difficult to accuse a child of not wanting [to do homework] or something. It is simply not possible." (Translation by the author)*

Children who are provided with adequate spaces to do homework might perceive the task as being less difficult than children who don't have access to these environments. Therefore, the task conditions generated by the *task environment* vary and influence the difficulty of the task 'do homework' strongly.

Most interviewees agreed that newcomers need further training in 'finding playmates during break times or at the playground'. In one interview, a former newcomer expressed the pain and loneliness she felt during her time in primary school, when she was not able to find friends. Another teenager, however, explained that she had no difficulties in connecting with Austrian children and that these connections were invaluable to her. These personal stories from former newcomers depict that finding friends and building social connections is a task with great importance for the children's well-being and integration and that some children might need more support than others. The dimensions of *attitudes and soft skills, psychological aspects* and *social setting* are central to the successful performance of this task.

The *psychological dimension* of tasks that require children to translate for parents was mentioned as extremely influential regarding difficulty and complexity. Some experts argued that translating content which is not meant for children will be overwhelming for them and such tasks should therefore not be included in a syllabus. Children might feel anxious and stressed about the content as well as the consequences of incorrect translations. Nevertheless, one social worker argued that if newcomers are frequently translating for their parents, support and training should indeed be provided. She suggested that support could alternatively be given by equipping children with information on public resources for translation assistance and how to access them. We learn from these comments that the *psychological aspects* that influence translation tasks are of high importance for syllabus designers and need to be taken into close consideration.

Apart from describing tasks, interviewees advocated the importance of recognizing the general needs of children with migration or refugee backgrounds. Emotional support and social inclusion were mentioned repeatedly. Working on empowerment and building self-confidence was said to be an important part of supporting young migrants' healthy development. Additionally, one social worker pointed to the schools' responsibility of developing a learning environment where children feel safe and can experience the joy of learning. This information is especially important for teachers as the creation of a safe, open, and joyful learning environment is a prerequisite to learning in any dimension. When one of the former newcomers was asked what she would recommend in terms of supporting young refugees, she said that we should show children that they belong.

> „Ich finde es sehr wichtig, dass man sie nicht alleine lässt. Dass man ihnen sozusagen das Gefühl gibt, dass, dass man sich sozusagen um sie kümmert. Dass sie auch dazu gehören." (Domain Expert 2, 2022)

> "I think it's very important not to leave them alone. That we give them the feeling that we care about them, so to speak. That they also belong." (Translation by the researcher)

5.2. Quantitative Data

Table 7 displays the rankings (highest to lowest) according to the means of 6-point Likert ratings of perceived *frequency* and *need for training* (0 = infrequent/no need for training, 5 = very frequent/high need for training) of the 38 target tasks (Table C1 of task rankings, including *N, M* and *SD,* is available in Appendix C). The ICC for inter-rater reliability produced a Cronbach's α of .965 and suggests that participants have rated the items in a

consistent manner and results may be averaged. Besides inspecting mean rankings, the investigation of frequency of responses on Likert scale ratings proved to be helpful. For improving relevance and ease of comparison, ratings on points 0 and 1, 2 and 3, and 4 and 5 were summed (see Appendix C for the Table C2 of frequency of responses in percentages). The percentage distributions of ratings display that the majority of participants perceived most tasks as highly frequent and in need for training. These results validate that the experts who participated in the survey agreed to a great extent (on some tasks on up to 90%) and that the target tasks identified in the NA are indeed crucial tasks for the target learner group

Table 7: Ranking of Perceived Frequency and Need for Training of Target Tasks

Frequency	**Need for Training**
1. Do Homework	1. Solve math word- or picture problems
2. Solve math problems	2. Do tasks on worksheets or in workbooks independently
3. Solve math word or picture problems	3. Do Homework
4. Do tasks on worksheets or in workbooks independently	4. Read stories and books
5. Solve conflicts	5. Solve Conflicts
6. Express basic needs	6. Engage in circle time discussions
7. Find playmates	7. Write a ‘dictation’
8. Express if they did not understand	8. Speak up against bullying and racism
9. Ask for support	9. Explain a (new) game to peers
10. Play team sport games	10. Engage in social learning classes
11. Write a ‘dictation’	11. Solve math problems
12. Greeting others and introducing oneself appropriately	12. Express if they did not understand
13. Translate between parents and teachers	13. Take part in extracurricular activities
14. Ask for permission	14. Ask for support
15. Translate for parents at the doctor/pharmacy	15. Work with maps
16. Translate for parents at official appointments	16. Translate for parents at official appointments
17. Engage in circle time discussions	17. Translate for parents at the doctor/pharmacy

18. Search lost items	18. Translate between parents and teachers
19. Translate content for classmates	19. Do phone calls for parents
20. Engage in social learning classes	20. Borrow a book from the library
21. Translate/Fill out forms for parents	21. Translate/Fill out forms for parents
22. Play commonly known table games	22. Describe small accidents, pain, or illness to a teacher/supervisor
23. Translate letters/emails/messages for parents	23. Ask for permission
24. Deliver and pick up items in school	24. Translate letters/emails/messages for parents
25. Explain a (new) game to peers	25. Explain late arrival
26. Speak up against bullying and racism	26. Greeting others and introducing oneself appropriately
27. Doing Arts and Crafts	27. Find playmates
28. Read stories and books	28. Play commonly known table games
29. Do phone calls for parents	29. Translate content for classmates
30. Change rooms in social institutions	30. Take part in excursions
31. Take part in excursions	31. Search lost items
32. Describe small accidents, pain or illness to a teacher/supervisor	32. Deliver and pick up items in school
33. Play educational computer games	33. Express basic needs
34. Work with maps	34. Play educational computer games
35. Explain late arrival	35. Do Arts and Crafts
36. Borrow a book from the library	36. Play team sport games
37. Take part in extracurricular activities	37. Cooking in a community in school /at after school club
38. Cooking in a community in school /at after school club	38. Change rooms in social institutions

Colour codes:

ACADEMIC | GENERAL | SOCIAL | TRANSLATION | AUTONOMY

In terms of perceived frequency, four academic tasks (A) and one social task (S) were rated as the most frequent:

1. Do homework (A) (*M* = 4.25, *SD* = 1.21)
2. Solve math word- or picture problems (A) (*M* =4.15, *SD* = 1.09)
3. Solve math problems (A) (*M* = 4.14, *SD* = 1.14)
4. Do tasks on worksheets or in workbooks independently (A) (*M* = 4.05, *SD* = 1.25)
5. Solve Conflicts (S) (*M* = 3.73, *SD* = 1.24)

Regarding the need for training, four academic tasks and one social task were perceived as the most crucial.

1. Solve math word- or picture problems (A) (*M* = 4.63, *SD* = 0.70)
2. Do tasks on worksheets or in workbooks independently (A) (*M* = 4.59, *SD* = 0.69)
3. Do homework (*M*= 4.52, *SD* = 0.94) (A)
4. Read stories and books (*M* = 4.28, *SD* = 1.06) (A)
5. Solve conflicts (*M* = 4.17, *SD* = 1.16) (S)

The tasks ‘do homework,’ ‘solve math word- or picture problems,’ ‘do tasks on worksheets or in workbooks independently’ and ‘solve conflicts’ rank highest on both scales. Interestingly, ‘read stories and books’ seems to have a high need for training (rank 4) but was not rated as frequent (rank 28). This can also be seen in the tasks ‘write a dictation’ and ‘speak up against racism and bullying.’ Both tasks ranked higher in the need for training than in frequency. In the reverse ‘solve math problems’ and ‘express basic needs’ are very frequent tasks (rank 3 and 6) but are not perceived to have a high need for training (rank 11 and 33). Hence, these results demonstrate that the frequency and the need for training of tasks do not always have a linear relationship and that it is important to assess these constructs separately.

6. Discussion

The present study aimed to identify a set of target tasks which primary school-aged newcomers to Austria need to perform for successful academic and social integration. The study extends the field of TBNA in SLA by, firstly, using multiple methods and sources to identify target tasks of younger learners; secondly, by providing information on communicative needs in terms of tasks of migrant populations; and thirdly, by conducting a TBNA with German as a target language.

6.1. Discussion of Research Questions

In the first phase of this study, experts in different life domains of primary school-aged newcomers, as well as two former newcomers, were interviewed. Therefore, a specifically-adapted questionnaire to identify and describe target tasks along task dimensions, described by Gilabert and Malicka (2021), was employed. A list of 38 target tasks could be created and grouped thematically into five groups. The tasks were mentioned at least in two interviews and were said to be either highly frequent or identified as needing considerable training.

From this data, 38 detailed task descriptions, organised by task domain and dimension, were created that may prove helpful for task design. As mentioned by Gilabert and Malicka (2022), knowledge about the social setting of the target task may suggest how to plan the social context and ways of collaboration in a pedagogical task. Information on the cognitive demands, the channel of communication and the employment of technology provides designers with detailed insights and can contribute to authentic and realistic pedagogical task design (Gilabert & Malicka, 2022). Furthermore, information on language demands of each task was gathered and provide a basis for designers to choose which language skills and linguistic features to incorporate and focus on (for further elaborations on the connection from NA to task design see Gilabert & Malicka, 2021, 2022). Due to the nature of each task, these descriptions vary in their length and specificity. Academic tasks do not show much variation in their execution and, therefore, descriptions are detailed and specific. However, general tasks, for example ‘asking for support’, are employed in a range of situations and thus task dimensions, as participants, topic or task environment vary, which leads to broader and less specific task descriptions.

By way of example, in the task ‘solve math word- or picture problems’ the goal is to solve a mathematical problem stated in a micro-story (e.g. Lilly has 5 apples, she gives 3 to Lara. How many apples does Lilly have now?) and provide a verbal answer. The social setting may vary between individual work and whole classroom involvement. Designers may choose to have a pre-task with a focus on content and language, including general language (e.g. politely asking for help: ‘Can you help me, please?’, question formation: ‘How do I add/subtract this?’, ‘Is this OK?’, instructions: ‘You need to…’/ ‘Why don´t you try this?’,

identifying problems: ‘I’m not sure how this works’/ ‘I don’t know how to do this’), language related to the content of the stories (e.g. give, have, apples etc.) and specific mathematical language associated with the task (e.g. adding, subtracting, ‘5 minus 3 makes 2’, etc.). A variety of techniques may be used for drawing attention to language (e.g. input enhancement, input flooding, input elaboration etc.). The same language could be recycled during the task (i.e., for example through recasting, or elicitation) and post-task phases (i.e., through vocabulary and grammar awareness-raising activities). To include the necessary language skills, designers might design a worksheet presenting the math word problem through text and provide a line for a written response (‘Now, Lilly has 2 apples’). Thus, the training of reading and writing competencies is incorporated as per the task description.

In phase 2, a survey including these 38 target tasks was distributed broadly and answered by experts from various professions connected to working with children with migration or refugee backgrounds. Participants rated tasks according to their perceived frequency and the need for training on two separate 6-point Likert scales. Lists with rankings of all tasks from more to less frequent and high to low need for training were created. The distinction between these two constructs proved to be relevant, as for most tasks there was no linear relationship between the rank of frequency and the need for training. We saw the example of “reading books and stories” which featured relatively low in frequency but very high in need for training. Consequently, syllabus designers may consult these ranking lists when making decisions about task selection and sequencing (Gilabert & Malicka, 2021). Additionally, information in task descriptions on complexity, difficulty and factors which influence these variables may be consulted for task sequencing and the manipulation of complexity in pedagogical tasks. For example, in the case of the task ‘Solve math word or picture problems’ it was found that the factors that contribute to the difficulty and complexity of the task are the length and difficulty of the text describing the mathematical problem, and whether they work with the teacher or individually. Task designers could decide to start a sequence of pedagogical tasks with a task that includes a short, written instruction, composed of simple sentences, performed by the class as a whole and build up to a task with a longer complex text that requires individual completion.

Furthermore, interviews depicted that newcomers are a heterogeneous group and certain task dimensions vary between children (as seen in the example of task environment when doing homework). Teachers and syllabus designers need to be aware of this, and while this

NA can provide a basis for task design and sequencing, flexibility and personalisation is needed regarding local pedagogical implementation.

Besides target tasks, several general needs of young children with refugee and migration backgrounds were identified (feeling of belonging, feeling safe, feeling the joy of learning etc.) and can be informative for teachers and task designers regarding the learning- and social environment which should be created in and around the syllabus. Correspondingly, content which addresses empowerment, and the development of autonomy might be incorporated into the syllabus for furthering the children's general well-being and integration. These results align with findings from Oliver et al. (2013), who found that also Aboriginal students needed support in raising their self-confidence.

6.2. Methodological Reflections

In addition to identifying and describing tasks that may inform pedagogical task and syllabus design, this study provides practical contributions to NA research itself, by illustrating how a TBNA utilizing multiple sources and methods is beneficial when targeting young learner groups with urgent needs to acquire an L2 in various life domains. An effort was made to follow key recommendations on the methodology of TBNAs (Long, 2005a, 2015; Serafini et al., 2015). Interviews, utilizing a questionnaire, were particularly helpful for task identification and descriptions along task dimensions. The selection of interviewees was challenging in this NA. While Long (2005a) argues domain experts are the most useful source for interviews, the young age of the target learners (6-10 years) limited the reliability of them as sources. However, professionals who work with these children in different domains provided a wide array of expertise and were extremely helpful in exploring the field. First-person accounts of former newcomers proved valuable to understand the target context, although the two interviewed teenagers sometimes had difficulty determining target tasks and could not remember them in much detail. They were, however, extremely important for gaining insights into target tasks in the home domain, as outsiders usually do not have access there. The triangulation of various sources allowed the researcher to ask former newcomers to verify tasks that had been identified by professionals in previous interviews. By triangulating sources, a complete and richer view of every task was obtained which would not have been achieved without such triangulation.

Concerning the survey, the involvement of experts from various professions, who know the realities and challenges of target learners, yielded a balanced number of ratings on tasks in and outside of school. Likert scales regarding frequency and the need for training revealed that the highest-ranking tasks in frequency are also the ones with the highest need for training, while on lower ranks there was no clear linear relationship. While previous TBNAs have frequently assessed the perceived difficulty in surveys (e.g. Lambert, 2010; Serafini & Torres, 2015; Toker & Sağdıç, 2021), the researcher believes that the *need for training* connects directly with the urgency newcomers have for performing certain tasks in the L2 and that this is a valuable piece of information for syllabus designers. Information on task difficulty and complexity was collected during interviews and is available in task descriptions. Following Gilabert and Malicka (2021), such information will facilitate decision-making during pedagogic task design and sequencing. Teachers/designers do not need to rely on their intuitions but, rather, consult precise and meaningful information about what makes a task easy/simple or difficult/complex.

In summary, the multiple source and methods employed in this study were suitable for the target learner group of younger learners with urgent L2 needs in a broad range of life domains.

7. Limitations

As with any research, NAs are restricted by limits of time, space, and participation. Undoubtedly, non-participant observation is an incredibly useful methodology that would have directly addressed the point of view of target learners and yielded richer data on target tasks. However, due to time restrictions and the differences in the researcher's place of living and the context of the study, as well as restrictions regarding the entering of schools during the Covid19 pandemic, it was not feasible. Nevertheless, the researcher herself has gone through the Austrian school system and is a certified Kindergarten and after school club teacher and is therefore familiar with various target domains. She believes that the methodologies employed in this study, in combination with her insider knowledge, partially compensated for the lack of observation as a data collection technique. A peripheral consequence of not performing observations is that no samples of discourse were collected, which could have provided in-depth data on the linguistic demands of target tasks. This NA

could be extended by collecting samples of texts, forms, classroom activities or recordings of interactions etc. once access to schools is granted.

Regarding the participants, people who have migration or refugee backgrounds are underrepresented in the sample and thus there is a risk that specific cultural aspects of tasks might not have been fully captured in this study. Primary school teachers make up more than 40% of survey participants, which might have contributed to the many academic tasks being ranked as most frequent and having the highest need for training. Future TBNAs might try to gather a more balanced sample of professionals from different life domains to prevent skewed data.

8. Conclusion

The present TBNA has targeted the context of young learners with migration/refugee backgrounds in Austria who have urgent needs to acquire German as an L2. While the focus of the investigation is Austria, it reflects the situation of several countries in Europe in which refugees and migrants are seeking peace and security and need to learn the respective languages. Countries are under pressure to find ways of teaching the language of instruction and are often restricted in time and resources to do so. The current NA identified and described target tasks of the target learner group to provide syllabus designers with accurate information on the complex and varied communicative needs of young newcomers to Austria. Results may yield the development of effective learner-targeted and meaningful curricula, in which language is taught through tasks and learning outcomes are defined in terms of crucial target tasks for successful social and academic integration into the Austrian society. Furthermore, we believe that with minor adjustments, the usefulness of the results may cross country borders and provide information for syllabus design targeting similar learner groups in similar contexts across Europe and especially the German-speaking world. We hope that this study will inspire further research regarding widening the TBNA through non-participant observation, discourse analysis or continuing the process through the development of a syllabus including appropriate pedagogical tasks.

10.473 words

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Appendix A

Questionnaire

A1: Adapted questionnaire, previously developed by Gilabert (2005; Gilabert & Malicka, 2021).

TARGET TASK NAME: _____

Interviewee's data:

Name:_____ Occupation:_____

Associated Recordings: _____

TASK DOMAIN

	School		Afterschool Club		Home		Public		

GENERAL FOCUS AND PURPOSE(S)/GOAL(S) OF THIS TASK

- In your view, what is the goal of this task?
- How much time do children usually need to complete this task?
- How often is this task usually performed? And what influences the timing?

	Daily		___times per week		___times per months		__times per year		Other

TASK/EVENT FEATURES (Based on Bosswood and Marriot 1994)

- Number of participants involved

	Individual		In pairs		In a small group		In large group		Other

Other specified:

_____

- Type of participants (if others involved)

	Siblings		Classmates		Older children		Younger children		Parents
	Social Worker		Teacher		Relatives				

- Channel/Technology

	Face-to-face		Orally on Phone		On the Internet		On a Computer	
	Handwritten		Written on PC		Written on Phone		Written Text	

- Spatial setting:

	Classroom		Open doors		Playground		School corridor		Home
	Afterschool club								

- Typical psychosocial environment of task

	Noisy		Quiet		Turbulent		Unfamiliar
	Demanding		Relaxed		L1 Culture		Familiar

- What are some rules of interaction related to this task? (eg. Importance of listening, having control over the conversation, floor taking rules,…)

- Importance of non-verbal aspects?

	Appearance		Body language		Facial Expressions		Eye gaze
	Physical touch		Nonverbal Expression of Emotions				Distance from Interlocutor

- Are there any nonverbal aspects important for this task and could you describe me which ones?

- Psycholinguistic aspect of the task

	Information flows mainly one way		Information flows mainly two/multiple ways
	Convergent goals		Divergent goals
	A single solution		Several solutions
	Split info		Shared info

- Type of support during task performance

	Teacher		Parent		Social Worker		After school club teacher			
	Classmates		Siblings		Other children					
	Textbook		Text		Visuals		Tactile Material			Dictionary

SKILLS, CONCEPTS AND LANGUAGE

Types of competences/skills required fir this task (based on Bloom's Taxonomy)

- In your view, what skills are required to carry out this task?

- High order skills: *(to be inferred by the researcher not asked directly)*

	comparing		organizing		deconstructing		checking			critiquing
	experimenting		judging		designing		constructing			Planning
	producing		inventing							

- Low order skills: *(to be inferred by the researcher not asked directly)*

	gathering information		classifying		summarizing		paraphrasing
	explaining		interpreting		implementing		executing

ATTITUDINAL VALUES, CONCEPTS AND NORMS WHICH ARE IMPORTANT FOR SUCCESSFUL PERFORMANCE

- What type of attitudes and norms of behaviour are important for the successful performance of this task? (Aggressiveness, encouragement, patience, optimism, concentration…)

- What knowledge/ educational training/ concepts are crucial to the successful performance of this task?

TYPE OF LANGUAGE REQUIRED FOR THIS TASK

	Mainly receptive		Mainly productive		Both

- Any specific terms/expressions?
- Any specific grammatical features?
- Any specific pragmatic/discursive moves? (e.g. use of commands or requests, persuasive language, rhetorical devices, control of conversation)
- Style and formality of the language
- Is language variation expected? (Different register with different people?)

SEQUENCE OF PROCEDURES

- Does the task appear in a sequence? What other tasks does it depend on, and will it be followed?

- Can you explain how the task is done when it is done correctly and completely in its best version with all the steps and sub steps?

SOURCES OF DIFFICULTY/COMPLEXITY

- Is the task more difficult if German is the child's L2? YES NO
- Would additional training of this task be beneficial, or can the task easily be learned just by doing it?

Easy 1 2 3 4 5 6 7 8 9 Difficult
Low anxiety 1 2 3 4 5 6 7 8 9 High anxiety
Low stakes 1 2 3 4 5 6 7 8 9 High stakes

- Why do you think the task is easy/difficult?
- What makes the task difficult/easy?

Following coding scheme was employed for the analysis of interview transcriptions

Table A2: **Coding scheme of Task Dimensions (adapted from Gilabert & Malicka, 2021**)

General Aspects	General Task Description Task Goal Frequency Timeframe Topics Sequence
Participants and Social Setting	Number of Participants Participant Status Intercultural aspects
Rules of Interaction	Rules of Interaction Non-verbal aspects Psycholinguistic Aspects
Task Environment	Spatial setting Psychosocial environment
Cognitive demands	Cognitive aspects Higher/lower order skills
Psychological aspects	Stress/ Anxiety Emotional load Stakes
Soft skills and Attitudes	Necessary characteristics participants bring to a task
Language demands	Skills: receptive or productive, or both. Terminology: specific vocabulary items, expressions, idioms; other multi-word units Grammatical features Phonology: features related to tone or intonation Pragmatic/ discursive moves, e.g., commands or requests Other features: rhetorical devices, turn-taking; style and level of formality; language variation
Difficulty/Complexity	Description of Difficulty Variables that increase or decrease difficulty
Channels of Communication/Technology	Face-to-face vs. computer-mediated communication Verbally via videoconferencing vs. by phone, via email-Conventional writing on paper or interactive online chats among others Technology involved
Options of Support during a Task	Human support, learning material, machine translation

A3: Samples of Interviews:

A3.2. Excerpt of the interview with one social worker, where she described the tasks related to "translating for parents"

Trager: [00:10:17] Wenn du, du hast jetzt selbst schon gesagt, die Kinder übernehmen ganz viel für die Eltern, sprachlich vor allem, vielleicht was ist da, was sind da Beispiele? Was fällt dir da ein?

SocialWorker2: [00:10:28] Vor allem bei einer Familie ist so, dass die Kinder sehr viel an diesen Briefen Dokumenten die sie geschickt bekommen ähm ja durchlesen. Also es ist so bei dieser Familie so, dass der der Sohn, der einer schon 20 ist und das natürlich viel übernimmt, der ist dann schon bissl älter und da denke dass ich finde hier dann oh ja, ist es vom Alter her jetzt nicht, wo ich mir Sorgen machen muss, dass die der Sachen durchlesen, die nicht nicht gut für sie sind, aber das ganz viel. Und ja, die jüngeren Kinder schon auch im Alltag, dass sie… gerade so das 9-jährige Mädchen, das direkt mit der Familie wohnt, das schon auch immer wieder… also die Mutter kann gar nicht lesen und schreiben, selber auch in ihrer Erstsprache nicht. Und das sind die ganzen School Fox Nachrichten von der, von der Lehrerin, die zum Teil eben meist gar nicht gelesen werden oder dann irgendwie von den Kindern. Genau, also schon so diese Informationen von der Schule, die auch teilweise echt auch schwierig geschrieben sind. Also wir haben auch schon Meldungen an die Lehrerinnen zurückgegeben, dass das manchmal auch ja, nicht auch für mich teilweise sprachlich also ich verstehe natürlich dann alles, aber wenn ich mich reinversetze in Zweitsprache, dass das einfach so Wortkonstruktionen sind, die schwierig sind, so eher genau. Ja, oder es geht auch darum zum, keine Ahnung. Über diese ganze Corona-Pandemie zeit jetzt, diese ganzen Absonderungsbescheide, des ist dann ganz schwierig geschrieben und ja, und auch dort eben, dass sie meistens, also die älteren Kinder dann nutzen, auch sie dorthin zu begleiten und dort zu übersetzen und so genau.

Trager: [00:12:20] Weil ich hab jetzt schon öfter die Rückmeldung gehört, eben, dass Kinder wirklich als Übersetzer so viel verwendet werden [passiert nicht mehr so oft] - dass es mittlerweile schon mehr Dolmetscher gibt, die irgendwie zugänglich sind. Aber du sagst, die

einfachste Lösung und die direkte Lösung ist doch, dass die Eltern einfach, wenn die Kinder gut Deutsch können, dass sie sie halt auch mitnehmen, oder?

SocialWorker2: [00:12:37] Genau so ist es ja, hier vor allem. Also andere Familien die ich begleite, die sind sprachlich so mündlich zumindest schon so weit, dass sie vieles selber machen. Muss ich sagen. Aber jetzt gerade in diesem Fall, wenn es doch darum geht, selber gar nicht lesen und schreiben, dann werden doch schon die Kinder sehr eingesetzt.

Trager: [00:13:02] Ja, hast du Gefühl, dass da irgendwie zusätzliches Training - jetzt, wenn man Sprachförderkurse für Deutsch als Zweitsprache Kinder hat - dass man dann a schauen könnte, wie kann ich denn meiner Mama so was gut erklären? Welche Wörter sind denn wichtig? Wie kann ich denn so was irgendwie übersetzen? Wäre des sinnvoll, wär das nützlich? Oder ist es einfach grundsätzlicher eine Überforderung für Kinder? Oder weil sie es sowieso machen, sollt man ihnen helfen?

SocialWorker2: [00:13:32] Ja, ich glaube, dass sie es sowieso machen. Tatsächlich. Ich glaube, dass es das naheliegendste ist. Ich glaube, dass die Kinder da sich gar nichts dabei denken, weil es so ja einfach alltäglich ist und klar ist und auch die Kinder da unterstützen wollen. Ich glaube es ist schon wichtig, dass die Kinder das nicht zu oft machen, dass die Eltern wissen auch Einrichtungen, wo sie hingehen können, wie jetzt in meinem Fall. Ich schau halt auch, dass die Eltern wirklich in Deutschkurse kommen, wo sie genau spezifisch diese Sachen auch lernen können, dass so viel wie möglich da die Verantwortung an die Eltern übergeben wird und so wenig an die Kinder wie möglich. Ich glaube auch, dass es wichtig ist, dass die Eltern also von mir jetzt auch wissen, was das mit den Kindern machen kann. So viel Verantwortung und so viele erwachsene Dinge auch mitzukriegen dadurch und gleichzeitig ich glaub schon, dass es vielleicht gut ist, mit den Kindern auch darüber zu sprechen und ihnen da gewisse, ja wie soll ich sagen, gewisses Handwerkszeug in die Hand zu geben. Ja.

[…]

Trager: [00:15:18] Kannst du einschätzen, wie oft- sagst jetzt eben dieses eine Mädchen, dass das für die Eltern relativ oft solche Formulare lesen muss oder übersetzen muss, oder einfach tut. Wie oft kommt so was vor? Kommen die öfter in der Woche, die Briefe.? Kommt des a paar mal im Monat?

SocialWorker2: [00:15:34] Ich denke, das ist, das ist schon mehrmals die Woche. Ähm, ja, es ist sicher wöchentlich Thema. Gerade auch diese Emails und diese Schulnachrichten die ja eh für die Kinder sind und die die Kinder dann schon wissen, die sind jetzt ja auch nicht so für die Kinder jetzt schlimm zu lesen an sich, aber genau. Für richtig ganz schwierige Sachen wird eher dann der 20-jährige Sohn gefragt.

[…]

Trager: [00:24:12] Ähm. Und wenn du jetzt einschätzen müsstest von eins, das ist sehr leicht für ein Kind bis neun, das ist sehr schwierig würdest du sagen, solche Sachen eben weiterzutragen, zu übersetzen ist eine schwierige Aufgabe, oder wie?

SocialWorker2: [00:24:26] Die würd schon bei sechs sieben sicher einstufen. Also schwierig. Eher.

Trager: [00:24:30] Hast du das Gefühl, dass Kinder da auch wieder von 1 bis 9, dass die da Stress dabei empfinden, wenn sie das übersetzen?

SocialWorker2: [00:24:41] Ich glaube, es ist sehr normal für die Kinder, tatsächlich, aber in gewisser Weise sind die Informationen vielleicht Stress, die sie mitbekommen.

Trager: [00:24:53] Ja verstehe

SocialWorker2: [00:24:54] Die sie vor den Eltern mitbekommen und die Eltern sie dadurch auch nicht schützen können.

Trager: [00:25:00] Und wenn sie etwas nicht, ein Wort nicht kennen oder das nicht gut verstehen oder nicht gut übersetzten, glaubst du das da, dass da Ängste entstehen, dass sie irgendwas Wichtiges vergessen oder ein Formular das nicht richtig ausfüllen, dass sie da was falsch machen oder eben, so in der Richtung?

SocialWorker2: [00:25:16] Ja na durchaus, genau grad bei so Formulare ausfüllen, Anträge usw. Was ja ganz oft stattfindet, Name usw. Auf jeden Fall. Da haben sie sicher an Stress,

dass genau diese Sachen korrekt sein müssen. Bei Sachen übersetzen glaube ich es weniger, dass die das wortwörtlich übersetzen, sondern so bissel im Gesamtkontext vielleicht so was so die groben Inhalte sind, was ja aber auch sehr kognitive Leistung ist, oder? Weil genau, wie gesagt, des ist ja meistens nicht die Sprache, die die Kinder gewohnt sind von der Schule in ihrem Alter.

Appendix B

Survey

Aufgabenbasierte Bedarfsanalyse für junge MigrantInnen in Österreich

Vera Trager BA, Dr. Roger Gilabert

Gezieltere Förderung für Kinder mit Migrations- oder Fluchtgeschichte!

Mein Name ist Vera Trager und ich studiere angewandte Sprachwissenschaften an der Universität Barcelona. Im Zuge meiner Masterarbeit analysiere ich die kommunikativen Aufgaben von Volksschulkindern, die neu nach Österreich gekommen sind und Deutsch als Zweitsprache lernen (Kinder mit Flüchtlings- oder Migrationsgeschichte). Ziel dabei ist, zu identifizieren, welche Aufgaben und Herausforderungen diese Kinder tagtäglich in der Schule und im Alltag auf Deutsch bewältigen müssen, um bei ihrer schulischen und sozialen Integration erfolgreich zu sein.

Nur wenn wir die kommunikativen Bedürfnisse der Kinder erkennen, können wir sie auch gezielt fördern!

Dazu benötige ich aber die Unterstützung von ExpertInnen (VolksschullehrerInnen, SozialarbeiterInnen, HortpädagogInnen, Eltern von MigrantInnen, freiwillige UnterstützerInnen von MigrantInnen oder MigrantInnen selbst), die ihr Wissen mit mir teilen. Sie kennen die Lebensrealitäten dieser Kinder und Ihre Teilnahme ist extrem wertvoll! Danke also für's Mitmachen!

Der Fragebogen dauert ca. 10-15 min, alle Daten und Antworten sind anonymisiert und werden auch nur so weiterverwendet.

1. Wie alt sind Sie jetzt?

Markieren Sie nur ein Oval.

- ☐ 18 oder älter *Fahren (Sie mit Frage 3 fort)*
- ☐ unter 18 (*Fahren Sie mit Frage 2 fort)*

2. Zustimmung zur Teilnahme an der Befragung von Minderjährigen

Bitte zeig einem Erziehungsberechtigten diesen Fragebogen und frag, ob es ok ist, wenn du ihn ausfüllst. Deine Daten werden geschützt und nur anonymisiert verwendet.

Ein Erziehungsberechtigter stimmt zu, dass ich an dieser Studie freiwillig teilnehme und weiß, dass meine Daten und Antworten nur anonymisiert weiterverwendet werden. *

Markieren Sie nur ein Oval.

- ☐ Ja (Fahren Sie mit Frage 4 fort)
- ☐ Nein (Ende der Befragung)

3. Ich nehme aus freien Stücken an dieser Befragung teil und verstehe, dass meine Daten und Antworten nur anonymisiert weiterverwendet werden. *

Markieren Sie nur ein Oval.

- ☐ Ja
- ☐ Nein

PERSONENBEZOGENE ANGABEN

4. Geschlecht

Markieren Sie nur ein Oval.

Sonstiges:

- ☐ Männlich
- ☐ Weiblich
- ☐ Divers
- ☐ Möchte ich nicht sagen

5. Alter

_____

6. Wohnort

Markieren Sie nur ein Oval.

- ☐ Vorarlberg
- ☐ Tirol
- ☐ Salzburg
- ☐ Kärnten
- ☐ Niederösterreich
- ☐ Oberösterreich
- ☐ Steiermark
- ☐ Wien
- ☐ Burgenland
- ☐ Ich wohne nicht in Österreich

7. Ich bin *

Markieren Sie nur ein Oval.

- ☐ SozialarbeiterIn (*Wechseln Sie zu Abschnitt 6)*
- ☐ HortpädagogIn/assistentIn (*Wechseln Sie zum Hauptteil)*
- ☐ VolksschullehrerIn (*Wechseln Sie zum Hauptteil)*
- ☐ SonderschullehrerIn (*Wechseln Sie zum Hauptteil)*
- ☐ Elternteil eines Kindes mit Migrationsgeschichte (*Fahren Sie mit Frage 9 fort)*
- ☐ selbst als Kind nach Österreich immigriert (*Fahren Sie mit Frage 9 fort)*
- ☐ Sonstiges:_____

8. Seit wie vielen Jahren arbeiten Sie mit Kindern mit Deutsch als Zweitsprache? (Falls Sie selbst nach Österreich immigriert sind, hier bitte nichts ausfüllen)

Markieren Sie nur ein Oval.

- ☐ 1
- ☐ 2

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 jahre oder länger

PERSONENBEZOGENE DATEN VON NEWCOMERN

9. Wie alt waren Sie, als Sie nach Österreich gekommen sind? *

_____

10. Was ist/sind Ihre Erstsprache/n?

_____

11. In welchem Land/ welchen Ländern haben Sie gelebt, bevor Sie nach Österreich gekommen sind?

_____

12. Wie viele Jahre leben Sie jetzt schon in Österreich?

Markieren Sie nur ein Oval.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 oder mehr

HAUPTTEIL

Im folgenden Teil nenne ich Ihnen verschiedene Aufgaben, die junge MigrantInnen im Volksschulalter machen und dabei Deutsch verwenden. Bitte schätzen Sie die Häufigkeit* und den Bedarf an zusätzlicher Förderung* für jede Aufgabe ein.

*Häufigkeit (Wie oft macht das Kind diese Aufgabe?)
*Bedarf an zusätzlicher Förderung (Würden Kinder diese Aufgabe besser meistern, wenn sie darin zusätzliches Training erhalten würden?)

Wenn Sie zu einer Aufgabe nichts sagen können, weil Sie diese in Ihrem Arbeitsfeld nicht beobachten, lassen Sie die Frage bitte leer und gehen zur nächsten Aufgabe.

1. Grundbedürfnisse ausdrücken (z.B. Hunger, Durst, Toilettendrang)*

Bitte schätzen Sie die Häufigkeit und den Bedarf an zusätzlicher Förderung für diese Aufgabe ein.

Häufigkeit

0 1 2 3 4 5

nie ○ ○ ○ ○ ○ ○ sehr oft

Bedarf and zusätzlicher Förderung

0 1 2 3 4 5

sehr gering ○ ○ ○ ○ ○ ○ sehr hoch

Kommentar:

_____

_____

KOMMENTAR

Wenn Ihnen noch andere wichtige Aufgaben für MigrantInnen im Volksschulalter einfallen oder Sie sonst noch Gedanken dazu haben - hier ist Platz dafür :)

_____

_____

_____

_____

_____

DANKE!!!

Vielen, vielen Dank für's Mitmachen und das Teilen Ihres wertvollen Insiderwissens!
Wenn Sie noch jemanden kennen, die/der mit Volkschulkindern mit Migrationsgeschichte arbeitet oder selbst im Volkschulalter nach Österreich gekommen ist, bitte leiten Sie den Fragebogen weiter.
Nochmals herzlichen Dank!
Vera Trager

Bei Fragen wenden Sie sich gerne an mich: vtragetr61@alumnes.ub.edu

Notes:
**The target task 'Expressing basic needs' is provided as an example for all 38 target tasks, which were presented and assessed in equal manner.*

Appendix C

Quantitative Analysis

Table C1: Ranking*** of perceived frequency and need for training on 38 target tasks

FREQUENCY*				NEED FOR TRAINING**			
	N	***M***	***SD***		***N***	***M***	***SD***
Do Homework	106	4.25	1.21	Solve math word or picture problems	105	4.63	0.70
Solve math problems	106	4.15	1.09	Do tasks on worksheets or in workbooks independently	107	4.59	0.69
Solve math word or picture problems	104	4.14	1.14	Do Homework	107	4.52	0.94
Do tasks on worksheets or in workbooks independently	106	4.05	1.25	Read stories and books	105	4.28	1.06
Solve conflicts	104	3.73	1.24	Solve Conflicts	104	4.17	1.16
Express basic needs	103	3.71	1.30	Engage in circle time discussions	102	4.09	1.19
Find playmates	106	3.67	1.36	Write a ‘dictation’	103	4.05	1.37
Express if they did not understand	104	3.63	1.31	Speak up against bullying and racism	105	3.95	1.42
Ask for support	106	3.61	1.11	Explain a (new) game to peers	102	3.90	1.08
Play team sport games	105	3.54	1.24	Engage in social learning classes	91	3.73	1.35
Write a ‘dictation’	104	3.54	1.36	Solve math problems	106	3.69	1.20
Greeting others and introducing oneself appropriately	106	3.50	1.16	Express if they did not understand	104	3.64	1.24
Translate between parents and teachers	100	3.37	1.40	Take part in extracurricular activities	101	3.61	1.30
Ask for permission	106	3.35	1.18	Ask for support	106	3.59	1.22
Translate for parents at the doctor/pharmacy	87	3.31	1.62	Work with maps	100	3.53	1.38
Translate for parents at official appointments	92	3.29	1.55	Translate for parents at official appointments	88	3.45	1.60
Engage in circle time discussions	103	3.28	1.44	Translate for parents at the doctor/pharmacy	83	3.45	1.65
Search lost items	105	3.17	1.17	Translate between parents and teachers	99	3.34	1.59
Translate content for classmates	104	3.13	1.46	Do phone calls for parents	87	3.33	1.70

Engage in social learning classes	94	3.13	1.46	Borrow a book from the library	100	3.32	1.56
Translate/Fill out forms for parents	90	3.11	1.57	Translate/Fill out forms for parents	87	3.24	1.75
Play commonly known table games	104	3.05	1.30	Describe small accidents, pain or illness to a teacher/supervisor	101	3.22	1.38
Translate letters/e-mails/messages for parents	86	3.05	1.61	Ask for permission	105	3.21	1.24
Deliver and pick up items in school	100	3.02	1.15	Translate letters/e-mails/messages for parents	82	3.16	1.69
Explain a (new) game to peers	104	3.02	1.15	Explain late arrival	105	3.09	1.41
Speak up against bullying and racism	105	3.00	1.55	Greeting others and introducing oneself appropriately	105	3.06	1.41
Doing Arts and Crafts	100	2.99	1.21	Find playmates	106	2.98	1.44
Read stories and books	105	2.97	1.52	Play commonly known table games	102	2.83	1.44
Do phone calls for parents	92	2.96	1.60	Translate content for classmates	101	2.83	1.63
Change rooms in social institutions	99	2.89	1.20	Take part in excursions	104	2.76	1.60
Take part in excursions	104	2.88	1.22	Search lost items	103	2.67	1.38
Describe small accidents, pain or illness to a teacher/supervisor	102	2.82	1.27	Deliver and pick up items in school	99	2.65	1.36
Play educational computer games	98	2.81	1.28	Express basic needs	102	2.55	1.60
Work with maps	101	2.78	1.28	Play educational computer games	97	2.52	1.32
Explain late arrival	106	2.70	1.27	Do Arts and Crafts	99	2.41	1.32
Borrow a book from the library	101	2.57	1.26	Play team sport games	104	2.34	1.39
Take part in extracurricular activities	102	2.42	1.30	Cooking in a community in school /at after school club	89	2.31	1.49
Cooking in a community in school /at after school club	90	2.07	1.33	Change rooms in social institutions	97	2.20	1.33

Notes:
** Frequency scale (never - 0, 1, 2, 3, 4, 5 - very often)*
*** Scale Need for Training (no need for training - 0, 1, 2 ,3, 4, 5 – very high need for training)*
**** Rank ordered based on the averaged rating score*

Table C2: Frequency of responses (in percentages) on perceived frequency and need for training on 38 target tasks

	Frequency* Need for Training**	LOW	MEDIUM	HIGH
		0 & 1	2 & 3	4 & 5
ACADEMIC TASKS				
Do homework	freq	4,7%	17,9%	**77,4%**
	NFT	0,9%	12,2%	**86,9%**
Do tasks on worksheets or in workbooks independently	freq	5,7%	21,7%	**72,6%**
	NFT	0,0%	9,3%	**90,7%**
Doing arts and crafts	NFT	26,3%	**54,6%**	19,2%
	freq	10,0%	**58,0%**	32,0%
Play educational computer games	freq	13,2%	**61,3%**	25,5%
	NFT	19,5%	**63,9%**	16,5%
Read stories and books	freq	21,0%	**40,0%**	39,0%
	NFT	2,9%	15,3%	**81,9%**
Solve math problems	freq	2,8%	22,6%	**74,5%**
	NFT	3,7%	38,7%	**57,5%**
Solve math word problems or picture problems	freq	2,9%	19,2%	**77,9%**
	NFT	0,0%	10,5%	**89,5%**
Work with maps	freq	16,9%	**57,5%**	25,8%
	NFT	9,0%	37,0%	**54,0%**
Write a 'dictation'	freq	10,6%	35,5%	**53,9%**
	NFT	7,8%	14,5%	**77,7%**
GENERAL TASKS				
Ask for permission	freq	6,6%	**49,0%**	44,4%
	NFT	11,5%	**47,6%**	40,9%
Ask for support	freq	3,7%	40,6%	**55,6%**
	NFT	6,6%	31,2%	**62,2%**
Borrow a book from the library	freq	23,8%	**51,5%**	24,7%
	NFT	14,0%	33,0%	**53,0%**
Cook in a community in school /at after school club	freq	35,5%	**48,9%**	15,5%
	NFT	28,1%	**48,3%**	23,6%
Deliver and pick up items in school	freq	14,0%	**52,0%**	34,0%
	NFT	22,2%	**48,5%**	29,3%
Describe small accidents, pain or illness to a teacher/supervisor	freq	17,6%	**51,0%**	31,3%
	NFT	12,9%	40,6%	**46,5%**
Explain late arrival (for school, after school club)	freq	20,8%	**51,0%**	28,3%
	NFT	16,2%	39,0%	**44,8%**
Express basic needs	freq	6,8%	30,1%	**63,2%**
	NFT	32,3%	**36,3%**	31,4%
Express if they did not understand	freq	8,7%	29,8%	**61,5%**
	NFT	7,7%	28,9%	**63,5%**
Search lost items	freq	12,4%	**46,6%**	40,9%
	NFT	25,2%	**45,6%**	29,2%
Take part at excursions	freq	12,5%	**58,7%**	28,8%
	NFT	26,0%	**39,5%**	34,6%
Take part in extracurricular activities	freq	28,4%	**50,0%**	21,5%
	NFT	9,9%	30,7%	**59,4%**
Play commonly known table games	Nft	20,6%	**45,1%**	34,3%

	freq	13,5%	**50,0%**	36,5%
TASKS REGARDING AUTONOMY				
Speak up against bullying and racism	freq	18,1%	**43,8%**	38,1%
	NFT	8,6%	20,0%	**71,4%**
SOCIAL TASKS				
Engage in circle time discussions	freq	13,6%	37,9%	**48,5%**
	NFT	4,9%	20,6%	**74,5%**
Engage in social learning classes	freq	13,8%	**44,7%**	41,4%
	NFT	7,7%	33,0%	**59,4%**
Explain a (new) game to peers	freq	6,7%	**62,5%**	30,7%
	NFT	2,0%	33,3%	**64,7%**
Find playmates (at playgrounds, at breaktime)	freq	7,6%	34,0%	**58,5%**
	NFT	17,9%	**45,3%**	36,8%
Greeting others and introducing oneself appropriately	freq	5,7%	39,6%	**54,7%**
	NFT	15,2%	41,0%	**43,8%**
Play team sport games	freq	7,7%	37,1%	**55,3%**
	NFT	32,7%	**46,2%**	21,1%
Solve conflicts	freq	4,8%	31,7%	**63,5%**
	NFT	4,8%	15,4%	**79,8%**
Do phone calls for parents	freq	21,8%	39,1%	**39,2%**
	NFT	18,3%	26,4%	**55,1%**
TRANSLATION TASKS				
Translate between parents and teachers	freq	10,0%	38,0%	**52,0%**
	NFT	18,2%	27,3%	**54,5%**
Translate content for classmates	freq	14,4%	42,4%	**43,2%**
	NFT	26,7%	**37,6%**	35,7%
Translate for parents at official appointments	freq	17,4%	31,5%	**51,1%**
	NFT	13,6%	32,9%	**53,4%**
Translate for parents at the doctor/pharmacy	freq	19,5%	24,1%	**56,3%**
	NFT	15,6%	27,8%	**56,7%**
Translate letters/e-mails/messages for parents	freq	22,1%	32,6%	**45,4%**
	NFT	22,0%	28,1%	**50,0%**
Translate/fill out forms for parents	freq	18,9%	32,2%	**48,9%**
	NFT	21,8%	26,4%	**51,7%**

Notes:
* Frequency scale (never - 0, 1, 2, 3, 4, 5 - very often)
** Scale Need for Training (no need for training - 0, 1, 2 ,3, 4, 5 – very high need for training)
Sum of frequency of correspondence for points 0 and 1, 2 and 3, and 4 and 5 on 6-point Likert-scale