

**Questions. Biographical evaluation of language policies**

- Language tests upon arrival in France and Germany : have they played a role in the arrival of migrants to France and Germany and in their family reunion (comparison between families who arrived long time ago and those who arrived more recently among all the families interviewed in France and Germany)
- Language courses for migrants upon their arrival to France and to Germany: to which language programs have they been oriented upon their arrival? What are their experiences concerning these courses? How the language programs have they evolved during the last years? How do different family generations evaluate these evolutions?
- The role of the language in the job search: in which sectors are the interviewed people working? What are the requirements in terms of language knowledge in the sectors in which they are working? Do the employers enable their migrant workers to take language courses? The native languages (mother tongues) of migrants, are they valorised, or even required in their work?
- Eventual learning of the language of the hosting country before the entry to the primary school: have the children gone to the nursery or to the nursery school? What is the role of the language in the parents' choice at this level? (In some families from Morocco interviewed in France parents subscribed their children of 3-4 years old to fun and leisure activities in Arabic language, before sending them to the last section of the nursery school at the age of 5.) Here, we can expect sensible differences between France and Germany due to the differences in the education systems.
- What is the impact of the early childhood education structures on the learning of the language of the hosting country by the immigrant parents?
- What is, more widely, the impact of gender on the learning of the language of the hosting country? It was noted for example that in France, the Municipal Policies develop the spaces for French language learning for women, but it is not the case of men in their work spaces.
- What is the impact of languages on the health of migrants and their access to medical services? Are the mother tongues of migrants understood or spoken by the medical staff? Do the children of migrants accompany their parents as interpreters during their visit to the doctor?
- What is the impact of the sociability networks and leisure activities of these people on their language learning? And, on the other side, in which way does the language knowledge impacts the different sides of the everyday life?
- What languages do the children learn during their studies at school? Are the languages of their countries of origins taught in their establishments? What are the foreign languages that they choose to learn? Is this choice made in concern to their family members living in other countries of Europe? (Actually, it is quiet common that immigrant parents have cousins established in other European countries, and that may be the reason why children choose to learn this or that language)
- In which way does the multilingualism of the families enable the transnational way of life, and in which way does the non-transmission of the language of the country of origin hinder the transnational mobility projects?