

Day 4 – Language and Intergration

Integrating minority, migrant and refugee children at European schools and society





Glad your
back!

Day 4 – Course Goals

Language and integration

Today we will learn about;

- Relevance and importance of national language
- Individual conditions of national language acquisition
- Best practices and policies of national language acquisition across Europe



ICEBREAKER

String a story



Relevance and importance of national language

“Inequalities in term of access to education, income, central institutions, societal recognition and social contact are significantly, although not exclusively, determined by linguistic competence in the relevent national language.” (Esser, 2006)



Language as a medium

- Language is a medium of communication
- Plays a central role in the migrant integration process
- Education happens largely through the medium of language
- Language is a precondition for participating successfully in core societal institutions of the receiving country.



Language as a medium

- Develops private relations to members of the native population
- A valuable resource for those who have acquired the national language of the immigrant country but a handicap for those who do not!
- It is a marker of ethnic belonging and an ethnic difference
- There are 24 Official languages in the EU



Key Terms

- Migration usually leads to ***linguistic pluralism*** in societies
 - This simply means that Multi-linguals sometimes use elements of multiple languages when conversing with each other
 - Competence in the ***‘lingua franca’*** (second language) is a precondition for integration and educational attainment



MULTILINGUALISM IN THE EU

24
OFFICIAL
LANGUAGES

60+
INDIGENOUS
REGIONAL
OR MINORITY
LANGUAGES

WITH
40
MILLION
SPEAKERS

- INCLUDING
- Catalan
 - Basque
 - Frisian
 - Yiddish
 - Saami
 - Welsh



EUROPEAN CITIZENS AND LANGUAGES



COUNTRIES WHERE CITIZENS DO NOT SPEAK ANY FOREIGN LANGUAGE

- 65% HUNGARY
- 62% ITALY
- 61% UK, PORTUGAL
- 60% IRELAND

FOREIGN LANGUAGES SPEAKERS IN THE EU

- 38% speak ENGLISH
- 11% speak GERMAN
- 12% speak FRENCH
- 5% speak RUSSIAN
- 7% speak SPANISH

Image credit: CC Flickr/Yukino Miyazawa, Biblioteca de Babel XI. Sources: EU Commission, Special Eurobarometer 386. December 2014.

Debating Europe 2014

Language issues

- Language issues and policies in multilingual populations are closely related to judgments about prospects and concepts of future developments of minority groups
- Prospects and concepts are clearly different for immigrant minorities on the one side, and national or autochthonous minorities in a nation state on the other
- Immigrant minorities are also different from large ethnic groups who together form a multi-ethnic state, like in Switzerland

Status of transition

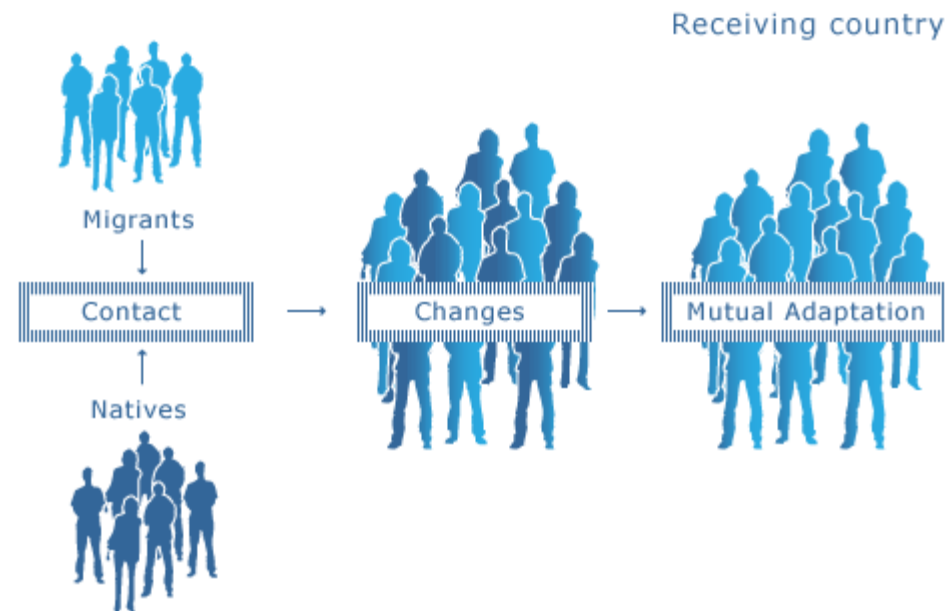
Cohorts of immigrant minorities in open societies are in a process of acculturation



The modification of the culture of a group or individual as a result of contact with a different culture..... Usually as a result of birth.

So therefore....

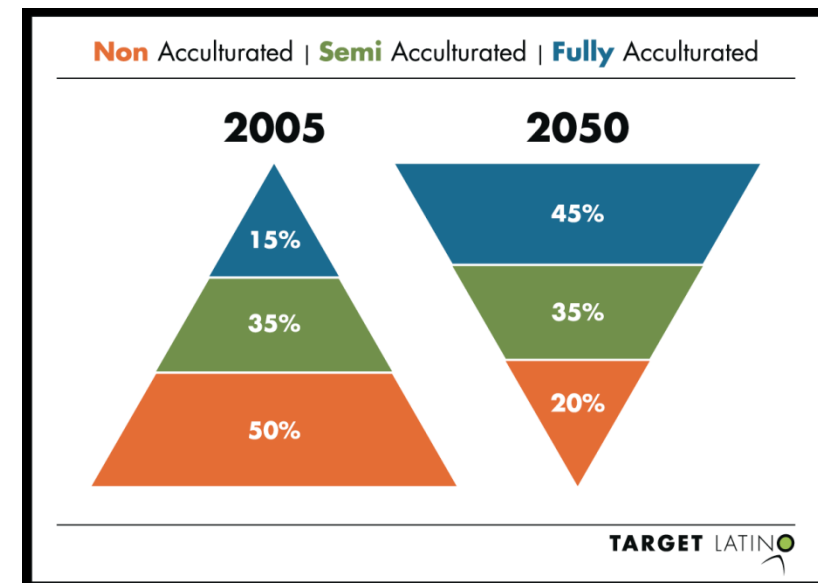
- The minority status in immigration societies is in a status of transition
- It will lose significance in a process that can last for several generations



Adapted from Berry, e.g. 1997

BUT...

- New immigrants to the receiving country are always at the beginning of the integration process.
- However, the cohorts that have been in the country for several generations the minority status disappears in an integration and (mutual) acculturation process.



BREAK



ENERGIZER

WE ARE A WELL OILED MACHINE

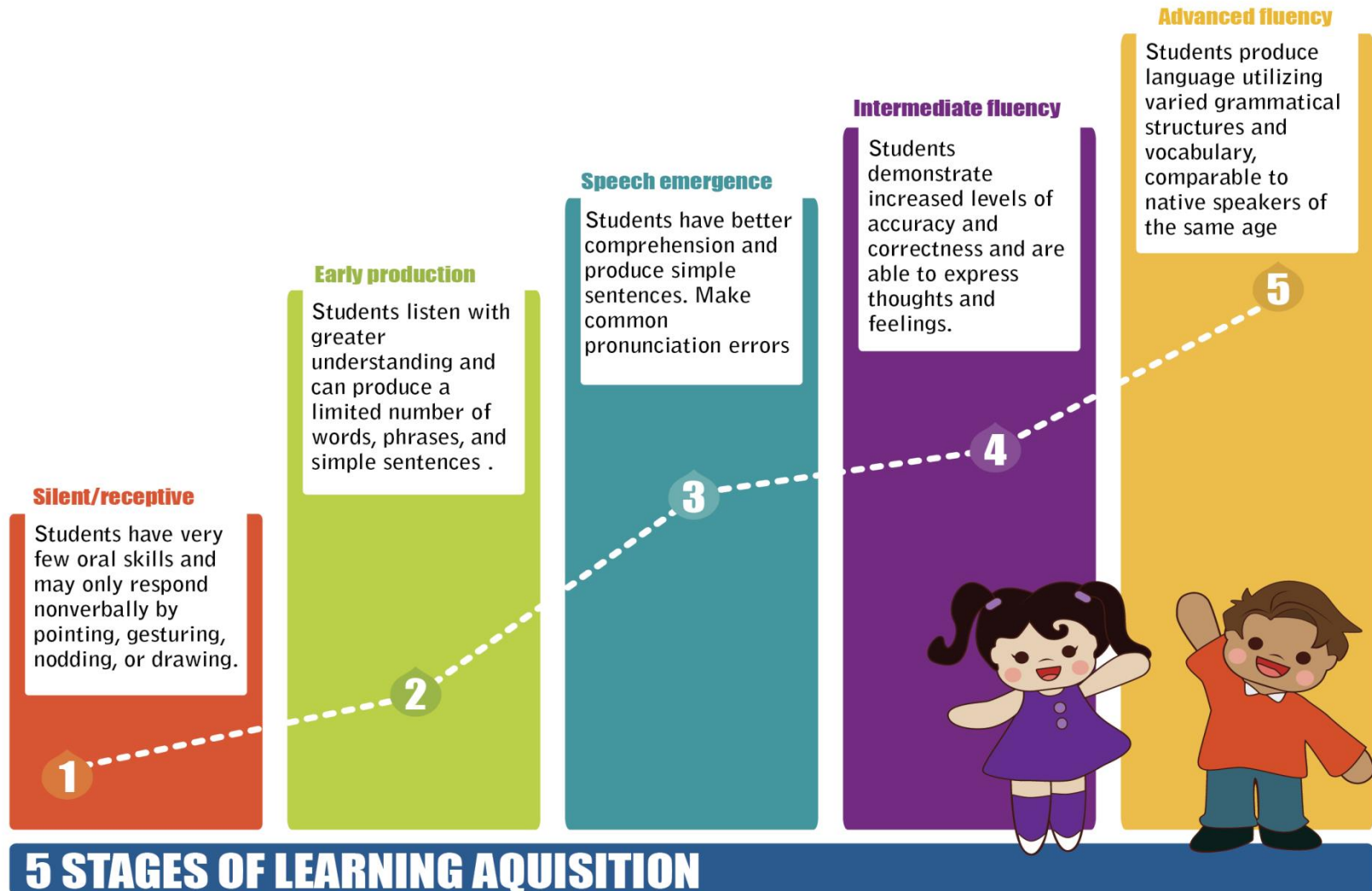


Individual conditions of National Language acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Cultural, economic and social capital of the family is of prime importance for educational and language learning which is in fact part of educational attainment.





Language acquisition

Video

Age is another important factor

Is there a critical age which 'perfect' language acquisition is more difficult than difficult than before?

Eg. holding constant motivation and intelligence

Esser 2006, states that ***“Second language acquisition is easier up to puberty, after which greater effort and motivation are required.”***

Adolescents

- Adolescents who are confident in their own ethnicity and proud of their ethnic group may be better able to deal constructively with discrimination, e.g. by regarding it as the problem of the perpetrator or by taking pro-active steps to combat it. (J. Berry, 2006)



Best practices and policies of National Language across Europe

Dual-language books are a valuable resource used in both community languages and EAL teaching;

- Re-tell classic stories and myths
- Parental support to help the children work out the sounds of the letters and words
- Parents correcting pronunciation errors
- Learners can understand the text in both languages
- Parents develop their own reading skills in the second language
- Parent and child can discuss and negotiate meanings using illustrations

Conclusions and recommendations

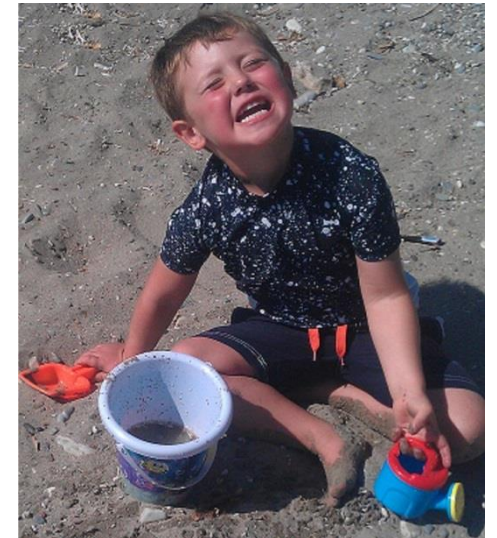
Conclusions

Educational attainment of migrant students is comparatively high in countries with;

- lower levels of economic inequality
- Relatively high investments in child care and a well developed system of preschool education

Recommendations

- Installment of an effective preschool system and child care system improves educational opportunities for migrant students in school



Conclusions and recommendations

Conclusions

- The teacher – student relationship is central in any school and the system of education
- Low teachers' expectations towards minority students generally have a negative influence on their performance

Recommendations

- Teachers should have high expectations for possible improvement of minority students.
- Raising expectations has to be combined with additional emotional and academic support
- Increasing the rigour of minority education is another measure
- Third and fourth time chances should be given to underachievers in tests and examinations

Conclusions and recommendations

Conclusions

- Teachers of migrant and minority background have a positive influence on migrant achievement in schools



Recommendations

- Encourage young people of migration to go into teacher training
- Schools should hire teachers with a migration background

Conclusions and recommendations

Conclusions

- Weak family resources and activities for the socialisation of children in migrant and low income families can be compensated by different kinds of ECP's

Recommendations

- Migrant families and low-income families should be encouraged and enabled to take part in ECP's and language programmes



Learn. Educate. Change.



Conclusions and recommendations

Conclusions

- Immigrants, particularly their children, need a full command of the lingua franca of the immigration country for full integration
- There is evidence for the critical period of learning the second language more easily before puberty

Recommendations

- Language training should be a central part of pre-school education
- Priority should be given to the common language of the immigration country
- The lingua franca should be the language of instruction from the beginning of the schooling
- Multilingualism is of high value, so the first language should be further developed in general language learning in school

Day 5 –

Diversity Policies and Importance of Integration

- Anti-discrimination laws
- Diversity policies
- Affirmative actions
- Importance of migrant and refugee children in societies
- Conclusions and recommendations



