

# Day 4 – Language and Integration

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



# 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



# Cross the border



# 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 relevant national language.” (Esser, 2006)*



# Language without words



# Tie the Turban

**You are doing a cross – cultural exercise which includes a number of Muslim participants.**

**First consider the exercise presented to you on your paper, and how you will present it**

**Also consider the possible specific cultural issues in how you go About the exercise**

**In your groups write down a process which anybody in the room can follow -.ie – step 1, Step 2 etc**

**Elect a group member to carry out the exercise**





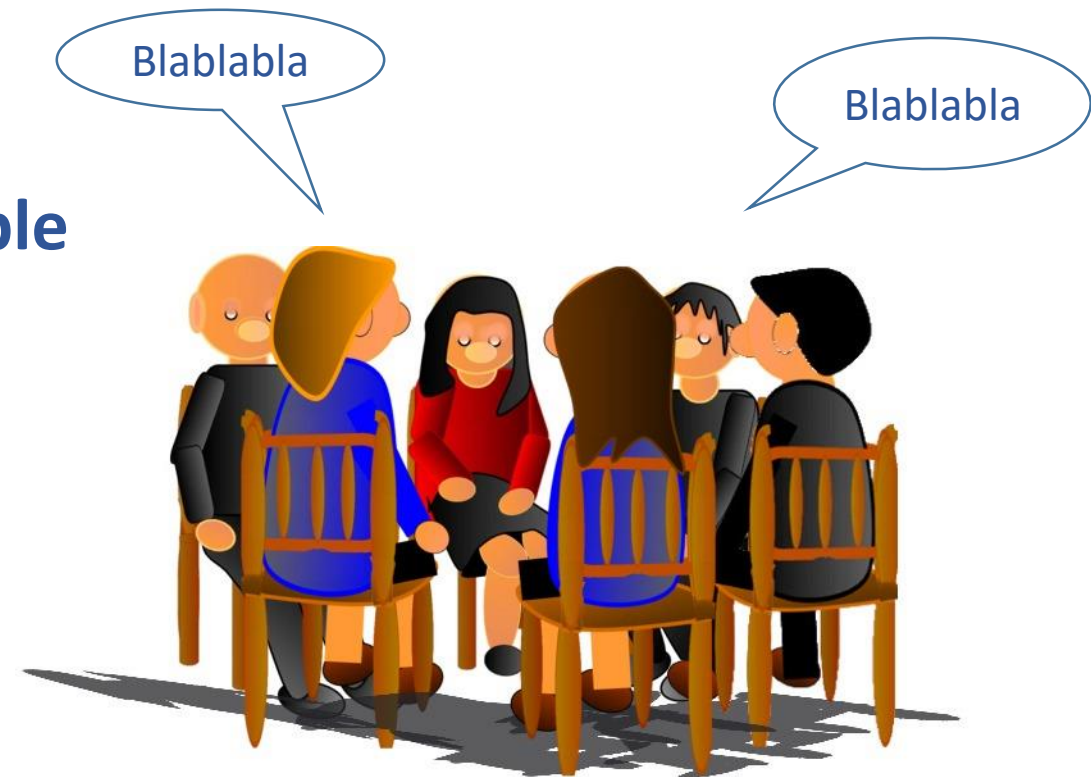
# Language as a medium

- 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.



# What is communication?

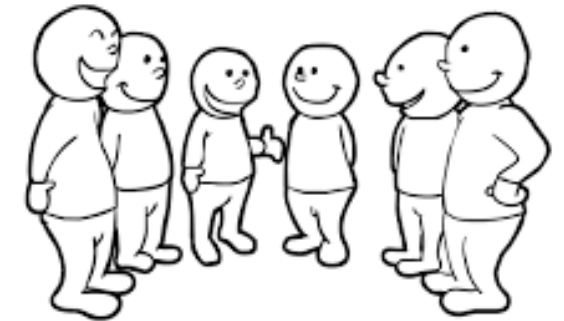
- It is a social activity
- May or may not involve words
- An exchange between 2 or more people
- Involves language
- Language is a “code system”
- Understanding of spoken language usually develops in advance of expression





# Reasons for communicating:

- To respond
- To request
- To protest/refuse
- To get attention
- To comment
- To give information
- To seek information
- To think and plan
- To share ideas



# 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

Debating  
Europe

24  
OFFICIAL  
LANGUAGES

60+  
INDIGENOUS  
REGIONAL  
OR MINORITY  
LANGUAGES

WITH  
40  
MILLION  
SPEAKERS



EUROPEAN  
CITIZENS  
AND LANGUAGES

54%  
are able to hold  
a conversation in at least  
1 ADDITIONAL  
LANGUAGE

25%  
are able to speak at least  
2 ADDITIONAL  
LANGUAGES

10%  
are conversant in at least  
3 ADDITIONAL  
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 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

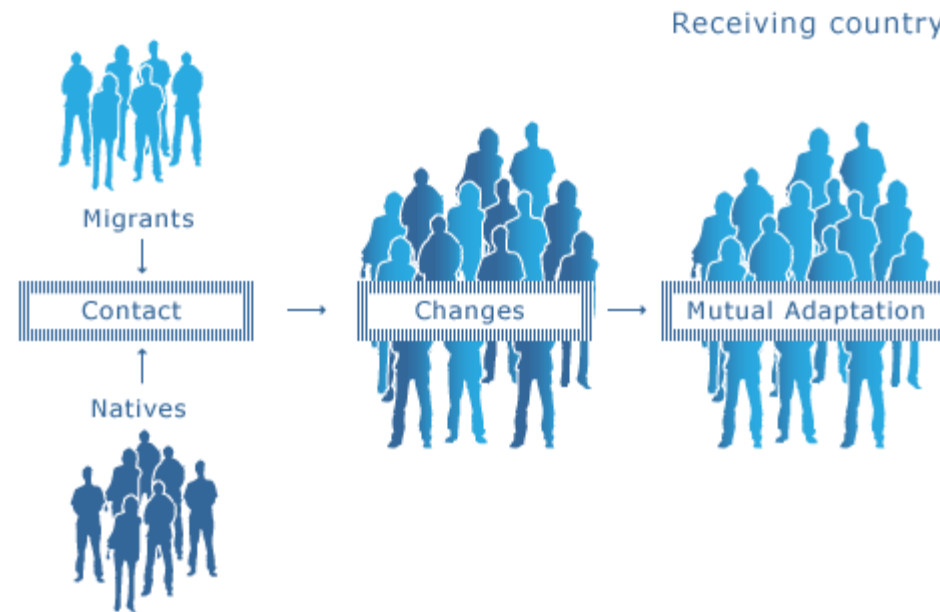


*The modification of the culture of a group or individual as a result of contact with a different culture..... Usually as a result of birth.*



# So therefore....

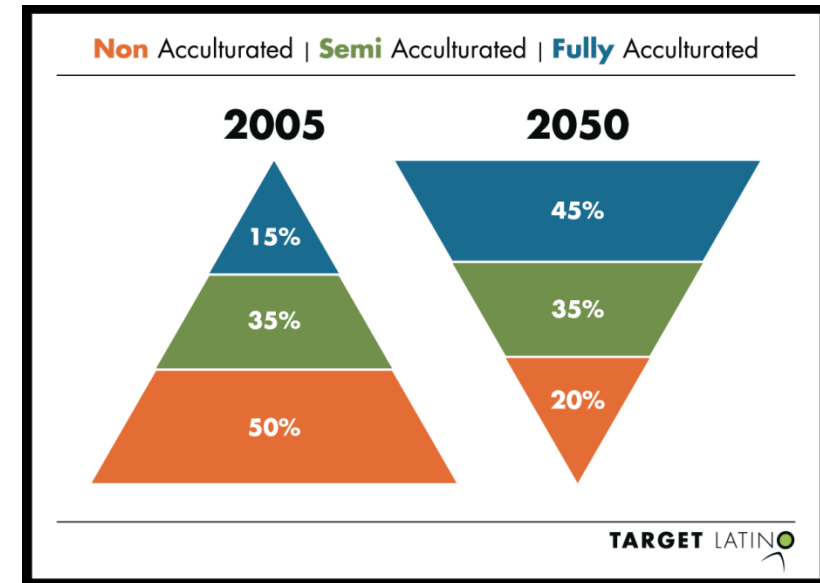
- The minority status in immigration societies is in a status of transition
- It will lose significance in a process that can last for several generations



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.



# As Generations Pass.....



# BREAK



# ENERGIZER

## WE ARE A WELL OILED MACHINE



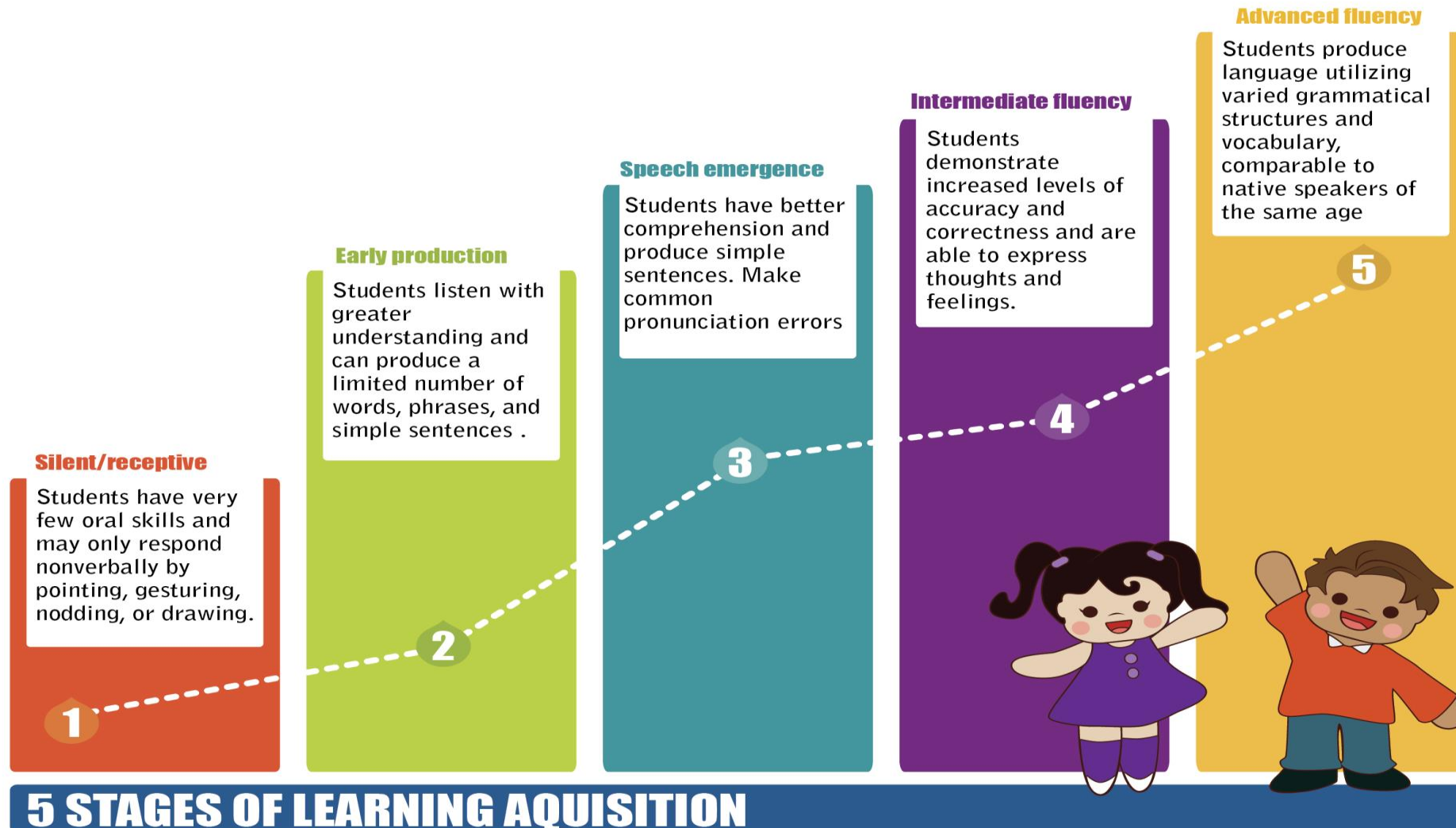
# Individual conditions of National Language acquisition

***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.***

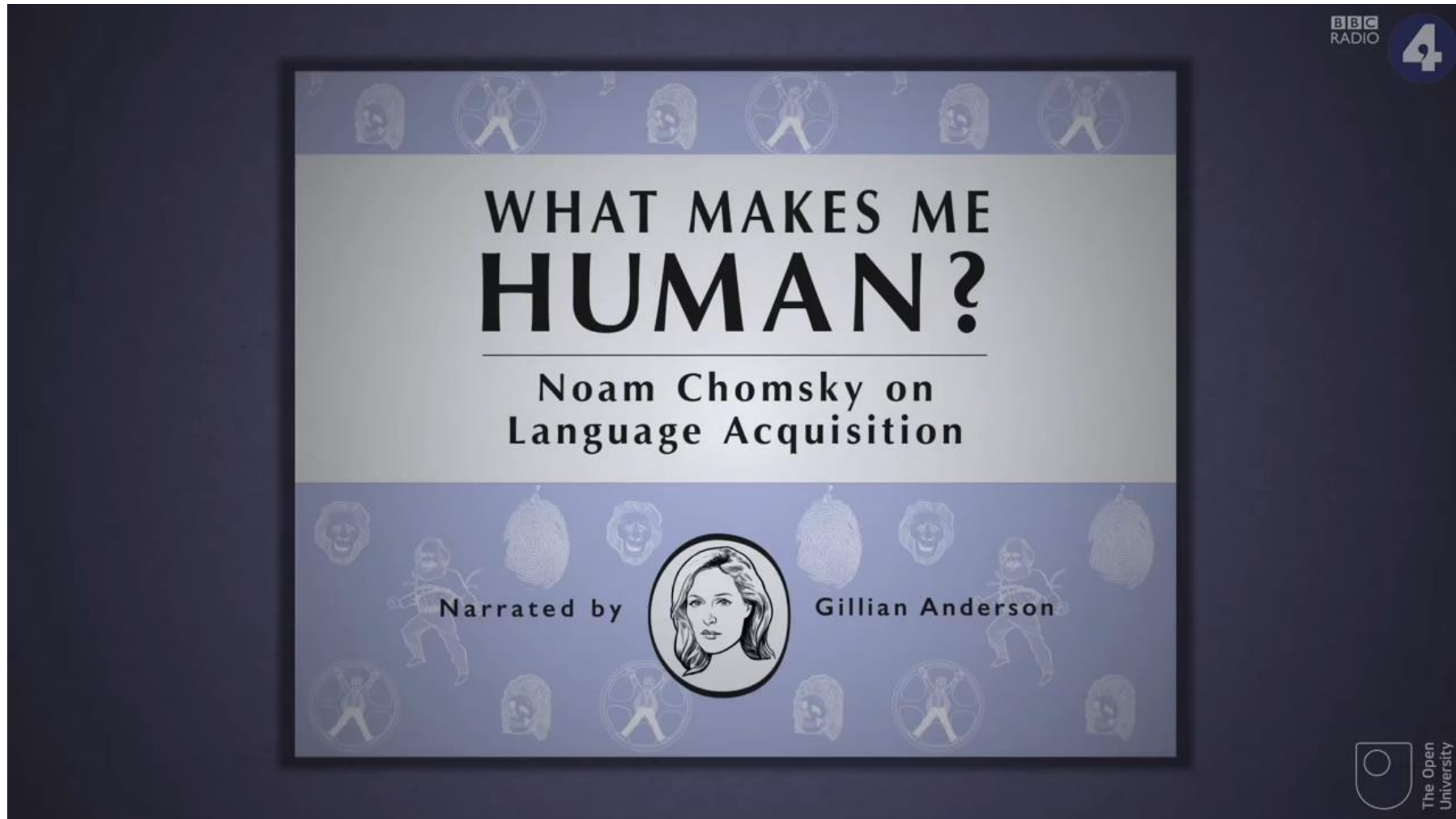
Cultural, economic and social capital of the family is of prime importance for educational and language learning which is in fact part of educational attainment.







# Language acquisition



# 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

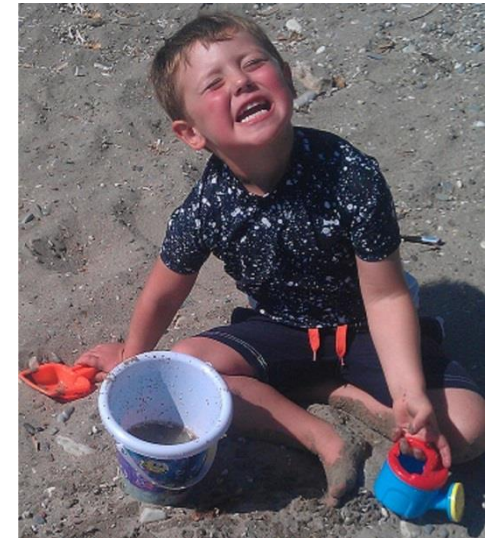
## Conclusions

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

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- 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

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- 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



# 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

# Refugee Camp









# References

Noam Chomsky on Language Aquisition

- <https://www.youtube.com/watch?v=7Cgpfw4z8cw>