



TEACHER TRAINING

“Bon appetit - ‘Km 0’ Food education models, through social inclusion and equal opportunities, to address discrimination and racism”

ERASMUS +

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"The construction of the methodological tools of the toolbox: linguistic pathways for foreign students".

Focus

School language policies and measures

Approaches that may help immigrant students gain proficiency in the language of instruction.

Brief introduction to the topic

For many immigrants and children of immigrants, the language of instruction in schools and educational institutions is often different from the one spoken at home. These children may need extra support to master the language of instruction, which is a key to success in school. This brief looks at the various approaches that may help students' second-language learning.

International data show that 15-year-old immigrant students who do not speak the language of instruction at home are, on average, one year behind nonimmigrant students. Children who do not speak, read, or write the language of instruction to the level of their peers perform less well in school. This gap in student outcomes hampers not only these students' educational attainment, but will also make it difficult for them to succeed in the labor market.

It therefore does not come as a surprise that overall migrant students underperform and express a lower sense of well-being in school compared to native-born students in most European countries. Similarly, the rate of foreign-born students leaving education and training early is higher than the rate of the native-born population.

On the contrary, students who are well-integrated into the education system both academically and socially have more chances of reaching their potential.

As diversity continues to increase, societies face the challenge of building inclusive societies to ensure prosperity and well-being for all. Education systems are central to this aim, because of their unique position at the center of societies and their ability to develop skills, promote cultural knowledge, and support social and emotional well-being.

Guiding questions for discussion

- Is there an evidence in your institutions that lack of competence in the language of instruction affects the results of immigrant children.
- What type of difficulties do students with a migrant background usually face in your country?

Difficulties related to the migration process, related to the general socio-economic and political context, related to student participation in education, including the limited scope of initial assessment,

which does not always take account of both academic and non- academic aspects (i.e. social, emotional and health issues); inappropriate grade placement; language provision that is not adapted to the needs of students with a different mother tongue; insufficient learning support and a lack of social and emotional support; teachers who are not trained and/or supported to deal with diversity in the classroom; insufficient home-school cooperation; and a lack of or inflexibility in funding to provide adequate provision and support.

- What type of integration policies for migrants do your schools put into practice in order to.....?

- Receive newly arrived migrants, and assess their previous schooling?
- Consider the heterogeneity of immigrant population?
- Use intercultural dialogue as a tool to promote integration?
- Promote cultural diversity and support the integration of immigrants?
- Develop approaches to promote the overall well-being of immigrants?
- Ensure that motivation becomes a key asset for immigrant communities?
- Provide comprehensive language support?
- Organise resources to reduce the influence of socio-economic differences?
- Build teachers' capacity to deal with and empower diversity?