

# The Impact of Educating Teachers to Foster Literacy Performance among Immigrant students

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# Session Outline

## I. Theoretical Views and Research

- ✓ Language Acquisition among Immigrants Students
- ✓ Factors Predicting Educational Success
- ✓ Educational Factors

## II. The Role of the School Context- Presentation of recent research findings

## III. Designing Programs for Immigrant students

## IV. Instructional and Assessment Strategies

## V. Discussion and Conclusions







# The Construct of Academic Proficiency (AP)

- ✓ The cognitive skills and specialized language domains (e.g., vocabulary, sentence structures, appropriate register) required to function successfully throughout schooling (Cummins, 2000; García, 2009; Snow & Uccelli, 2009).
- ✓ BICS/CALP (Cummins, 1986)
  - BICS – Basic Interpersonal Communication Skills
  - CALP – Cognitive Academic Language Proficiency



# The Construct of Academic Proficiency (AP)

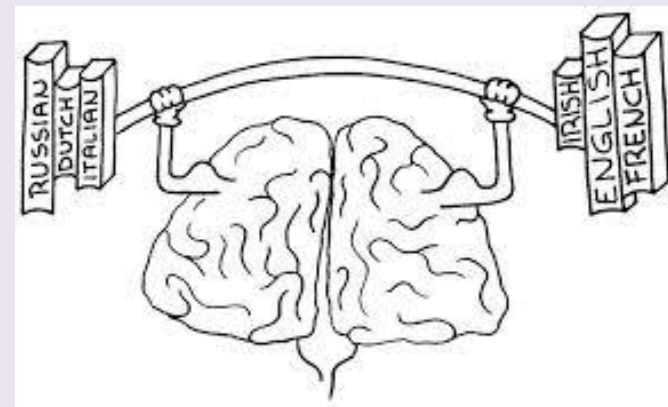
- ✓ It takes between 5 to 7 years to achieve parity with native born peers (August & Shanahan, 2006; Cummins, 2000).
- ✓ In Israel Levin and Shohamy (2008) found that it takes 7, 9, and up to 11 years for immigrant students studying in Israeli schools to attain grade level achievements in two school subjects - mathematics and Hebrew.



# What is the Nature of Multilingual Knowledge?

- ✓ Holistic views of Multilingualism
- ✓ Common conceptual capacity underlies the linguistic and mental operations irrespective of the language used by the individual.

(Cook, 1992, 2003, 2013; Grosjean, 1985; Jessner, 2008)



# Multicompetence

Original Definition - “the compound state of mind with two grammars”  
(Cook, 1991, p. 112).

Working Definition- ...“the knowledge of more than one language in the same mind or community: everything a single person or a single community knows about all the languages they use.”  
(Cook, 2013, p. 1).





# Cummins' Theoretical Framework

**Interdependence Hypothesis-** academic literacy and language knowledge and skills transfer across languages

**Common conceptual set** of cognitive and academic abilities underlying both L1 and L2 performance.

**The Threshold Hypothesis-** there may be threshold levels of competence that bilingual children must attain in their L1 and L2 to avoid cognitive disadvantages and allow for the beneficial aspects of bilingualism.

(Cummins, 1986, 2000)



# Metalinguistic Awareness (MLA)

The ability to think about and reflect upon the nature and functions of the language. MLA encompasses a number of domains: phonological, syntactic, and semantic awareness (Baker, 2001; Bialystok, 2000)

**M (Multilingualism) Factor** – an emergent property of the multilingual system which only develops in multilingual in contrast to bi- and monolingual systems, e.g., monitoring and control functions, cross lingual awareness (Jessner , 2016)



# Multilingual Knowledge

- ✓ Third or additional language acquisition is distinct from first and second language acquisition
- ✓ (Cenoz, 2009; Jessner, 2008)



# Factors Explaining Literacy Performance among Immigrants



# Factors Explaining Literacy Performance among Immigrants

- **Demographic** – age of arrival, length of residence, gender, SES, ethnic group
- **Linguistic**- exposure, language use, language typology, proficiency level in each language, sociolinguistic status of each language
- **Social Psychological** – attitudes, motivation, ethnoglinguistic vitality, identity, parental aspirations

(Cook & Olshtain, 2011; Cummins, 2000; Haim, 2014; MacSwan & Pray,2005)



## The Contribution of the Three Sets of Variables to the Prediction of AP in L2 and L3 (Haim, 2014)

	Hebrew (L2)	English (L3)
	$R^2$	$R^2$
Demographic	.13	.10
Linguistic	.15	.20
Social-Psychological	.10	.05

# Factors Explaining Literacy Performance in Second (L2) and Third Language (L3) (Haim, 2014)

- AP in L2 was better predicted by gender, perceived parental aspirations, and integrative orientation.
- SES, perceived multilingual functioning, and attitudes towards learning the language (motivational variable) were found to predict AP in L3.



# Factors Explaining Literacy Performance among Immigrants





# Educational Factors

(a) Provision of the study of L1 literacy

(b) Teachers, teaching and assessment practices

(c) School educational and societal characteristics

(Asanova, 2005; Genesee, García & Wei, 2014; Figueiredo, Martinsand & da Silva, 2015; Lindholm-Leary, Saunders & Christian, 2006)



# Provision of the Study of L1 Literacy

- Instruction through both L1 and L2 may produce the conditions for attaining grade-level norms in L2 within 4–7 years.
- Maintenance of ethnic identity, self-esteem, psychological well-being, and successful adaptation to the new society

(e.g., Cummins & Early, 2015; Lindholm-Leary, 2001; Zhou & Bankston,



# School Educational and Societal Characteristics

## school quality and school policy and organization

- School size
- SES (individual and collective SES)
- school resources
- tracking, specialized classes
- parental involvement in the curriculum
- employment of qualified teachers to work with immigrants

(Camilli, Vargas, Ryan, & Barnett, 2010; Carhill et al., 2008; Orfield & Lee, 2006)



# Teachers, Teaching and Assessment Practices

- Teacher preparation to work with immigrant students
- Beliefs, understanding of linguistic and cultural differences



# Teachers, Teaching and Assessment Practices

López, Scanlan, & Gundrum (2013)

- Positive relationship between implementation of US state requirements for teaching minority students with limited proficiency and reading achievements of Hispanic fourth graders.



# Teachers Beliefs

- Teachers' low expectations, linguistic and cultural differences between teachers and students are connected to students' poor academic performance.

(Herrera & Murry, 2006; Shim, 2014; Tapia, 2004; Valdés, 2001)



# Teachers' Background

- ✓ Teachers who do not speak the students' language and cannot communicate with their parents may misinterpret students' interactions and may not reliably assess students' academic abilities (Corson, 1999).
- ✓ Teachers tend to perpetuate the hegemonic culture in their teaching practices when teaching immigrants and marginalized populations (Bourdieu & Passeron, 1977; Shim, 2014).



# Immigration: The Israeli Context

- ✓ Immigration to Israel, as opposed to immigration trends around the world, is defined as "**return from the Diaspora**" and is called in Hebrew **Aliyah (ascent)**.
- ✓ Aliyah is an important element in the collective identity of Israeli society.
- ✓ Today, a quarter of Israeli society and a third of its work force (excluding foreign workers) were not born in Israel.





# Immigration by Decade

## Ministry of Absorption

Year	No. of Immigrants
1948-1959	960,000
1960-1969	374,000
1970-1979	346,000
1980-1989	154,000
1990-2001	826,300
2002-2011	215,200

### Waves of Immigration

- ✓ 1948-1951- 600,000 immigrants from Arab countries and Europe immigrated to Israel.
- ✓ 1989-2003 - more than 950,000 Jews from the Former Soviet Union had made their home in Israel.
- ✓ In 1984, 7,000 Ethiopian Jews walked hundreds of miles to Sudan, where a secret effort known as [Operation Moses](#) brought them to Israel.
- ✓ Another 15,000 arrived in a dramatic airlift, [Operation Solomon](#), in May 1991.
- ✓ In 2014, 26, 500 Jews immigrated to Israel, mainly from Ukraine and France

# Immigration to Israel

From 1948 until today, 3 million people have immigrated to Israel:

- 14.2% from Asia
- 16.6% from Africa
- 60% from Europe
- 8.2% from America



# Absorbing Immigrants in Israel

- The Ministry for Immigrant Absorption and Jewish Agency provide government assistance.
- All areas of life: housing, language acquisition, job training, job placement, and education.



# Immigrants in the Israeli Educational System

1,589,326 students studying in Israeli schools

103,025 immigrant students

54.7%- Former Soviet Union

14.8% Ethiopia

10.4% - US

7.3% - France

The Israeli Parliament Report, 2011



# Absorbing Immigrants:

## Standards for Absorbing Immigrant Students

### Four Dimensions

1. Organizational
2. Academic
3. Social Integration
4. Cultural Integration

- ✓ Coordinator for immigrant pupils, teacher preparation
- ✓ The Ministry of Education makes provision for the teaching of Hebrew as a second language
- ✓ Study Support within the school context
- ✓ Monitoring student progress
- ✓ Language and Testing  
Accommodations (including the matriculation exams)
- ✓ Social and psychological support
- ✓ Programs for social integration
- ✓ Parental, Community Involvement
- ✓ Use of translated documents

# Absorbing Immigrants: Ministry Guidelines

**Hebrew Instruction-** In the first three years, immigrant students are considered 'new immigrants' and are provided with special Hebrew classes (Ulpan and follow up classes in Hebrew) and other curricular subjects to help them adapt to the new system (Ministry of Education, 1995).



# Ministry Guidelines

**L1 Literacy Development** – The heritage language is offered as an optional language, and as an alternative to Arabic or French. Immigrant students are permitted to take the school matriculation examination in their heritage language, e.g., French, Russian (Spolsky, 1997).

**Testing Accommodations in the Matriculation Exam** – A distinction is made between newly arrived immigrants (arrival age is 15-18) and those arriving prior to age 15.

- ✓ Tests in L1- Russian, Amharic , English, French
- ✓ Eligible for special dispensations for 10 years after arrival age (i.e., bilingual dictionaries, time extension).

## Ministry Site

- ✓ <http://cms.education.gov.il/EducationCMS/Applications/Mankal/EtsMedorim/4/4-3/HorantKeva/K-2009-3a-4-3-35.htm>

- ✓ <http://cms.education.gov.il/EducationCMS/Applications/Mankal/EtsMedorim/1/1-7/HodaotMeydaH-2011-1-1-7-1.htm>



# Absorbing Immigrants in Israeli Schools

## Information for Parents- The Ministry of Absorption Site

- ✓ The department for absorbing new immigrant students and returning residents is responsible for their well adjustment and full integration.
- ✓ The department allocates special hours for new immigrants to acquire the Hebrew language.
- ✓ The department allocates hours and special programs for new immigrant students and returning residents to improve and enrich the language and fill in gaps in the different subjects of studies.
- ✓ School fees are transferred automatically to the schools for the new immigrant students.
- ✓ New immigrants and returning residents are entitled to special consideration and special facilitations on their Matriculation (Bagrut) tests.
- ✓ School counselors have been trained to meet the emotional aspects resulting from intercultural passages.
- ✓ Russian and Amharic speaking educational bridging experts are acting in different settlements, schools and kindergartens with a lot of new immigrants.
- ✓ Inspectors, coordinators and guides for new immigrants are working in all areas of the country; you can apply your questions to them





# Persistent Gaps in Academic Achievements

In 2011, the percentage of immigrant students graduating from high school and completing the matriculation exams was 10% lower in comparison to native born students.

The Israel National Council for the Child (2014)



# Purpose of the Study

To examine:

(1) The role of school related characteristics in literacy performance in second and third language among Russian speaking immigrant students

(2) The perspective of immigrant students regarding their educational experiences at school



# The Wave of Immigration from the FSU 1986-2002

- 📖 high degree of language maintenance
- 📖 strong ethnic identity
- 📖 Russian is widely used in Israeli public places
- 📖 Cultural institutions, evening schools
- 📖 Newspapers, TV subtitles, radio programs,  
services in government offices



(Spolsky & Shohamy, 1999)

# The Context of the Study

📖 Russian is offered as an optional language and as an alternative to Arabic or French.

📖 Matriculation examination in Russian

📖 At the university level, students are required to demonstrate AP in both Hebrew and English



# Patterns of Trilingualism

Russian (L1) is the mother tongue.

Hebrew (L2) is the national language and the instructional language used at school.

English (L3) is the first foreign language which is needed for academic purposes.



# The Participating Schools

18 secondary schools in the Jewish secular sector

📖 Location: northern, southern, rural and central districts

📖 Criteria for school selection:

(1) large number of immigrant students from the FSU

(2) location in the country

(3) SES



# Background Information about the Schools

	Number of schools	Percentage %
<b>Educational District</b>		
Rural	6	31.6
Tel-Aviv	6	31.6
Haifa (north)	2	10.5
South	1	5.3
Central	2	10.5
Jerusalem	1	10.5
<b>School Type</b>		
Community Schools	12	66.6
Boarding Schools	6	33.3
<b>School Educational Tracks</b>		
Comprehensive	9	50
Comprehensive and technological	9	50
Comprehensive and vocational		
Technological and agricultural		
<b>Total</b>	<b>18</b>	<b>100</b>

# The Research Sample

- 📖 11th grade (17 years old)
- 📖 first generation
- 📖 length of residence - a minimum of 5 years in Israel

267 immigrant students:

105 males (41%)

151 females (59%)

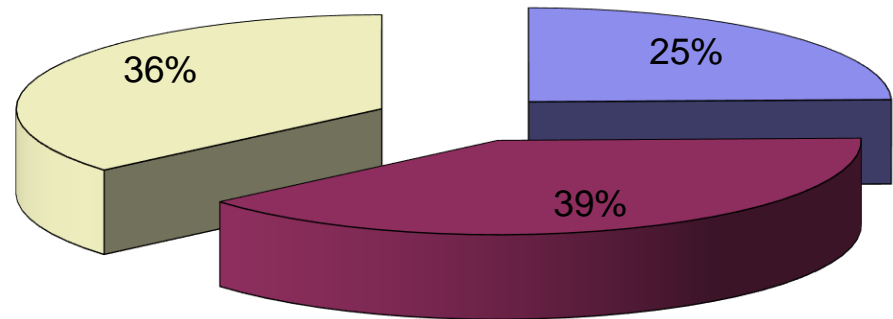
(11 students did not answer this question)





# Age of Arrival

Arrival Age



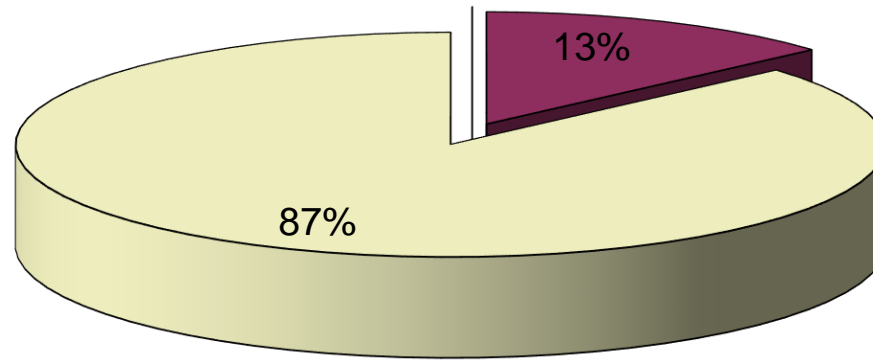
■ 10-13

■ 7-9

■ 1-6



# Country of Birth

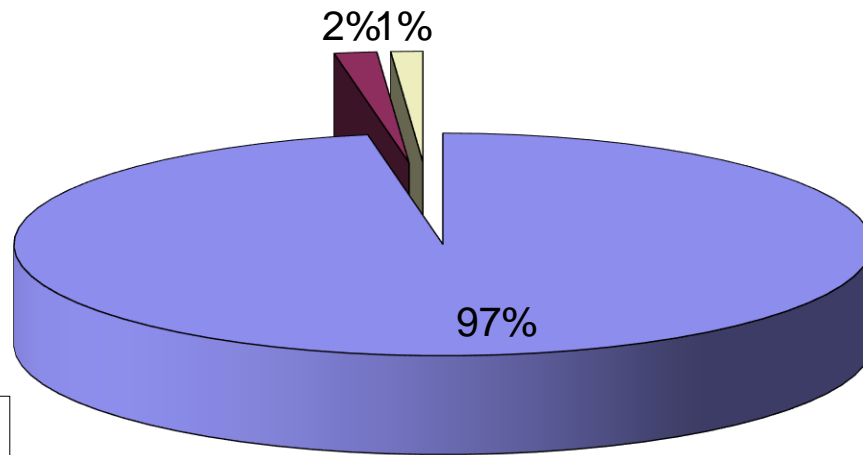


- Asian republics
- European republics



# Linguistic Background

## Mother Tongue (L1)



- Russian
- Ukrainian
- Georgian

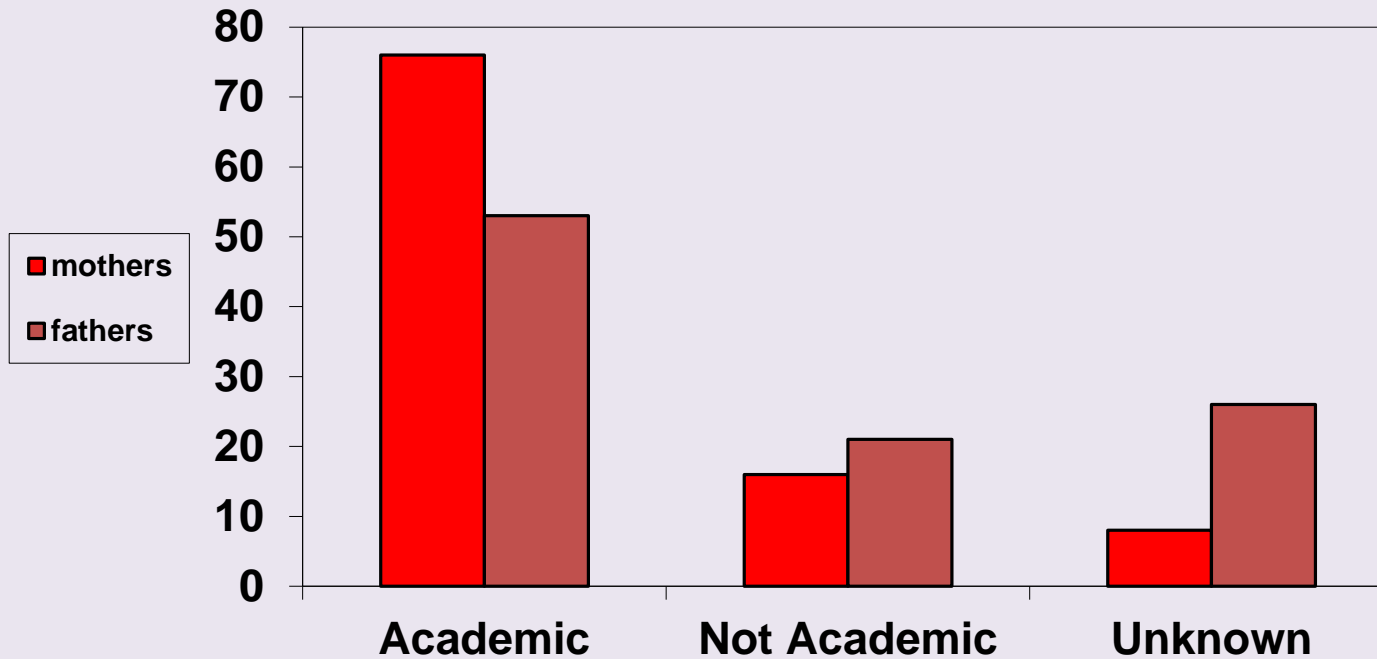


### Language Maintenance–

102 (40.8%) participants reported that they were taking (or plan to take) the matriculation exam in Russian.

# Socio-Economic Status (SES)

## Educational Background of Parents



48% of the parents are both academics.

Number of persons per room in the household:

M=1.1, S.D.= .33



# The Research Instruments

## Students

(1) L1 assessment battery:

- 📖 writing task
- 📖 'can-do' questionnaire (Olshtain & Kotic, 2000)
- 📖 questionnaire - information about the study of L1

(2) AP tests in L2 and L3:

- 📖 reading comprehension and writing (Levin, Shohamy & Spolsky, 2003)
- 📖 'can-do' questionnaires

(3) Questionnaires - background variables



# The Research Instruments

## Schools

- (4) semi-structured interviews with the school principals and /or the coordinators for immigrants
- (5) Academic writing tasks in Russian Hebrew and English focusing on students' scholastic experiences



# Research Questions

- I. What is the impact of school-related characteristics and provision of academic and social-psychological support on immigrants' literacy performance in Hebrew (L2) and English (L3) ?
  
- II. How do immigrant students perceive the educational experience at school in the host country?  
Specifically, what are their main difficulties?



# Methodology

## Mixed Method

- I. Multivariate analyses of covariance (MANCOVA), controlling for students' SES, arrival age and gender, to investigate the role of the school context in explaining literacy performance in L2 and L3
- II. Qualitative Analyses- a total of 180 letters (60 letters in each language) Content Analysis (Strauss & Corbin,

1996)





# I. Results of Multivariate Analysis of Covariance (MANCOVA)



• School Program - Comprehensive Schools (vs. other school types)



• School SES - Higher School SES



• Teacher Training to Work with Immigrants



• Parental Involvement



• Immigrant Class

• Social-Psychological Support (Orientation to School)



# I. Results of Multivariate Analysis of Covariance (MANCOVA)



- Provision of Academic Support



- Provision of Language Support



# Results of Multivariate Analysis of Covariance (MANCOVA)

Lg.	Variable	Comprehensive Schools N=83		Other School Types N=117		df	F(p)
		M	SD	M	SD		
L2	Reading- Total Score	.86	.11	.81	.17	1, 217	<b>6.83*</b>
	Writing – Total Score	.75	.17	.69	.22	1, 217	<b>3.64*</b>
	Total Test Score	.82	.11	.76	.17	1,217	<b>7.10**</b>
L3	Reading- lexical processing	.66	.25	.55	.27	1,217	4.42*
	Writing- Vocabulary	.67	.25	.54	.28	1, 271	5.21 *

\*  $p < 0.05$ ; \*\* $p < 0.01$  \*\*\*  $p < 0.001$

## Results of Multivariate Analysis of Covariance (MANCOVA)

Lg.	Variable	High SES N=127		Low SES N=95		df	F(p)
		M	SD	M	SD		
<b>L-2</b>	Reading- lexical processing	.84	.16	.79	.20	1,217	3.52*
	Writing – total score	.76	.17	.65	.23	1,217	14.18***
	Total Score	.81	.13	.68	.20	1, 217	6.14***
<b>L-3</b>	Reading – total score	.74	.21	.68	.20	1, 217	4.20*
	Writing-total score	.70	.22	.60	.28	1, 217	6.88**
	Total Test Score	.72	.20	.65	.20	1, 217	

\* p < 0.05; \*\*p < 0.01 \*\*\* p < 0.001

## Results of Multivariate Analysis of Covariance (MANCOVA)

Lg.	Variable	Teacher Training N=142		No Teacher Training N=80		df	F(p)
		M	SD	M	SD		
L-2	Reading-Total Score	.85	.13	.79	.15	1,217	<b>12.39*</b>
	Writing –Total Score	.76	.17	.64	.24	1,217	<b>23.13*</b>
	Total Test Score	.82	.12	.73	.19	1,217	<b>25.50***</b>
L-3	Reading-Total Score	.74	.27	.66	.27	1, 217	<b>2.99**</b>
	Writing –Total Score	.68	.21	.59	.20	1, 217	<b>5.74*</b>
	Total Test Score	.71	.24	.66	.20	1, 217	<b>5.42*</b>
<b>'Can Do' Scores      Range: 1-4</b>							
L2	Total Can-Do Score	3.70	.41	3.52	.63	1, 217	<b>9.44**</b>
L3	Total Can-Do Score	2.68	.66	2.50	.81	1, 217	6.19*

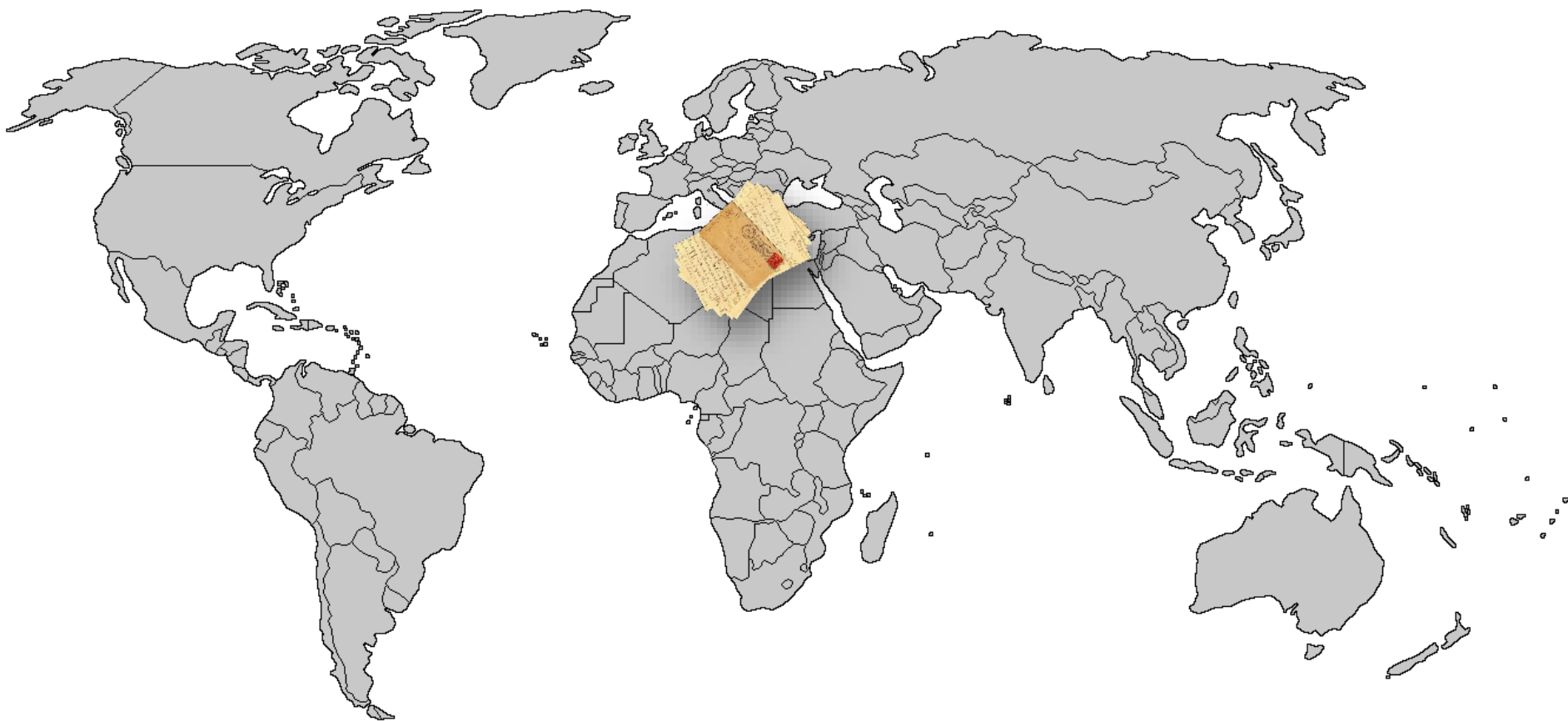
\* p < 0.05; \*\*p < 0.01; \*\*\* p < 0.001

# Results of Multivariate Analysis of Covariance (MANCOVA) Parental Involvement

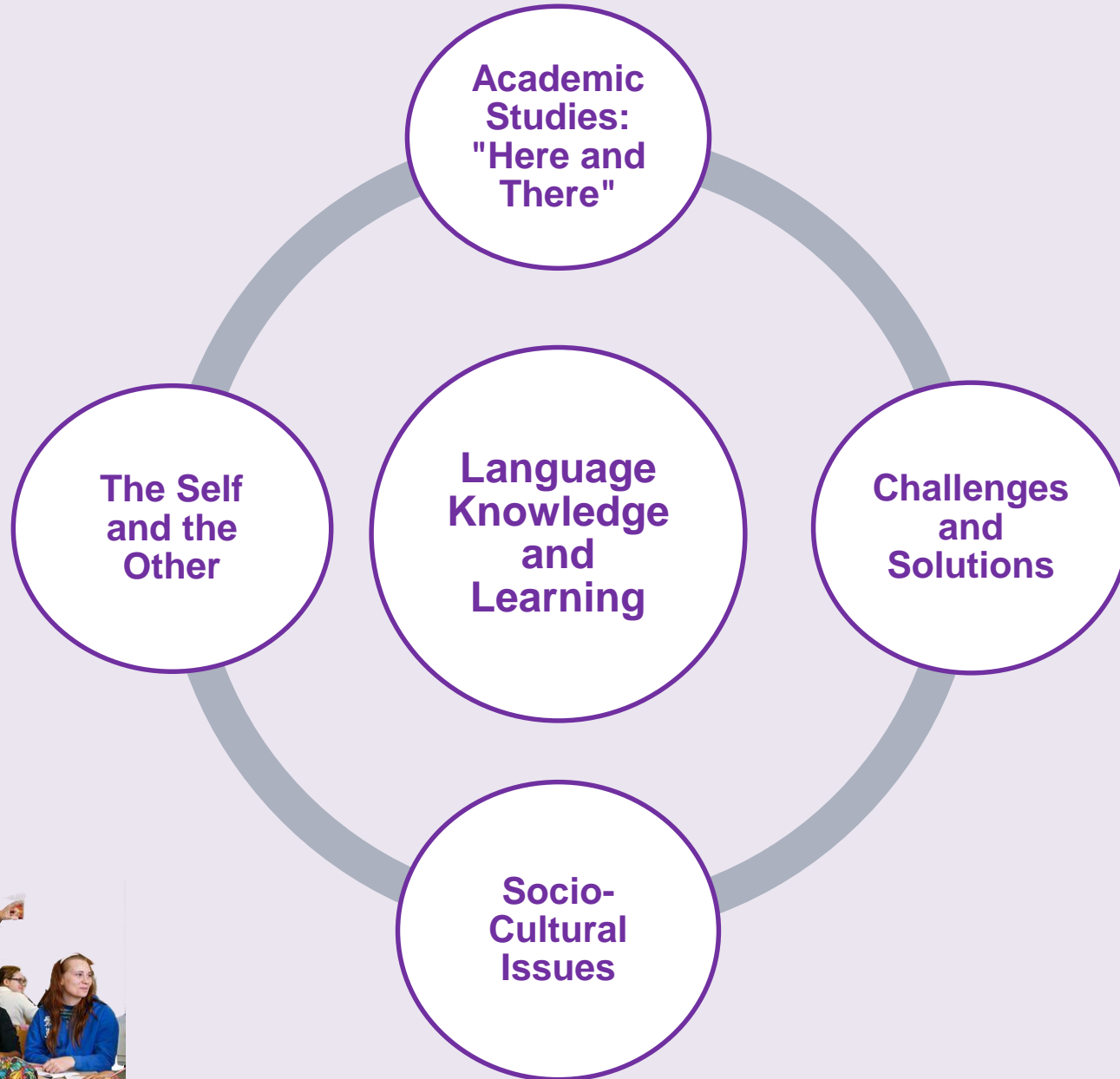
Lg.		Parental Involvement N=59		Little Parental Involvement N=27		No Parental Involvement N=136		df	F(p)
		M	SD	M	SD	M	SD		
<b>L-2</b>	Reading- Total Score	.86	.14	.82	.15	.82	.17	2,216	<b>.90**</b>
	Writing- Total Score	.77	.19	.76	.21	.68	.23	2,216	<b>4.95*</b>
	Total Test Score	.82	.13	.79	.12	.77	.17	2,216	<b>2.37*</b>
<b>L-3</b>	Reading – Total	.78	.17	.76	.16	.68	.22	2,216	<b>5.96***</b>
	Score	.70	.22	.76	.18	.61	.27	2,216	<b>5.19**</b>
	Writing – Total Score								
	<b>Total Test Score</b>	<b>.76</b>	<b>.17</b>	<b>.77</b>	<b>.14</b>	<b>.66</b>	<b>.22</b>	<b>2,216</b>	<b>4.61*</b>

\* p < 0.05; \*\* p < 0.01; \*\*\* p < 0.001

# The Voice of Immigrant Youth



## II. "In the school, it is a bit hard, but I do my best to cope."





# Academic Studies: “Here and There”

Israel	FSU
<ul style="list-style-type: none"><li>• Difficulties: comprehending academic material, key terminology</li><li>• Insufficient tutorial sessions</li><li>• Lack of awareness on the part of the teachers</li></ul>	<ul style="list-style-type: none"><li>• Higher standards</li></ul>
<ul style="list-style-type: none"><li>• Lack of respect for teachers</li></ul>	<ul style="list-style-type: none"><li>• Strict discipline</li></ul>
<ul style="list-style-type: none"><li>• Meaningful learning</li></ul>	<ul style="list-style-type: none"><li>• Traditional methods of instruction</li></ul>



# Academic Studies: “Here and There”

“I am a new immigrant and I find it very hard to keep pace with the school requirements and the level of my class. This is because I have some difficulties in Hebrew. I have many spelling mistakes and I don't understand some of the words. I also have difficulties in doing homework”.

(Irena, translated from Hebrew)



# Social-Cultural Difficulties and Social Integration

**(a) Socio-cultural difficulties** – feelings of loneliness, alienation, disengagement and identity confusion, mainly due to language barrier.

**(b) Social adaptation**-pressing need to integrate into the Israeli society



# Social and Cultural Integration

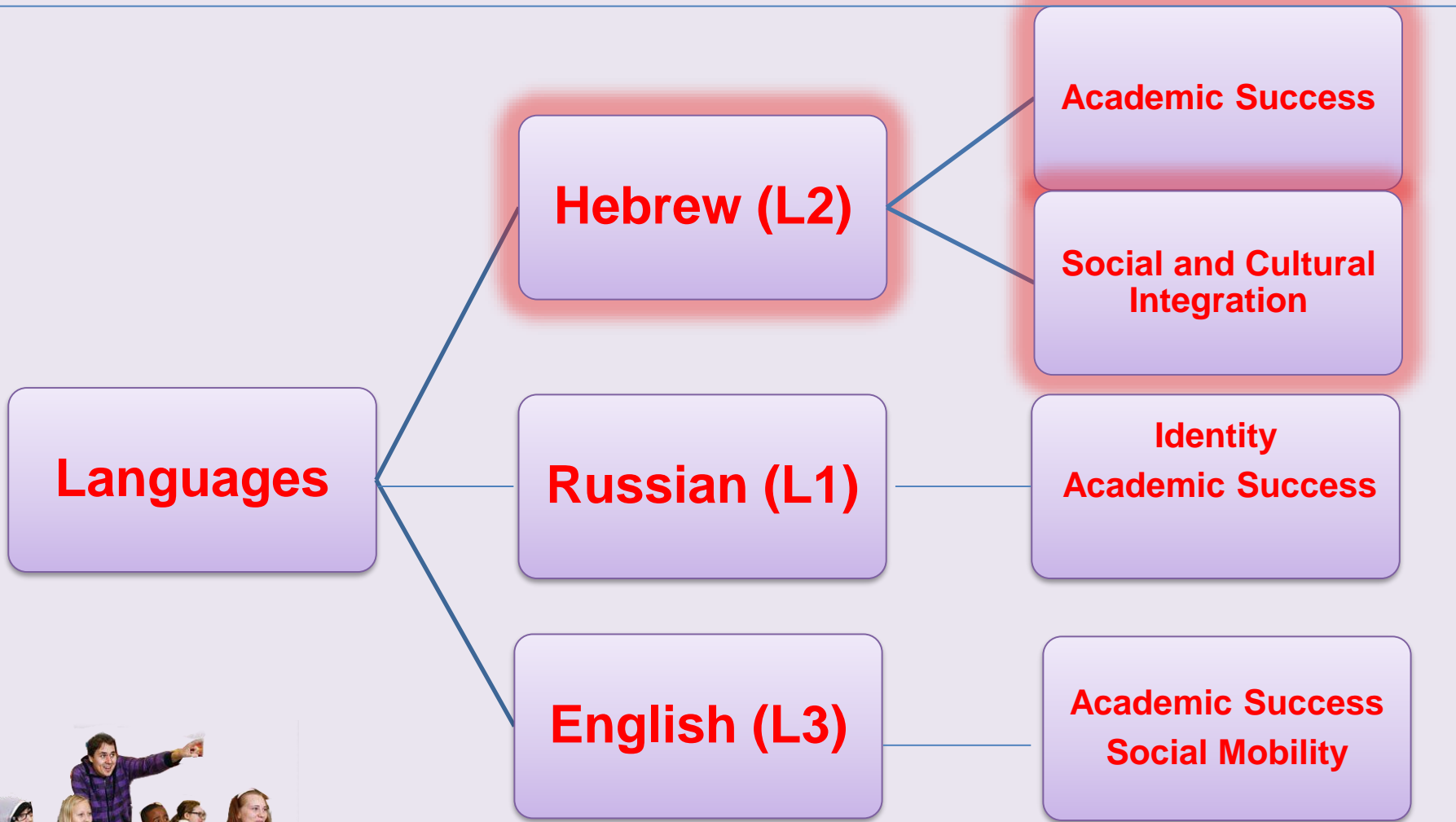
“ Immigrants tend to struggle making friends, so activities that promote interaction between pupils should help. Going out- it is very important to show in real life what are the benefits of knowing the language.

So, field trips are important. In general, I suggest that the course must take place in a friendly environment”.

**Sveta, Arrival age: 8**



# Language Knowledge and Learning



# Language Knowledge and Learning

Translated from Russian

“I don't like anything here”. (Sasha, arrival age: 8.5)

“I miss our great and rich Russian language.” “I love the Russian language and regret that I can't have you as my teacher for this subject”. (Sasha, arrival age: 8.5)

“In Russia I had many friends but here I don't know many people. I hope to go back to Russia with my parents (Bouris, arrival age: 12)



# The 'Self' and the 'Other'

**(a) The self** - students' personal, psychological and social experiences

**(b) The other**- their families, school teachers, and peers at school: immigrant and Israeli born



# The 'Self' and the 'Other'

"Being an immigrant pupil in a new school is very hard. When I came to school I remember sitting alone. I had nobody to speak to. Everything was strange. Everybody spoke a strange language"  
(Irena).

" it is not easy to make new friends because the immigrants' class is far away from the classes of the other kids" (Ira, translated from Russian).





# Challenges and Solutions

Challenges	Solutions
<ul style="list-style-type: none"><li>• Language problems</li><li>• Functioning at School</li></ul>	<ul style="list-style-type: none"><li>• Extensive support and help from teachers</li><li>• Studying in small classes</li><li>• L1 as the language of instruction</li><li>• Studying about the Russian language and culture</li><li>• Intensive language support in Hebrew (L2) and English (L3)</li><li>• Accommodations in testing and assessment</li></ul>
<ul style="list-style-type: none"><li>• Social- cultural problems</li><li>• Economic Distress</li></ul>	<ul style="list-style-type: none"><li>• Social and cultural activities (e.g., trips around Israel, learning about Israeli culture and traditions)</li><li>• Financial support</li></ul>

# Challenges and Solutions

- “Explaining to the native born Israeli students the culture and way of thinking of immigrants might help..” (Olga, age of arrival: 8)
- “ I think that it would be great to share our culture with [Israeli] students and teach them about the beauty of our language. For example, to read with them poems in Russian and teach them about the evolution of our language. (Ira, age of arrival: 9)



# The results of the study highlight...

The role of the school context in explaining literacy achievements among immigrants (Carhill et al., 2008; Hobb, 2012; Niehaus & Adelson, 2014).

📖 Teacher training to work with immigrants

📖 Parental Involvement

📖 School SES

📖 Immigrant class

📖 Provision of social - psychological support, academic and language support



# The results of the study highlight...

The complex reality of the immigration experience:

- 📖 Academic, social, financial difficulties
- 📖 Acculturation process
- 📖 Integration vs. disintegration, marginalization
- 📖 Psychological aspects, sense of split
- 📖 Identity construction
- 📖 The crucial role of language/s
- 📖 Agents and resources

(Achtar, 1995; Berry, 2000; Berry et al., 2006; Gilbert, 2008)



# The Immigration Experience

📖 “Migration calls into question established personal identity, the sense of self in the world and the boundary between inner and outer reality.

📖 Migrants tend to articulate their experience by recourse to the body metaphor “I feel as if half of myself is missing”.

(Jones, 2000, p. 118)



# Specificity of Each Language:

Language Choice for Expressing Ideas, Thoughts and Feelings  
(Koven, 2004, 2007)

- Cultural Identity;
- Sense of split : Two countries; Two languages: Russian & Hebrew
- Attitudes
- Coping

Russian



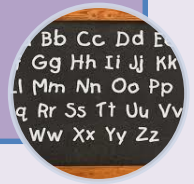
- Marginalization
- Helplessness
- Integration/Disintegration
- Academic Difficulties
- Social Difficulties
- Stress

Hebrew



- Social integration
- Cultural integration

English



# The Role of Hebrew:

## An Important Asset for Gaining Academic Success and Social Integration

📖 The particular socio-linguistic context as a source of variation in L2 and L3 performance (Cummins, 2000; Hufeisen & Marx, 2007; Segalowitz, 1997; Shohamy, 2007).

📖 Immigration to a new location compels the immigrant student to acquire the dominant languages of the new society in order to ensure academic success.



# Coercive Power Relations

- 📖 The role of the educational system in perpetuating coercive power relations and reproducing social inequality (Garcia, 2009).
- 📖 Educational and social theorists (Bourdieu & Passeron, 1992; Freire, 1970, 1985; Giroux, 2004).
- 📖 The schooling process is structured on the norms and values that embody specific social, political, economic, cultural, and ideological interests.





# Educational Implications

📖 Designing tri/multilingual programs which provide opportunities for immigrant students to develop literacy in their heritage language (L1) and additionally L2 and L3 (Garcia, 2009)

📖 Taking into account the various school related factors influencing academic performance.



# How can we educate immigrant students effectively?

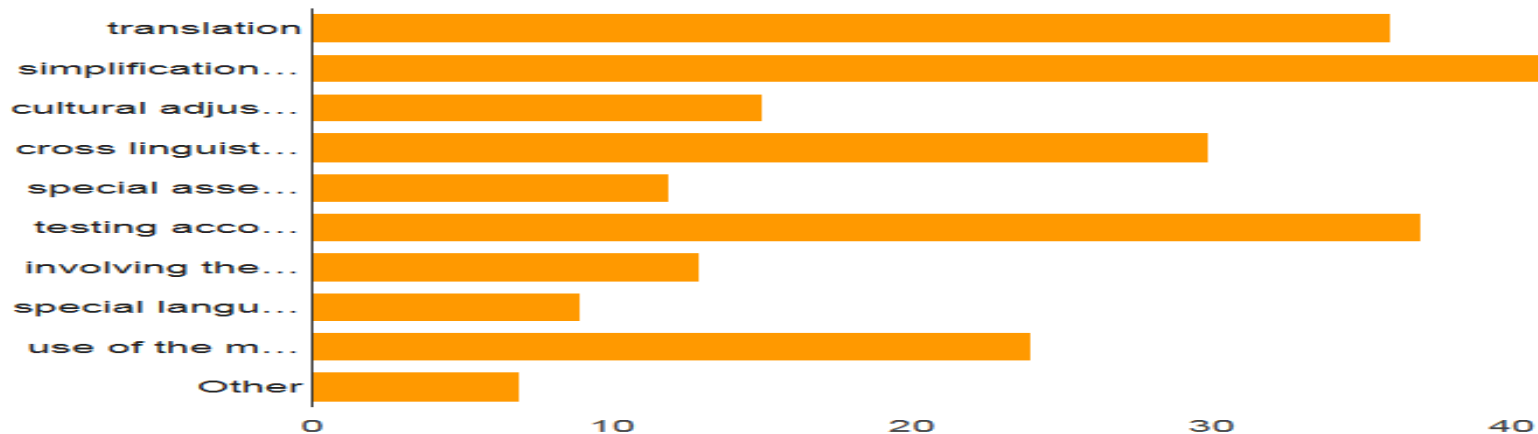


# Teachers' Beliefs and Practices about Teaching English to Immigrant Students in Israeli Schools (Haim & Tannenbaum, 2016)

- 73 teachers (primary and secondary schools)
- 89 % did not receive training to teach immigrants
- 50% their immigration experience influences their practices
- 37% - difficulties communicating with students



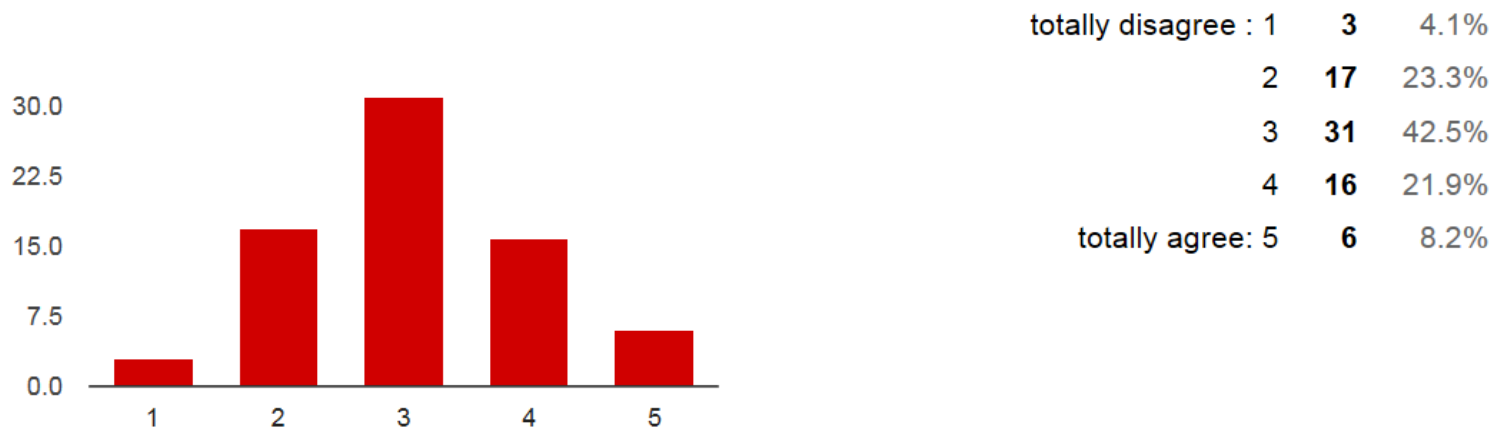
# Teaching Strategies



translation	<b>36</b>	49.3%
simplification (e.g., simplified language learning materials)	<b>41</b>	56.2%
cultural adjustments (e.g., in texts, or activities)	<b>15</b>	20.5%
cross linguistic transfer	<b>30</b>	41.1%
special assessment procedures (e.g., self-assessment, interviews)	<b>12</b>	16.4%
testing accommodations	<b>37</b>	50.7%
involving the students' parents	<b>13</b>	17.8%
special language learning materials written for immigrants	<b>9</b>	12.3%
use of the mother tongue in the process of instruction	<b>24</b>	32.9%
Other	<b>7</b>	9.6%

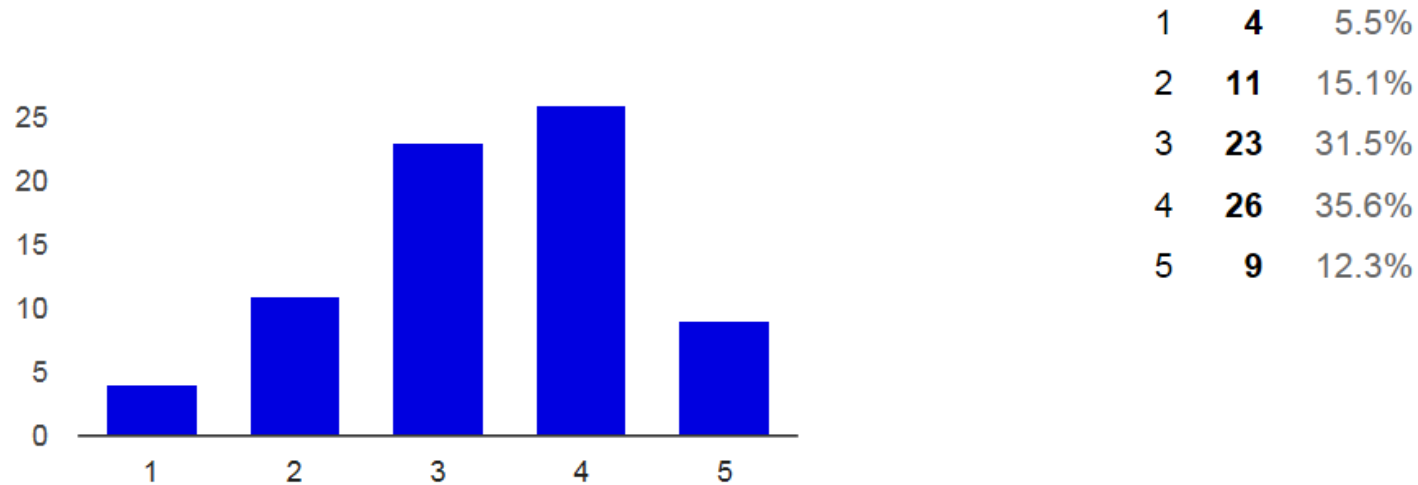
# Do Immigrant Students Learn English in the Same Way as their Native Born Israeli Peer?

a. Immigrants (whose mother tongue is not English) learn English just like their native-born Israeli peers.



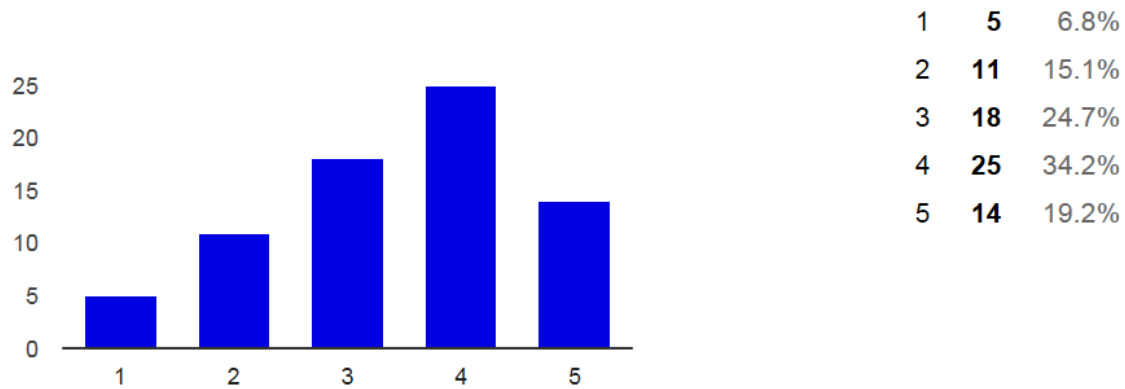
# Special Teaching Strategies – 12% Totally Agree; 36% Agree

e. Teaching English to immigrant students should incorporate special teaching strategies.



# The Role of L1 - 19% Totally Agree

k. Teaching English to immigrants should involve the use of other languages in class (e.g., mother tongue, Hebrew).



# Teaching Practices

- Incorporating immigrants' heritage language and culture
- Use of appropriate scaffolding
- Multimodal instructional techniques facilitating comprehension
- Activating and building on students' background knowledge, experiences and interests
- Explicit teaching techniques
- Provision of adapted learning materials

(Cummins & Early, 2015; Hu, Markus and Montero, 2015; Shohamy, 2007).



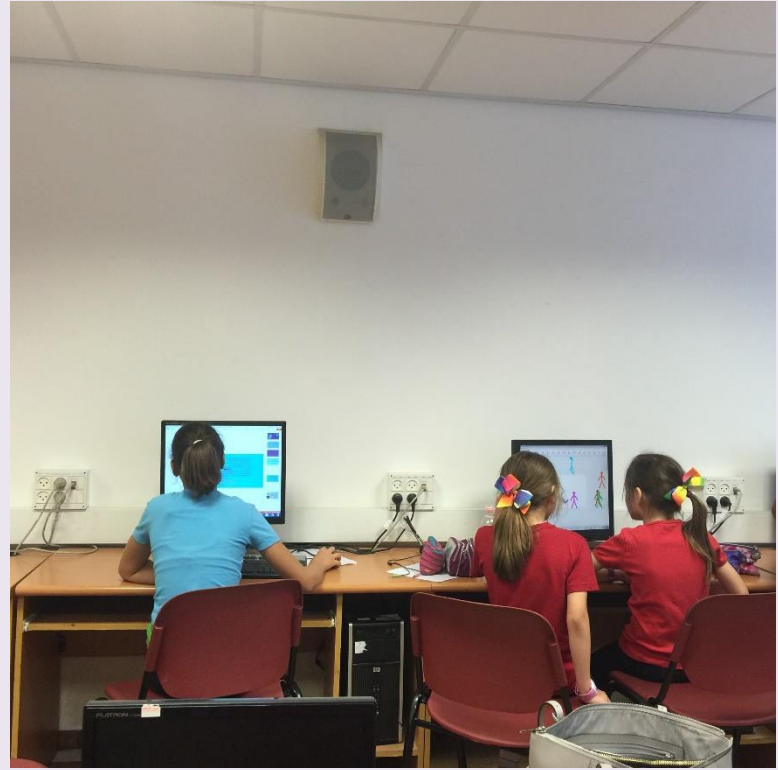


# Translanguaging Pedagogy (Garcia, 2009; García and Menken, 2015)

The fluid, dynamic use of languages for teaching content, and literacy designed to “wipe out the hierarchy of languaging practices that deem some more valuable than others “ (García & Menken, 2015, p.104).

- 23 schools in NY City
- Translanguaging, active preservation of students’ L1, values and culture
- The program promoted a supportive learning environment
- The schools became “not just places that teach disadvantaged children, but sites to learn about the advantages of being multilingual” (p.105).





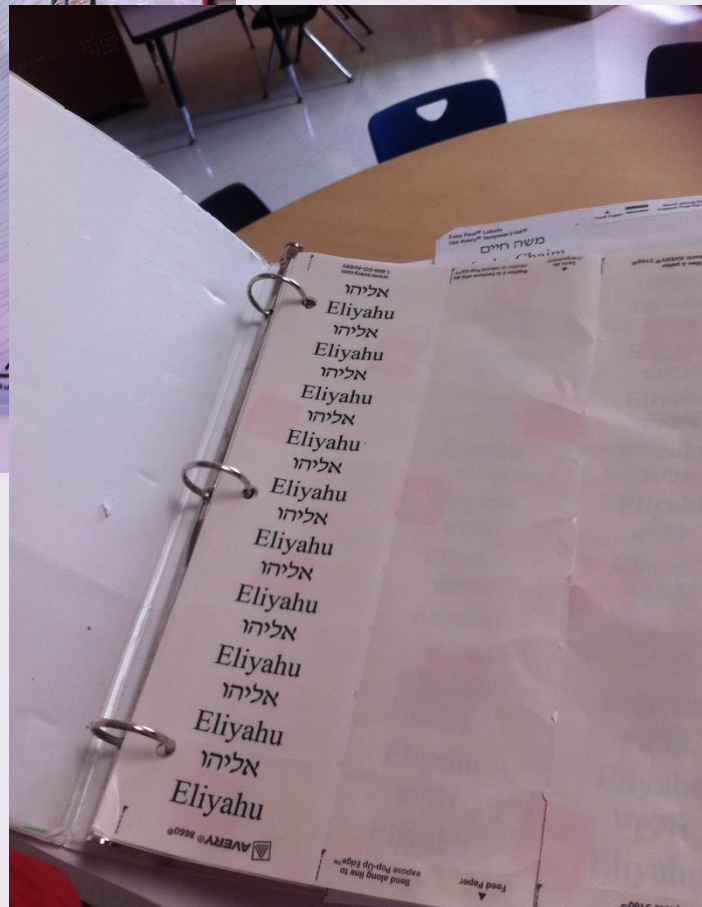
# Sample Learning Materials

- [Digital Books](#)
- [Guidelines and Checklist for digital books](#)
- [Parts of a book](#)
- [Where am I from](#)



# Multilingual Digital Books





גן - פ - א - ל - מ

בית  
בית

אנאב  
משחקים

אמי ואבי  
אמא ואבא

מא  
ביחד

חפצי האדם  
הדגמות חלומות

גדי וגדתי  
סבא וסבתא

מסעדה  
עזרה

זכרונות  
טיוולים

חפלות  
מסיבות

אנשים  
חברים

עאלי




משפחתי

## קווינין ארצף الثانی

تعلینا رفع الأصبع خلال الدرس، وهینفا  
نأخذ الأذن بالكلام.

علینا الجلوس بالأمكان خلال الدرس، ولا نقوم  
من غیر إذن.

علینا المحافظة على الهدوء، وإعطاء الفرصة  
للجميع بالتحدث.

ذرة سخنة تیرس חם

יום הולדת שמח  
عيد ميلاد سعيد

BIRTHDAY






## הכללים שלנו

בשעור אנו מצביעים  
ומקבלים רשות דיבור.

בשעור אנו לא קמים  
מהמקום בלי רשות.

בשעור אנו שומרים על השקט  
ונאפשרים לכלם להתרבות.

# Assessment Practices

- Testing accommodations- linguistic and cultural accommodations, use of images, graphic and audio support, time extension, small groups
- Taking into account academic skills in all languages – holistic approach
- Use of multiple assessment tools – ‘self assessment’



# Assessment Practices

- **Testing accommodations - Abedi & Lord (2001)**
- Linguistic modifications (shorter nominal phrases, simplified syntactic structures, substituting low-frequency vocabulary) of test items in mathematics resulted in slightly significant higher scores of eighth-grade immigrant American students.





# Assessment Practices

- **Testing accommodations – Shohamy (2011)**
- Significant increase in immigrant students' (grades 5, 9, 11) test scores in mathematics as a function of:
  - Linguistic accommodations (e.g., graphs and images).
  - Topic familiarity
  - 'Cognitive guidance' during testing
  - Cognitive guidance



# Assessment Practices

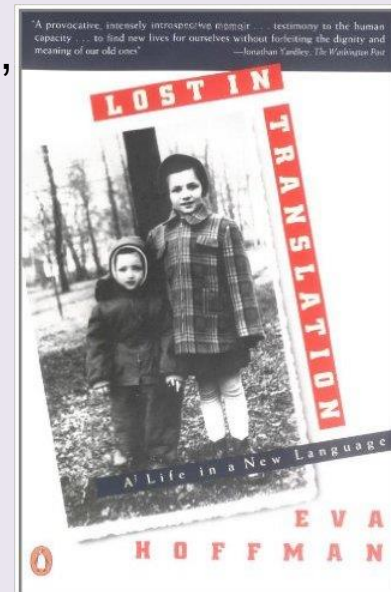
- Kopriva, Bauman, Cameron, and Triscari (2009) - alternative, computed-based assessments with minimal language demands (e.g., use of pictures and audio support).
- Levi-Keren (2015)- cultural accommodations



Eva Hoffman,  
Lost in Translation: A Life in a New Language

“No, I’m no patriot, nor was I ever allowed to be. And yet, the country of my childhood lives within me with a primacy that is a form of love. It lives within me despite my knowledge of our marginality, and its primitive, unpretty emotions. Is it blind and self-deceptive of me to hold on to its memory? I think it would be blind and self-deceptive not to.

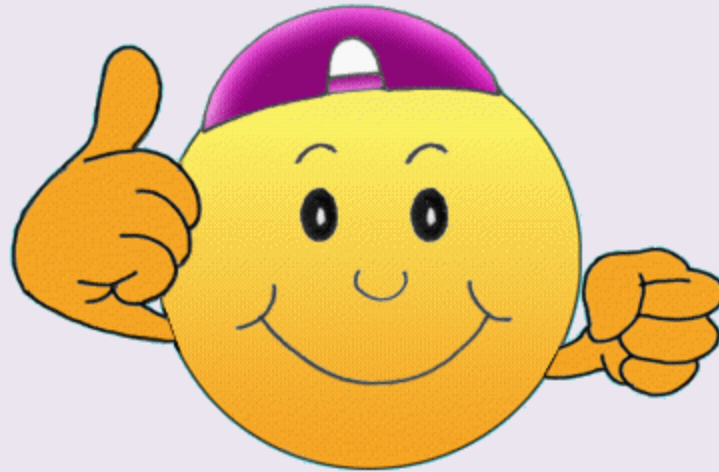
All it has given me is the world, but that is enough. It has fed me language, perceptions, sounds, the human kind .... no geometry of landscape, air, will live in us as intensely as the landscapes that we saw as the first, and to which we gave ourselves wholly, without reservation.”



# Thank You for Listening!



**GO FOR IT !**



***GOOD LUCK !***