



# The Impact of Remote Learning on Immigrant Children

---

**Carmit Altman, Ph.D, Head of Child Development Program**  
**This research was funded by the Chief Scientist of the**  
**Israel Ministry of Education**



The Leslie and Susan Gonda  
Multidisciplinary Brain  
Research Center  
Bar-Ilan University



Faculty of  
Education  
Bar-Ilan University

# Meet us...Collaborate with us

## COMMUNITY

Facing Bilingualism together  
- Hot topics presented with discussions

Parent nights across the country

Lecturers to the general public/SLPs/Preschool teachers

## RESEARCH

Grant proposals (ISF, BSF)

ISHLA, ASHA

Earli SIG 2020

ERASMUS +- TEAM

## GOVERNMENT

Ministry of education meetings discussing coping with migration

Cooperation with city councils in bilingual intervention plans



# Cooperation with city councils in bilingual intervention



From Theory and the Consultation Room to Practice

Russian, English, French, Yiddish, Arabic, Hungarian, Georgian,  
Amharic, Kuki...





# **Israeli Education System**



**20% of students come from homes where Hebrew is not the home Language**

## **Immigrant Students**

- **come from 114 countries**
- **speak 36 languages/dialects**

**Around 5,500 new immigrants join this age cohort every year.**





# Literature Review

---

**I**sraeli society has high expectations for the immediate integration of immigrants. It is not always tolerant towards new immigrants (Mirsky, 2005; Shlifer, 2014; Golan & Amir, 2017).

**E**ven prior to COVID-19, immigrants were more likely to drop out of the education system than native-born Israelis (Yanai et al., 2019).



# COVID-19 Pandemic

---

The need to understand their **academic, social and emotional needs** became more acute.

Mapping their linguistic abilities is essential for constructing **intervention** programs to improve their language proficiency according to their initial level.

The Corona period and school closures created a **double challenge** due to the transition to online learning.

# Aim



The current study examined the perceptions of **students, parents** and teachers regarding



- **linguistic abilities**
- **Social Identity**
- **Pedagogy**





# Method



**Immigrant  
Students  
ages 7; 14; 17**

English-Hebrew (EH): N= 56  
Russian-Hebrew (RH): N= 63  
French-Hebrew (FH): N= 105  
Kuki-Hebrew (KH): N= 41

**Parents of  
Immigrant  
Students**

English-Hebrew (EH): N= 58  
Russian-Hebrew (RH): N= 23  
French-Hebrew (FH): N= 9  
Kuki-Hebrew (KH): N= 10

**Teachers of  
immigrant  
students**

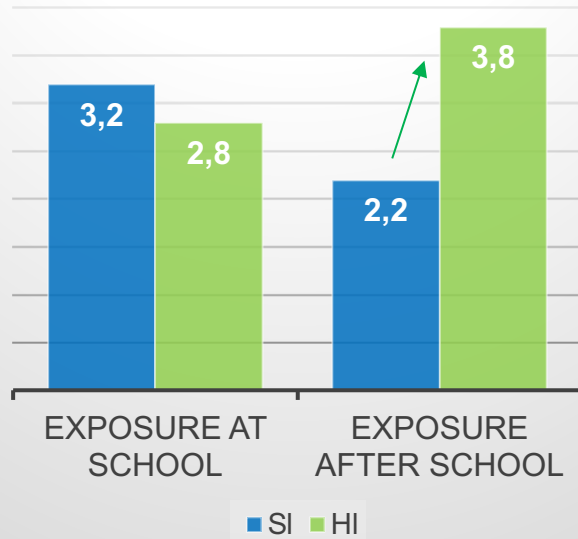
N= 71

A questionnaire suited for English, Russian, French and Kuki speakers in different ages (elementary, middle school and high school).

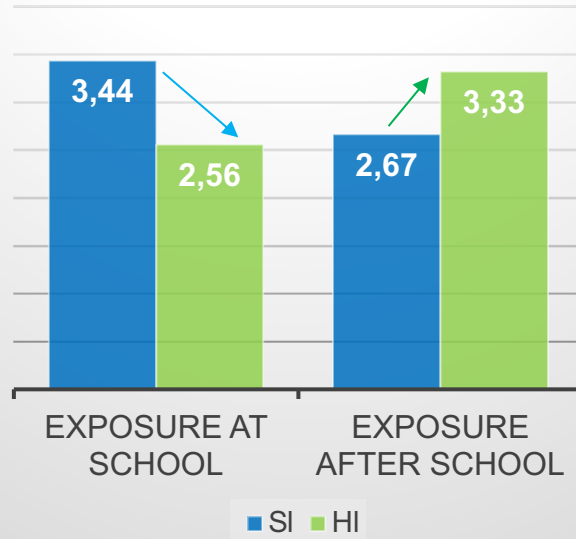
# Students - Language Exposure



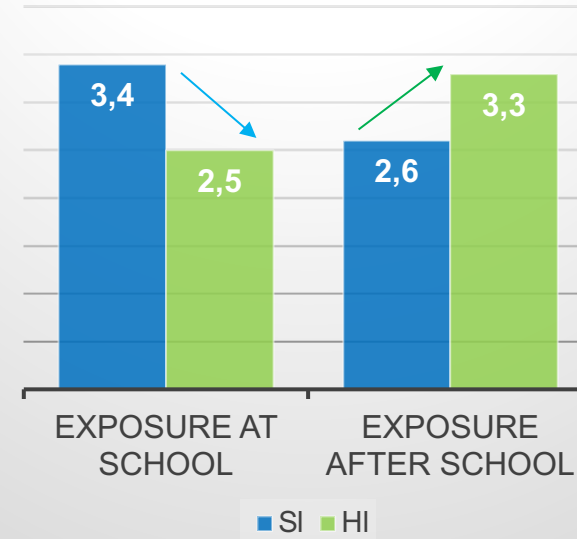
English-Hebrew



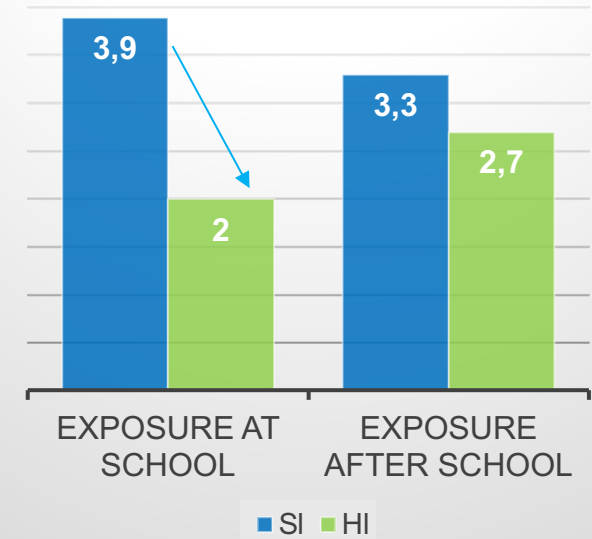
Russian-Hebrew



French-Hebrew



Kuki-Hebrew



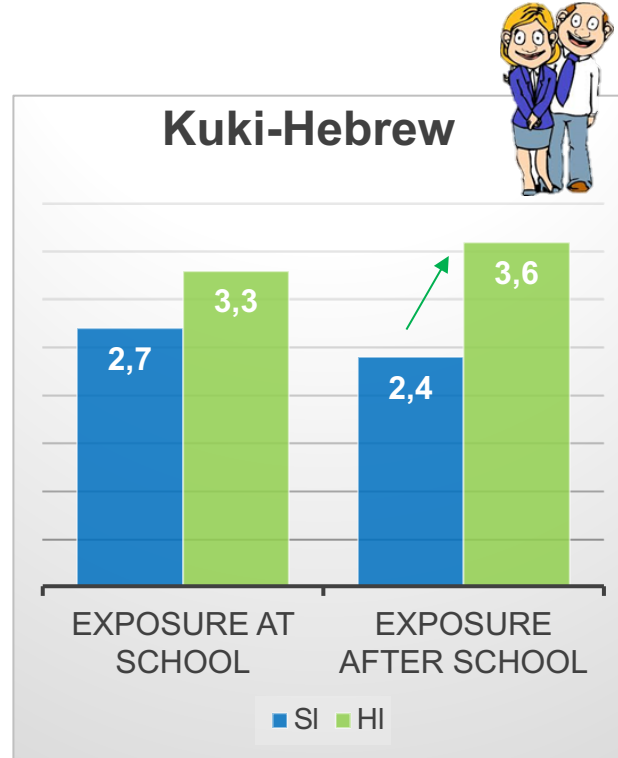
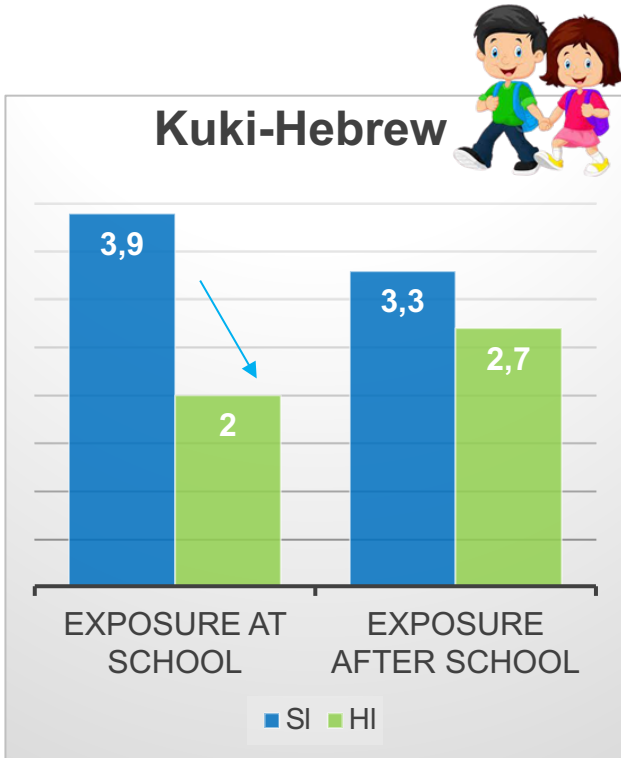
**DURING-** All students were significantly more exposed to Hebrew than to their HL.

**AFTER -** Students were significantly less exposed to Hebrew than to HL, **except for KH speakers.**

Exposed **at school** English student  $L1=L2$  ( $p=.09$ ), Russian student  $L2>L1$  ( $p<.001$ ), French student  $L2>L1$ , Kuki student  $L2>L1$ ; teachers  $L2>L1$

After School: English vs Hebrew  $L1>L2$  ( $p<.001$ ), Russian vs Hebrew  $L1>L2$  ( $p=.02$ )  
French vs Hebrew  $L1>L2$  ( $p<.001$ ), **Kuki vs Hebrew  $L2>L1$  ( $p=.059$ )**

# Students & Parents- Language Exposure



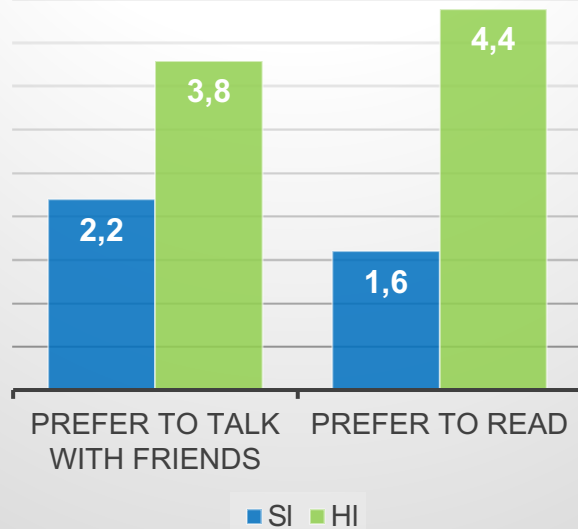
**No** significant differences between parents and students and between the EH, RH, FH groups, **except for KH speakers which see to have a different pattern.**



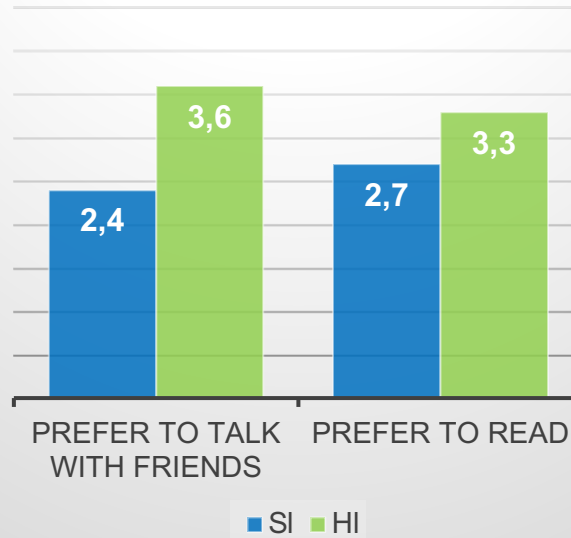
# Students - Language Preferences



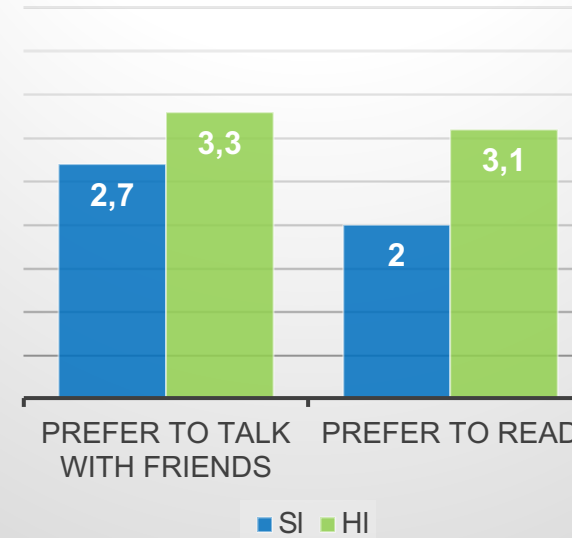
English-Hebrew



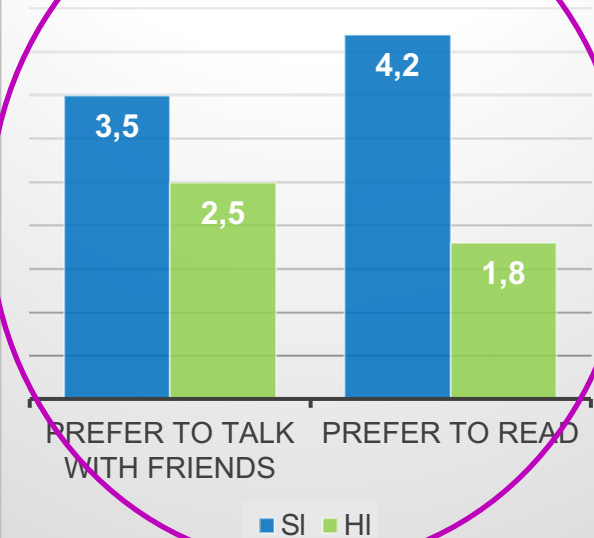
Russian-Hebrew



French-Hebrew



Kuki-Hebrew



**Speaking:** EH, RH & FH speakers: L1>L2; **KH speakers: L2>L1**; **Reading:** EH, RH & FH speakers: L1>L2; **KH speakers: L2>L1**;

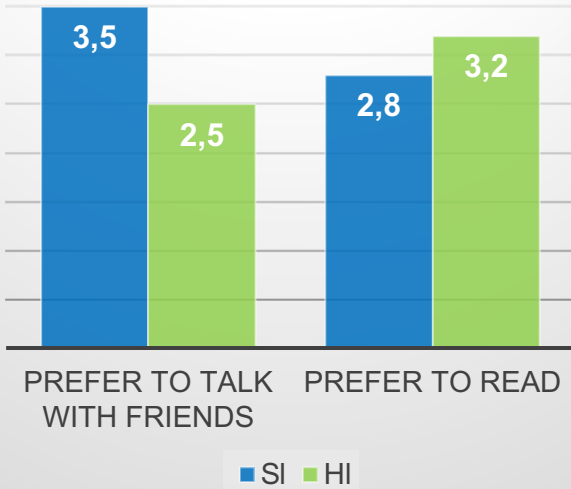
**Prefer speak friends**  $\chi^2=58.72$ ,  $p<.001$ , post-hoc: English student L1>L2 ( $p<.001$ ), parent L1>L2 ( $p=.001$ ), Russian student L1>L2 ( $p<.001$ ),

**Prefer read:** 45.50,  $p<.001$ ; English ( $p<.001$ ), Russian L1>L2 ( $p=.04$ ), Kunit L2>L1 ( $p<.001$ ) French L1=L2 ( $p=.57$ )

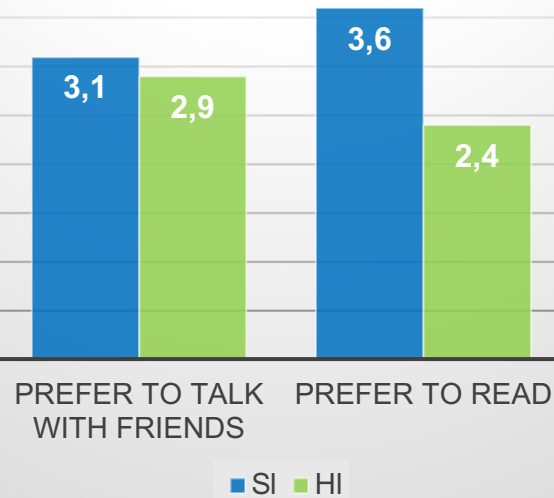
# Parents - Language Preferences



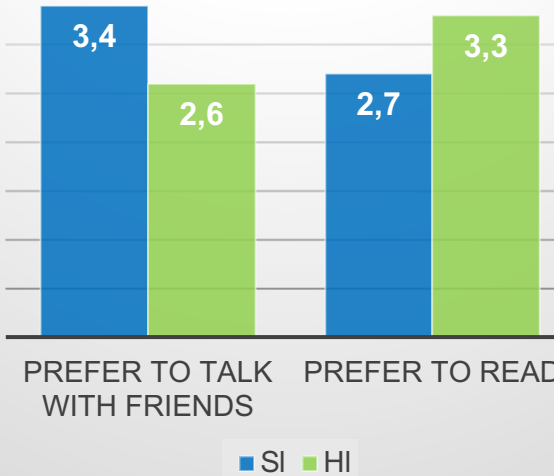
## English-Hebrew



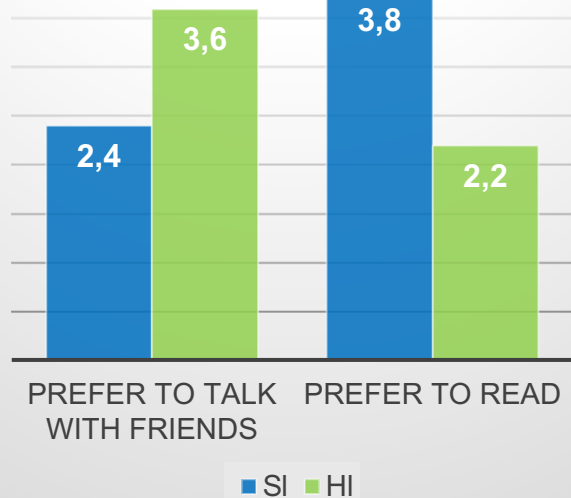
## Russian-Hebrew



## French-Hebrew



## Kuki-Hebrew

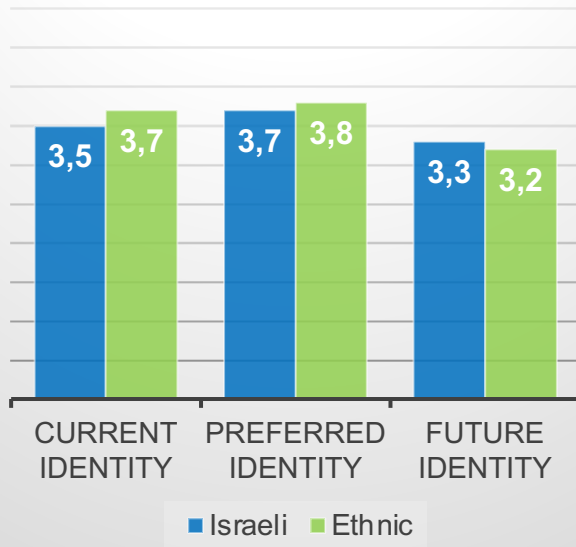


There were gaps between the perceptions of parents and students in most groups.

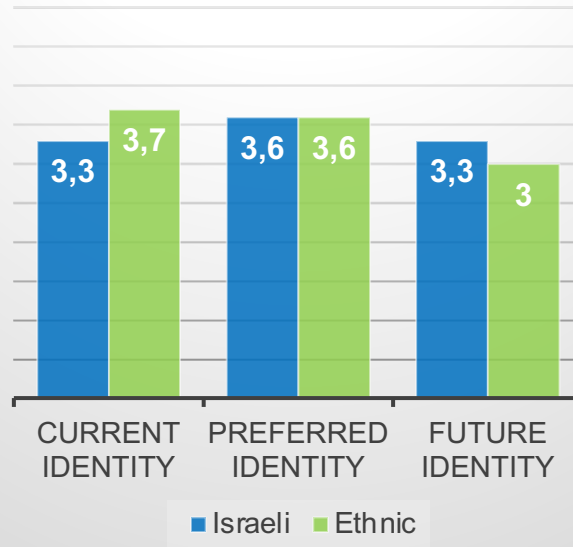
# Students - Identity



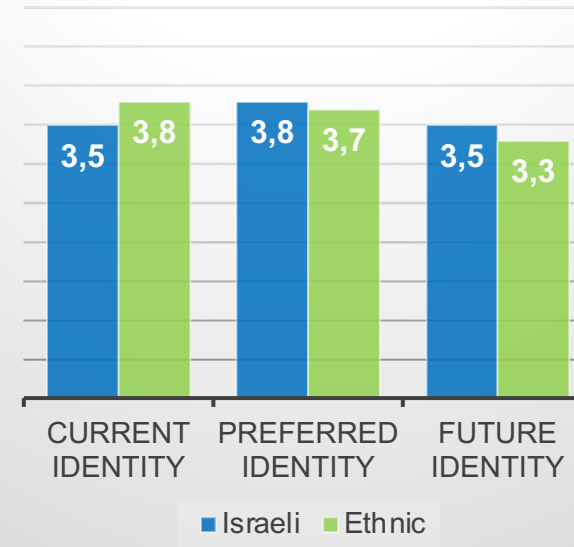
## English-Hebrew



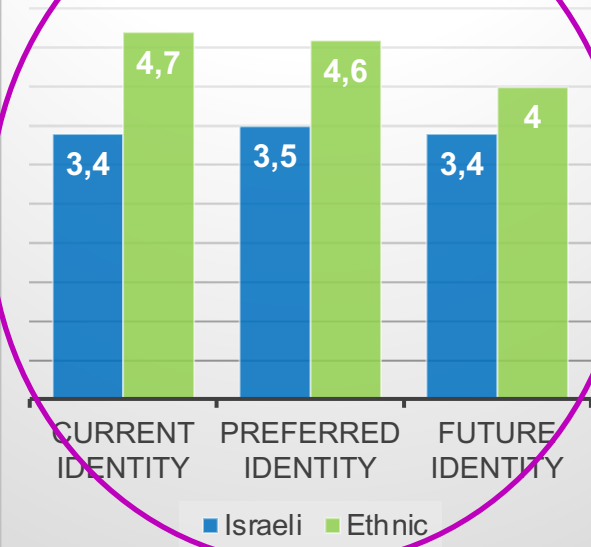
## Russian-Hebrew



## French-Hebrew



## Kuki-Hebrew



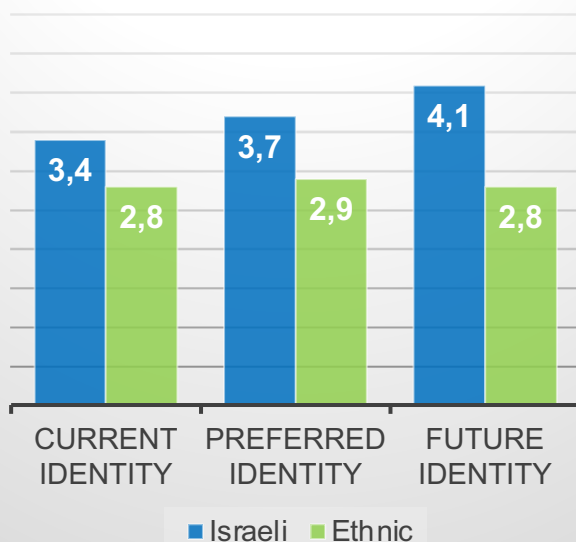
**Current-** EH, RH & FH students perceive themselves as Israeli as well as English/Russian/French to the same extent except for KH who see themselves as Israeli.  
**Preferred and future-** EH, RH & FH students see themselves in the future as Israelis and also as English/Russian/French in a similar way. **Kuki** students imagine themselves in the future as having a more Kuki.



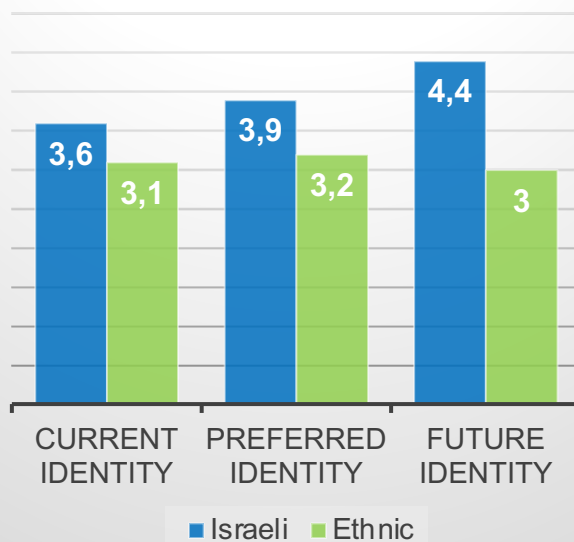
# Parents - Identity



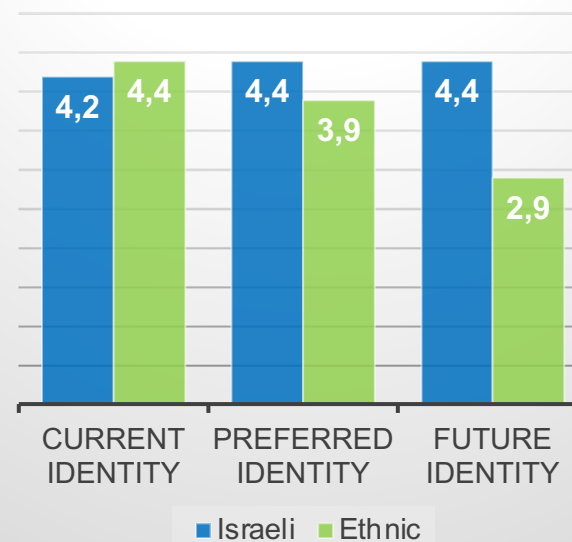
## English-Hebrew



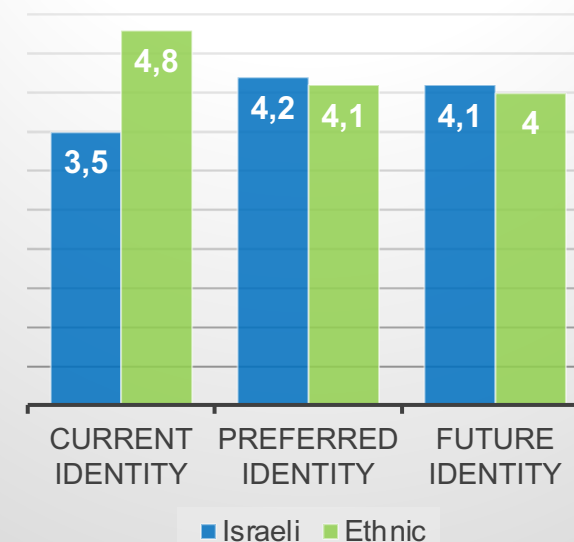
## Russian-Hebrew



## French-Hebrew



## Kuki-Hebrew



A distinct difference was identified between the future identities, where Russian and English-speaking parents believe their children have a higher affiliation with Israeli identity than the students themselves.



# Discussion and Implications

---

**Not all immigrants are born alike.**

# Discussion and Implications



## Language Preferences & Pedagogy

- **Not** all immigrants have the same language preferences, so it is important to map perceptions for each group of immigrants BEFORE constructing an intervention plan.
- Language preference is related to identity, which may also influence language acquisition (Altman et al., 2021). Thus, these aspects should all be considered.



# Discussion and Implications



## Pedagogy & Language Exposure

- Encourage conversation in Hebrew and hold meetings where students are exposed to both SL (for learning) and the HL (for preservation).
- **A** school and an online bilingual program which is based on both languages is essential. It may narrow gaps in achievement. Children can benefit from SL through support given in HL by focusing on features common to both languages, e.g. storytelling.

# Discussion and Implications



## Language Exposure, Preferences & Abilities

- Parents are not always aware of the amount of exposure, language preferences and language used by their children. Hence, they are concerned that the exposure is not sufficient.
- **We** recommended holding parent meetings to reflect on the extent of their children's exposure to Hebrew and the means to do so during study hours, and to guide parents on how to increase exposure to Hebrew and strengthen their children's language abilities also after school.



# Thank you!

---

This research was funded by the Chief Scientist of the Israel Ministry of Education

# Credits.

---

Presentation Template:

[SlidesMania](#)

To comply with this template's license, you have to keep this slide or mention us and the other resources used in the footer of a slide.



**Free** themes and templates for  
**Google Slides** or **PowerPoint**

**NOT to be sold as is or modified!**

Read [FAQ](#) on [slidesmania.com](https://slidesmania.com)

*Sharing is caring!*

