The Impact of Remote Learning on Immigrant Children

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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

Israel 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).

Even 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
A questionnaire suited for English, Russian, French and Kuki speakers in different ages (elementary, middle school and high school).
**Students - Language Exposure**

**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)
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

**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 ($p=.04$), Kukit L2>L1 ($p<.001$) French L1=L2 ($p=.57$)
Parents - Language Preferences

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

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Credits.

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